Equity, Inclusion, and Civil Discourse at Hawken
FEATURES

4  Community Voices: Equity, Inclusion, and Civil Discourse
22  Hybrid Learning at Hawken: From Surviving to Thriving

CAMPUS LIFE

26  Student Accomplishments
30  Arts
32  Athletics
36  Commencement

COMMUNITY IMPACT

35  The Parents’ Association Connection
42  Hawken Fund
44  Board Welcome & Thanks
46  Alumni Center
49  Fair Play
2020–2021 BOARD OF TRUSTEES

Officers
Charles P. Cooley, Chair
Samuel P. Gerace, Vice Chair
Blair K. Haas ’72, Vice Chair
Paul N. Harris, Vice Chair
Steven M. Ross ’94, Vice Chair
Alan D. Rosskamm, Vice Chair
Andrew D. Ross, Treasurer
Janice W. Hawwa, Secretary

Trustees
Himanshu S. Amin
Daniel Brown
Steven Dettelbach ’84
Tamara Durn Doody ’85
Julie A. Edgar
Michael Graham
Dan F. Graci
Kendra C. Howley
John LeMay
Brinton C. Lincoln ’94
James D. Lincoln ’91
Rupal Malani
Julie Mangini
Summer Paris

Natalie Ronayne
Lou Salza
Lauren B. Spilman
David Sylvan
Dominic Visconsi, Jr. ’77
Meredith Smith Weil ’85

Visiting Committee
Jeffrey M. Biggar ’68, Chair
Donald R. Allman ’70
Todd A. Barrett ’83
Scott M. Beatty ’77
Jeffrey M. Biggar ’68
Brooke M. Buckley ’94
Kristie Taylor Burns ’89
F. David Coleman ’59
Sean M. Decatur ’86
Dennis P. Fisco ’73
Paul Franklin ’02
Jonathan W. Friedland ’86
Timothy M. George ’70
Adam M. Goren ’09
R. George “R.G.” Hawwa ’02
Todd R. W. Horn ’73
Caleb Hsieh ’94

Wendy Morton Hudson ’86
Daniel Hurwitz
Charles N. Jordan, Jr. ’65
Henri Pell Junod, Jr. ’59
Blake C. Kleinman ’95
William H. Lewis ’86
P. Jeffrey Lucier
David A. McCreery ’81
Wynne Dussenberg Odell ’76
Sarah Dorenkott Pearson ’66
Leon W. Pryor ’92
Randy F. Rizor ’70
Michael Rosskamm ’97
John C. Schirm ’01
Theodore Sedgwick ’66
Paul C. Shiverick ’71
S. Tucker Taft ’70

Life Trustees
Jeffrey M. Biggar ’68
Charles P. Bolton ’57
Robert W. Brum ’72
William E. Bruner II ’67
David A. Daberko
Whitney Evans ’51
Leigh L. Fabens
Sally L. Grice
K.P. Horsburgh ’65
Peter A. Horvitz ’72
G. Russell Lincoln ’64
William C. McCoy ’38
Anthony Visconsi II ’71

Emeriti Visiting Committee Members
Laura Rosenfeld Barnes ’84
Kathleen Bole ’77
Rodger S. Rickard

School Community Representatives
Josiah A. Haas ’99
Alumni Association President
Holly Wiertel
Parents’ Association President
From the Desk of Charles P. Cooley

Dear Hawken Community,

In 2018, Hawken developed a strategic plan that took our commitment to Fair Play to a new level by prioritizing our work in furthering Diversity, Equity, Inclusion, and Justice (DEIJ) at Hawken. This was not just the desire of a few select board members or administrators; it was, in fact, independently determined to be a needed focus by every constituent group – administrators, trustees, faculty, staff, students, and parents.

Our current strategic plan for Hawken School consists of the following five major goals:

1. **Fulfilling our Purpose**: Forward-focused Preparation for the Real World
2. **Deepening Fair Play**: Diversity, Equity, and Social Justice
3. **Refining our Methods**: Organizational Excellence
4. **Maximizing our Impact**: Leadership in Thought and Community
5. **Securing our Future**: Enrollment, Finance, and Philanthropy

DEIJ work has been elevated to a top priority and now includes a detailed work plan to address the following main components of that work: inclusive pedagogy and curriculum, inclusive student culture, inclusive adult culture, inclusive family culture, faculty and staff hiring, and access and affordability.

Of course, meaningful change takes time, and we are all well aware that these goals are not going to be realized overnight. But we are making good progress. And we are thrilled to report that the Board of Trustees recently approved a new standing committee that is dedicated to DEIJ work at Hawken and will interface with divisional committees doing this work on the ground. This DEIJ board committee will be chaired by trustee Lou Salza and co-chaired by trustee Dan Brown.

The year 2020 hit us all hard. With a global pandemic as a backdrop, the social and political unrest that our nation has experienced in the last year has been difficult, to say the least. Yet it has also underscored the critical importance of the work we are doing to deepen Fair Play. As part of that work, we believe it is important to take pause to grapple with our history and to listen to some of the voices in our community – voices of those who have been marginalized and voices of those who stand ready to listen and to act.

Some of those voices are highlighted in the main feature article that appears in this issue of the Hawken Review. While they are all different and distinct, they emphasize the necessity of civil discourse in moving forward with our DEIJ work: listening, responding, and enacting the change needed to ensure that the spirit and pursuit of Fair Play is never forgotten, both at Hawken and in our world at large.

We hope you will take the time to read their stories and to listen to the stories of so many others in our midst.

Sincerely,

Charles P. Cooley
Chair, Hawken School Board of Trustees
COMMUNITY VOICES

Equity, Inclusion, and Civil Discourse at Hawken
During my two-day interview for the head of school position at Hawken back in 2005, I was struck by the Fair Play signs that hung in every classroom. I deliberately and strategically asked each person who hosted me, “Is Fair Play real here?” Every single one of them answered that question pretty much the same way: “Oh yes... Fair Play is a really big deal here.” By the time my interview process had ended, I knew that Hawken was a special place - the kind of school I could proudly lead, one that would support my wife and me in raising our sons to be not just well-educated, but also principled, good people.

Hawken has always prided itself in being a welcoming institution. We opened our doors to Vietnam veterans in the early 70s when other institutions turned their backs on them; we welcomed women and students of color in the sixties and seventies so that they could have “equal” access to a Hawken education. From integration to coeducation, from the civil rights movement to the women’s movement and beyond, we have embraced equal rights with a mindset grounded in the ideals of Fair Play. We have evolved with the times.

Yet in spite of it being a point of pride that, in the world of private schools, Hawken has usually been in a lead position in terms of inclusivity, we have been, like other institutions and human beings in general, short-sighted and imperfect. What if, in spite of welcoming integration and treating everyone equally, many among us still felt marginalized in some way? What could we learn from their stories – both the good and the bad?

It’s been said that the most important aspect of communication is listening. In recent years, we’ve tried to do a better job of listening, and in doing so, we’ve learned a lot. We’ve learned that some of those students we eagerly welcomed to our school have felt more like guests in our community than like members – that integration does not automatically translate to inclusion. We learned that equality only works toward true fairness if everyone starts with the same advantages, opportunities, hopes, and dreams. And yet the set of lived experiences of our students, faculty, and families varies wildly.

The experiences of those whose voices are represented in this feature also vary widely. It is important that we listen to them, and that we engage in civil discourse around these issues so critical to Fair Play - not only to understand how far we have come, but also to understand the work we have yet to do.

D. Scott Looney
Head of School

To learn more about Hawken’s strategic work toward equity, read Head of School Scott Looney’s pre-election 2020 letter to the Hawken community at hawken.edu/2020Pre-ElectionEssay.
Perspectives from the Early Days of Integration and Coeducation

Andre considers himself privileged for being a Hawken Lifer and a native of Shaker Heights. The sixties and seventies, he notes, was “like now, a time of great civil unrest and racial disparity.” But he was determined to make the best of his experience.

“I have discussed the Hawken experience with other Black students from different classes who had varied experiences and I believe the old saying, ‘You reap what you sow’ applies. I had a soft edge and was tolerant of others, realizing at an early age that problem people and roadblocks exist everywhere; you just have to keep moving.”

In spite of the roadblocks and difficulties he encountered at Hawken, Bustamante recalls his Hawken days with fondness.

“I learned to evaluate people and make friendships,
When I reflect on my time as a Hawken student, which began in the fall of 1965 and ended with graduation in June of 1969, I have to put it in the context of those turbulent times.

Hawken did not have a commitment to inclusion, empathy, and/or respectful dialogue. Those things did not exist in our vocabulary. Hawken had a commitment to integration – taking positive steps to ensure opportunity for Black students to have the Hawken experience. The leadership had the vision to know that it needed to be done but did not openly discuss or share the process of how to do it.

Prior to my arrival, there were two Black students in the Upper School. One had graduated the year I arrived. In fact, my parents knew his parents, and I am sure that was a factor in me ending up there. The other was in the 11th grade. He and I had about as much contact as happens between a junior and a freshman (though he often checked in with me to make sure that I was doing ok). I genuinely appreciated that.

There was no special orientation, no discussion of what to do or how to successfully navigate and succeed. I got up at 5 am, walked a mile and a half, rode the rapid and the Hawken bus. I was there every day, went to class, played football and baseball, and set about the pursuit of my goal: to secure an appointment to West Point, get a college degree, and become a Commissioned Officer in the United States Army. And that goal was achieved.

Along the way at Hawken there were those who became friends for life. There were those who made it obvious that they did not think that I should be there because of my race. There were those to whom I was invisible and, in their minds, did not exist.

So yes, it was about integration and for the most part I was on my own and found my way. Once again, given the times, that was the way it was.

Three hundred words are not enough to allow me to provide the details of the good and the bad that I experienced during those four years. Yes, there were tough times of bigotry and exclusion, but I persevered. If anyone is interested in the details, I am more than willing to share.

I am very appreciative of the fact that my parents sacrificed as they did to pay for my Hawken education. Their vision for my success used the Hawken opportunity and experience to ensure that I achieved it.

I would not be where I am today without the Hawken experience. I am proud to say that I am a Hawken alum – the only Black student in the Class of 1969 for grades 9 through 11 and the first Black student to attend grades 9 through 12 and graduate.

many for life!” He also appreciated the learning environment at both Lyndhurst and Gates Mills, which “afforded students seclusion and an environment teaching us how to learn with no outside interference.” He recalls that “all administrations allowed for problem resolution, all you had to do was speak up.” And apparently he did speak up, calling himself “a rebel by day.” It was that courage and tenacity that enabled him to live up to the school’s motto “That the better self prevail, and each generation introduce its successor to a higher plane of life.”

Throughout his youth, Bustamante learned about what it means to be Black in America and was able to “witness the civil rights movement from a front row seat.” He was also privileged to have known Dr. Martin Luther King, Jr., who was a classmate of his father’s at Boston University. “Uncle Martin,” as he called him, “would come to visit, and planning took place for many protests including Sealtest and Pic n Pay right in Cleveland.” While at Hawken, Bustamante played a role in sharing the African American experience with his classmates in an effort to raise awareness and understanding of the Black experience. He recalls a classroom assignment at Hawken focusing on Martin Luther King before King’s birthday became a national holiday. “My classmates and I were given MLK’s birthday to plan a symposium, and we chose to show the film ‘Montgomery to Memphis.’ Afterwards, many cried and apologized about what they saw.”

Being a Hawken Lifer was what Andre calls “a unique, life-building experience.” He adds, “My brother (Class of 1972) and I always say the BEST thing our parents did for us was send us to Hawken. We continue to carry with us ‘who we know’ and ‘what we know’ from our Hawken experience – both equally important for getting ahead in life.”
NARRATIVE BY KATHY KO CHIN ’76
Kathy Ko Chin was the first female Asian American student to graduate from Hawken School with Cecilia Carter, the first female Black student to graduate. Kathy earned a master’s degree in health policy and management from the Harvard T.H. Chan School of Public Health and a bachelor’s degree in economics from Stanford University. She is currently the CEO of Jasper Inclusion Advisors, advising on philanthropic strategy. Through 2020, she served as president & CEO of the Asian & Pacific Islander American Health Forum for over a decade. As a leader in Asian American, Native Hawaiian, and Pacific Islander communities, her networks stretch across 35 states and the Pacific. From 2014-2017, she was a member of President Obama’s Advisory Commission on Asian Americans and Pacific Islanders. Additionally, Kathy has served on the boards of many nonprofit organizations in her efforts to promote health and social justice for all communities of color.

I was struck very early on in my time at Hawken by the pathway to leadership the school offered exceptional students. The education and training were critical for the students to make a transition from whatever economic situation they came from to having the aspirations of the ruling class.

This was accomplished for my grade. Forty years later, we do, indeed, have the lawyers and judges, doctors, C-suite business executives, government and military leaders, leaders in sports, entertainment, nonprofits and education, not only for Cleveland and the country, but across the globe.

And, that class transition was frequently tinged with reminders of the racism and economic divides that have always existed in our country.

I was a guest to Cotillion. I had no idea what that meant or was, but gamely attended. I walked in with my escort, a tall White man, into an old, esteemed venue that reeked of tradition. As we enjoyed drinks and appetizers, I came to realize that I was one of only a few people of color in the room. Moreover, all of the waiters were Filipino men. They asked me how I got invited. I related more to these gentlemen than the debutantes who were being presented. This was the next rung in my class transition, exposure to these traditions that a child of immigrant parents of modest means would never have otherwise known. Privilege comes in many forms and often goes unrevealed to the general public. This is the social part of exposing students to class privilege.

The preparations for leadership included a college prep framework. However, being in the first group of female students, the school was not prepared to adequately support, let alone excel at serving, the newly diverse students in their midst. The message that I received from the college counselor in those days was that the Ivies and other prestigious colleges and universities were not available to me, as the recommendations I received included only women’s colleges and those that were not among the top schools in the country.

There is nothing wrong with these schools. But I was incensed that, because I was female, I received no encouragement to pursue the ambitions that were promoted at the school. So I did it on my own. Male privilege and gender discrimination were very present in the mid-1970s.

I have greatly appreciated the experiences and sense of community that I have built through Hawken. I am still close to many high school friends, which is an incredible blessing. Did Hawken teach me about diversity, equity, and inclusion? Yes, but perhaps not in the way that we aspire to today. We all have been awakened, if not over the last 40 years, certainly over the year of 2020.

The need for diverse and aware leaders who have the ability to build community cross-racially, across gender, and across other forms of difference is essential to growing the citizens and leaders of tomorrow. It is my hope that Hawken will continue to be self-critical in this regard, and I hope to be a partner along the way.
I will never forget the pained expression on my dad’s face upon receiving my acceptance letter to Hawken in the early 70s. My brother was already a student at Hawken, we weren’t wealthy, and having two children in private school was beyond his reach. When Mrs. Hoerr, a Hawken admission counselor at the Lower School, learned about his concerns, she and her husband, head of surgery at the Cleveland Clinic, offered to pay my tuition. This random act of kindness became a defining moment in my life.

While touring the campus, a personal welcome from the “boys,” a group of young Black men in my class led by Derrick Harkins, was comforting. They were my guides and protectors and, to this day, are mainstays in my village. When school began, I bonded with the younger Black women to navigate through the unspoken rules. As the senior Black female on campus, I instinctively knew it was my job to make sure microaggressions did not marginalize my sisters.

Of course, at that time we did not use this diversity language to describe the uneasiness we experienced. We simply knew there was a double standard of white privilege.

I was not prepared for the immense wealth of the families and how this would impact my socialization. There was nothing worse than being invited to ski, travel, or participate in events requiring extra money when you could barely pay tuition because scholarships did not cover extracurricular activities. Black students relied on neighborhood relationships, joined Black organizations like Jack and Jill and formed bonds with other Black students from neighboring elite prep schools just to maintain our sanity and sense of belonging.

We knew our behavior had to be above reproach; we knew we had to be bigger, badder, bolder, and wiser to have our voices heard. This was especially true during the college application process, where many teachers were inexperienced in assisting scholarship students on financial aid, or often steered them to lower-tiered schools.

We did not have courses on African American, Asian, or Native American culture or history. There wasn’t a Black History or Hispanic Heritage Month, and formal cultural exchange was non-existent. Most importantly, Hawken did not have a Black mentor or advisor. We were just expected to assimilate. Most of us simply had our parents and were “firsts” in our families to be privately educated.

So how did Hawken prepare me to be a confident Black woman and leader despite the impact of sexism and white privilege? Hawken delivered on its promise to prepare me for college. To stretch beyond my comfort zone, think independently, and elevate my voice beyond the crowd. It fostered my curiosity and exposed me to a world of possibilities.

But the truth is, like me, most students of color already have what is necessary to excel before arriving on campus. The year 2020 brought us to the precipice of significant change in America. It is against the backdrop of this change that Hawken must reinvent, refresh, and reshape its commitment to inclusion to develop the best leaders.

When I returned to Hawken for my 40th reunion, I was amazed to see the campus’s physical transformation. But that is not what spoke progress to me; instead, it was seeing the logos for Howard, Spelman, and Morehouse in the college admissions office that made me feel hope. Yes, Hawken had changed – but there is more work to do.

Mrs. Hoerr’s random act of kindness 47 years ago helped shape my leadership. That kind of empathy in action is what Hawken needs to help close the gap between integration and real inclusion for its emerging leaders.

NARRATIVE BY CECILIA CARTER ’76

Cecilia Carter was the first Black female student to graduate from Hawken. She received a BA and an MBA from Northwestern University before becoming a corporate executive for companies including General Electric, UBS, Starbucks Corporation, and PepsiCo. She is currently CEO of The Strategy Chick, a boutique executive coaching and consulting firm that she launched in 2015. Cecilia’s clients include Bloomberg, Calvin Klein, Citibank, Comcast, Pfizer, and Viacom, where she advises senior executives on leadership, diversity, and inclusion. In addition to these roles, she is a board member for several non-profit organizations.
Implementing Policies and Programs to Promote Equity and Inclusion

INTERVIEW WITH STEVE DETTELBAUCH ’84

Steve Dettelbach, a partner at BakerHostetler who served as the United States Attorney for the Northern District of Ohio during the Obama-Biden Administration, has spent most of his 30-year legal career as a civil rights attorney and a prosecutor. To name just a few of his honors and recognitions, Steve received the Department of Justice Civil Rights Division Special Service Award, the Stephanie Tubbs Jones Award for Public Service, the Legal Aid Society’s Louis Stokes Paragon Award, and the Cleveland Metropolitan Bar Association’s Pace Setter Diversity and Inclusion Award. Steve is a Hawken Lifer, former Alumni Board member, Alumni Give Back Day presenter, Richard W. Day Award recipient, and Hawken Trustee. He is currently a Hawken parent of Allie ’21 and David ’24.
“Of course, we still have a ways to go, but the Hawken School of my era wasn’t nearly as diverse or inclusive as Hawken is now,” Steve explains.

“There are two things that really shaped my experience in relation to these issues of inclusion and civil discourse. First, my group of friends was actually quite diverse; that was an important part of my Hawken experience. Second, the overall ethos of the school was that it was focused on Fair Play, which translated into the idea that everyone needed to be included in all the things that were going on at the school. That is not the way it always happened, certainly, but I left with the strong view that it was important to fight for that goal. So I think it’s fair to say that my experience at Hawken shaped the way that I think about these issues today.”

He cites some examples. “I spent the first six to seven years of my legal career working in the civil rights division at the US Department of Justice, where I prosecuted hate crimes – involuntary servitude and slavery cases, police misconduct cases, and also cases involving enforcement of the Freedom of Access to Clinic Entrances Act, which protects abortion providers and others who provide reproductive care services. So my case load was made up of those kinds of cases.”

As the U.S. Attorney for nearly seven years, Steve also chaired the national civil rights sub-committee of what is called the Attorney Generals’ Advisory Committee. “In that role,” he explains, “I dealt with national issues ranging from police reform to the initial enforcement of the Shepard-Byrd Hate Crimes Prevention Act. I was with President Obama when he signed that into law, and we had to ramp up training and enforcement priorities with the FBI – and then all the state and local law enforcement agencies help to do that.”

Thinking back over his career, Steve asserts, “There’s no doubt in my mind that I am drawn to that work because of what I learned at Hawken. It was the idea that the great unfinished business of our nation is the civil rights movement – the idea that we have this goal of equality, and that the goal is not being realized. It’s our responsibility – each and every one of us – to do what we can when we see things that aren’t fair or right. It’s just not acceptable to sit by and do nothing. We are called to act – to do something about it. I learned that lesson at Hawken School.”

Acknowledging that he has been very blessed, Steve adds that the education he received gave him the “luxury” of opportunities. But graduating from a place like Hawken, he insists, means that you have a responsibility to do more than just take your education and go off and make as much money as you can. “You’re supposed to give something back. And I hope that is something that all Hawken graduates appreciate and understand.”

From his perspective as a parent, it appears that the push for civility, inclusion, and equity is alive and well at Hawken. “My kids look at me as some sort of dinosaur – a White male who doesn’t understand all the things that are going on today. And I love that. It shows that they are not satisfied with the way things stand; they are both constantly advocating for further changes and more activism. I also try to explain that the world they’re looking at, including Hawken, is so much more inclusive than it was during my time – and that much progress has been made. But it makes me proud that they’re totally dissatisfied with that. They say ‘OK, fine, but what can I do to try and be an ally and help people have a better life?’ That is a constant theme in my house. And it is the Hawken experience that is motivating them.”
“When I was at Hawken,” Robbie Kaplan ’84 explains, “it was the beginning of the Reagan administration, and Hawken was still very much influenced by the culture of the 70s. So there’s obviously been a huge shift since then. Our country was in a very, very different place,” she recalls, noting attitudes toward LGBTQ people and women in particular. “And while there were obviously gay students on campus, no one knew who they were.”

Moreover, the remnants of the 70s culture of hope that trickled over into the 80s provide a marked contrast to today’s divisive, polarized climate. “I remember studying and discussing not only very important literary and historical texts but also the controversies of the times – and in none of these conversations do I ever remember anyone exhibiting the kind of vitriol and anger that seems so prevalent today.”

Instead, Kaplan recalls that she and her classmates “learned about a culture of discourse that placed high value on addressing and acknowledging differences in a collegial way” – acknowledging that civil discourse may have been easier in the 80s, when there were no cell phones, no social media sites, no platforms for people to voice their opinions “anonymously” in whatever manner they wished.

Kaplan points to another hallmark of her time at Hawken. “People understood that there was a thing called ‘crossing the line.’ And when people crossed the line, it was dealt with.” She remembers an instance in her chemistry class when her teacher made a joke about concentration. “They have camps for that,” he quipped. But to the young Kaplan, this was no laughing matter, and it warranted action. Motivated and empowered to be a change agent, she reported the incident to the head of the Upper School. “It was taken care of,” Kaplan recalls. “If I remember correctly, the teacher apologized.” And it never happened again.

While civil discourse was the expected norm at Hawken in those days, there was clearly much work to be done. Kaplan’s experience helped to fuel her desire to pursue a career that would empower her to affect necessary change in our society. Civility was certainly a good thing, but not enough. Substantive progress was required, and Hawken helped to arm her with the tools to pursue an undergraduate degree at Harvard and a law degree at Columbia.

Kaplan has spent her entire career litigating cases in the financial and technology sectors as well as public impact cases. Most notably, she argued successfully before the Supreme Court of the United States on behalf of LGBT rights activist Edith Windsor in US v. Windsor; the landmark decision required the federal government to recognize same-sex marriages. Recently, her firm has been involved in representing E. Jean Carroll and Mary Trump against Donald Trump, the actress Amber Heard against her former husband Johnny Depp, and the states of Pennsylvania and Kentucky in cases concerning the 2020 election and COVID-19 restrictions.

INTERVIEW WITH
ROBERTA KAPLAN ’84

Robbie Kaplan, founding partner at Kaplan Hecker & Fink LLP, one of the top elite litigation boutiques in the country; co-founder of Time’s Up Legal Defense Fund for victims of sexual violence; adjunct professor at Columbia University Law School; and winner of numerous awards and honorary degrees, is known for her groundbreaking legal work. Consistently named one of the top 10 female litigators in the country by Benchmark Litigation, she is also a published author; her book, entitled Then Comes Marriage: United States v. Windsor and the Defeat of DOMA, was chosen by the LA Times as one of the top 10 books of the year. Robbie is a former member of Hawken’s Visiting Committee of the Board of Trustees.
INTERVIEW WITH KENIECE GRAY ’12

Keniece Gray received her master’s degree in public administration at Cleveland State University in 2020 and currently attends Georgetown University Law Center as an Opportunity Scholar. She previously worked as an auditor for the City of Cleveland and Deloitte. In college, Keniece leveraged her experiences interning in the private and public sectors, studying abroad, and serving on non-profit boards to advance diversity in academia and the workforce.

Some of her impactful efforts include founding Journey to The Board, spearheading a campaign that raised $75,000 for underrepresented student scholarships, creating the inaugural Bridge Board diversity assessment for the Boys and Girls Club of Cleveland, and helping Cleveland families navigate the college financial aid process through her presentation “Balling on a Budget.” After graduating from Georgetown Law, Keniece plans to help advance educational policies and regulations that will promote equitable education and opportunity for all. Keniece has served as a Hawken Class Secretary, Alumni Board member, and Alumni Give Back Day presenter.

Keniece Gray recalls that it wasn’t easy being a member of the racial and socio-economic minority at Hawken – and not having the opportunity to learn from someone who looked like her until her junior year made it even harder. “I went from having some Black teachers to not having any. That was different, and it made me less comfortable as a student.”

Exclusion, she recalls in retrospect, took different forms at Hawken. “Being at Hawken was when I began to realize that in some spaces, race is not the key determinant of community. There was a divide at Hawken; I think it was less about race and more about socio-economic status and class. At Hawken you knew who the rich people were – and the rich Black people hung with the rich White people.”

Things were different back then, she notes, adding that a decade ago, diversity and inclusion at Hawken did not seem to be as high a priority as it is now when it comes to the student experience. “We didn’t have a Black Student Union – a safe space where we could go and talk about whatever as a Black community. Instead, we had what were known as the “Black benches.” The understanding was that the benches were our gathering space that some presumed were reserved solely for us. Some of my White friends would ask, ‘When you’re sitting on the Black benches, can I come over and talk to you?’ There was this clear line between our Black space and everybody else’s space. It is not abnormal for a minority to want your own space. At the time I didn’t think about those benches as exclusive – it was more like ‘this is where I’m comfortable.’ It was a misconception that others were not allowed to sit on the benches. That experience taught me a lot about the power of perspective and how it can lead to misunderstanding.”

One of Gray’s main takeaways from her Hawken education was her motivation to bridge the opportunity gap for inner city students, who are often limited not because of their potential or capability but because of things out of their control like zip code or race. “As someone who commuted from the inner city to Hawken every day, the disparity in resources I saw was a constant reminder that the opportunity gap is wide and pervasive. Being at Hawken showed me what top-tier education looks like – and the difference it can make in your life.” She points specifically to two Intensive
classes she took at Hawken: Homelessness and Genocide. “I learned about the power of race, discrimination, and more importantly, reconciliation – and about how it’s always important that you give back, no matter how privileged you are. Those two lessons have stuck with me.”

Her first indication of her “calling” to pipeline development was her senior project which involved co-authoring a book called College 101. “Many of my neighborhood friends didn’t get the kind of expert college guidance provided by Hawken counselors, so my classmate and I wanted to help them by sharing all of the information we learned about the college process through our experience. It was then that I realized that diversity and inclusion work was part of my life’s calling.”

And she’s been involved in that ever since her high school days, participating in Model UN at Hawken; serving as a liaison to UNA-USA; and working with the African-American Society to advance the “We Belong Here” movement, which helped lead to the development of Case’s Diversity 360 orientation requirement. She was also instrumental in founding EXCEL, a business club designed to meet the diverse needs of the university’s minority professionals; the clubs’ efforts led to jobs for undergraduate and graduate students at companies in the private sector that had little to no minority representation.

Once she experienced the intrinsic rewards of seeing her friends get jobs and support themselves, Gray explains, “I realized that maybe this diversity-inclusion work wasn’t just a hobby. So I started working as a Career Peer in the Case Career Center, where, after my supervisor became aware of the work I had done on campus, I was asked to work on diversity-related projects. I sometimes found myself revisiting old doubts I’d had in previous situations – that maybe I was chosen for the role solely because of my race. But then I reminded myself that it was my skill coupled with my lived experiences that qualified for me the job. And it all started at Hawken with my senior project and College 101. That was pipeline development work. I just didn’t know it at the time.”
In those days you didn’t want people to know you were a veteran. Ours was a very unpopular war for many good reasons, and hatred for the war turned into hatred for those of us who served, even young men who were drafted. Before we left Vietnam to come home we were warned not to expect a homecoming parade. In the Washington airport it was cold December and I was in a tropical khaki uniform. I found a seat between two guys my age in suits. They looked at me, and then first one, then the other, picked up his beer and walked away. While I was in grad school the anti-war, anti-military movement among my peers was raging on campuses all over the country. I grew my hair and kept my mouth shut. We were called “baby killers,” suckers, Fascists, losers, and deemed essentially immoral, or at least less moral than those who judged us.

In the years that followed, the war faded in everyone’s mind. Even our colleagues who had so angrily opposed the war had put it behind them. I taught English and advised the Outdoor Leadership Program. My son Jacob ’94 and I lived in an apartment in the White House. One November 11th, when Jake was six or so, we were surprised by a bright bouquet of flowers on the bench outside our door. A little card was attached saying “Happy Veterans’ Day” and signed by the OL leaders.

“What’s it say? Who are the flowers for, Dad? For you?”

“For me. For all of us.”

When I came to Hawken the war was almost over. Two other teachers, recently hired, were Vietnam vets as well. Hawken’s reputation as an extremely liberal place was well deserved and I guessed that being veterans would work against us as it had when I’d applied for a job on the grounds crew at Amherst College and was told “Sorry, no Vietnam vets.” But here liberal meant open-minded, not anti-veteran, not anti-anyone.

NARRATIVE BY PETER SCOTT
Faculty Emeritus Peter Scott taught Upper School English at Hawken from 1974 – 2018 and headed the school’s Outdoor Leadership program from 1974 – 1999. A veteran of the Vietnam War, where he served as a U.S. Army Officer, he has published numerous books that address the themes of war and peace. Peter, a former Hawken parent and current Hawken grandparent, was named an Honorary Alumnus in 2000.
As a new, incoming ninth grader at Hawken in 2018, King Weatherspoon ’21 found himself enmeshed in a predominantly White community for the first time in his life. “It was a huge culture shock,” he acknowledges. Over time, he became better acclimated as he learned more about the Hawken culture. “I began to get a bit more comfortable and more at ease.” But something still didn’t feel right, he acknowledges. “Originally I just chalked it up to a gap in my personal experience.”

But he was soon to discover that the roots to his challenges ran deeper than that when a Hawken teacher introduced him to The Souls of Black Folk, by W.E. DuBois. “I read the first ten pages that talked about how the only way for Black people to make it in America was to get approval from White people and thought, ‘This is me.’ That was intense. At first it made me angry; then I got worried and paranoid. Then I fought to figure things out a bit. It motivated me to want to change things.”

He made a connection between what DuBois was saying and what he witnessed at Hawken: Black students adopting the cultural habits and styles of the majority White population to more readily assimilate. Furthering this sense of pressure and isolation was the “mining of Black students” in an effort to get their perspectives and understand their experiences. That in and of itself isn’t necessarily a bad thing, he acknowledges. “It’s cool, you know. And it’s really important. But it can also feel overwhelming because it places responsibility for resolution on the student.” Such was the case, for instance, when after viewing a documentary about navigating race relations, teachers, with the best of intentions, asked him, “How can I be a better teacher? How can I be more inclusive?”

Moreover, he adds, “It’s hard being the only Black person in the classroom – especially in history classes where we tackle issues like slavery and Jim Crow. There’s this unspoken thing – a lot of it’s subconscious – where everyone turns to the Black person in the room. It can be overwhelming for a high school kid.”

Especially for someone like King, who feels so passionately about raising awareness and affecting change. This passion is clearly a double-edged sword. One of the highest compliments King has ever received came from a Black teacher at Hawken who told him, “You make my job easier.” On the one hand, he says, “That meant so much to me. On the other hand, I felt so much responsibility. Like I needed to be this champion for inclusivity.”
And a champion he is. Not only has he taken it upon himself to speak directly with teachers and administrators about these issues; he has assumed numerous leadership roles to advance his cause: leader of the Black Student Union, head of education and planning for the Hawken Integrity Council, director of recruitment and marketing for Hawken’s Speech and Debate team, and facilitator of Students Against Abusive Relationships. “I work very hard because I want to make Hawken a better place for all students.”

Not that King doesn’t appreciate Hawken. In fact, he enthusiastically admits, “I love this community – the togetherness, the team-building activities that remind students that they are like family, the way people try to foster an environment that is intellectually demanding and also shares a common love for everyone. I really appreciate that sentiment.” But there’s a “back end” to it, he acknowledges. “Sometimes I feel like commonality means integrating into the majority.”

But while civil discourse is very much alive at Hawken, there is still much to be done, King asserts, recommending more structured diversity training for the faculty and more time dedicated to addressing racial and social issues during the school day. Yet he acknowledges that teachers and administrators really do care; they are “absolutely good about listening and providing support for Black students,” and they “definitely take into account equity and inclusion issues.” He also points to the increased focus on DEIJ work at Hawken, particularly since the board made it a strategic priority – Affinity Groups, Orchard gatherings, the launch of the Voices of Fair Play blog, DEIJ articles in the AffNo, and even a letter King himself wrote to the Upper School student body. “These are excellent for Hawken,” King says. “They give students a choice to opt into something that is socially stimulating and very much needed in our current social and political climate.”

Thanks to King’s innate drive and impassioned sense of justice – and the writers and teachers that influenced his journey and fueled that passion – King learned to find his voice. He now feels motivated to make an impact not just at Hawken, but on the world. “I feel very empowered,” he concludes. “I’m very sure of my purpose now. This is what I want to do with my life. I want to think about it, I want to write about it, I want to sing about it, and I want other people to think about it until we can figure out how to fix it.”

This summer, following the events of the killing of George Floyd and subsequent protests across the nation, the House Leaders had an emergency meeting to discuss our reactions to the protest.

During this meeting, we decided that we felt poorly equipped to have the hard conversations that racism entails. After that meeting and much reflection, the House Leaders along with the Black Student Union leaders decided to launch a book club focused on anti-racism and used the book Stamped: Racism, Antiracism, and You by Dr. Ibram X. Kendi and Jason Reynolds as the basis for our conversations.

Having been involved in the planning of the book club, I anticipated that the experience would be impactful. However, I was unaware of how much it would transform my perspective. Up until about a year ago, I thought that being ‘not racist’ was enough, that avoiding personal racist behavior was all my obligation entailed. Then I heard the word ‘anti-racist.’ Once I heard this word, I had to stop and think of what it really meant, not just the dictionary definition, but its implications for my future actions.

Having read the book, I am now beginning to understand what it means for me, a White male, to be an anti-racist. The impactful discussions with my peers made possible by the book club equipped us to have the hard conversations, stand up against racism, and help others find their way in doing so as well.
Reflections from Current Hawken Parents, Teachers, and School Leaders

As parents, there are many important decisions to make. The top two decisions are selecting your child’s name and selecting a school for educating your child.

We have two sons, Ian (our 22-year-old college senior and former Hawken Lifer) and Carson (our 14-year-old eighth grader).

This year has been challenging in many ways. From the pandemic to social unrest and injustices faced by many People of Color, there has been an overall loss of civility.

As our sons have navigated Hawken’s academic experience and continue to do so, we have seen a huge transformation with regards to inclusion and the acceptance of individuals who represent different racial, cultural, religious, and sexual preference backgrounds. We have been here long enough to see the transition of ‘Fair Play’ evolve from a motto of personal integrity to a moral fiber that has helped to shape the lenses through which our sons see the world and with which their peers see them.

Raising African American young men in today’s world can be especially challenging. When our sons leave the Hawken environment, we are certain that they are well equipped to represent ALL facets of who they are. They have the intellect to compete with anyone, the compassion to uplift others, the sense of self-worth that they have earned, and the right to sit at the table at which decisions about themselves and those they care about are being made. This is especially important for young African American men who must seamlessly traverse their way between board rooms and communities of color.

Hawken allows each child to grow, develop, and flourish as their authentic self. As parents, what more could we ask for? Hawken fosters a culture of inclusion through civility and the appreciation that because of our differences the entire community is stronger.
During this challenging time of social and political unrest amidst a global pandemic, some vital qualities that Hawken immediately recognized were the importance of community, connection, and self-care.

For me, this commitment to building community through empathy helped to calm and focus my own professional efforts.

Social and emotional well-being is at the core of our needs as humans, especially children. For schools, social and emotional well-being is at the foundation of all learning. As we continue to grow and discover as a learning community at Hawken through COVID and societal conflict, teachers in the Lower School focus on building the skills of empathetic listening, emotional intelligence, and honest communication.

Empathetic listening allows students to learn self-awareness emotionally and intellectually, as well as have social awareness of others. It’s a strong tool to develop relationships, gain perspective, and enhance understanding. We model and practice this with the students by repeating/restating what we hear, reflecting on what we heard, and then re-engaging based on what we hear. Additionally, we use the skills of RULER, such as the Mood Meter, to recognize how one is feeling, why one is having those feelings, and then understand how those feelings impact the relationship to the individual and the discourse is important.

Learning to express and regulate appropriately for the situation can build and enhance relationships, as well as help a child develop self-advocacy and autonomy.

Also critically important are the continued efforts to provide equal access to opportunities for all. With a goal of helping all educators and students feel more resilient and confident, acknowledging that all efforts begin with self-care toward the development of well-being will also help the Hawken community to thrive and our students to flourish. With the older students in the Lower School, we have explored dignity as a tool for more empathy and civil discourse, with the goal of recognizing essential worth apart from the actions of others. Dignity can provide the strength to stand up for oneself and have tough conversations built from a common ground and common understanding of our own self-worth as well as an appreciation for the essential worth of others throughout our community and our world.
I grew up as one of the first East-Indian students in blue-collar Eastlake, Ohio. Dealing with racism, rife with daily verbal and physical abuse, was a way of life for me in the 1970s.

My wife emigrated from Hungary and attended public school in a lower middle-class neighborhood of Columbus, Ohio. Due to our experiences, one thing we knew for certain was that we wanted the most diverse, inclusive, safe, and egalitarian school we could find for our multi-racial children. Hawken, with its motto of “Fair Play,” was the clear choice. We became active members of the school community, giving in every way we were able, from participating as parent volunteers, philanthropy and serving on the Board, which I have continued to this day. We were impressed by the amount of attention given to character development starting in the Lower School and continuing with the “guiding questions” of the Middle School.

Our expectations for a utopian environment were eventually dashed by disparate incidents involving groups of boys making vile and utterly appalling race-based jokes toward my son (Alexander) that were highly oppressive and demeaning, as is the case with most any form of assault. These events broke my heart while also sparking rage. I reported the first incident and, frustratingly, the perpetrators denied making the joke; my son wanted to forget about it and move on, but I pushed him to not tolerate such cruelty and prodded him to obtain eyewitness testimony from bystanders. I had several conversations with the head of the Middle School, and after patiently and thoughtfully managing through my venting while performing appropriate due diligence, she confirmed believing Alexander and took action (which at the time I felt was inadequate but now realize was appropriate and measured).

I was beside myself with anger toward those boys as well as their parents since this is learned behavior, while Alexander forgave immediately, turning the other cheek. My son befriended some of these individuals, at least one of which has developed into an empathetic and thoughtful adult; I’m confident that if such person has a child the bigotry will not be perpetuated. This transformation was not simply the result of my or anyone else’s intolerance of prejudice and insensitivity, but more so due to Alexander’s forgiveness, openness to people changing, and winning others over with kindness – character traits fostered by Hawken’s culture.

Today, millions of our fellow citizens have turned a blind eye to overt racism, xenophobia, anti-Semitism, corruption, incessant lies, fraud, cozying up to enemies and lawlessness, culminating in an armed attack on the Capitol and our democracy. I firmly believe that the best way to lead our country out of this darkness is through inclusion, empathy, truth, education, fair play and respectful dialogue, as encoded within Hawken’s DNA. My family has benefited beyond measure from being part of Hawken, and I am deeply thankful for such privilege.
NARRATIVE BY CHUCK DEBELAK

Chuck Debelak is the co-founder and head of Birchwood School of Hawken, where 70 percent of the students are children of first or second generation U.S. citizens from around the world. He earned his BS degree from Valparaiso University and his master’s of education in curriculum and instruction with an emphasis in gifted education from Cleveland State University. Prior to founding Birchwood with his wife Helene in 1984, Chuck taught in public and private schools as well as in Seoul, South Korea. In 2019, Chuck was recognized as an Impact Educator by Northwestern University’s Midwest Academic Talen Search. He is also a three-time recipient of the Ohio Governor’s Award for Excellence in Math and Science.

At Birchwood School of Hawken, teaching about inclusion, empathy, and civil discourse is an important feature of our character education program and falls under the Aristotelian headings of compassion and justice.

Our program begins by acknowledging that the human mind is always at work constructing stories. It is by stories, erected through real and vicarious experiences, that we frame how we live. Stories are the materials our mind uses to build our attitudes, opinions, and behaviors. During this mental construction, the human mind spontaneously gathers and assembles sensory data. It is attentive to how people think and act and translates this information into stories we tell ourselves, stories we believe, and stories that inform our attitudes and behaviors.

At Birchwood we tell stories. Lots of them. In fact, every morning in every classroom throughout the school, we tell stories about the exemplary lives of great men and women. Stories about famous people and stories about common people. Stories about people from different races, religions, nationalities, and socioeconomic backgrounds. Stories create the awareness of and the capacity for practicing inclusion, empathy, and civil discourse. Stories through literature. Stories in movies. Stories through parable and metaphor. Stories in maxims and proverbs.

Younger children explore stories with simple, age-appropriate themes. Older students explore stories involving complex racial, ethnic, gender, and religious themes.

We don’t expect results in the short term. We are more like farmers, sowing stories that provide each child’s mind with the material to construct their own stories to live compassionately and justly. We sow, knowing that the elements of each story have the power to speak to children far into the future and to direct their pathways toward Fair Play.

To learn more about Hawken’s DEIJ work, please join us for a webinar!

Thursday, May 6, 2021 | 6 pm to 7:30 pm EST

To register, visit hawken.edu/DEIJ-webinar.
Little did students and teachers know when they left for spring break last March that they would not be returning to school for over six months. For the remaining weeks of the 2019-2020 school year, teachers, students, and families found themselves in what might aptly be termed “survival mode” as they transitioned to remote, online learning from the safety of their homes.
It was a far from ideal scenario, particularly given Hawken’s emphasis on relationship-building and rapport between teachers and students. But not only did our teachers and students survive; they greatly exceeded expectations. Still, everyone agreed that the approach could not be sustainable long-term without sacrificing key elements of the true Hawken experience.

As September loomed near, hopes were high that in-person school would become a reality, and that it did. But it could not be back to business as usual, because not all students and teachers were able to safely return to school in person. Fortunately, the summer months afforded Hawken’s tech department and teachers the time to prepare for a new, hybrid learning model to be launched at the start of the 2020-2021 school year.

What exactly is hybrid learning? According to Hawken’s Chief Technology Officer Ryan Wooley, “Hybrid learning in the classic sense is where learners alternate between online activities and face-to-face activities. Hawken’s version is a little different in that instead of individual students switching from remote to face-to-face activities, we have some students that are entirely online while the others are entirely in-person.” Teachers at Hawken were therefore tasked with blending classrooms that included students who are physically present and others who are virtually present.
Hawken’s tech department knew that this was a tall order that would require Herculean effort. Early on in their planning, they decided to invest in Swivl technology that, as Wooley explains, “provides a bridge that connects the face-to-face live classroom to remote learners.” Essentially, it is a robotic platform that enables a camera to follow the teacher as he or she moves about the classroom. Not only can this software enable teachers to easily record lessons, but when combined with Zoom, it greatly enhances the virtual experience for remote learners, who relatively seamlessly can actively participate in classroom activities.

As great as it sounded in theory, Wooley admits he was nervous heading into all of this, finding himself constantly bombarded with questions and doubts. “Was our network going to keep up? Was it going to be brought to its knees with all the Zoom sessions? Were all the mics going to work?” But those were just the logistical questions. Even if all were to go smoothly from the tech side, were the teachers going to embrace this new technology?

That was an entirely different challenge. To meet it, teachers returned to school several weeks early to get schooled on this new technology. Rennie Greenfield, librarian and instructional technologist at the Upper School, says this was key to enabling teachers to “hit the ground running.” First they had to learn the basics of getting the technology to work, which was daunting enough for some. But there were so many more layers to address. “Can I teach effectively in this new mode of learning? Can I remember to make eye contact with remote learners? Are my remote learners experiencing class in the same way our face-to-face learners are?” Added to this was the additional layer of ensuring that every member of the community adhere to the new health and safety protocols. It was a monumental shift that required teachers not only to learn new skills but to rethink how they teach.

Bryan Wamsley, instructional innovation specialist in the Lower School, notes that in spite of the challenges, the situation teachers found themselves in also presented lots of opportunities that didn’t exist before. “When teachers have to reconsider the classroom dynamic,” he explains, “they often discover better ways of teaching.”

One example of a “discovery” that teachers came upon while wrestling with challenge is the practice of presenting all students a prompt at the beginning of the class – a problem or a question that students are asked to respond to in writing. The prompt brings both remote and in-person learners to the same place to focus on the day’s lesson and in doing so, levels
the playing field. It also provides the teacher time to set up
the technology required for that lesson. Best of all, Wooley
asserts, “It’s just a good teaching habit that many have never
used before.”

Wamsley points to another discovery: Once teachers
and students got used to balancing synchronous and
asynchronous lessons, they realized how much the students
benefit by not always having to do the same thing at the
same time and at the same pace. Demonstrations and lectures
can be recorded and re-used; students can stop, pause, and
fast-forward depending on their learning pace and ability to
comprehend the material. They can then use synchronous
class time to apply what they know with the help of the
teacher instead of at home in isolation.

“It allows us to personalize learning, and it’s engaging for
kids,” Wamsley explains. “When technology is responsive to an
individual student’s situation – learning pace, for example –
they really appreciate that, and it benefits them in the learning
process.” That’s something that’s difficult to achieve when
you have one teacher and 15 students. “But with technology
there to help you,” he adds, “it becomes a lot easier.” Moreover,
Wamsley shares that at the Lyndhurst campus, “Ease with
technology has improved 100-fold.” Not only is there a device
assigned to every student in the Lower School, but teachers
have learned how to use the Google classroom learning
management system and implemented it into their teaching.
They have also been using STMath, a self-paced, highly visual
supplementary math program that has been very successful.
“We will continue to leverage these things moving forward,”
he adds.

Teachers of high school students also acknowledge the
successful implementation of technology in classrooms.
Greenfield notes, “I’ve witnessed enough conversations
between remote and in-person students, where the teacher
is facilitating the conversation, to know it is working. I’ve also
seen some really cool presentations – 9th grade lab group
presentations with two remote learners and one in-person
learner. Those presentations have been pretty seamless.”

Both Greenfield and Wooley give credit to both the students
and the teachers. “Our teachers have really stepped up; I’m
really proud of them,” says Wooley. “And I’ve seen a lot of
resilience in both our teachers and students.” Greenfield adds,
“It’s been challenging, but our faculty are so used to doing
new things all the time that there was not much resistance.
We’ve pivoted before; this is just another pivot for us. When
you give Hawken teachers a new tool like this, it’s amazing the
new pedagogy they will put into place.”

It really has felt like a different year, just as it has for people
across the globe. But Wooley says that at Hawken, “It feels
more the same than I would have expected. We don’t even see
the masks anymore; we see the people. We’ve accepted the
new reality. When I watch live classes, it looks like class always
did. I see students engaged, I see them ask questions both
remote and face-to-face. And I think that would be surprising
to people who aren’t in the environment how much it still
looks like school in a typical year.”
Hawken Restart 2020: Welcome to the “New Normal”

After being away from school for nearly six months as a result of the COVID-19 pandemic, students returned to their respective campuses in early September eager to engage with peers and teachers and to begin a new school year, albeit under very unfamiliar circumstances.

This year marked yet another year of record enrollment, with 240 new students joining us at our various locations. Hawken also increased the number of faculty/staff for this school year to enable adherence to physical distancing requirements and other safety measures.

Faculty and administrators welcomed students back in small groups to become oriented to health and safety protocols as well as new schedules and routines. A highlight of the week was the faculty drive-by parade to celebrate this year’s seniors, the Class of 2021. Faculty, in true Hawken style, drove slowly past members of the senior class in decorated cars, honking, cheering, and waving to students to commemorate the start of their final year of high school. Following the orientation, one of those Hawken seniors wrote in a note to the teachers, “Today was emotional and tough, but everything that you and the faculty did made it really amazing and I think made all of us feel VERY loved and welcomed.”

School opened officially on Tuesday, September 8 on all campuses, including the newly-opened Mastery School of Hawken in University Circle. In a video sent to current Hawken families, Head of School Scott Looney emphasized the excitement members of the school community were feeling as they anticipated the return to school, saying, “Tuesday is the beginning of the joyfulness everybody needs.” He also assured families that have opted for remote learning that faculty members are working hard to ensure that their children will be provided with “all that is essentially Hawken.”

Welcome to Upper School Director Suzette Dyer

Hawken was thrilled to welcome Upper School Director Suzette Dyer this past summer, though the transition, like everything else in this past year, was far from what anyone had anticipated.

Ms. Dyer had hoped to visit the Upper School on several occasions last spring to become better acquainted with our community and our programming, but that was not to be, as the COVID pandemic required us to pivot to remote learning. Instead, she took the opportunity to get to know our faculty and students virtually by observing them via Zoom. After these “visits,” she concluded, “It has become abundantly clear that Hawken is a place where faculty and staff members are committed to students and to one another. In every observation and interaction, your pride in Hawken and in our students has shone through.”

In the relatively short time she has been at Hawken “in person,” Ms. Dyer has focused on supporting teachers in developing student-centered classes and personalizing learning in the new, COVID-inspired hybrid learning environment at the Upper School. Having worked with her for the better part of a school year, colleagues undoubtedly agree with Head of School Scott Looney that “Ms. Dyer brings expertise, vision, and a spirit of innovation and collaboration to all that she undertakes.” We are all eager to experience the impact she will make during this next chapter in Hawken Upper School history.
Speech and Debate Shines at National Tournament

The Speech and Debate team competed in the online 2020 Tournament of Champions, one of the most prestigious tournaments in the country; and as usual, they met with tremendous success. The following students qualified for and competed in this tournament based on their strong performances at other tournaments throughout the year: Molly Xiao ’21, Sam Li ’20, Grant Griffin ’20, Zayne El-Kaissi ’20, Emma Sedlak ’20, Amar Vyas ’20, Krishna Sanaka ’21, Aniyah Nelson ’21, Praveen Kumar ’22, Alex Watson ’21, and Claire Marrie ’21. Among the many highlights of the team’s success was bringing home the William B. Tate TOC Team Excellence Award, which recognizes the top team-wide performance in debate events.

Four Students Receive Scholastic Art and Writing Awards

Congratulations to Jane Nilson ’21, Natalie Knaggs ’21, Jasmine Shone ’23, and Samantha Werbeck ’23 on being recipients of the 2021 Scholastic Arts and Writing Awards. Jane received one gold key award, one silver key award, and two honorable mention awards in Poetry; Natalie received three honorable mention awards in Poetry; Jasmine received a gold key award in Short Story, a silver key award in Poetry, an honorable mention award in Poetry, an honorable mention award in Flash Fiction, and an honorable mention award in Science Fiction and Fantasy; and Samantha received a gold key award in Poetry. Award winners were recognized during a live virtual ceremony on January 30.

Upper School Students Present Virtually at Annual STEMM Symposium

Hawken Science Research III students took part in the 12th annual Bob Maciunas STEMM Research Symposium in December, presenting their projects before a panel of expert judges, families, and other guests.

Special congratulations to Christopher Gerace ’22, who took first place for his project, “A Computational Mechanism for the Simulation of Detonation;” Praveen Kumar ’22, who took second place for his project, “Identifying Regional Lymph Node Metastasis Based on Intensity Characteristics of Perirectal Fat from Magnetic Resonance Imaging in Rectal Cancers Using T2 Weighted Cells;” and Destynn Keuchel ’22, who took third place for his project, “Improving the Antimicrobial and Filtration Effectiveness of Face Masks.”

Many thanks to the STEMM judges and mentors, and congratulations to all symposium participants on their presentations.
Two Hawken Students Named QuestBridge Scholars

Congratulations to the two Hawken seniors who, through the QuestBridge Scholars Program, have matched with a college that will provide them 100% financial aid in the form of scholarships to cover the full cost of tuition, fees, room and board, books and supplies, and travel expenses for four years of undergraduate study. Aniyah Nelson has matched with Brown University, and Kynnedy Smith has matched with Columbia University.

Aniyah and Kynnedy were among the 1,464 scholarship recipients for 2020 that were selected from a field of over 18,500 applicants. They will join a worldwide network that includes over 19,000 current QuestBridge college students and graduates.

For more information about the QuestBridge Scholars Programs, please visit their website at questbridge.org.

18 Seniors Recognized in National Merit Competition

Congratulations to the 18 Hawken students who received recognition in the 2021 National Merit Scholarship Program. Hawken’s ten semifinalists are seniors Michael Butler, Benjamin Cohen, Donovan Liao, Jane Nilson, Raymond Tao, Madison Wayt, Thomas Wong, Saechow Yap, Zachary Zbanek, and Cordelia Zheng. Eight additional seniors were named Commended Students in the National Merit Scholarship Program: Stella Connelly, Adithya Kalyanam, Claire Marrie, Krishna Mukunda, Soren Palencik, Krishna Sanaka, Andrew Solganik, and Mourad Zeynalov.

Three Hawks Land Coveted Scholarships

Congratulations to three Hawken students who were named recipients of highly selective scholarships:

Jordan Slaughter ’20 was selected as one of 300 Gates Scholars from across the nation. Jordan, also a Questbridge Scholar, is currently a freshman at Princeton, where he plans on majoring in chemical and biological engineering.

Aniyah Nelson ‘21 and Molly Xiao ‘21 have both been named Joyce Ivy Summer Scholars and were the only independent school students selected for this program. Molly enrolled in Brown University’s 2020 summer program and took a course in “Law, Ethics, and Democracy.” Aniyah, who enrolled in Harvard’s Pre-College Program through the Joyce Ivy program, took a summer course called “The Science of Politics: An Introduction to Coding and Statistical Analysis.” She was also accepted to the University of Chicago Summer Scholars program.
A short story entitled “Before I Go” by King Weatherspoon ’21 was recently accepted for publication by Wilderness House Literary Review. Congratulations, King!

Congratulations to Middle School Computational Thinking teacher Sofia De Jesus on publishing her book, Applied Computational Thinking with Python: Design algorithmic solutions for complex and challenging real-world problems. It is available on Amazon.

Upper School science teacher Lacy Chick had a paper published titled “The coupled influence of thermal physiology and biotic interactions on the distribution and density of ant species along an elevational gradient.” It can be found in a special issue of the journal Diversity published on December 24 entitled Diversity, Biogeography and Community Ecology of Ants.

Upper School Spanish teacher Yerko Sepúlveda presented his research “Identity Construction through Digital Storytelling: A Study Abroad Case Study” at an international teaching conference in Pamplona-Iruña, Spain in November. His presentation received the Best Presentation on Language Teaching Award.

Lower School student Cordelia Davis ’31 was named winner of the Dobama Theatre 42nd annual Marilyn Bianchi Kids’ Playwriting Festival with her submission entitled The Fairy and the Mermaid.

Jasmine Shone ’23 took 7th place in the nation for an individual event in the 2020 National Future Problem Solvers Competition.

Destynn Keuchel ’22 was named Ohio Invention League’s 2020 Industry Innovator in the 6th - 12th grade division. Destynn received a college savings award and an invitation to represent Ohio at the 2021 Invention Convention U.S. Nationals.

Matthew Chang ’25 was awarded the Cleveland Institute of Music Olga Radosavljevich Preparatory Scholarship in piano for the 2020-21 year.

Nicholas Miller ’27 was awarded the Cleveland City Dance Young Men’s Full Scholarship Award for the 2020-21 year.

Krishna Sanaka ’21 recently placed 6th at the Montgomery Bell Academy Extemporaneous Speaking Round Robin, an invite-only tournament for the top 16 Extemporaneous speakers in the US. Congratulations, Krishna!
Hawk Arts Winter 2021

Genesis Rivers ’33

Xavier Blount ’29

Eason Liang ’30

Lilah Wise ’30

Lilah Korsmo ’28

Violet Thorman ’30

Noa Coven ’28

Jimmy Napoli ’22

Valerie Laurianti ’21

Milena Fernsler ’22

Ellie Faber ’21

Branson Winfield ’33

Ari Ruch ’28

Maya Rao ’21

Vlad Estrin ’23

Asha Krishnaswamy ’33

Lena Sylvan’21
2nd Grade Music

5th Grade Music

7th Grade Band

Kindergarten Music

8th Grade Strings

Upper School Band Rehearsal

HPS Productions,
*Much Ado About Nothing*

Upper School Choir

Upper School Choir
**FALL ATHLETICS 2020**

**GIRLS CROSS COUNTRY**
The girls cross country team won the CVC championship, placed 2nd at districts, and placed 6th in the region on their way to their third State qualifying trip in four years, where they placed 14th overall in the state. Ella Gilson '21, Harvard commit, was runner-up in a photo-finish state meet. Among the accomplishments in Gilson’s illustrious cross country Hawken career are two state titles, a state runner-up, 4-time All-Ohio Team, 3 regional titles, 4 district titles, 4 CVC championships, and 4-time CVC MVP, along with countless other top finishes in the regular seasons. Juliana Metz ’21, Ohio State commit, finished 86th in states, 9th in regionals, 3rd in districts, and 2nd in CVC to end her amazing four-year Hawken cross country career.

**GIRLS SOCCER**
Girls soccer finished with a 7-4-2 regular season record. They won 2 games in the state playoffs before a tough loss in the district semifinals. Lindy Bobrow ‘21, Lehigh University commit, earned 2nd Team All-State, 1st Team News-Herald All Star, 1st Team All Greater Cleveland, and 1st Team CVC. Hannah Killings’24 earned 2nd Team All-Greater Cleveland, 1st Team CVC, and News-Herald All-Star honors.

**BOYS SOCCER**
The boys soccer team finished the season with an 8-3-2 record. They won 2 games in the state playoffs before a tough loss in the district semifinals. Luke Culver ’21 was named to the All-Greater Cleveland 1st Team, 1st Team CVC, and 2nd Team News-Herald All-Star. Alex Shulman ‘21 was named to the 1st Team CVC, received All Greater Cleveland 2nd Team honors, and made the News-Herald honor roll. Jackson Goldberg ’22 was named to the 1st Team CVC, 3rd Team News-Herald All-Star, and All Greater Cleveland 2nd Team honors.

**FIELD HOCKEY**
The field hockey team went 11-4 this year and had a deep playoff run to the regional semi-finals. This year they beat Upper Arlington and Olentangy Liberty; they also beat 2019 state runner-up Shaker Heights in a triple overtime playoff game. Lauren Wiertel ’21 and Heather Arslanian ’21 were named to 1st Team All-Region.
**Football**

In their shortened season, the football team went 0-4, but the Hawks fought hard all season with amazing team and individual plays. **Terrence Robinson ’22** set a school record for most passing completions in a game (26) vs Berkshire. In that same game, **Stone Zashin ’21** became the second player in school history for receptions (13) and receiving yards in a game (196). Robinson and Zashin were named CVC 1st Team Offense; **Chris Shea ’23** and **Jordan Harrison ’22** were named CVC 1st Team Defense.

**Girls Tennis**

The girls tennis team finished with the CVC Championship and a 14-4 overall record. **Eliana Yang ’23** and **Bea Hardacre ’24** were individual conference champions, while the doubles team of **Jamie Park ’22** and **Eden Grossman ’22** were doubles conference champions. In postseason play, the doubles team of **Eliana Yang ’23** and **Hayley Garber ’24** were sectional champions, took 3rd place at Districts, and became state qualifiers.

**Girls Golf**

The girls golf team finished with a 6-3 season record, placed 2nd at the CVC championship, and placed 3rd at sectionals. **Ella Wong ’23** had back-to-back trips to states and placed 8th overall. Ella earned many honors over her sophomore year golf campaign: 1st team Division 2 NE All-Ohio, 2nd Team All-Ohio, CVC Tournament champion, All-Tournament team Walsh Invitational, and co-medalist (tied for 1st) at districts. Ella also set a Hawken School record for 18 holes with a score of 74.

**Boys Golf**

The boys golf team finished the season 10-1, winning the CVC championship and landing 2nd place at sectionals. **Cooper Bryan ’22** and **Quinn Petersen ’22** were named 1st Team CVC.

**Boys Cross Country**

**Nick Garcia-Whitko ’24** placed 8th at regionals to qualify the freshman a place in the state meet, where he placed 67th. As a team, the boys placed 3rd at the CVC championship, placed 6th at districts, and qualified for regionals.

**Boys Volleyball**

The volleyball team finished the season with a 3-8 record. **Makayla White ’22** earned 1st Team CVC honors.
**Spring Athletics 2020**

Although the season was shut down due to COVID-19, our coaches, players, and the athletics community created lasting relationships through the spirit of competition and sports, albeit virtually. Daily and weekly Zoom meetings and team competitions were the norm. At the end of the season, the Athletics Department honored the Old Board Awards to the spring senior athletes through a video tribute. **Julia Newman ’20** (girls lacrosse) and **Jacob Kaufman ’20** (boys lacrosse) spoke with leadership and grace in their captain speeches.

---

**CONGRATULATIONS TO HAWKEN ATHLETES**

The following students are athletes from the Class of 2020 who intend to play at the college by which they were recruited.

- **Rachel Clark**
  - John Carroll
  - Soccer

- **Danny Ecker**
  - Washington University
  - Track

- **Maddy Eippert**
  - Colby College
  - Swimming

- **Bainon Hart**
  - Williams College
  - Swimming

- **Julia Johnson**
  - Bates College
  - Swimming

- **Will Lindsey**
  - Cleveland State University
  - Wrestling

- **Lauren Musbach**
  - West Virginia University
  - Swimming

- **Julia Newman**
  - St. Olaf College
  - Cross Country

- **John Ratino**
  - Otterbein College
  - Lacrosse

- **Jackson Reineke**
  - Otterbein College
  - Wrestling

- **Sylvia Stewart-Bates**
  - Davidson College
  - Swimming

- **Danielle Turi**
  - John Carroll
  - Swimming

- **Collin Witt**
  - Kenyon College
  - Track

---

For a video recap of college commits and the past year of Old Board Award Winners, visit [hawken.edu/AthleticRecaps](http://hawken.edu/AthleticRecaps)

---

**Athletics Facilities Get an Update**

With limited time being spent in our athletics facilities in 2020, it was a good time to address some much needed updates and upgrades.

One of the most noticeable and sorely needed updates was the installation of a new turf field at Walton Stadium. The original turf was installed in the summer of 2007, giving us thirteen years of use to our original field. However, the field was beyond the end of its lifespan and was on its way to being unsafe. The new field includes several new technologies such as a multi-fiber system, coated sand fill, and a shock pad underneath, all of which makes for a more playable, safer, and longer-lasting surface. The field received great reviews from all of our athletes who played on it this fall. The project also included upgrades to the track & field long jump, pole vault, and high jump areas.

The main gymnasiaum at the Gates Mills campus received a complete refinishing for the first time since its installation in the early 1990s. Like the turf field, the new design allowed us to showcase our logos and branding instituted six years ago and generally upgraded the curb appeal of our facilities. More importantly, it drastically improved the playing surface, which had become slippery and unpredictable with age.

Lastly, with much thanks to the Milbourn family, we were able to complete a goal held since the construction of the Guren Picnic Shelter decades ago. Opening this spring will be a beautiful Welcome Center at the entry to our outdoor athletic complex. Gone are the days of open-air concessions, selling tickets in the rain, and outdated and inadequate restrooms. The center includes a modern concession stand, bathrooms, and a ticket window. This will not only allow us to upgrade event operations, but will certainly boost our visitor and fan experience at events.
Capturing the Essence of Hawken
With the absence of field day, end of year class parties, prom, after-prom, and so much more due to the pandemic, the 2019-2020 school year ended quietly – but not without reimagined traditions, gratitude, and good cheer.

The Parents’ Association did not miss the opportunity to celebrate the class of 2020 on their graduation and applaud the eighth grade students on their “moving up” to high school. Thank you to our families who gave their time delivering signs and gift bags to our seniors and eighth graders.

Congratulations to parent volunteers Kelly Covitt and Andrea Hill, who were the recipients of the Parents’ Association President’s Award in May. We are grateful for your service to Hawken.

Special thanks go to Nina Fazio Greenberg ’96, who concluded her two-year term as president. Under Nina’s leadership, the energetic leadership team planned and executed events to support our campuses and community. Nina also helped expand parent education by bringing in several speakers and connecting Hawken to community partners.

Hawken Night at the Drive-In
In November, the Parents’ Association hosted Hawken families at a double feature movie night at the Mayfield Road Drive-In. Following physical distancing guidelines, families watched The Muppet Movie followed by Ferris Bueller’s Day Off in honor of the class of 2021. Thank you to Diane Bretz and Kathy Joyce for organizing the event.

Autumn Treats
Throughout the fall, the Parents’ Association provided students, faculty, and staff with several treats, including pumpkins for Lyndhurst campus students and fall festive snacks for Upper School and Mastery School students. Faculty and staff also received a special treat delivered to their campus mailboxes.

Show Your Hawken Pride
With the safety of the Hawken community in mind, the Hawks Nest does not have in-person sales, but all of your spirit wear and accessories may be purchased online at store.hawken.edu. Be sure to follow @hawksnest1915 on Facebook and @hawkenhawksnest on Instagram to see the latest markdowns and new items. When Hawken fans make their purchases, 100% of the profits go to the Parents’ Association to support community-building events and campus improvements.
Congratulations

CLASS OF 36

HAWKEN REVIEW
American University
Babson College
Bard College
Bates College
Bowdoin College
Bucknell University
Carleton College
Case Western Reserve University
Claremont McKenna College
Cleveland State University
Colby College
Colorado College
Columbia College Chicago
Connecticut College
Cornell University
Dartmouth College
Davidson College
Denison University
DePaul University
Duke University
Earlham College
Elon University
Emory University
Franklin and Marshall College
Georgetown University
Georgia Institute of Technology
High Point University
Hiram College
Hope College
Howard University
Illinois Institute of Technology
Indiana University
John Carroll University
Johns Hopkins University
Kent State University
Kenyon College
Miami University
New York University
North Carolina State University
Northeastern University
Northwestern University
Ohio University
Otterbein University
Pennsylvania State University
Pitzer College
Princeton University
Queen’s University
Rhodes College
Rochester Institute of Technology
School of Visual Arts
Sewanee: The University of the South
Skidmore College
Southern Methodist University
St. Olaf College
Stanford University
Syracuse University
Texas A & M University
The College of Wooster
The New School
The Ohio State University
The University of the South
Tulane University of Louisiana
Union College
United States Air Force Academy
University of Arizona
University of Chicago
University of Cincinnati
University of Colorado
University of Dayton
University of Illinois
University of Maryland
University of Michigan
University of Richmond
University of Southern California
University of St. Andrews
University of Wisconsin
Vanderbilt University
Wake Forest University
Washington University
West Virginia University
Williams College
Commencement 2020 Celebrating the Moment
Hawken Lifers, Class of 2020
Congratulations 8th & 5th grade!

8th Grade Moving Up | Hawken School

8th Grade Moving Up | Birchwood School of Hawken

5th Grade Moving Up | Hawken School
Every year, the Hawken Fund is the School’s top fundraising priority and the primary avenue to support the School philanthropically. One of the most impactful ways you can share your love for Hawken is by giving to the annual fund.

Your gift provides a crucial bridge between tuition revenue and the actual cost of running the School, offering relief to the operating budget and directly affecting students, faculty, and programming across each division of the School.

Especially during times of uncertainty, the Hawken Fund remains essential. Your support provides us with the flexible dollars needed to adjust swiftly should the need arise.

Participation is the key to every successful annual giving program. When you make Hawken one of your philanthropic priorities, your gift is a symbol and a tangible vote of confidence in the School. Participation rates are also a benchmark used by foundations and outside funders when deciding which of the many worthwhile schools will receive their financial support.

Many employers have a matching gifts program for contributions to Hawken. Most programs match dollar for dollar, but some companies match 2:1 and even 3:1. This is a great opportunity to increase your gift in support of Hawken.

To make your gift to the Hawken Fund, visit hawken.edu/givenow or contact Meg Boucher, director of the annual fund, at 440.423.2966 or mbouc@hawken.edu.

“We’re pleased to support the Hawken Fund because we believe in the School. It’s great to be able to direct our gift to the programs that our boys enjoy the most and know that we’re making an immediate impact on their experiences.”

Linda Lee & Tim Chang, Hawken Parents
Donor Spotlight

Welcome to the Donor Spotlight, where Hawken introduces you to our generous alumni, parents, and friends who give of their time, talent, and resources to the School. Hawken’s donors and volunteers embody the spirit of philanthropy, sharing their love with the people at the School.

“I give to the Hawken Fund because Hawken provided me with more than I could have ever asked for, and the least I can do is give back. From life-long friends and memories to skill sets that helped set me apart from my peers in college and grad school, Hawken prepared me to succeed. I am frequently reminded that my Hawken experience helped shape my early success.”

Sydney Calabro ’15
Hawken Alumna

Thank you to the 2020-21 Hawken Fund Squad

Thank you to the parents who are serving on the 2020-21 Hawken Fund Squad. We are grateful to these volunteers who represent the Hawken Fund through their personal contacts with Hawken parents. They play an important role in helping to grow and nurture a culture of philanthropy at our school.

Karen Abbott
Myles Abbott
Genya Blount
Grady Burrows
Melissa Burrows
Jessica Dykstra
Nivi Engineer
Arlishea Fulton
Larry Fulton
Michelle Genovese
Marlene Harris-Taylor
Kelly Kimball
Sandi Lehr
Deej Lincoln ’91
Jeff Losch
Leah MacRaild
Bobby Mallett ’93
Sandy McMillan ’88
Allison Denzine Morrison ’95
Michael Obi
Oba Opelami
Alicia Ours
Shaylor Steele
Anthony Vitiello
Derek White
Justin Wolfort ’99
Jennifer Young
Jessica Zhang
Hawken Welcomes New Members to the Board of Trustees

Members of the Board of Trustees serve as stewards of Hawken School’s mission and vision, ensuring the long-term viability of the School. We welcome the following individuals recently elected to the Board and thank them for their strategic leadership and support of Hawken School.

**Julie Edgar** is vice president of transportation at Lubrizol. In her role, she is responsible for leading the transportation business to advance Lubrizol’s mission to help the world move cleaner. Dr. Edgar joined Lubrizol in 1995 as a research chemist at the company’s Hazelwood, U.K. facility. During her 25-year career at Lubrizol, she has held several technology leadership positions within the company, including global technology manager for driveline additives, global manager of applied sciences, manager of blend test services, and global director of research and development for engineered polymers. Additionally, she served as director of research and development for Lubrizol Advanced Materials in Asia; director of research and development for Lubrizol Oilfield Solutions; vice president of corporate research and development; and corporate vice president, innovation and chief sustainability officer at Lubrizol, where she helped to fully embed sustainability across the business, including how the company innovates, designs, and produces products. Julie, her husband Adrian, and their daughter Carys ’24 reside in Chagrin Falls.

**Michael Graham** is co-owner of Strategy Design Partners, a boutique strategy and communications consulting firm based in Cleveland. With over two decades of consulting experience, Michael focuses his practice on nonprofit and public sector clients, providing strategic planning, organizational development, executive positioning, messaging and communications, governance, and corporate mergers. Michael is also an attorney and previously served as an assistant prosecutor in Cuyahoga County’s Major Trial Unit, where he tried over 100 cases to verdict and largely dedicated his practice to seeking justice for child victims. He currently serves as chair for the City of Cleveland’s Civilian Police Review Board, the administrative body that hears citizen complaints of police misconduct. Michael and his wife Rebecca live in Cleveland’s Gordon Square neighborhood with their three children – Vincent ’27 and Evelyn ’28 who attend Birchwood School of Hawken, and Donovan.
Josiah Haas ’99, a Hawken Lifer, is president of the Alumni Board after previously serving as vice president of Alumni Engagement and co-chair of the Outreach Committee. He has been an active volunteer of the Hawken Alumni Board since 2011. Professionally, Josiah is president of Bud Industries Inc., a provider of enclosures for the industrial electronics industry. He joined Bud in 2006 in the position of national sales manager after working as an account manager at CDW, a Fortune 500 company that sells technology to businesses. Josiah also serves as chair of the Electronics Components Industry Association Marketing Council and is a board member for the Cleveland Chapter of Young Presidents Organization. He and his wife Dana are the parents of Asher ’29 and Levi ’32, who are third-generation Hawken students.

Rupal Malani, MD is a partner in the Cleveland office of McKinsey & Company. A physician by training, Rupal is passionate about ensuring that healthcare providers deliver high-quality care cost efficiently. She has served health systems and academic medical centers in the Middle East and North America. Her expertise lies in developing strategies for health systems to achieve greater scale, including M&A, joint ventures, and partnerships with entities across the care continuum. In her work in performance transformations, Rupal has supported several national and regional hospital networks. Her focus has been on clinical and non-clinical operations effectiveness, often via a data-driven approach that focuses on building capabilities in frontline operators. Before joining McKinsey, Rupal completed her internal-medicine training at the Johns Hopkins Hospital. She serves on the board of Partnership for Families and on the Osler advisory board. Rupal and her husband Dr. Amar Krishnaswamy reside in Cleveland with their daughters Asha ’33 and Mira ’33.

Holly Wiertel, a real estate partner at Platinum Real Estate, is president of Hawken’s Parents’ Association. Since joining the Hawken community, Holly has been an active parent volunteer. She has served as Class Parent Council (CPC) representative, CPC chair for grades 6 through 12, and After Prom co-chair. She and her husband John are staunch advocates for the Hawken Fund and are the parents of Lauren ’21, Kimberley ’26, and Jane ’18.

Hawken thanks its Volunteer Leadership rotating off of the Board of Trustees and the Visiting Committee

Hawken extends its gratitude to the following individuals for their extraordinary work:

Nina Fazio Greenberg ’96 concludes her two-year term as president of the Parents’ Association.

Jeff Milbourn ’94 has served as president of the Alumni Board since 2018.

Tom Murphy ’89 has served as a member of the Visiting Committee beginning with the 2017-2018 school year.
I am excited to begin my two-year term as president of the Hawken School Alumni Board, though this year will present many challenges to the school and its student body. As Hawken students adapt to COVID-19 social distancing protocols and come of age in a time of social unrest, I feel the alumni community can rally around the school to provide support through many avenues. As a team, we have created a list of goals focusing on increasing the connectivity between the school and our alumni base. There may be opportunities for you to participate or volunteer, and I hope you are willing to do so.

I am happy to announce that we added several new members to the Alumni Board in recent months: Pat Horsburgh ’10, Anjali Kottha ’04, John Ours ’95, Shefali Ujla Power ’91, and Oliver Young ’13. All bring energy and wide-ranging experience to our team.

I would like to thank my predecessor Jeff Milbourn ’94 for his leadership and service to the Alumni Board in numerous roles over the past decade. His efforts and energy have positioned us to do important work now and into the future. Also leaving the Alumni Board is Matt Salerno ’92, who served as president, among other roles, during his tenure. Their collective talents and counsel will be missed. Thank you, Jeff and Matt!

Josiah Haas ’99
President of the Alumni Board
alumni@hawken.edu

Philanthropy Leadership Board: Educating and Engaging Tomorrow’s Alumni

Formed in 2020 as an Upper School club, the Philanthropy Leadership Board will help to enhance and educate students on the important role of philanthropy in our community, country, and world. Its mission is to “inspire the Hawken student body to become more invested and active in philanthropy, community service, and service to our school.” The goal is for students to more fully embody Hawken’s motto of Fair Play by calling on their better selves and prioritizing service to future generations.

Ella Martinez ’21  Najah Adams ’21  Amalia Blood ’21  Ellie DeMinico ’23
Sammy Giglio ’22  Dana Granot ’21  Kadee Lui ’22  Maggie Mallett ’22
Samantha Manoloff ’23  Edward Ross ’22  Max Spilman ’21
**Young Alumni Return as Interns and Apprentices**

With the uncertainties of COVID looming, Hawken created two new positions for this year, teaching apprentices and teaching interns. As mostly young alumni, they know the culture of Hawken and quickly got up to speed with the use of Swivl, Zoom, and other platforms to support teachers that had to be remote due to health concerns. Instead of traditional substitute teachers, Hawken now had trained, vested individuals supporting the classroom teacher to maintain continuity and add valuable insight to the learning process. We are so grateful for the powerful and stabilizing contribution they have been to our community in this year of so much uncertainty.

Apprentices are here full-time for the year. They teach, co-teach and help facilitate classes. They have all graduated from college. Interns are here on an hourly basis while they continue to take college classes (or in the case of Sami and Vicky, while they prepare for medical school in the fall). They help facilitate classes for remote teachers, assist in co-teaching and labs, and help with other duties.

---

**Benson Anderson ’14**  
*Lyndhurst Flex Teacher*

“Returning to a place like Hawken at a time when community is so important – and hard to come by – has been such a privilege for me. The Hawken family feels so strong, and to be able to work, learn, and laugh alongside such passionate colleagues and students has been an absolute blessing.”

---

**Megan Cerbin ’14**  
*Apprentice*

“I love having the chance to return to Hawken as an educator and seeing all the ways that Hawken has continued to advance and offer new educational opportunities to students. I’m proud to be a part of a school that continues to adapt, despite the difficult circumstances of this year, to help students to learn and grow.”

---

**Abby Cohen ’19**  
*Intern*

“I’m happy to be contributing to Hawken’s successful and smooth operation in the midst of COVID restrictions. It’s fun not only to engage with teachers on a different level, but also to see students I knew as freshmen grow and learn.”

---

**Sami Fares ‘16**  
*Intern*

“It has been a true joy to give back to the community I spent four years at. While the faces around campus (and the campus itself!) may have changed, the buzz of being at Hawken hasn’t one bit.”
Vicky Kaplan ’16
*Intern*
“Being a part of the Hawken community once again during my gap year has been such a fun experience! Being on the other side enables me to see how much planning goes into everything, especially during a pandemic. I love experiencing the new school building (even when I get lost) and interacting with students.”

Arianna Marino ’15
*Apprentice*
“I have loved being able to experience Hawken through this new lens. While this year has certainly been an exercise in patience and adaptability, I’m learning so much from everyone, students and colleagues alike.”

Natsumi Meyer ’19
*Intern*
“In a year full of uncertainty, I am especially grateful I had the opportunity to be a part of the Hawken community this fall while taking my online college classes. I am continually amazed by how the Hawken community adapted to the new environment. As a young alumna, it was interesting and meaningful to experience Hawken from the ‘other side,’ while very much remembering what it is like to be a student.”

Samia Menon ’19
*Intern*
“Coming back to this community over these past few months as an intern was like coming back home. Seeing the school from this new perspective, this in-between space, only affirmed that Hawken is the place I remembered it to be: simultaneously ever-changing, always moving forward, but constant in its determination to provide the best possible experience for its students.”

---

In Memoriam
Remembering Fellow Alumni, Faculty, Staff, Parents, and Trustees

David Armington  
Theodore Bailey ’75  
Edward T. Bartlett III ’53  
Nicholas E. Buchanan ’17  
Aims C. “Joe” Coney, Jr. ’44  
Blair Dickey-White ’06  
Charles Dyke ’69

Sheila Ellis  
Michael T. “Terry” Hallaran ’65  
Harold A. “Joe” Hallstein ’68  
Nancy Harvey  
Walter Illingworth III ’68  
Suzanne Kurlander Kent  
Richard S. Lacey ’57

John Francis Lewis  
Robert K.F. Mann ’71  
Alexander “Sandy” McAfee ’42  
Gordon Milde ’55  
Elizabeth “Libby” Hyde Moore ’79  
Bonita Ann “Bonnie” Oviatt  
Ronald B. Parks ’54

Nicholas Peay ’48  
T. Douglas Stenberg  
H. William Strong, Jr. ’40  
Robert J. Timoteo  
John R. Wagley ’46  
Walter T. Weber ’50

*Look for individual tributes in the 2021 issue of Class Notes.*
Like many in our community and across our nation, our minds and hearts have been heavy thinking about the social and political unrest that we Americans have experienced over the past year; so many unsettling events have elicited a range of emotions including sadness, anger, and frustration.

Yet despite all of this, we believe we have numerous reasons to be optimistic. We are encouraged to see people supporting individuals suffering great hardship and loss. We are inspired by the acts of resistance and bravery demonstrated by people of every color working to improve their communities. We are hopeful as we witness all those who show up fully in their work to fight for justice and amplify the voices of those who are silenced. Further, we are grateful for the many people, institutions, and organizations who have reaffirmed their commitment to enacting equity and justice by doing this important work.

Hawken is one of those institutions, and we are proud to be part of its DEI team and also thrilled to be supported by the newly instituted DEI Standing Committee of the Board of Trustees. We are deeply committed to designing curriculum and programming to increase acceptance, cultivate empathy, and inspire civic participation among our constituents. Examples include faculty workshops on racial identity, curriculum that examines systems of power and inequity, forums for students to lead dialogues about issues in our community, a recently launched DEI blog, and service learning work that provides opportunities for students to take meaningful action.

Recently, the DEI team has expanded what we call “affinity groups” for students across all divisions. These groups afford a safe space for students who face similar circumstances and challenges to gather and talk openly about their experiences so that they can better thrive at Hawken and beyond. Far from being exclusionary, these groups focus on understanding aspects of our individual, shared identities – race, ethnicity, sexual orientation, family structure, religion, and more. Buoyed by a stronger sense of identity, understanding, and support, students are better able to engage fully and productively both in and out of the classroom. To further promote unity among our student body, we also provide the time and space for affinity groups to learn and grow together in cross-cultural events that are designed to encourage understanding between groups and to celebrate both our differences and similarities as members of the larger Hawken community.

This work we are engaging in and continue to build upon gives us hope and motivates us to continue to create programs supporting positive student development at Hawken. We remain deeply committed to delving even further into these issues to educate, think critically, dialogue, and take steps to meaningful action; all of these are critical elements of fulfilling Hawken’s promise to develop students who “engage others with empathy and integrity.” It is through these ideals that our students will build a society that acknowledges and respects differences – a society that is more just and equitable for all people.

Darnell Epps, Ambrose Faturoti, and Heidi Wilbrandt serve as DEI leaders on the Lyndhurst, University Circle, and Gates Mills campuses, respectively. In this Fair Play article, they reflect on the importance of affinity groups in promoting a sense of identity, belonging, and understanding among members of the Hawken community.
Save the date for

HAWKEN

Homecoming & Reunion Weekend

September 24–26, 2021

This will be a MEGA reunion weekend for the classes ending in 0, 1, 5, and 6.

Come home to Hawken!

Want to be part of your reunion planning committee? Email the Alumni Office at alumni@hawken.edu

For news & updates, visit hawken.edu/alumni-events