

2020 Vision: People, Passion, Potential



From the Principals



“It is only with the heart that one can see rightly; what is essential is invisible to the eye.” - Antoine de Saint-Exupéry, author of *The Little Prince*.

“2020 vision is the ability to see with sharpness and clarity – to determine what is important from what is less important and to bring focus to what is blurred or uncertain. Hardly surprising then that *2020 Vision* is the title of our bold blueprint for change. In meeting these seven strategic objectives, we will ensure Woodstock’s founding vision emerges into the 21st century as a clear commitment to values of excellence, personal responsibility, leadership and service.

“Bringing together vision and innovation, this significant plan will enhance the renowned Woodstock experience by combining the very best features of high academic challenge with a unique approach to the enrichment and personal development of young people. We have every confidence that this will help us to continue enabling Woodstock students to become effective leaders, who not only see what needs to be done but have the courage and the skills to act decisively in the cause of change.

We prepare young people for exams and we equip them to earn a living - we do all these things with rigour, nurturing the academic potential and high achievement of each individual. Yet, the education Woodstock offers is designed to go far beyond these goals, to develop the whole person and not just a part, to help each individual to become, in the words of our mission statement, “visionary, articulate and ethical - equipped to achieve their full potential in leadership and in life”.

Dr Eleanor Nicholson, Principal; Dr Jonathan Long, Principal Designate, September 2011

Contents

Page Number

2020 Vision: People, Passion, Potential

4

1. Mission Statement

5

2. Guiding Principles

5

3. Desired Learning Outcomes

6

4. Strategic Objectives

7

5. Financial Implications

9

6. Next Steps

10

a. Action plans (additions)

b. Business plan

c. Fundraising

Appendices

1. Sources and Contributors

11

2. Mission statement – definition of concepts

12

3. Guiding Principles – example

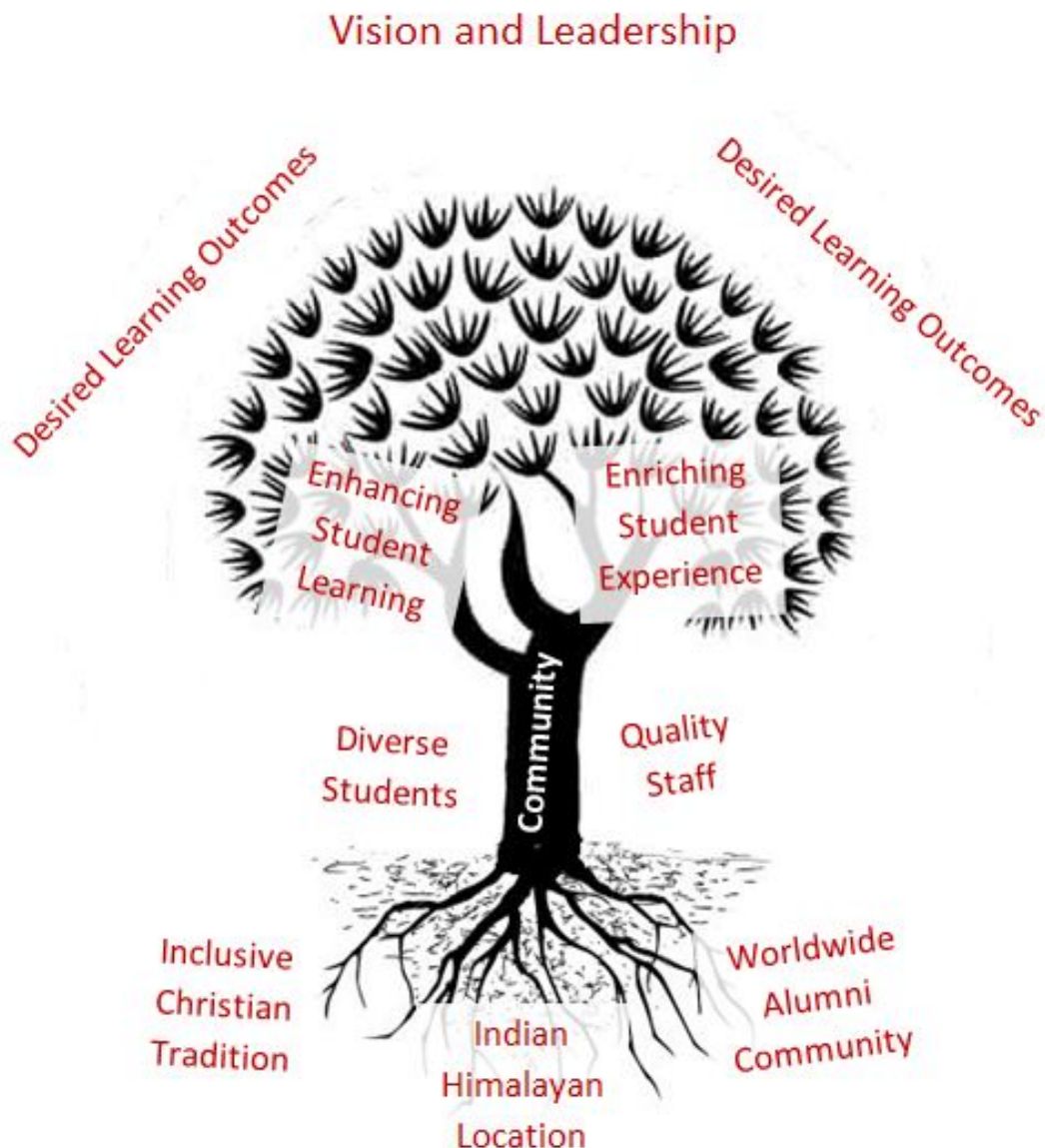
13

4. Summary of action plans for each strategic objective

14

2020 Vision: People, Passion, Potential

By 2020 Woodstock School will be widely recognised as a leading educational institution in Asia, impacting the world from its Indian Himalayan context. Our diverse student body and talented staff will be drawn from many nations. Our educational approach will be relevant, innovative and inspiring, built upon values which have anchored the school for more than 150 years. We will graduate self-directed and reflective young people with a passion and curiosity for life, equipped for leadership and influence throughout the world. Through highly engaged staff, and with the support of worldwide networks of alumni and partner institutions, Woodstock will become a beacon of excellence in India and beyond – holding out a uniquely effective educational vision of hope and possibility.



1. Mission Statement

The following mission statement has been widely circulated. It is specific about our goals for the school and for the students. We recommend it to the Board for adoption, and for inclusion in the revised constitution.

Woodstock School strives for excellence in teaching and learning, offering an exceptional education in a diverse international community. Inspired by our Indian Himalayan environment and our inclusive Christian tradition, we develop visionary, articulate and ethical individuals equipped to achieve their full potential in leadership and in life.

Please refer to Appendix 2 for an explanation of why we consider these concepts to be particularly important for Woodstock School.

NOTE: The previous mission statement (*from 2004*) was perceived by many to have failed in several areas. It contained expressions which were seen as clichéd or matters of opinion (“*world-class*”; “*global citizens*”); the wording was clumsy (*use of the word “Christian” twice in a short paragraph*).

2. Guiding Principles

Through this planning process, we have discovered afresh that the Woodstock community has a clear set of core values. These have found their best expression at this stage in the “Desired Learning Outcomes”, which we propose be at the centre of Woodstock as a learning community, with equal validity for staff and students. We have also noted, however, that shared values are not an infallible source of clarity in decision-making; values conflict in some situations, and may not be expressed in a way which brings light to the process.

We therefore propose that the school develops a statement of Guiding Principles which will convert our shared values into decision-making tools. This is recommended as an action within the Vision and Leadership strategy. *Please refer to appendix 3 for an example of a statement of Guiding Principles, as developed by Aiglon School in Switzerland under the leadership of Dr Long.*

3. Desired Learning Outcomes

Members of the Woodstock community increasingly take initiative in developing the following skills, attitudes, and values:

In developing a profound sense of self, we:

1. Act with integrity.
 - a. Persevere, with conviction and courage as sources of motivation.
 - b. Acquire wisdom to make ethical decisions.
2. Possess creativity, curiosity, focus, passion, and a sense of vocation.
3. Remain open, teachable, humble, with an ability to follow when appropriate.
4. Pursue physical, emotional, and spiritual well-being through these practices:
 - a. Celebrate achievement and remain resilient through failure.
 - b. Maintain a reflective lifestyle that includes time for thought, reading or prayer.
 - c. Manage complexity and practice self-discipline.
5. Gain an informed understanding of Christian beliefs and practices as we learn to think independently about our own and others' faiths.

In developing healthy interpersonal relationships, we:

1. Learn collaboratively, working with diverse people in effective teams.
2. Identify with the hopes, dreams, and struggles of people around us.
3. Give and receive effective feedback.
4. Remain flexible and adaptable, able to absorb others' ideas and able to live with ambiguity.
5. Bring out the best in others by leading with our own positive example.

In equipping ourselves to survive and thrive in the 21st century, we:

1. Create intellectual capital through lifelong exploratory learning in all areas of human endeavour.
2. Think critically, actively applying our knowledge and analysing patterns to find solutions.
3. Practice and master methods of scientific inquiry and research
4. Communicate effectively to construct and support sophisticated arguments orally, in writing, and using creative forms of expression.
5. Utilize technological resources responsibly and with ease.

In developing as citizens, we:

1. Maintain a sense of personal responsibility for our neighbours' welfare.
2. Explore and appreciate regional and global cultures, languages, religions, and histories.
3. Remain comfortable in multiple environments because of our cross-cultural competency.
4. Possess and act on a strong sense of social justice and empathy with those less and more privileged than ourselves.
5. Understand and seek to preserve our natural environment as good stewards of the earth for future generations.

4. Strategic Objectives

1. Excel in Vision and Leadership

- a. Extend Woodstock's reputation and enhance our capabilities by forging links with global educational institutions recognised for their innovation and best practice.
- b. Build trust and confidence among all stakeholders by developing expert, responsible and committed leadership in the Board and Administration operating with clear roles and responsibilities in an effective structure.
- c. Unify all stakeholders around the 2020 Vision and the statement of Guiding Principles.

2. Ensure a Stable and High-Calibre Staff

- a. Establish and maintain a competitive compensation structure and address quality of life issues to attract and retain the best people for the job.
- b. Evaluate all staff with reference to the Desired Learning Outcomes using an appropriate system; create training plans linked to professional standards.
- c. Invest in a programme of high-quality continuing professional development for all staff, including opportunities for the gaining of Masters Degrees and other qualifications.

3. Expand Student Diversity

- a. Move towards the concept that Woodstock should represent a microcosm of the world by **setting** challenging annual targets for diversity in accordance with an agreed range of characteristics (*e.g. nationality, country of residence, economic status etc.*), beginning from a baseline of 40% Indian, and 60% from at least 30 other countries, with no more than 12% from any one country.
- b. Make changes to our programme to facilitate recruitment from a wider range of countries:
 - i. Introduce additional non-AP examination options (e.g. Cambridge Pre-U).
 - ii. Expand ESL provision and training throughout the school, including the possibility of offering an intensive English programme for new students lasting up to one year.
- c. Restructure our financial aid and scholarship programmes to support our diversity targets:
 - i. Create a new scholarship fund to promote geographical and cultural diversity.
 - ii. Grow general financial aid from its current equivalent of 12% annual revenue to support the admission of deserving students; build endowments to enable the removal of financial aid from the operating budget by 2020.

4. Enhance Student Learning

- a. Align the academic programme around the Desired Learning Outcomes, and use a variety of methods (*such as personal portfolios*) to encourage students to reflect on and direct their own learning.
- b. Strengthen the AP Programme as our core specialism by focusing on the AP International Diploma (APID); achieve optimal course options and encourage students to plan their studies in line with APID requirements (i.e., five passes at grade 3 or above in specific subjects).
- c. Improve the articulation, differentiation and integration of the curriculum from K-12, with special emphasis on the academic and developmental needs of students during the transitional period of grades 7-8.

5. Enrich Student Experience

- a. Design and implement an innovative Enrichment Programme which draws on best practices in experiential learning, outdoor education, leadership and extra-curricular student development.
- b. Expand the advisory programme to enable students to engage with a range of adults and peers in activities which will help them achieve the Desired Learning Outcomes (*see 6a below*).
- c. Recognise and celebrate superior achievement in personal growth and learning at Woodstock through the opportunity for students to graduate “with distinction”, as evidenced by personal portfolios.

6. Encourage Community Growth

- a. Explore models for community life which promote positive relationships across cultures and ages.
- b. Build on our historic relationship with Mussoorie by creating opportunities for the wider community to participate in cultural and educational activities (*for example, by opening up the resources of the Hanifl Centre and the Winterline Centre for the Arts*), and by taking shared action on matters of joint concern.
- c. Create space and time for personal and community growth in line with the Desired Learning Outcomes.

7. Extend Our Roots

7.1 Inclusive Christian tradition

- a. Welcome and value the diversity of faith and practice within our community, while recognising a unique place for the Christian faith in the school’s life.
- b. Implement and continually reflect upon the Religious Life Policy as a model of conduct.
- c. Ensure that our shared values are embodied in planning and decision-making through the Statement of Guiding Principles.

7.2 Alumni community

- a. Enlarge the pool of alumni who are engaged with the school, with one another and with related organisations.
- b. Build affiliation through communications and alumni services.
- c. Enable alumni to nurture, support, challenge, and inspire the community through their example, through interaction with students and through the contribution of ideas, services and finance.

7.3 India and the Himalayan Environment

- a. Give back to India by (i) engaging with key networks and contributing to educational, cultural and environmental leadership; (ii) improving the quality of grass-roots education in our locality by training teachers; (iii) working towards the establishment of a Teacher Training Initiative which will position Woodstock as a leader in education in India and beyond; (iv) supporting families in “nation-building” occupations by providing financial aid for eligible children to attend Woodstock School.
- b. Begin “at home” by expanding the educational opportunities for the families of Woodstock employees.
- c. Live in harmony with the Himalayan environment through sound stewardship, responsible practices and a commitment to sustainability; promote and encourage these principles in our locality.

4. Financial Implications

We recommend a series of **immediate actions** which will have minimal impact on the annual budget, and we suggest where the funding for the strategies we envisage should be located. We further recommend that the **longer-term implications** of the plan be identified during the next 6 months, and that the school develop: (a) a five-year rolling business plan which matches income streams (largely fees) to those items which belong in the operational budget; (b) a fundraising plan aimed at generating both immediate funds and endowments in support of the objectives which cannot be financed through the operational budget. At the same time, the school should review its budgeting processes and its operational expenditure to identify cost savings which can contribute to the central thrust of these activities. These should be presented to the Board at its March 2012 meeting.

Operational budget

a) Items with either no financial implications, or which can be addressed in the next annual budget:

1. Expansion of ESL department to enable wider pool of recruits.
2. Development and implementation of a standards-based staff evaluation programme.
3. First phase of new teacher compensation scheme.

a) Items which need to be built into future budgets via a five-year rolling business plan:

1. Staff compensation (*salaries, benefits and post-contract benefits/pensions*).
2. Staff development (*expense may be shared with the Downs Foundation in respect of the Master Teacher scheme*).
3. Investment in essential capital developments, campus renovation, facilities and equipment (*may need to be supplemented by fundraising - see below*).
4. Increased levels of maintenance to protect our investments.
5. Operating costs associated with the expansion of academic and other programmes.
6. ICT costs associated with higher levels of online activity.

Fundraising

Certain items within the plan will only be achieved by raising substantial sums from outside the operating budget. (See 5c below.)

- a) Staff compensation (*bridging this expense against annual increases in tuition and fees during the first years of the plan*).
- b) Campus and facilities investment (*campus plan in place by March 2012, and fundraising planned in conjunction with other options through the business plan*).
- c) Building a substantial endowment to:
 1. Remove all student financial aid from the operating budget by 2020.
 2. Establish student diversity scholarships.
 3. Address other areas of need as identified by the school in consultation with those establishing the endowments.

Self-sustaining programmes

Certain of the existing programmes which we will strengthen, and the new programmes which we will introduce, will be planned to be self-sustaining. These will include:

- a) Hanifl Centre and GAP programmes;
- b) Teacher training initiatives;
- c) Use of the campus for vacation programmes, with particular emphasis on forging links with compatible institutions worldwide.

5. Next Steps

Strategic planning is a primary responsibility of the principal. We are fortunate that, because of the timing of this work, both the current principal and the principal designate were integrally involved with the development of this plan, and we are confident that the work will continue under their effective leadership. Once the Board has approved this plan, the principal and the principal designate will continue the process as outlined below.

a. Action planning

Action plans have been drafted or completed for the majority of the strategies described above (*see Appendix 4*). Within these plans, there are some areas which require further research and development before we can commit to a course of action. Among the priorities are:

1. Staff compensation (*6 months planning; implementation 2012 - 2018*).
2. Staff evaluation and professional development (*6 months planning; implementation 2012 - 2013*).
3. Improvement of staff housing (*6 months planning; implementation 2012 - 2016*).
4. Curriculum and scheduling (*on-going planning and implementation*).
5. ICT and academic technology (*6 months planning; implementation 2012 onwards*).

b. **Business planning** (*specifically, establishing the costs associated with each action plan and assigning them to operational budgets and fundraising requirements*). Critical areas of this plan depend on our ability to raise tuition fees to a level commensurate with what we offer, with reference to comparable schools, without losing current students, and while maintaining our financial aid programme. This task devolves to the Principal, Finance Director and the Board's Finance Committee to establish budgets and recommend a financial plan to the Board.

c. Fundraising planning

Work by all - board, administration and staff - to garner support for the plan through a carefully designed fundraising campaign. The Principal, Development Director and the Board's Development and Alumni Relations Committee, with support from the Board, staff, and alumni, should be charged with the responsibility of mounting this campaign, and co-operating with FWS and their counterparts in India and elsewhere in the long-term goal of building substantial endowments for student financial aid and other needs.

These action plans should be presented to the Board no later than March 2012.

Appendices

Appendix 1: Contributors to the plan

Sources

The following documents were consulted in the preparation of this plan: Service Through Excellence (1996); Achieving Excellence (2004); Strategic Master Plan (2010); The Planning Brief (2010).

Contributors

From the beginning, the SPCC determined to do all that was possible to engage with a wide range of stakeholders, both to sharpen our thinking, to identify roadblocks and miscommunications, and to begin to gain buy-in for the plan. Allowing for the fact that some groups contributed more than once, we still estimate that over 1000 discrete contributors had some part in the development of this plan.

Date(s)	Method	Areas Developed or Tested	Leader(s)	Target Audience/ Contributors	Engaged/ Responses	Est. # Discrete
July 2009 - April 2011	MSA accreditation surveys	School standards; key objectives and action plans in staffing, academics and WS distinctive programmes.	Jim Geddes (year 1); Pete Wildman (Year 2)	Parents, students, staff, Board via online surveys	535	430
July 2009 - April 2011	MSA accreditation process	School standards; key objectives and action plans in staffing, academics and WS distinctive programmes.	Jim Geddes (year 1); Pete Wildman (Year 2)	Academic HoD's; Chairs of Standards Committees; all staff in workshops.	180	180
Sep - Nov 2010	Brief Working Party	Analysis of Strategic Master Plan, identification of key strategies.	Abhra Bhattacharjee, Kirsten Bradby, Jeff Doerfler, Andrzej Plonka, Pete Wildman		5	
Jan - Mar 2011	Focus Groups	Testing the Brief; feedback which directly led to formulation of 7 strategic areas.	Abhra Bhattacharjee, Jane Cummings, David Laurensen, Andrzej Plonka, Pete Wildman.	Focus groups in 35 US cities plus one in Australia and several at the school.	300	300
18-May-11	Online Survey	Testing the proposed mission statement	SPCC	Mainly alumni	199	100
1-May-11	Email request for response	Testing the proposed mission statement	SPCC	Key stakeholders, distinguished alumni, Board, WOSA-NA, FWS.	14	12
Apr - Aug 2011	Planning Forum	Testing each stage of the planning; devising desired student objectives.	SPCC	Staff, parents, student reps.	12	4
Apr - Aug 2011	Blog	Testing each stage of the planning - mission, desired student outcomes, strategic objectives.	SPCC	Alumni and parents	41	25
Jul-11	Meetings	Overall strategy, mission statement	Pete Wildman	FWS and WOSA-NA Boards	10	5
Aug-11	Workshops	Action planning around the seven strategic objectives	Amy Seefeldt	Staff	150	30
Aug-11	Daily questions to staff	Soliciting comments on strategic objectives.	SPCC		129	0
				TOTALS	1575	1086

In addition, members of the SPCC engaged in personal conversations and email exchanges (in some cases extensive) with a variety of individuals who have offered feedback or criticism, or have otherwise contributed.

Appendix 2: Mission Statement – explanation of terms

School: our primary function and identity is as a school.

Excellence: the best that we can be.

Teaching: Recruit, develop, motivate and retain teachers from among the best in the world; utilise the best methodologies with a unique Woodstock flavour.

Learning: Promote lifelong learning, the development of 21st century skills and a breadth of interest.

Exceptional: both “outstanding” and “out of the ordinary”. We will monitor the achievement of this goal by various measures including external test scores and the subsequent careers of graduates.

Education: includes high academic achievement, social development, the cultivation of special interests (including athletics, special or original projects, visual and performing arts), environmental awareness, all of which teach leadership skills and an orientation towards activities which make a difference in the world. We will measure our education against recognised world leaders.

Diverse: in country of origin, language, culture, faith, economic circumstances. We are committed to providing access for academically able students regardless of circumstances, particularly when their families are engaged in “nation-building” activities, and/or are modelling the kind of ethical leadership which we aspire to on behalf of our students. The Board will set policies from time to time which enable measurement of our success in this area.

International: we are an international school; our alumni are spread throughout the world and continue to be part of our community; we desire to build links with other exceptional institutions around the world with whom we share common vision and goals.

Community: as a residential school, Woodstock not only *is* a genuine community, but seeks to *build* community as a way of promoting cross-cultural understanding, bridge-building and lifelong relationships. “The students live here, socialize here, play here, grow here, have family here, AND get educated well here. A child does not get educated in an academic bubble, but in a ‘community’ - it gives children a ‘belonging’ that they need that will only help them to get an excellent education.” (*Paula Mowry, Board member*). Woodstock will promote “community” worldwide, building links with like-minded people and institutions.

Inspired by: we look to these “roots” to sustain us in our vision and to inform us in our decision-making.

Our: Woodstock is personal to so many people; we use the word “our” to include all those who feel a sense of engagement with the school – staff, students, parents, alumni, friends.

Indian: Woodstock is part of and learns from the country and cultures within which we live.

Himalayan environment: the mountain environment should be an inspiration in our programs and learning objectives, promoting health and fitness, and a concern for the world.

Inclusive Christian tradition: we will continually discover how our Christian heritage speaks authentically to each generation, and will encourage students in building character and inner purpose, recognizing that Woodstock is a deliberately diverse community which seeks to welcome and include all, and which promotes Christian and human values of love and respect for one another.

Articulate: able to develop ideas and concepts, and express them fluently through various means – oral, literary, technical, creative and artistic.

Ethical: making decisions on the basis of a properly developed personal view of what is right in any given situation building on the foundations of Biblical principles.

Visionary: creative, having a broad world-view, able to think about the implications of decisions, able to plan and carry through actions

Individuals: people who develop their own personality, goals and priorities; not clones

Full potential: able to aspire after and reach personal targets, using the full range of talent, skill and aptitude, inspired by a staff that supports new as well as traditional interests and means of growth.

In life: what you are comes before what you do; a well-lived life has great value

In leadership: able to harness a range of skills and abilities to produce positive change, whether in business, entrepreneurial activities, the arts, education, health care, community development and all kinds of other worthwhile endeavours both now and throughout their lives.

Appendix 3: An example of Guiding Principles

The following are the basic principles from which is derived the practice of education at Aiglon College:

- 1) That education requires the balanced development of the whole person; that is, its task is to encourage an integrated development of human potential across a range of different dimensions, including the spiritual, academic, moral, aesthetic, emotional, social and physical.
- 2) That this education must care for the individual so that their potential is progressively developed within the context of the school community. This is encouraged by valuing and rewarding progress towards the fulfilment of this potential.
- 3) That this education has a responsibility to encourage a process of dialogue whereby all are inspired to set personal developmental goals and to pursue them with self-discipline.
- 4) That the life of the College and its values are based on the teachings of Christ and other great teachers. This commitment should be seen in the quality of daily life, our relationships with others and in our recognition of a common humanity which transcends divisions of wealth, culture, religion and ethnic identity.
- 5) That the qualities of humility and selflessness must characterise leadership at all levels in the College. Leadership should be expressed through encouragement, example and service to others.
- 6) That, within a framework of expectations relevant to all members of the community, opportunities for personal initiative and self-discipline must exist. Greater personal freedoms are permitted as individuals display responsibility and maturity.
- 7) That a healthy lifestyle is integral to the balanced development of the whole person. Unhealthy lifestyles can limit potential and hinder progress in all dimensions.



Appendix 4: Action Plans

The following chart summarises the present status of our action plans. Detailed plans will be available at the Board meeting.

Strategic Objective	Responsible	Main Content/Goals	Timescale	Status
1. Vision and Leadership	President/Principal			
(a) Vision	President/Principal	Unifying all stakeholders around the vision	Sept 11 - Sept 12	Drafted
(b) Board	President	Restructuring, roles and responsibilities	Sept 11 - March 12	Drafted
(c) Administration	Principal	Restructuring, modelling leadership, transforming culture	Sept 11 ongoing	Drafted
2. Staffing Quality	HR Director	(MSA goal)		
(a) Marketing	Head of Marketing	Targets for use of all media in generating applications	Oct 11 and annually	In place
(b) Recruitment	HR Director	Improvement of processes, improving communication with applicants	Oct 11 and annually	In place
(c) Retention	HR Director	Compensation and other factors; identifies further research needed.	Aug 12 - Jul 15	In place; further action planning needed
(d) Evaluation & development	Principal	Standards, evaluation tool, training needs analysis, series of training commitments.	Sept 11 - Jul 12 & onwards	In place
3. Student Diversity	Head of Admissions			
(a) Target setting	Head of Admissions	Agreement on diversity definition and annual targets.	By Mar 11	Drafted
(b) Changes in Programme	Principal	Non-AP exams; ESL programme	ESL by Aug 12; new exams by Aug 13	Drafted
(c) Marketing	Head of Marketing	Annual plan based on recruitment needs and targets	Sep 11 and annually	In place
(d) Financial aid	Principal & Development Director	Diversity scholarship and financial aid	Plan by Mar 11; incremental implementation to 2020	To do
4. Student Learning	Principal	(MSA goal)		
(a) Alignment	Academic Dean	Students align goals with Desired Learning Outcomes	From Sep 11 ongoing	In place
(b) Independent research	Academic Dean	Increase number presenting projects	From Sep 11 ongoing	In place
(c) Assessment	Academic Dean	E-portfolio and other measures	From Sep 11 ongoing	In place
(d) Strengthen AP (1)	Academic Dean	Increase number achieving International Diploma	From Sep 11 ongoing	In place
(e) Strengthen AP (2)	Academic Dean	12 percentage point increase in outcomes	From Sep 11 ongoing	In place
(f) SAT improvement	Academic Dean	3 percentile point increase	From Sep 11 ongoing	In place
(g) MAP improvement	Principal & Academic Dean	Introduction of assessment tools for lower seniors, and year on year improvement	Action plan by Mar 12	In place; subject to review of tool
5. Student Experience	Various	(MSA goals - additional areas to be developed)		
(a) Service	CARE head	Participation in CARE activities	From Sep 11 ongoing	In place
(b) Leadership	Various	Increase in opportunities throughout school	From Sep 11 ongoing	In place
(c) Himalayan Environment	Head of Outdoor Education & others	Outdoor education and hiking targets	From Sep 11 ongoing	In place
(d) Indian Culture	Head of Festivals Cttee & others	Music, arts, literature participation targets	From Sep 11 ongoing	In place
(e) Assessment model	Academic Dean & others	Assessment rubrics and advisor training	From Sep 11 ongoing	Drafted
6. Community	Director of Student Services			
(a) Model	Principal & HoSS	Explore models for community life & implement changes	Action plan by Mar 12	To do
(b) Local community	Winterline Arts, Hanifl, Festivals Cttee, CARE heads & others	Education, culture and shared action	Action plan by Mar 12	To do
(c) Create space	Principal	Retreats, timetabling issues	Action plan by Mar 12	To do
7. Roots	Various			
(a) Christian	Chaplain	Implement Religious Life Policy; contribute to Guiding Principles; encourage welcoming community	Action plan by Mar 12	To do
(b) Alumni	Dev. Director	Enlarge pool, build affiliation, encourage interaction	Ongoing	In place
(c) India/Himalaya	Various	Leadership in education, environment and culture; training for teachers; TTI; environmentally responsible practices.	Action plan by Mar 12	To do