CONNECTING OUR STRENGTHS
The Andover Endeavor

EQUITY & INCLUSION

CREATIVITY & INNOVATION

EMPATHY & BALANCE

Phillips Academy
ANDOVER
Connecting Our Strengths

The Andover Endeavor

Connecting Our Strengths: The Andover Endeavor presents a vision to redefine excellence for our contemporary school by reinterpretating Phillips Academy’s foundational values in fresh and inspiring ways.

We launched this Strategic Plan in 2014 with the Academy in tremendous shape. Our faculty consistently earn high praise from students and parents. Our programs in the arts, athletics, and academics are as strong as they have ever been. Our benchmarks in admission results, endowment returns, and philanthropy are high. Alumni/ae of both Phillips Academy and Abbot Academy express deep appreciation for the lifelong relationships forged here, often describing their experiences as the most transformative of their lives.

Our Strategic Plan focuses on three pillars: Equity & Inclusion, Creativity & Innovation, and Empathy & Balance. As we chart Andover’s future, this plan asks us to foresee trends in education and in the world at large. We aspire to act with creativity and courage in our work. Today’s society, driven by advances in technology and limitless access to information, presents vast opportunity. Now is the time for us at Andover to generate new possibilities.

Consider the lives of teenagers constantly drawn to their electronic devices. As we take advantage of new technologies, we must, at once, instill in our students—and model ourselves on—healthy behaviors that keep us physically well, intellectually engaged, and emotionally present.

As we focus like a laser beam on the students in our midst, we will continue to share our knowledge—as we have for decades—by publishing our work and by scaling those ideas with the greatest potential to advance the broader education system. The difference is that today’s technologies allow us even greater scope and reach.

On many fronts, the Strategic Plan is already yielding results. We’ve opened the new Rebecca M. Sykes Wellness Center and a new makerspace, The Nest. We’ve begun a study of our campus climate with respect to inclusion, examined our athletic facility needs, and approved a campus master plan, among other important initiatives.

We are partnering with a number of entities that care as deeply as we do about how students learn, including the MacArthur Foundation and Khan Academy. And we introduced the Tang Institute, a center devoted to the art, science, and assessment of learning. Navigating across disciplines with colleagues at Andover and beyond, faculty are experimenting with new pedagogical tools and methods, eager to discover a novel approach or to expand their own view on what works (and what does not work) in the classroom.

Fundamentally, this Strategic Plan calls on us to create a richer intellectual and developmental experience. It is our privilege and responsibility to prepare students for leadership and service in a world radically different from what any previous generation has experienced.

We are eager to guide their journey while also enriching our own understanding as faculty, staff, and administrators. We are extraordinarily excited about what lies ahead for Andover.

John Palfrey
Head of School

Peter Currie ’74
President, Board of Trustees
To nurture the academic and personal growth of all students as they navigate a complex, intentionally diverse learning community

Marked in particular by the establishment of A Better Chance in 1963, coeducation in 1973, and need-blind admission in 2008, Andover’s evolving definition of youth from every quarter has led to increased access. We continue our progress toward full equity by enhancing our educational program and support systems to prepare our students for life at and beyond Andover. New content, emphasis, and technique will yield deeper understanding.
Creating an Equitable and Inclusive Community

The Academy's first assistant head of school for equity and inclusion, Linda Carter Griffith has been a member of the Andover community for more than 25 years. She has served in many roles, including English instructor, house counselor, dean of Pine Knoll Cluster, and girls’ basketball coach.

Below, Griffith lays out the importance of equity and inclusion at Andover and her goals in this new position.

Q: What exactly do equity and inclusion mean?

LCG: In essence, equity means being invited to the table. Inclusion means helping to plan the menu. These are powerful words, and I want to make sure that people recognize that they are not code words for race. When we use these words, we mean everything and everyone, regardless of gender, sexual orientation, race, ethnicity, ability, geographic origin, class, or religion.

Q: Why use the terms equity and inclusion instead of diversity?

LCG: Diversity encompasses all the differences that make us unique, including but not limited to race, color, ethnicity, language, nationality, sexual orientation, religion, gender, and socioeconomics. Equity denotes an environment in which each individual member of a diverse community feels valued and is able to fully develop their working potential and contribute to the organization’s success.

We have a diverse community here at PA; we don’t yet have a community that is entirely equitable and in which everyone feels included. We’re working on it, and we’ve gotten better and better. But we’re not there yet.

“I will place my attention on moving Andover from a school that values diversity and multiculturalism to a school that breathes equity and inclusion into every initiative and endeavor.”

—Linda Carter Griffith, Assistant Head of School for Equity & Inclusion
Q: You often refer to the “head/heart/hand.” Can you explain what that means?

LCG: One of the challenges in a school that strongly values academic excellence is that people often focus on the scholarship. They might even focus on the data exclusively and think that’s enough to create an engaging, inclusive climate. But it’s not. You also need the stories from the hearts of our experiences and actions to make change.

This is why I love the AIM survey [a tool used by independent schools to assess the overall climate of an institution as it relates to inclusivity]. Not only does it support PA’s founding ideal of “goodness and knowledge,” but it also encompasses the head, heart, and hand. The quantitative data is the head. The qualitative is the heart—the stories people share about life on this campus, living in this community, working in this community. Then you have the hand, which is action—and we’re taking action as a school through the Strategic Plan.

Q: What are your priorities in this new role?

LCG: One of the first is microaggressions. Not just awareness of microaggressions, but figuring out how to stop them. I’m convinced we do this by educating about unconscious bias and training in how to have courageous conversations about difference.

Social media plays a big part in this because it greatly impacts campuses and creates more challenges in understanding difference. Facebook influences our young folks and their views on race, gender, religion, and more. Instagram, Snapchat, Twitter, and other social media sites are forcing us to think about how we’re educating young people, as well as faculty and staff. No longer can we assume our kids are protected from external factors. The “Andover bubble” has been burst.

Q: What is your vision for PA?

LCG: When I began working as dean of Community and Multicultural Development [CAMD], I was very focused on mentorship and access for those who come to us from underserved communities and schools. I wanted those students to thrive—not just survive—at Andover. Now I will place my attention on moving Andover from a school that values diversity and multiculturalism to a school that breathes equity and inclusion into every initiative and endeavor. A school that asks, “Do we have everyone’s input and everyone’s best interest at heart?”

Recently I attended a workshop at which a woman was speaking of Dr. Martin Luther King Jr.’s dream. She said she hadn’t truly understood that Dr. King wasn’t just talking about a dream. When she began to study his vision, she learned he also had a plan.

I have been given the privilege of being in a position to now enact a plan, a plan that places Phillips Academy at the front and center in creating a climate that deserves the platinum star for equity and inclusion.
Why is equity important at PA? Why does inclusion matter to you?

Following the launch of the Academy’s strategic plan, *Connecting Our Strengths: The Andover Endeavor*, one of the most-asked questions has been, “Why the focus on equity and inclusion?” The reasons are many, but some of the best come directly from members of the PA community.
To implement new ideas in teaching and learning informed by the global dialogue on education

Imaginative pedagogy has long distinguished Andover’s academic excellence. To maintain a vibrant and cooperative intellectual community, we must formally implement this pursuit across the curriculum. We affirm a commitment to pedagogical and curricular innovation in which the analog and the digital complement each other. We will use novel and tailored methods to explore a dynamic course of study that introduces different points of view, provides the foundation for rigorous critical analysis, and encourages thoughtful problem solving.
The Tang Institute: Education’s Future

The launch of the Tang Institute at Andover in 2014 marked a special moment in the future of education at PA. With a generous founding grant of $15 million from Trustee Emeritus Oscar Tang ’56, the Institute opened with a special daylong program that expounded on its role as a platform and hub dedicated to supporting new ideas for teaching and learning.

The Tang Institute functions as an ideas lab, drawing together faculty, students, and partners to explore and develop promising new approaches to teaching and learning—and to bring what’s working into the classroom and the wider world. The Institute helps turn innovative ideas into tangible experiments and experiences that bridge student learning in the classroom with online learning tools and interactions with peers, teammates, mentors, guest speakers, thought leaders, public servants, and other cultures. At the same time, the Institute is grounded in PA’s non sibi (not for self) motto.

Projects and programs at the Tang Institute include:

- **Connected Learning Initiatives**—Led by faculty fellows, these projects aim to bring innovations to the Andover experience and to education more broadly. Hybrid Andover is an example of new courses being developed with the goal of sharing Andover’s expertise with a worldwide audience of learners.

- **Learning in the World**—These programs actively provide Andover students with learning experiences internationally and domestically. Nearly 20 programs are currently available, ranging from art history in Italy and Spain and the Maya cosmos in Mexico to the intersection of education, sports, and culture in India.

- **Innovative Partnerships**—Working collaboratively with external partners and organizations helps to bring new perspectives to Andover and to bring Andover into a larger conversation on the future of education. The Institute works with PA outreach programs, including Andover Bread Loaf and the Institute for Recruitment of Teachers, as well as outside organizations such as Khan Academy, which provides free online resources for math, science, computer programming, history, economics, and other subjects.
The Nest: Making Ideas Possible

Stocked with a laser cutter, 3-D printers, and sewing machines, and loaded with supplies such as colored vinyl and Legos, PA’s new makerspace, The Nest, is a perfect place for Andover kids to “geek out” and explore their ideas.

The Nest opened in September 2015 and has been buzzing with activity ever since. Located in the basement of the Oliver Wendell Holmes Library, The Nest is available to the entire PA community, offering space, tools, advice, and support.

So what exactly is a makerspace? According to Mike Barker, director of Academy research, information, and library services, “A makerspace is a place for connected learning, where people make things, nurture ideas, work on projects, share resources and knowledge, learn skills, fail, succeed, and try again. It’s about nurturing creativity and education.”

Some recent innovations, projects, and programs include:

- **Alex Reichenbach ’18** is working on a design for a drone that he believes could someday save a life. The single-rotor foam drone, says Reichenbach, is more efficient, safer, and durable than other designs. Working with little formal instruction (save for his experience making a simple quadcopter drone two years ago based on an MIT video he watched), Reichenbach hopes his drone could be used for search and rescue. “In those situations,” he says, “one needs to operate reliably in an unknown environment, which is difficult to do with many of the current drone designs.”

- **The NestED speaker series** brings makers, educators, artists, and innovators from outside the PA community to share their experiences, demo their projects, and offer inspiration. Speakers and topics have included Derek Cascio, cofounder of Design Museum Boston; a 3-D modeling workshop using the open source animation software Blender; Lisa Stump, a software developer and game designer who works at MIT’s Scheller Teacher Education Program; and Nadeem Mazen ’02, a Cambridge city councilor and founder of the Cambridge makerspace danger!awesome.

- **PA’s first competitive robotics club, Parallax** recently won the VEX Robotics Competition in Manchester, N.H. Because of the amount and size of their equipment, Parallax is actually housed on the third floor of the library (they simply would not fit in the actual Nest location). However, its focus and creative function is completely in line with all the work being done in the makerspace.

- **Biology students designed sanitation solutions** for a variety of locations and environments, ranging from islands to rural areas. The class, aptly named Love That Dirty Water, allows students to consider the communities that would use the toilets as well as factors such as social norms and access to electricity.

- **Printing 3-D prosthetic hands and arms** for children who need assistive devices, Abigail Enes ’18 and Eliza Bienstock ’18 are exemplifying the *non sibi* motto. The girls read about the volunteer organization e-NABLE in the *New York Times* and decided it would be a perfect project for them to pursue in The Nest. While still in its beginning stages, the project looks promising. Working with e-NABLE, the students already have created a prototype. They are excited to help children and families who might otherwise not be able to afford these expensive devices.

“I’m so excited we have this space. The school gives us a lot of freedom to create. The coolest thing is that anything we want to do, we can do it here. That is the most powerful aspect to me.”

—Henry Desai ’17
Creativity & Innovation as Told by Faculty

Who better to speak about inspiration, creativity, and innovation on campus than Andover’s remarkable faculty. Here’s what these five instructors had to say on this topic.

Joel Jacob  
Instructor, Mathematics, Statistics, and Computer Science

At most liberal arts schools, limited connections exist between mathematics and other fields. Here at Andover, the educators at the Addison Gallery and the Peabody Museum opened my eyes to other possibilities. My students build real-world connections between mathematics, art, and history; their mathematics education is a vehicle for connecting them to our campus, our school’s history, and the material-rich troves in our institutions.

Christina Landolt ’02  
Instructor and Chair, Music

I am most inspired by the students who look me in the eye and say, “I don’t want to be here.” Most often what they mean is that their previous experience studying music was focused on a style of music they disliked and that they’re not thrilled at the idea of being graded on a subject in which they believe one is either gifted or not. My favorite part of this job is convincing students that they do have a voice in music and that their observations are valid.

Clyfe Beckwith  
Instructor, Physics

Inspiration lurks around every corner on this campus, like chaos theory, where just one small difference in input can result in a completely new outcome with the same conditions. I teach the same classes every year and yet not one of them has ever been the same. Every day brings new adventures, and I find immense joy in making new connections, finding ways to thread seemingly separate ideas, defying the odds of making something work.

Lixia Ma  
Instructor and Chair, Chinese

Learning a foreign language not only opens a door to another culture, another world, it also creates a new identity and perspective. I personally went through that amazing journey while learning English at a young age, and I relish the opportunity to share the excitement of such a journey by teaching my students Chinese.

Thayer Zaeder ’83  
Instructor, Art

In my own experiences as a teacher and an artist, inspiration comes in many forms and from many sources. It is never a static thing. I discover so many good ideas simply by doing and being open to the possibilities that are suggested through process. For me personally, the alternatives that emerge are often better than the seed idea. As an art instructor, I try to pass on this wisdom—that inspiration can be found rather than divined.
To prioritize mutual understanding and individual well-being as essential to a thriving community

Andover’s founders charged the head of school with convincing students “of the several great duties they owe to...their neighbour, and themselves.” Self-awareness remains just as important today: Health, balance, and resilience are essential to a life of sustained and meaningful contribution. But the outward-looking element of this historical imperative has become even more compelling thanks to a student body from across the country and around the world. More neighbors with a greater variety of viewpoints await contemporary Andover students; we will teach them to consider their obligations to others, and to embrace difference.
Andover’s New Standard of Care for Lifelong Health and Wellness

Equipping students with the knowledge and skills to make lifelong healthy choices is central to realizing the Empathy & Balance pillar of PA’s Strategic Plan.

Schools have a responsibility to educate and empower students to make informed, positive choices about their health and value their own wellness. To that end, Phillips Academy recently introduced a variety of programs, trainings, and other opportunities for the community to learn about various aspects of health and wellness.

- The Rebecca M. Sykes Wellness Center opened in December 2015. The center brings together medical and psychological services and wellness education programming to offer students acute and chronic care, preventive medicine, and health education, and to serve the psychological needs of students and foster the psychological health and well-being of the PA community.

- The Mentors in Violence Prevention (MVP) program was recently implemented on campus. Nationally renowned, the program teaches that every individual can be a leader in building a campus of mutual respect and safety.

- Empathy & Balance was the faculty development theme for the 2015–2016 academic year, with programs and resources created to help faculty manage their own stress and overall health and wellness.

- Teams of wellness educators facilitate conversations with students in varied settings—such as dorms, advising groups, and classrooms. Topics include sleep, time and stress management, and healthy and unhealthy coping mechanisms, including alcohol, drug, and tobacco use.

- The increased use of technology, including apps and videos, supplements structured adult and peer health and wellness conversations.

- PA hosted the Independent Secondary School Health and Wellness Summit in spring 2016. The summit included best practices and discussions of unique issues in adolescent health and wellness.

- The PACE (Personal And Community Education) program has been expanded into an ambitious annual 30-hour requirement for all students. The new four-year health and wellness curriculum, to start in fall 2016, will educate students about stress management, sexual health and healthy relationships, substance use and abuse, nutrition (see page 13), and the importance of sleep.

“It is our job as adults to help students make safe choices and to ensure that they know where to turn for support. Everyone has a right to feel safe and respected on this campus, regardless of age, gender, sexual orientation, moral perspective, or faith.”

—John Palfrey, Head of School
Snyder Center Will Transform Athletic Experience

With a focus on helping to transform the athletic experience and enhance the health and wellness of all students, PA’s new athletic complex is one of several priorities related to the Empathy & Balance pillar of the Strategic Plan and is the first investment in a longer range plan to upgrade and modernize all athletic facilities.

With construction to begin in summer 2016, the 90,000-square-foot Snyder Center will include a field house, track, squash courts, and space for fitness and dance classes, locker rooms, and administrative offices.

“Our student-athletes are dedicated to competition and sportsmanship. This new facility will match the level of passion and excellence they display each and every day,” said Athletic Director Leon Modeste.

Working with the architectural firm Perkins+Will, Andover has developed an Athletics Facilities Master Plan that will accommodate the Academy’s full range of offerings. Thoughtfully designed new spaces will be flexible, future oriented, and energy efficient.

The facility will reflect and support the Academy’s ongoing commitment to excellence and the crucial role of athletics in promoting health and wellness, developing leaders, strengthening leaders, strengthening community, and helping students find balance.

The complex is funded by a $15 million leadership gift from former varsity track captain Steve Snyder ’56.
Power Eating Helps Students Thrive

Next time you’re in Paresky Commons (PA’s dining hall), don’t be put off by the colorful gorillas with the dorky names. In truth, AntiDrain, ProBrain, Maintain, Regain, and Sustain are superheroes on a mission to boost students’ physical and cognitive performance.

How? By helping them make informed food and beverage choices.

Team Gunga (PA’s gorilla mascot) is part of a new health and wellness initiative called PA Power Eating, spearheaded by Aggie Kip, nutrition counselor and sports dietitian. “It’s no secret that eating well is the foundation of living well,” says Kip, “but even smart kids can get confused about optimal nutrition. Healthy foods don’t just offer longer lasting energy, they displace hundreds of junk food calories.”

Kip recently received seed funding from the Tang Institute to broaden and deepen the impact of the PA Power Eating pilot program.

PA Power Eating is all about good food that tastes good. “Our goal is to offer delicious and varied menu items, dispel the mysteries around healthy eating, and help students do their very best at whatever they do, whether it’s playing the violin, taking SATs, staying more focused in math class, or practicing crew,” explains Kip.

Designed in cooperation with Paresky Commons’ food service professionals, PA Power Eating menu selections incorporate cutting-edge nutrition science from Stanford, the Harvard School of Public Health, and the Culinary Institute of America.

An exercise enthusiast and longtime healthy eater, Kip walks the walk. Her 35 years of living “holistically” among PA students as a school nutritionist, house counselor, and yoga instructor inform her desire to tailor the program to the students. “We want to hit them where they live,” she says.

Kip emphasizes that the program is nonjudgmental. “Too many issues around food involve shame,” she says. “I want students to feel comfortable with and empowered by the changes they decide to make.”

No single food item or group can do it all. Team Gunga cheerfully draws students’ attention to nutritious menu items that lay the groundwork for optimal athletic and academic performance.

Sustain (provides sustained energy/endurance)—oatmeal, quinoa, pasta, lentils, rice, hummus, muesli

Regain (aids in repair/recovery)—poultry, fish, milk, dairy products, soy, tofu, nuts, peanut butter

Maintain (boosts immunity/anti-inflammatory)—tomatoes, oranges, grapefruit, spinach, berries, avocado

ProBrain (enhances cognitive power/alertness)—salmon, olives, extra-virgin olive oil, flaxseed, dark chocolate

AntiDrain (prevents dehydration)—all liquids, including tea, coffee, 100% fruit juices, and foods high in water content
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March 2016