

CONNECTING OUR STRENGTHS

The Andover Endeavor



Since its founding in 1778, Phillips Academy has evolved intentionally, broadening and deepening its commitment to impart *knowledge and goodness to youth from every quarter*. Visionary leadership has shaped this transformative work; generations of Phillips and Abbot faculty, staff, students, families, and trustees have propelled it. Their efforts have made possible our metamorphosis from two schools, segregated by gender and primarily for the privileged, into a single institution that is proudly coeducational, multicultural, and socioeconomically diverse.

We launch the 2014 Strategic Plan from a position of strength. Given the vast experiences and global roots of our student body, connection becomes at once more possible and more necessary. Our challenge—and opportunity—is to link our students meaningfully to each other, to their school, and to the world. Guided by the principle of financial sustainability, we will concentrate our resources over the next 3 to 5 years on the advancement of three sets of strategic priorities, each indispensable to and often intersecting with the others.

By promoting **EQUITY AND INCLUSION** we will move toward full realization of opportunity for young women and young men from a broad spectrum of backgrounds. **CREATIVITY AND INNOVATION** in and out of the classroom will spark the intellectual curiosity of students with wide-ranging academic talents and life experiences. We will weave lessons of **EMPATHY AND BALANCE** throughout our program, teaching our students to acknowledge their obligations to others and the natural world, to respect diversity of thought, and to value health and reflection.

We focus this Strategic Plan on the quality and fullness of the Andover experience. We will ensure that each of our students appreciates the advantages of living and learning among peers with various perspectives. We will forge new understanding beyond the traditional boundaries of the Academy. We will recognize that *non sibi* calls for civic engagement, self-awareness, and prudent use of resources. We will define and model sustainable excellence born of curiosity and discernment.

STRATEGIC PRIORITIES



■ EQUITY & INCLUSION

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.

■ **Goal: Nurture the academic and personal growth of all students as they navigate a complex, intentionally diverse learning community.**

Initiatives:

- Create and strengthen support structures so that all students may access the highest levels of our curriculum.
- Integrate our advising, house counseling, and college counseling programs.
- Embed intellectual inquiry related to race, ethnicity, class, gender, and sexual orientation in our curriculum and other programming.
- Hire and retain diverse, highly qualified faculty, administrators, and staff committed to upholding our core values.



■ CREATIVITY & INNOVATION

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.

■ **Goal: Implement new ideas in teaching and learning informed by the global dialogue on education.**

Initiatives:

- Launch the Tang Institute, a collaborative effort to test, assess, and share teaching methods and learning tools.
- Devote professional development to the exchange of effective pedagogical practices.
- Develop more experiential, interdisciplinary, and multidisciplinary courses.
- Support teachers in integrating appropriate technologies as part of their classroom practice.



■ EMPATHY & BALANCE

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 around the country and 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.

■ **Goal: Prioritize mutual understanding and individual well-being as essential to a thriving community.**

Initiatives:

- Further incorporate social-emotional learning into our educational program.
- Open the Rebecca M. Sykes Wellness Center for health care and education.
- Create a comprehensive, multiyear health curriculum.
- Update the scope and philosophy of our athletic program.
- Provide an opportunity for every student to study off campus and experience a different culture.



■ INSTITUTIONAL DIRECTIVES

Our goals, ambitious in scope, depend on the implementation of certain institutional directives. More logistical and operational in nature, they must be considered and carried out with reference to each other:

- Communicate our need-blind admission policy widely as a defining characteristic of Phillips Academy.
- Build a student-centered daily schedule and annual calendar.
- Develop a Campus Master Plan that encompasses renovation of our athletic facilities.
- Create a Climate Action Plan that advances sustainability on campus.
- Compose a succinct and current expression of the Academy's mission and purpose.
- Perform regular assessments of equity and inclusion on campus, considering the interests of all students, staff, faculty, and administrators.

“Earnestly wishing
that this Institution
may grow and flourish;
that the advantages
of it may be extensive
and lasting...”



Phillips Academy
ANDOVER

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