



Phillips Academy
ANDOVER

State of the Plan

Summer 2012

STRATEGIC GOAL: To reaffirm the mission of Phillips Academy to be a school that educates outstanding youth from every quarter by effectively challenging them to develop their potential and to depart as thoughtful, versatile, responsible participants in the global community.

Component 1:

To reaffirm the mission of Phillips Academy to be a school that seeks youth from every quarter by ensuring access to the school for young people of talent, intelligence, and integrity from diverse cultural, geographic, racial, and socioeconomic backgrounds.

1. Adopted need blind admission policy.
 - Removed financial need as a barrier to admission
 - Increased percentage of students on aid from 36 percent in 2003 to 47percent in 2012
 - Convened Financial Aid Task Force to help secure funding for need blind admission
2. Completed study of the Composition of the Student Body. The report highlights strong support for Andover's student body and encourages continuing focus on students of good character from diverse socioeconomic, racial/ethnic, and geographic backgrounds.
3. Increased recruitment of "youth from every quarter."
 - Increased academic qualification
 - Estimated class rank: 99th percentile
 - Total SSAT: 94th percentile
 - Increased geographic diversity of overall student body: 46 states, 36 countries
 - Increased student of color population to 41 percent and underrepresented students of color to 18 percent
 - Led the Ten Schools Admission Organization in admission indices.
 - Increased applications 52 percent
 - Decreased admit rate to 14 percent
 - Increased yield to 84 percent

4. Enhanced Alumni Admission Representative (AAR) Network to respond to the increased demand for interviews without increasing admission staff.
 - a. Increased AAR volunteers to 552 (128 percent)
 - b. AAR interviews increased to 1,191 (200 percent)
 - c. AAR interviews account for 20 percent of the admitted class and 20 percent of the matriculating class
5. Added Dr. Robert Sternberg's (Tufts) admission model to Andover's traditional process to select for analytical, creative, practical and ethical reasoning skills.
6. Developed paperless financial aid process to facilitate application and evaluation for families and staff, respectively.
7. Led the development of the Gateway to Prep School Online Application consortium of 22 schools. Ninety-four percent of Andover applicants applied via The Gateway in 2012.
8. Initiated the Summer Transition Pilot Program in 2011 for entering juniors on full and heavy scholarships.
9. Increased residential capacity to achieve the enrollment goal of 75 percent boarding, without building new dormitories.

Component 2:

To reaffirm the mission of Phillips Academy to be a school that educates youth from every quarter by offering a rigorous academic program effectively challenging and supporting students in their talent and diversity, in their curiosity and passion.

Curricular Innovation and Program Flexibility

1. Revised diploma requirements, giving students significantly more flexibility in the completion of introductory diploma courses.
2. Introduced flexible fitness option scheduled within the academic day, created supervised sport exemption and expanded Lifetime-Instruction-Fitness (LIFE) offerings.
3. Launched ACE (Accelerate, Challenge and Enrich) Scholars Program to address uneven preparation in math, science and writing. Approximately 10 percent of the ninth grade class attends ACE; more than 80 percent of ACE students complete calculus.
4. Encouraged and standardized more independent research projects for students who have exhausted the academic program in an area of expertise or passion.
5. Consolidated residential education program through development of a one-term course for lowers and creation of campus-wide Wellness Week.

6. Engaged faculty in conversation of global citizenship through Global Perspectives Group and provided resources for travel, course development and study.
7. Launched Global Education Conference in 2011 to facilitate partnerships and highlight global curricular developments by educational leaders across the country and around the world.
8. Advanced campus conversations and trustee engagement in the concept of a “center” for existing and emerging programs that encourage curricular innovation, experiential learning and global citizenship.
9. Added interdisciplinary credit options for appropriate courses and Interdisciplinary Studies section to the Course of Study.
10. Charged the Athletic Council to examine the place of athletics in the educational program.

Support for Students

1. Initiated Committee on Academic Support to individualize response to students who are experiencing academic difficulty.
2. Increased staffing and level of expertise in Academic Support Center.
3. Integrated study skills more systematically into the ninth-grade program.
4. Improved campus study environments through math/science study hall, writing center.
5. Launched Af-Lat-Am mentoring program to pair new students with older students and older students with alumni. Hosted Af-Lat-Am reunions to connect students with alumni.
6. Developed CAFÉ (Community Awareness for Everyone) to facilitate cross-cultural dialog in our increasingly diverse community.
7. Created college visit program for full scholarship rising seniors.
8. Offered College Board online preparation test program at no cost to all students.
9. Administered institutional research projects to expand understanding of current students’ levels of success, to study the effectiveness of new programs, and to measure the “value added” of an Andover education. Projects include: Longitudinal Study (2011-), Science Division Curriculum Report (2012), ACE Evaluation (2008-2011), Access to Success Senior Survey (2011, 2012), “The End Depends Upon the Beginning” Study of Ninth Grade Transition (2011), Parent Satisfaction Surveys (2008, 2011), Summer Transition Pilot Evaluation (2011), Academic Pathways and Student Success (2007-2010), Senior

Survey of Elective Experiences (2010), Price Sensitivity Study (2010), English Department Senior Survey (2009).

10. Created *Research Universe* to facilitate internal data collection, as well as *Department Chair Dashboard* of essential academic data.
11. Established the Access to Success Working Group to explore and develop an action plan to address the preparation gap and to enhance faculty cultural competencies to better support all students.
12. Created the Girls Leadership Project in response to the low representation of females in school-wide elected positions.
13. Established guidelines for working with students who identify as transgendered.
14. Hosted conferences and reunions for Asian students on campus.
15. Hosted conferences for LGBT students attending independent schools.
16. Created a support group for full scholarship students (The Outliers Book Club).

Component 3:

To reaffirm the mission of Phillips Academy to be a school that serves youth from every quarter by attracting and retaining a talented and diverse faculty committed to the educational and community values of the school.

Support for Faculty

1. Established leadership among peer schools in faculty compensation.
2. Increased diversity of the faculty to more closely mirror the composition of the student body.
3. Identified and prioritized quality of life and professional development issues for early-, mid- and late-career faculty via surveys and generational focus groups to inform workload, compensation and housing policies.
4. Standardized and streamlined faculty evaluation process to foster excellence in teaching and student support.
5. Instituted comprehensive evaluation process to provide student feedback to classroom teachers.
6. Developed professional development through guest speakers and campus workshops to

enhance competencies in student support.

7. Offered Voluntary Retirement Incentive Program for faculty in fall 2009 as part of our response to financial challenges.
8. Offered diversity training by VISIONS (Vigorous InterventionS In Ongoing Natural Settings). Approximately 100 faculty members took part.
9. Piloted online college recommendation program.
10. Fully implemented required yearly feedback forms for all house counselors.
11. Teaching by conference (Global Education Conference) developed as both professional development, horizontal outreach (public, private, charter and international), as well as vertical outreach (primary, secondary and college) opportunities.
12. Developed and facilitated year-long faculty dialogue on socio-economic class to enhance awareness of class differences on campus.

Operational Goal 1:

To review institutional governance across all dimensions, with a particular focus on decision-making frameworks, to improve the understanding of process and the effectiveness of the various decision-making groups charged with leadership of the Academy.

1. Developed annual process to evaluate Strategic Plan progress.
2. Completed administrative reorganization, resulting in a closer alignment of academic and residential offices and a more external role for the Head of School.
3. Examined the role of outreach programs, resulting in trustees' endorsement of an overarching mission that recognizes these programs as part of the Academy's core mission.
4. Focused trustee meetings on generative topics, such as global education, outreach, integrated communications and athletics.
5. Developed charters, defining key responsibilities, for the Senior Administrative Council and its subset, the Program Group.
6. Implemented bi-annual self evaluation process for the board of trustees.
7. Developed a three-part trustee reporting system: trustee notebooks, secure online portal, and dashboard of key indicators and trends to support informed decision-making.

8. Expanded the size of the board of trustees by two seats and shortened charter terms from eight to six years to widen the range of voices and skill sets involved in governance decision-making.
9. Capitalized on the NEASC reaccreditation self-study process to engage the community in conversations about clarifying decision-making processes.
10. Added an Open Agenda dimension to faculty meetings as a forum for working groups and committees to communicate updates and seek feedback during their deliberations.

Operational Goal 2:

To attract and retain a talented and diverse staff committed to providing the services necessary to achieve the school's mission.

1. Increased staff compensation consistent with market. Continue to evaluate equity on a regular basis.
2. Offered Voluntary Retirement Incentive Program for staff and administrative faculty in summer 2009 as part of our response to financial challenges.
3. Developed annual staff recognition program.

Operational Goal 3:

To engage the school community in establishing a communications plan for Andover, a private school with a public purpose.

1. Redefined and expanded the role of Communications Director, resulting in new hire.
2. Conducted an “image study” for Andover. Results formed the basis for integrated communication strategy and led to the development of key messages.
3. Expanded communication of key messages by leveraging benefits of digital media
 - Launched new Web site in fall 2008; redesigned homepage in 2012
 - Launched e-newsletter in fall 2008 and Parent Bulletin in 2010
 - Established Social Media/Digital Strategy (updated annually)
 - Introduced PA's first mobile site and mobile app for alumni
 - Improved the frequency and content of e-mail solicitations in annual giving
 - Created online alumni community
4. Created semi-regular e-mail to students from the Dean of Students, with the goal of promoting school values.

5. Created Parent Portal and mass e-mail system to communicate both routine and emergent messages.
6. Communicated Strategic Plan progress to internal/external audiences via Head of School correspondence.
7. Gained exposure for Academy in media outlets including the *Boston Globe*, *New York Times*, PBS and the BBC.
8. Redesigned and rebranded the Andover Bulletin (Andover, the magazine of Phillips Academy) in 2010.
9. Developed new admission catalog, viewbook and application, as well as virtual tour.
10. Created "Walkabout," online interactive experience for prospective students.

Operational Goal 4:

To continue to seek a financial equilibrium marked by a distinguished educational program for youth from every quarter, a balanced annual operating budget, the preservation and enhancement of the purchasing power of the endowment, and the preservation and enhancement of the physical assets, including facilities, technology, and equipment.

Financial Equilibrium

1. Maintained financial equilibrium despite extraordinary external economic environment.
2. Issued \$40 million in tax-exempt bonds in December 2008 to take advantage of the Academy's AAA rating, and to provide short-term liquidity for two facilities projects.
3. Completed technology strategic plan.
4. Continued to support a strong development program to provide annual gifts and long-term capital gifts for the endowment and the Academy's physical assets. Since July 1, 2005, the Academy has raised \$287.5 million toward institutional priorities and the goal of \$300 million for The Campaign for Andover. The campaign is scheduled to end on December 31, 2012.

During the campaign, the Academy has received record levels of support for the Andover Fund with yearly unrestricted and designated current-use gifts now averaging \$11.5 million. Through the duration of the campaign, 66 percent of alumni have made at least one gift.

Campus Preservation and Sustainability

1. Opened Paresky Commons in spring 2009. Dedicated the renovated dining hall in summer 2009. Dedicated *Susie's*, the student social space, in honor of Susie Elson in May 2012.
2. Refit the Smith Center to accommodate large events, including athletic tournaments.
3. Funded the renovation and expansion of the Addison Gallery, gaining additional exhibition, storage, office and study space.
4. Funded Andover Inn renovation. Opened the Inn and Samuel's Restaurant in October 2010.
5. Peabody Museum Access Project completed January 2011.
6. Completed Baseline Sustainability Assessment in fall 2008; drafted an environmental policy statement that was adopted by trustees in winter 2009.
7. Developed campus-wide sustainability initiatives resulting in the following: significant reduction of waste, transition to more electronic forms of communication, improved reuse/recycling programs, trayless dining, composting in Paresky Commons and at campus-catered events, and a decrease in our use of bottled water.
8. Completed Energy Audit Report to determine the cost and benefits of energy reduction programs across campus and to assess the potential and costs of reducing our carbon footprint.
9. Raised funds for Bulfinch renovation and expansion. Construction to be completed December 2012.
10. Completed fundraising for Boathouse. Construction to be completed September 2012.
11. Wellness Center planning restarted. Three options to be presented at November board meeting.

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