



Phillips Academy
ANDOVER

State of the Plan

Fall 2009

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 44 percent in 2009
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, 34 countries
 - Increased applications 30 percent
 - Decreased admit rate to 16 percent
 - Increased yield to 77 percent
 - Increased underrepresented students of color to 15 percent of total student body

4. Added Dr. Robert Sternberg's (Tufts) admission model to Andover's traditional process to select for analytical, creative, practical and ethical reasoning skills.
5. Developed electronic admission and financial aid applications to facilitate processes for families.
6. Increased residential capacity on campus 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 around academic courses in the academic day and expanded Lifetime-Instruction-Fitness (LIFE) offerings.
3. Launched ACE (Accelerate, Challenge and Enrich) Scholars Program to address uneven academic preparation of juniors in math, science and writing.
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 significant professional development resources for faculty travel, course development and study.
7. 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.

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 deliberately and 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 current students with alumni.
6. Hosted Af-Lat-Am reunions to connect current students with alumni.
7. Developed CAFÉ (Community Awareness for Everyone) to facilitate cross-cultural dialog in our increasingly diverse community.
8. Created college visit program for full scholarship rising seniors.
9. Offered College Board online preparation test program at no cost to all students.
10. Developed, with the support of consultants, institutional research projects to expand understanding of our current students' levels of success, to study the effectiveness of new programs, and to attempt in the long run to measure the "value added" of an Andover education.

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 position 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. Developed on-campus professional development through speakers and workshops to enhance skills and competencies across the student support spectrum.
6. Offered Voluntary Retirement Incentive Program for faculty in fall 2009 as part of our response to financial challenges.

7. Offered diversity training by VISIONS (Vigorous InterventionS In Ongoing Natural Settings). Approximately 100 faculty members took part.
8. Piloted online college recommendation program.

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 progress toward the goals and objective of the Strategic Plan.
2. Completed administrative reorganization, resulting in a closer alignment of internal academic and residential offices and a more external role for the Head of School.
3. Examined the role of outreach programs, resulting in trustees' affirmation of a mission statement that integrates these programs into the Academy's core.
4. Focused trustee meetings on generative topics, such as global education, outreach and integrated communications.

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 electronic media
 - Launched new Web site in fall 2008
 - Launched e-newsletter in fall 2008
 - Improved the frequency and quality of e-mail “push pages” in annual giving
 - Created online alumni community
4. Created semi-regular e-mail communication to students from the Dean of Students, with a goal of promoting school values.
5. Created a Parent Portal and mass e-mail system to communicate both routine and emergent messages.
6. Began a series of communications from the Head of School regarding strategic plan progress.
7. Gained exposure for Academy’s program and values in external media, including the *Boston Globe*, *New York Times*, PBS and the BBC.
8. Developed new catalog, viewbook and application, as well as virtual tour.

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 in the face of an extraordinary external economic environment.
2. Issued \$40 million in tax-exempt bonds in December 2008 to take advantage of Academy’s AAA rating and to provide liquidity in the short term 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 \$178 million in gifts and pledges toward institutional priorities and a campaign goal of \$300 million.
5. Achieved record level of support for the Andover Fund in FY09; increased alumni participation to 40 percent and current parent participation to 62 percent.

Campus Preservation and Sustainability

1. Completed construction and opened Paresky Commons in spring 2009. Dedicated the renovated dining hall and “student/faculty-centered” facility in summer 2009.
2. Refit the Smith Center to accommodate large events, including athletic tournaments.
3. Secured 80 percent of funding for Addison Gallery renovation.
4. Engaged trustees in discussions regarding the future of the Andover Inn. With philanthropic support, construction has begun and is expected to be completed by January 2011.
5. Completed Baseline Sustainability Assessment Report in fall 2008; formalized the Academy’s commitment to new and existing initiatives by engaging the community in drafting an environmental policy statement that was adopted by trustees in winter 2009.
6. 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.