

Robert S. Peabody Museum of Archaeology

October 9, 2015

EXECUTIVE SUMMARY

Like many cultural institutions, the Robert S. Peabody Museum of Archaeology was affected by the financial crisis that occurred in the first decade of the 21st century. Although many museums could not weather the fiscal storm and had to close their doors, the Peabody had the benefit of the thoughtful leadership and innovative educators at its parent institution, Phillips Academy, as well as creative and resourceful personnel within its ranks to see it through that difficult time.

The Peabody emerged from the fiscal crisis with a new vision, one that sought to connect educators, scholars, students, and Native Americans through its significant collections and the stories those collections had to tell. Today at the Peabody, students thoughtfully confront the fraught history that has inexorably linked European, American, and Native American histories; they throw spears with an atlatl; they make pottery alongside contemporary Pueblo artists; they wrestle with statistics by analyzing ancient sherds; and they learn through observation and hands-on activities. What's even more unusual and exciting about today's Peabody is that these are talented and gifted high school students actively engaged in collaborative learning.

The next five years represent an opportunity for us to refine, assess, and optimize our vision for this great cultural institution. Gaining increased physical and intellectual control of our collections is a major focus for us as we move forward. Additional priorities are to strengthen our relationship with Native American communities and continue to focus on collaborative learning, particularly in the development of tools to assess our programs. In addition to these opportunities, however, the next five years will also present challenges. For example, how do we share what we are doing with people and communities beyond Phillips Academy? How do we build a broader base of support and buttress our endowment? The Peabody faced a crisis some 13 years ago and emerged as a new kind of museum. This strategic plan charts the museum's course for the next five years and explores ways to celebrate our vision and connect with communities beyond Andover.

The Peabody's 2015–2020 strategic plan focuses on four primary and four supporting themes, each with specific goals related to the museum's vision, mission, and core values. Central to each theme is engagement with students, as the museum's vision and mission explicitly state.

Partnerships, both within and beyond the Andover community, play a significant role in each element of the plan. In the paragraphs that follow, we discuss each theme in terms of sustainable goals as well as best practices, governance, development, branding, and strategies.

Collaborative Learning is at the core of the Peabody's curricular offerings, which include a host of mini lessons taught in conjunction with faculty across disciplines, as well as signature programs such as work duty and off-campus learning.

Improving both physical and intellectual control over the paper, photographic, and object collections is a central focus within the **Collections Stewardship** theme. This theme is important, as reflected in our vision statement, since the Peabody's collections are the inspiration for much of our educational programming and provide a link to the broader world of archaeologists, scholars, Native Americans, and researchers. Adding to the importance of this theme is the fact that our collections storage systems have not been upgraded in recent years. As a result, many of our assets are being stored in areas that are not intended to house collections and therefore limit the use of the building.

The **Decolonizing Museums** theme reflects the Peabody's long history of transcending the legal obligations of the Native American Graves Protection and Repatriation Act (NAGPRA) and forging positive relationships with contemporary Native American communities. This theme provides a theory and method for framing our engagement with modern indigenous people.

Sustainable Outreach encompasses engagement with the Andover community as well as the broader world. Supporting themes include Governance, Development, Major Projects/Facility Needs, and Communication and Alumni Engagement. Many of these themes intersect, emphasizing the integration of our vision, mission, and programs.

The museum's goals reflect our desire to make what we do more visible at Andover and beyond. This involves technology that enables us to share our collections online, as well as reimagining the way we use space within the building itself. In most cases we are not introducing new undertakings; rather, we are formally identifying what we are doing now, what is important, and how we can more efficiently and effectively engage with the educators and learners at Andover and beyond. Much of this plan is predicated on understanding and remaining true to the vision that the museum's founder, Robert S. Peabody, articulated more than 100 years ago: the desire to establish a center for use by students, a program that brings archaeology and anthropology to the classroom, and a hub for research.

Overall, at the end of five years, the Peabody will have achieved the following:

- Become synonymous with collaborative, hands-on learning within and beyond the Andover community
- Showcase the best of what we do, providing a laboratory for high school students to learn about other cultures, access cross-cultural perspectives, and create their own exhibitions and research projects using the museum’s resources
- Confront and engage with the often troubling circumstances of our institution’s history with Native American communities and work with those communities to heal old wounds
- Improve physical and intellectual control over our collections, which would include a complete database, online access to some collections, and putting in place improved physical, security, and environmental systems
- Build a broad base of support from the community that values our approach to collaborative learning, Native American engagement, and collections stewardship

INTRODUCTION

This strategic plan owes its existence to the vision of those involved with the museum in 2002. Like many museums, at that time the Peabody faced issues concerning financial support and identity. What emerged from the troubling times of 2002 was a return to the original tripartite vision of the institution’s founder, Robert S. Peabody. In 1901, Peabody was not interested in establishing a museum, but he recognized that the lessons of archaeology and anthropology had a lot to offer high school students. He wanted to create spaces for student activities, foster research, and engage the students of Phillips Academy in the emerging fields of archaeology and anthropology.

Over the years, some parts of this vision overshadowed others. The Peabody became a leader in science and archaeology, but connections with the Academy were few and far between. In 2002 Phillips Academy and the Peabody decided to forge a connection again, recognizing that the path forward required a new kind of museum—one that was not characterized by changing exhibitions and busloads of visiting elementary school students, but rather a curriculum that involved faculty and students from the Academy. This has proved to be a unique and fruitful partnership that has catalyzed collaborative learning on the Andover campus and allowed museum personnel to explore the uncharted waters of archaeology education for high school students.

BUILDING ON EARLIER PLANS

The Peabody Museum’s FY 2009–2013 strategic plan focused on offering cross-cultural and interdisciplinary learning opportunities; recognized the significance of the museum’s relationships with Native American communities beyond NAGPRA compliance; desired to

improve communication through the Web and other media; valued the extensive and diverse collections of the museum; sought to build and broaden a stable financial base for the institution; and looked at long-term facility needs. Analysis of that plan reveals great success in many of those areas, particularly in terms of integrating the Peabody into Andover's existing curriculum. For example, data show that a growing number of Phillips Academy faculty used the museum's resources, and that most users returned to the Peabody to access its resources year after year. Some pressing facility needs—including a partial renovation and installation of an internal fire stair—were completed in 2010 as part of the Academy's fundraising campaign, The Campaign for Andover: Building on the Surest Foundation.

ALIGNMENT WITH PHILLIPS ACADEMY'S STRATEGIC PLAN

In fall 2014, the Phillips Academy Board of Trustees approved a [strategic plan](#) developed with significant input from faculty members, students, parents, administrators, and alumni. In the introduction to that plan, Head of School John Palfrey and President of the Board of Trustees Peter Currie '74 invite us "to foresee trends in education and in the world at large" and challenge us to "create a richer intellectual and developmental experience." The core values articulated in the plan include Academic Excellence, Non Sibi, Youth from Every Quarter, Knowledge and Goodness, and Private School with a Public Purpose, and its three strategic pillars are Equity & Inclusion, Creativity & Innovation, and Empathy & Balance. These priorities focus on the quality and fullness of the Andover experience and go far beyond a push for excellence, emphasizing instead the development of the individual in relation to the broader world. Goals and initiatives are articulated under each priority, and there are considerable points of intersection.

The Peabody Museum's strategic plan is similar to Phillips Academy's strategic plan in a number of ways. For example, under the Equity & Inclusion pillar of the Academy's plan, one initiative strives to "embed intellectual inquiry related to race, ethnicity, class, gender, and sexual orientation in our curriculum and other programming." Many of the most requested class units at the Peabody explicitly deal with issues of race, ethnicity, and gender, often in the context of Native American history. In general, anthropology has led efforts in teaching about race and ethnicity, and the Peabody educators have drawn on this experience in formulating their class units.

Under the Creativity & Innovation pillar, one initiative is to "develop more experiential, interdisciplinary, and multidisciplinary courses." The Peabody's focus on hands-on, experiential, and interdisciplinary learning is well known on campus and is reflected in the term-long classes currently being taught by Phillips Academy instructors Marcelle Doheny (*Race and Identity in Indian Country*), Jerry Hagler (*Human Origins*), and Donny Slater (*Maya Cosmology*), which

take place at the museum and draw heavily on collections and the experience of the Peabody's professional staff.

Initiatives under the Empathy & Balance pillar include incorporating social-emotional learning and providing opportunities for off-campus learning. Regarding the former, the Peabody's work in collaborative learning was critical in the development of a strategic plan white paper on collaborative learning, which cited research on the physical and mental health benefits of hands-on learning (Tully et al. 2014). Regarding the latter, the Peabody has long been involved in off-campus learning opportunities, including programs such as Pecos Pathways, the B.A.L.A.M. Project (Mexico, Guatemala), the HUACA Project (Peru), and the Piette Program (France).

A significant outgrowth of the Academy's new plan is the establishment of the Tang Institute at Andover, which is dedicated to innovation in learning on the Andover campus and beyond. The Peabody offers numerous opportunities for engagement with the Tang Institute. For example, at its outset the institute unified off-campus programming under its Learning in the World initiative, of which the Peabody is a significant contributor. In addition, the institute's focus on innovation and assessment intersects nicely with many of the themes in the Peabody's 2015–2020 plan.

THE PEABODY PERSONALITY AND NICHE

Considerable discussion has occurred during the planning process for this strategic plan regarding the physical and programmatic position of the Peabody within the Phillips Academy community. In some contexts this conversation centered on the nature of the institution, while in other cases the discussion concerned the placement of the museum on the west side of Main Street, beyond the core of the main Phillips Academy campus. In some respects the museum's location is an obstacle to engagement with PA faculty and students: Most curricular activities at the Academy occur in buildings that are situated in the main part of the campus, and some buildings, such as those on the east side of Main Street, are perceived as being too far away.

Likewise, there is no requirement for faculty members to bring their classes to the Peabody. There is, however, considerable engagement with a large number of classes each year. During the 2013–2014 academic year, for instance, the Peabody hosted some 1,700 students for classes. In addition, work duty opportunities at the Peabody typically attract 20 to 25 students per year, with many returning for several years. So, despite the disadvantages associated with being in an older building situated on the periphery of the PA campus, the Peabody does garner considerable engagement from the PA community.

In addition to the Peabody's physical location on the PA campus, those involved with drafting this strategic plan also spent considerable time discussing the inherent character the museum exudes. Along these lines, it was noted that on more than one occasion, former Peabody director Malinda Blustain described the museum as "quirky." This is a significant observation that likely reflects an evolving institutional personality dating back to the 1960s, at least.

Upon becoming director of the Peabody Museum in 1969, American archaeologist Richard S. "Scotty" MacNeish sought to restore much of Robert Peabody's original vision for the museum by involving students in classes and fieldwork. A recent survey of students who took the Peabody's archaeology class in the 1970s found that many felt they had an uneven experience at the Academy, but enjoyed their time at the Peabody. Apparently, the Peabody's personnel, such as MacNeish, were a little rougher around the edges and less polished than the instructors at the school, and this helped make the Peabody feel like home for many students. With a renewed interest in the Peabody in the 1990s and the new vision of 2002, one can see the development of an institutional personality that might best be described as quirky: different, but in a good way; not normal, but cool. There may be a relationship between the physical space that the Peabody occupies—on the edge or periphery of the Phillips Academy campus—and the evolution of this institutional personality.

THE FY 2015–2020 PLAN

The 2015–2020 strategic plan attempts to balance the elements introduced in the 2009–2013 strategic plan. Of particular significance is a balance between gaining physical and intellectual control over the archival, photographic, and object collections and continuing to integrate the museum with the Phillips Academy curriculum, particularly in terms of collaborative learning opportunities. The plan also attempts to balance remedial work—especially cataloging the collection—with aspirational elements, such as a reimagined use of space within the building. Efforts to share what we do with a broader audience are a newer addition, though they reflect a long interest in external programs and current directions at the Academy level—succinctly expressed in the sentiment that Phillips Academy should be "a private school with a public purpose." Overall, our goal is to increase the visibility of our programming for high school students within the Andover community and beyond.

The strategic planning process explored the museum's vision and mission statements, recognizing that these were critical to conveying our philosophy and purpose to internal and external audiences. This reimagining of the vision and mission began with an exploration of five core values that inform everything we do.

Foremost among these values is a focus on students. Many of the major themes and plan elements are not new, but they mindfully articulate the things we have been interested in for a long time. For example, the Peabody is recognized for its engagement with the Native American community, often going beyond the legal requirements of NAGPRA. The theory and practice of decolonizing museums provides a framework for operationalizing something we have respected since the 1990s: valuing relationships with living people over relationships with remains and objects. Engaging students in this conversation is critical, as is recognizing that the Peabody is an unusual museum whose focus is on collaborative learning and hands-on activities as opposed to exhibitions for the general public.

Since the reimagining of the Peabody in 2002, the museum has experimented with a range of ways to engage students and faculty at Phillips Academy. These include mini lessons developed in collaboration with faculty, off-campus learning experiences, work duty, independent projects, and co-curricular organizations such as the Archaeology and History Club.

Work duty has garnered considerable interest among students, but historically it has not been at the forefront of programs at the Peabody. It is, however, where collections stewardship and curricular activities intersect, and it may be worth exploring as a signature program of the Peabody. Work duty students often participate in the Peabody's off-campus programming, suggesting that these two programs may represent our greatest impact on students and our best opportunity to provide interdisciplinary, collaborative learning and cross-cultural perspectives.

VISION

Today's Peabody Museum employs collaborative learning to actively engage students, teachers, scientists, and Native Americans with the museum's significant archaeology and anthropology collections, and encourages and enlivens cultural discourse on race and gender.

MISSION

The Robert S. Peabody Museum of Archaeology is a new kind of museum that *engages* students, educators, scientists, and Native Americans in collaborative learning; *actively cares for* and makes accessible its significant collections; *embraces* Native American voices in all aspects of the museum's operation; and *cultivates* a community of supporters from Andover and beyond.

THE PEABODY'S CORE VALUES

1) Focus on Students: When considering a new or existing program we ask, "Are students engaged in this endeavor? Do they benefit in some way?" If the answers are no, we rethink the project. This is a core approach of community-based archaeology, which seeks to determine how archaeology can serve a community.

2) Innovation in Collaborative Learning: The FY 2009–2013 strategic plan emphasized that the Peabody should catalyze collaborative learning. The pedagogy of collaborative learning highlights hands-on learning, project- and problem-based learning, experiential learning, and informed discussion. Research on collaborative learning indicates a direct and positive correlation with psychological well-being and self-esteem—both characteristics emphasized in the Academy-wide strategic plan.

3) Decolonizing Museum Practices: Decolonizing museum practices acknowledge the long shadow of psychological and emotional trauma inflicted on Native American communities by archaeological excavations, particularly regarding ancestral human remains and funerary objects. To “decolonize” we must articulate this and work with Native communities to heal long-open wounds. Decolonizing practices touch all aspects of museum operations, including governance, collections management, interpretation, and education.

4) Active Care and Management of the Collections: The Peabody’s archives, photographs, and object collections are the cornerstone of our engagement with the curriculum at the Academy and our connection to the broader community of archaeologists, anthropologists, and Native Americans. Activities and practices that improve our physical and intellectual control over collections are paramount.

5) Value of Anthropological Perspectives: As archaeologists and anthropologists, we recognize that our disciplines have something to offer high school students in terms of cross-cultural perspectives, cultural literacy, and the ability to understand the world through non-Western perspectives. This is significant as the Academy’s Learning in the World programs multiply and the Tang Institute explores additional off-campus opportunities.

COLLABORATIVE LEARNING

The Peabody will focus on the main points of articulation with Phillips Academy: support of existing curricula through hands-on learning, off-campus learning, and work duty. Major requirements along these lines include improved risk management for off-campus learning and incorporation of pedagogical assessment into each program area. Our goal is to be a leader in all three of these program areas at the national level, which will require engagement with national organizations such as the Society for American Archaeology, the American Alliance of Museums, and the Association for Experiential Education, among others. Research on collaborative learning indicates a positive and direct correlation to self-esteem and psychological well-being—both of great interest and concern on the Phillips Academy campus (Barron et al. 2008; Johnson and Johnson 2009).

Goals

- Continue to catalyze and encourage collaborative learning across campus.
 - Focus on collaborative learning, including professional development and training for Peabody educators.
 - Develop assessment tools for some of the lesson units, work duty assignments, and off-campus learning programs.
- Redesign gallery spaces to maximize multipurpose use and allow for rotating displays of collections, especially as these might complement class visits, themes explored throughout a term or academic year, and work duty projects. Use the concept of a “collaboratory” to create multipurpose spaces on the first floor of the building that will be used for classes, large functions, student exhibitions, etc.
- Continue partnerships with instructors in world languages and history and social science to offer the B.A.L.A.M., HUACA, and Piette off-campus learning programs.
- Engage regional and national organizations in conversation about archaeology education at the high school level. This includes the Society for American Archaeology, the New England Museum Association, the American Association for State and Local History, the American Alliance of Museums, and others.

SUSTAINABLE OUTREACH

Continuing sustainable outreach through partnerships with organizations such as the Massachusetts Archaeology Education Consortium (MAECON) represents ways in which the Peabody can share its innovative, hands-on learning curriculum with a broader community of educators. Assessment and demonstrated connections with common core curricula is key, especially in terms of professional development for educators.

Outreach also involves cooperation with other organizations at Andover, particularly the current LAMs (Libraries, Archives, and Museums) group, which includes information-sharing sessions and collaborative programming for faculty.

Goals

- Market the Peabody as a venue for student and alumni events, movies, etc.
- Continue to develop and expand partnerships—such as the Peabody’s partnership with the Massachusetts Archaeology Education Consortium—that provide archaeology education and collaborative learning resources for educators and students beyond the Andover community.

- Develop programming for younger siblings during special events at Phillips Academy, including Family Weekend, Reunion Weekend, and campus revisit days for prospective students.
- Work with the Phillips Academy LAMs (Libraries, Archives, and Museums) group to catalyze, support, and celebrate collaborative learning within the Andover community.
- Continue and expand partnerships with the professional and avocational archaeology community, including the Massachusetts Archaeological Society (MAS), the Eugene C. Winter Chapter of the MAS, the New Hampshire Archaeological Society, and the Conference on New England Archaeology, by hosting meetings, conferences, and workshops.
- Implement archaeology-themed educational programs for school holiday weeks and the summer months.
- Add an additional 0.5 or 1.0 FTE to the museum education program, creating a position focused on outreach and community programming. This will require additional revenue to support salary and benefits.
- Provide greater online access to resources, including educational materials and collections that can be used by the Andover community and beyond.
- Utilize interns and volunteers from archaeology/anthropology and museum studies degree programs, Academy alumni, Academy parents, Native American communities, and avocational archaeology communities.

DEVELOPMENT, FUNDRAISING, AND ENGAGEMENT

The Peabody needs development and fundraising programs that support both endowment and current-use giving, including a membership society; special events for parents, recent alumni, and supporters; giving based on current programming needs; and involvement of Peabody Advisory Committee (PAC) members in visits and identifying prospective donors. The Peabody recently refocused its fundraising efforts on the growing number of alumni who have been engaged in museum programs—specifically work duty and off-campus learning. This reflects a shift in development strategy, but ultimately it results in a broader base of support, with more donors contributing smaller gifts. The museum will develop a marketing plan that includes a strong Case for Support statement.

A significant challenge in this regard concerns the yearly current-use fundraising that is needed to close the gap between the endowment draw, the Academy's contribution, and other sources of income. A significant goal during this strategic planning period is to grow the endowment by \$3 million to \$5 million. This will allow the Peabody to maintain a low endowment draw of around

4 percent and reduce the current-use needs. Funds raised during the year can be directed to programs or the endowment.

The year 2018 will mark the 100th birthday of Scotty MacNeish (1918–2001), one of the most significant archaeologists of the 20th century and an individual closely associated with the Peabody. MacNeish ran his major Tehuacán Valley project out of the Peabody in the 1960s and assumed the directorship of the Peabody in 1969. He was a member of the National Academy of Sciences and was recognized by most major anthropological and archaeological organizations with honors and awards, often serving in significant leadership positions. The Peabody is planning a series of events around MacNeish’s centennial, including events at the museum and in conjunction with the Society for American Archaeology. This celebration includes a mini campaign to acknowledge MacNeish’s significant role in both the Peabody Museum and American archaeology, and to substantially add to the Peabody’s endowment.

Goals

- Publish and share the Peabody’s monthly e-newsletter that highlights activities, projects, alumni achievements, and upcoming events.
- Electronically publish and distribute an annual report that reviews the year’s progress and challenges and outlines plans for the coming year.
- Develop a membership or giving society that hosts special events and activities both at the Peabody and regionally.
- Design and deploy a new website.
- Organize other special alumni events, including events hosted by members of the PAC.
- Market the Peabody as a venue for campus events.
- Use social media to connect with Phillips Academy alumni, faculty, students, and friends.
- Organize at least two alumni events each fiscal year, including a fall event at the museum and a regional event in conjunction with the meeting of the Society for American Archaeology, including events celebrating Scotty MacNeish’s centennial.

COLLECTIONS STEWARDSHIP

A major requirement in the area of collections stewardship is an increase in physical and intellectual control of the Peabody’s collections. Work duty students contribute significantly to this and other collections stewardship efforts, as do recipients of the Linda S. Cordell Memorial Research Award. Ongoing work to digitally catalog the collection and make records (including images) available online will continue through the strategic planning period, as will work to upgrade collections storage. Consolidating collections—which are now housed in several areas throughout the building—will free up space to be used for classes, lectures, meetings, visiting

researchers, and events. Consolidating collections will also provide the much-needed opportunity to offer better environmental control for collections to ensure their long-term survival.

Goals

- Improve both physical and intellectual control over paper, photographic, and object collections.
 - Complete minimal processing-level cataloging of paper, photographic, and object collections into the PastPerfect collection and contact management database.
 - Prioritize collections for cataloging and digitization, including a special focus on the highly significant MacNeish archives and collections.
 - Continue to work with Digital Commonwealth, a statewide consortium of libraries, museums, archives, and historical societies from across Massachusetts, as well as the Boston Public Library, to improve and resolve metadata issues.
 - Develop and implement a plan for reorganizing and rehousing the basement and first-floor collections storage areas.
 - Improve environmental conditions, including HVAC systems for collections storage spaces, with true climate control systems (e.g., Liebert custom air-handling units).
 - Develop and implement a library scope of collections and policy.
 - Increase funding support for interns and contract staff.
 - Develop finding aids and similar tools for the object, archive, and photographic collections.
- Continue to involve work duty students in cataloging and collections stewardship. Explore an expanded work duty program that includes more students and additional curricular aspects. Provide opportunities for student exhibitions, including virtual and pop-up exhibitions across campus, and student research on collections.
- Share collections through PastPerfect Online and other online systems such as those from Digital Commonwealth and the Digital Public Library of America.
- Engage with professional organizations, such as the New England Museum Association and the American Alliance of Museums. Encourage staff to participate in professional development within these and other organizations.
- Continue to offer the Linda S. Cordell Memorial Research Award, which encourages scholars to use the Peabody's collections, adding to our intellectual control over our collections.

DECOLONIZING MUSEUMS

Decolonizing practice in museums is a recent trend that transcends NAGPRA and other legal obligations. At the heart of decolonizing practice is a shift in power, giving Native American

communities a greater voice in how their material culture is handled and interpreted. Truth telling and reconciliation are key concepts of decolonizing practice, especially acknowledgment of the harm done by excavations of ancestral remains and the need for healing. Specific goals are to add Native American members to the PAC, increase Native American voices in more aspects of the education and collections programs, and foster a continued commitment to consistent and conscientious NAGPRA compliance. In many ways, decolonizing practice is consistent with the Peabody's trajectory over the past 20 years, which has valued relationships with living people above remains and artifacts.

Goals

- Improve and expand relationships with the Native American community, beginning with existing relationships (the Pueblo of Jemez and Wampanoag tribes).
 - Host at least one Native American guest program on campus each academic year that involves Andover students and faculty.
- Ensure that decolonizing practices are implemented in all aspects of the museum (education, collections, interpretation, and programming).
 - Work with faculty and students who are interested in decolonizing efforts.
 - Increase Native American representation on the PAC, Peabody Collections Oversight Committee, and staff, as well as among consultants, interns, and volunteers.
 - Host workshops on decolonizing practices and indigenous, community-based archaeology.
 - Maintain and expand our current network of archaeologists, scholars, and Native Americans who practice community-based archaeology.
- Continue the Pecos Pathways off-campus program in partnership with the Pueblo of Jemez and the Pecos, N.M., communities. This may include a new, more sustainable vision for the program that involves a series of smaller events and trips and reaches a larger audience. Specific and measurable outcomes should be clearly defined.
- Investigate the potential for collaborative ventures with other tribal communities, including the Wampanoag (Massachusetts) and Wabanaki Confederacy (Maine).

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2015-2020 Peabody Museum Strategic Plan	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Alignment w/ 2014 PA strategic plan
Major Themes							
Collaborative Learning							
Catalyze and encourage collaborative learning on campus	*Annual alumni events that include a focus on collaborative learning→ *Focus branding efforts around archaeology education and collaborative learning	Develop assessment tools for some teaching units→			Assessment tools built into teaching units		Creativity & Innovation--Goal: Implement new ideas in teaching and learning informed by the global dialogue on education.
Vision for gallery-learning spaces on 1 st floor	Design concept for gallery-learning spaces	Plan for phased remodeling and pre-design for 20 year museum vision				*Fundraising for remodeling of gallery-learning spaces	
Continue collaboration with Learning in the World programs		Reimagine Pecos Pathways (see above); phased implementation of new Pecos Pathways program→		Complete implementation of new Pecos Pathways program		Explore new Learning in the World programs (e.g., Chile & Easter Island; archaeology of China)	Empathy & Balance—Goal: Prioritize mutual understanding and individual well-being as essential to a thriving community
Augment museum education program		Increase revenue stream to support additional part-time or full-time educator→					

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Major Themes							
Engage regional and national organization in conversations around collaborative learning and archaeology education	Continue to work with MAECON partners in Mass.		Organize and sponsor symposia, workshops, etc around archaeology education and collaboration→	Publish proceedings of symposia, workshops, etc. on archaeology education			Creativity & Innovation— Goal: Implement new ideas in teaching and learning informed by the global dialogue on education.
Sustainable Outreach & Partnerships							
Expand use of Peabody for alumni and student events		*Market Peabody as venue for campus and community events→ *Regular events at Peabody for alumni, friends→					Core Values: Private School with a Public Purpose.
Continue partnerships w/ MAECON, Massachusetts Archaeological Society and other outreach organizations		*Market MAS programming→ *Develop and offer archaeology adventure program for younger students→		Expand archaeology adventure programs for younger students			
Campus LAMs (Libraries, Archives, and Museums) initiative	Continue cooperative						Creativity & Innovation—

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Major Themes							
Collections Stewardship							
Improve physical & intellectual control	*Actively manage Peabody library→ *Linda S. Cordell Award→ *Adopt A Drawer program→ *Research and apply for grants to support collections work→	*Plan/cost estimates for rehousing→ *Implement first phases of rehousing project *Continued work on Peabody archives→	Fundraising around collections rehousing project→	Continue phased implementation of rehousing project→		Significant completion of collections rehousing project	Core Values: Private School with a Public Purpose.
Upgrade & improve security systems	Work w/ Academy to upgrade security	Work w/ Academy to upgrade security					
Continue & expand work duty programming			Develop enhanced work duty program→				
Share collections online	*Digital Commonwealth partnership→ *Collections available via Internet Archive and HathiTrust	Collections available online through Digital Commonwealth→					
Engagement w/ professional organizations	Memberships in NEMA, AAM→	Museum branding, marketing plan					
Decolonizing Museums							
Commitment to high standards regarding NAGPRA consultation	Continue NAGPRA consultations→	Complete “white paper” on NAGPRA					Equity & Inclusion—Goal:

