



Phillips Academy
ANDOVER

**Deputy Head of School for Academics and Student Affairs
Andover, Massachusetts**

THE SEARCH

Phillips Academy Andover (Andover) seeks a dynamic, experienced, and collaborative leader to serve as its first Deputy Head of School for Academics and Student Affairs. The inaugural Deputy Head of School joins Andover as it approaches its 250th anniversary, inviting a period of reflection for the community, and thus the creation of a role equally dedicated to the academic and co-curricular success of students.

Led by its 16th Head of School, Dr. Raynard Kington, who joined in 2020, Andover is a highly selective, co-educational boarding school located in Andover, Massachusetts. With 1,150 students, 220 faculty members, and more than 20,000 alumni worldwide, Andover is renowned for its enduring legacy of excellence, its devotion to academic rigor, and its embedded social conscience that permeates campus life. Its core values remain as potent and relevant as ever: *non sibi* (not for oneself), knowledge and goodness, youth from every quarter, academic excellence, and being a private school with a public purpose. Andover's innovative and stable leadership has enabled continued success, with strong enrollment and a robust financial outlook.

As a direct report to the Head of School and second in command, the new Deputy Head of School will oversee a team of four direct reports: the Dean of Faculty, Dean of Studies, Dean of Students and Currie Family Director of the Tang Institute. While the search for a permanent Deputy Head of School is underway, Dr. Kington has appointed Raj Mundra (P'18, '20) as interim Deputy Head of School for a one-year term. At the conclusion of the 2022–23 academic year, Mundra, who was formerly Dean of Studies, will be leaving Andover to become Head of School for Lick-Wilmerding High School in San Francisco starting July 2023. Mundra will help transition the new Deputy Head of School once that leader is appointed.

Looking ahead, the new Deputy Head of School will, in particular, oversee all internal, day-to-day aspects of the academic and student program; leverage the expertise of the faculty, administrators, and broader community to define an integrated curricular and co-curricular vision; partner with the Head of School and key stakeholders to develop the next strategic plan; and continue to establish a sense of belonging by serving as a key champion for equity, inclusion, and wellness. The successful candidate will be creative, resourceful, skilled at navigating and managing through complexity, and comfortable setting strategy as well as operationalizing it. The candidate will also possess proven experience in education, administration, and management; a desire and ability to

innovate; strong emotional intelligence and a track record of building deep relationships; and a resonance with the mission of Andover.

Phillips Academy Andover has retained Isaacson, Miller, a national executive search firm, to assist in this recruitment. Please direct all inquiries, nominations, and applications to the search firm, as indicated at the end of this document.

PHILLIPS ACADEMY ANDOVER

Overview

Founded in 1778, Phillips Academy is the oldest incorporated boarding school in the United States. In its founding document, Phillips Academy committed to educating “youth from every quarter,” and lives that mission today with a need-blind admissions process. The student population of 1,150 students, made up of 855 boarders and 295 day students, arrives at Andover from 44 states, 51 countries, the town of Andover, and its surrounding communities. Forty-seven percent of students receive financial aid, and the budget for tuition assistance is \$24.5 M. Half of the student body and thirty-five percent of Andover’s 220 faculty identify as people of color.

In its intentionally diverse, inclusive community, Andover invites students to aspire equally to knowledge and goodness, and seeks to promote a balance of intellectual curiosity, engagement, leadership, and service in pursuit of excellence: academic, civic, and moral. Andover offers over 300 core courses and 150 electives, 69 interscholastic teams in 21 sports, community engagement opportunities that draw over one-third of the student body in any given term, and a 5:1 student faculty ratio and average class size of 13.

Academics

The hallmarks of teaching and learning at Andover are found both in the curriculum and the community. Andover students are intentionally curious, and learning is an active pursuit that takes many shapes and forms. There is no one set track for students and instead a vast array of opportunities. Supporting and amplifying the classroom experience is a comprehensive advising program for Juniors (9th grade), Lowers (10th grade), Uppers (11th grade), Seniors (12th grade), and PGs (Post-Graduates). The college counseling program deeply engages students and their families, always focusing on the experience and journey of the high school years, rather than the outcome of college admission.

There are numerous learning communities and spaces at Andover that connect students to their purpose and passions, as well as to the world beyond campus. The Tang Institute inspires students and faculty to seek interconnectedness in course offerings and to extend learning into local and global communities. At the Oliver Wendell Holmes Library – OWHL, a community hub exists for learning and action, research and practice, resources, and ideas. The Addison Gallery of American Art – which is free, open to the public, and located on campus – is one of the most comprehensive in the world, including nearly 22,000 objects spanning the 18th century to the present. In a typical year, the Addison presents approximately twelve shows, including both permanent collection

installations and major traveling exhibitions, carefully balanced to represent a wide range of art across time and media.

The Peabody Institute employs collaborative learning to actively engage students, teachers, scientists, and Native Americans with the institute's significant archeology and anthropology collections, while also encouraging and enlivening cultural discourse on race and gender. In The Gelb Science Center, there are three floors of contemporary laboratories, including a molecular biology research lab, an observatory, and flexible learning spaces. Environmental sustainability at Andover is guided by the 2019 Climate Action Plan and its three pillars: education, infrastructure, and energy. The student body and faculty engage in shared efforts to reduce energy use, greenhouse gas emissions, water use, and waste on campus in a financially sustainable way, thereby caring for each other, the campus, and the world.

Co-Curricular Programs

The experience of living in community at Andover is an essential component of student and faculty life. Every student, day and boarding, is a member of the Big Blue Family and of one of five residential neighborhoods or clusters. The Dean's Team – led by the Dean of Students, a direct report to the Deputy Head of School – is composed of the five cluster deans. Home to 855 students in residence, the dormitories are staffed by House Counselors who serve as faculty in addition to their residential life responsibilities. Andover fosters bold, thoughtful, and engaged student leadership and subscribes to the belief that anyone can be a leader. Weekend life includes student-led events and student-produced performances by any of Andover's 125 clubs on campus, as well as regular visits by off-campus scholars, artists, and public personalities.

Community Engagement offers students extensive opportunities to learn, volunteer, and practice *non sibi*. The office of Spiritual and Religious Life is an interfaith ministry with chaplaincies supporting Hindu, Jewish, Muslim, Protestant, and Roman Catholic faiths and faith clubs for students. The centrally located Cochran Chapel houses the ministry.

Andover's 69 interscholastic teams embrace teamwork, a *non sibi* mindset, and dedication. These tenets define Andover athletics. Student-athletes work hard to develop strong technical and tactical skills with a fierce competitive edge, and they also approach the playing field as yet another "classroom" for learning – about themselves and others, about humility and accountability, and about camaraderie and sportsmanship. In addition to dance, there are also intramural teams, LIFE Sports, and Outdoor Pursuits to round out the offerings, ensuring that all students can participate in physical exercise as required for the Andover diploma.

Students and faculty embrace and practice empathy and balance to experience wellness mentally, emotionally, physically, and interpersonally. The Rebecca M. Sykes Wellness Center houses counseling and medical services and is a hub on the Andover campus. In addition, all students are enrolled in the Empathy, Balance & Inclusion (EBI) program. The EBI curriculum is a comprehensive, multi-year program focused on diversity, equity, inclusion & justice; social-emotional learning; and health and wellness.

Diversity, Equity, and Inclusion

Diversity, equity, and inclusion (DEI) are not just abstract concepts at Andover. They are representative of the daily actions and intentions that support, honor, encourage, and celebrate every single person on campus. The Associate Head of School for Equity, Inclusion, and Wellness works with the various constituents across Andover to make sure that DEI is examined in every area. In the classroom, the residential life experience, and community life, equity and inclusion are topics of inquiry and lenses through which dilemmas are addressed. Equity and inclusion are embodied in Andover's commitment to educating *youth from every quarter* and in the faculty's efforts to enrich their own competencies through training and professional development. Each department has developed guiding principles of academic excellence that include anti-racist and multicultural views and inclusive classroom practices.

The Community and Multicultural Development (CAMD) office is a living, breathing embodiment of the spirit of diversity, equity, and inclusion. Located in the center of campus, it sponsors fascinating speakers and programs, funds intensive student research, and serves as a second home for many. CAMD also hosts numerous events throughout the year, and its faculty advisors create programming to support student clubs and affinity groups. The CAMD Scholars program focuses on projects investigating equity, diversity, multiculturalism, and social justice. The Brace Center for Gender Studies – a resource unique to Andover – sponsors lectures, films, and forums and funds student and faculty research that sheds light on a broad range of issues related to gender, sexuality, race, and ethnicity.

In 2020, the Board of Trustees formed the Anti-Racism Task Force (AATF) to execute a comprehensive review of the status of diversity, equity, and inclusion. The Task Force is exploring many dimensions of school functioning, including formal and informal traditions and cultural practices, that may be particularly rooted in anti-Black sentiment and actions that adversely affect the student and adult experience. The Task Force is also examining how racist behavior and racism have unjustly affected Latinx, Indigenous, and Asian racial groups in the Andover community, as well as the intersections of race and ethnicity with other foundational identities. In 2022, the AATF released [a report](#) with recommendations and actions that are informing Andover's aspiration to become an anti-racist institution and community. The report includes a dashboard that tracks Andover's progress toward these goals.

Looking Ahead

As a deeply reflective community, Andover has engaged wholeheartedly with recommendations from its recent NEASC reaccreditation. Recommendations put forth by the NEASC team include: further solidification of a school-wide academic vision; evolution of the faculty evaluation system; the continued implementation of recommendations from the Anti-Racism Task Force; nurturing of a culture of trust and respectful dialogue; deepening of work dedicated to the well-being of students, faculty, and staff, including the Empathy, Balance, and Inclusion Curriculum and the advising program; and the development of a more systematic form of communication to faculty, staff, students, and families.

With these goals in mind, the creation of the Deputy Head School for Academics and Student Affairs has been a natural iteration of this process, intended to unite curricular and co-curricular goals under a single charge to better establish and assess a successful, comprehensive Andover experience.

Leadership

In July 2020, Dr. Raynard Kington became the 16th Head of School at Phillips Academy in Andover, Massachusetts. Prior to Andover, he served for ten years as President of Grinnell College (2010-2020) and in a range of positions at the National Institutes of Health (NIH), including NIH Principal Deputy Director and NIH Acting Director, NIH Associate Director for Behavioral and Social Sciences Research, and Acting Director of the National Institute on Alcohol Abuse and Alcoholism.

Before NIH, Dr. Kington served as a division director at the Centers for Disease Control and Prevention and as Director of the National Health and Nutrition Examination Survey (NHANES). He has also been a Senior Scientist at the RAND Corporation and Assistant Professor of Medicine at UCLA. He was elected to the Institute of Medicine (now the National Academy of Medicine) in 2006.

Dr. Kington attended the University of Michigan, where he received his B.S. with distinction and his M.D., and he completed his residency in Internal Medicine at Michael Reese Medical Center in Chicago. He was a Robert Wood Johnson Clinical Scholar and Fontaine Fellow at the University of Pennsylvania, completing his M.B.A. with distinction and his Ph.D. with a concentration in Health Policy and Economics at the Wharton School. He received his board certification in Internal Medicine, Public Health and Preventive Medicine, and Geriatric Medicine.

His research has focused on the social determinants of health and, more recently, on diversity in the scientific workforce. He currently serves on the boards of Beth Israel Lahey Health, RAND, and The Pew Charitable Trusts.

Location

The town of Andover was incorporated in the mid-17th century. A center of manufacturing for much of its history, it was also home to numerous farms. Located 20 miles north of Boston on the banks of the Merrimack River, Andover is easily accessible from major highways, railways, and airports. The once-small town boasts a population of 37,000 and has more than 10,000 workers in major corporations such as Raytheon, Philips North America, Pfizer, Vicor, and Putnam Investments. The downtown area is quaint and quintessentially New England, complete with independent retailers, essential goods and services, access to regional rail and bus service, and historic homes, all just a ten-minute walk from the Andover campus.

THE ROLE OF THE DEPUTY HEAD OF SCHOOL

Phillips Academy, in keeping with its mission, history, and traditions, has always been committed to academic and co-curricular excellence. In the quest to ensure excellence in all areas of the

Andover experience, the Head of School has reorganized the administrative structure to introduce the role of Deputy Head of School for Academics and Student Affairs. The Deputy Head of School will oversee four direct reports: the Dean of Faculty, Dean of Students, Dean of Studies, and Currie Family Director of the Tang Institute.

The Deputy Head reports to the Head of School and is second in command. When the Head of School is not present, the Deputy Head serves as Head. The Deputy Head will oversee all internal, day-to-day aspects of the academic and student program, working in a highly relational, visible, and collaborative way. They will work with the Senior Administrative Council (SAC) to oversee Andover's goals, informed by the recent NEASC reaccreditation process – and with the Head of School to develop the next strategic plan – to ensure that all students, faculty, staff, and families are cared for, seen, and heard. The Senior Administrative Council is composed of 14 leaders from different areas of Andover. The Council meets once per week to support the strategic priorities of the Head of School. In addition, this leader will leverage the expertise of the faculty, administrators, and other key stakeholders to define an integrated curricular and co-curricular vision, as well as continue to establish a sense of belonging and serve as a key champion for equity, inclusion, and wellness.

The Deputy Head of School will possess proven experience in education and administration, including senior-level management experience at an established independent school (preferably boarding); a desire and ability to innovate; excellent oral and written communication and public speaking skills; strong emotional intelligence and a track record of building deep relationships; exceptional academic credentials; and the ability to gain the respect and support of faculty, staff, students, alumni, and parents.

OPPORTUNITIES AND CHALLENGES

Andover faces both challenging and exciting opportunities in the years ahead. Specific opportunities and challenges for the Deputy Head include:

Oversee all internal, day-to-day aspects of the academic and student program at Andover

The Deputy Head will serve as a vital resource and source of support for the Dean of Faculty, Dean of Studies, and Dean of Students, such that they can achieve the day-to-day goals of their individual units. At the same time, the Deputy Head must build a strong relationship with the entirety of an engaged school community, constantly striving to bolster dialogue, collaboration, and innovation in pursuit of the best academic and residential experience for students, faculty, and staff. Andover stakeholders are passionate about – and deeply committed to – their school. The Deputy Head will continue a commitment to trust and transparency through shared decision-making, clear communication, and inclusive processes, all in the service of the daily functioning of the academic and student program.

Define an integrated curricular and co-curricular vision

Leveraging the expertise of the faculty, administrators, and other key stakeholders, the Deputy Head will engage with the community to define “academic excellence” at Andover and to develop

a vision for an integrated curricular and co-curricular experience. This collaboration will ultimately include the development of a comprehensive system to assess the Andover experience. Parallel to this work, the Deputy Head will partner with the Head of School and the Senior Leadership Team to develop and implement school priorities, including recommendations from the NEASC team, and with the Senior Administrative Council to oversee those goals. The overarching aim is to ensure the best use of the personnel, finance, technology, assets, facilities, and resources of Andover.

Partner with the Head of School and key stakeholders to develop the next strategic plan

Andover is in the early stages of its next strategic plan, and this leader will enter into a pivotal moment. Andover completed its last strategic planning process in 2014. Dianne Domenech-Burgos, Chief of Staff and Assistant Head of School for Strategic Planning, is establishing key functionalities to begin the practical work of developing a new plan – likely to launch in 2024. This new leader will play a fundamental role in engaging the broader community, ensuring that Andover takes all voices into account and that the Academy considers the aspirational and practical realities of its next chapter.

Continue to establish a sense of belonging and serve as a key champion for equity, inclusion, and wellness

The Deputy Head must be a fierce advocate and ally in support of creating a sense of belonging for all students, faculty, and staff. The Deputy Head will help ensure that the voices of underrepresented students, faculty, and staff are recognized and heard. The Deputy Head will also work with the Associate Head of School for Equity, Inclusion, and Wellness to continually examine and redesign policies, procedures, and services to ensure equity across student populations, as well as ensure implementation of the recommendations of Andover's Anti-Racism Task Force. These efforts will support Andover in adopting meaningful change and will help ensure that this work remains visible.

QUALIFICATIONS AND CHARACTERISTICS

Professional Experience

- Passionately support academic excellence and continue to inspire a culture of innovation by engaging with academic leaders and faculty on critical discussions of academic policy, pedagogy, curriculum, and interdisciplinary and global education.
- Embrace Andover's commitment to a shared governance model, with its defined roles for faculty, administrative, and trustee decision-making.
- Lead and empower a strong academic and student life leadership team and set high expectations for all offices and functions that provide critical support to the educational aspects and student affairs of the Academy.
- Take maximum advantage of the unique opportunities and challenges of a residential community to ensure that it reinforces Andover's learning environment for students and faculty. Seek ways to develop relationships with students that add value to their experience at Andover.

- Engage actively in the life of the campus. Be visible at important moments in the life of Andover, as well as at everyday events. Model the aspirations of *non sibi* to the community and reinforce the concept in daily life.
- Foster a culture of transparency through effective communication with internal and external communities.
- Set high standards across all aspects of Andover, and seek opportunities to ensure a rigorous yet balanced experience for faculty and staff.
- Actively and thoughtfully engage the parent body.
- Demonstrate excellent communication and presentation skills.
- A track record of serving as a key strategic partner to a Head of School and Board is a plus.
- An advanced degree is preferred.

Personal Qualities

- Be committed to the mission and expectations of an inclusive, highly regarded boarding school.
- Be a culturally competent leader with demonstrated experience fostering a diverse community in which all may thrive and contribute to the institution.
- Demonstrate a deep, passionate commitment to all aspects of education, along with the desire to strengthen an already exceptional program.
- Engage with all members of the community and participate actively on the campus and with the parent and alumni bodies. Develop strong, authentic relationships and look for opportunities large and small to make and deepen connections.
- Communicate widely in a clear, compelling, and timely manner, evidencing a transparent and collaborative decision-making process.
- Be a strong, experienced educational leader who can create and implement clear administrative systems, policies, and guidelines.
- Serve as a team builder and decision maker who has experience empowering individuals to act in the institution's best interest.

TO APPLY

Phillips Academy Andover has retained Isaacson, Miller, a national executive search firm, to assist in this recruitment. All inquiries, nominations, referrals, and applications (resumes and letters of interest) should be sent electronically and in confidence to:

Katie Rockman, Partner
Berkley Burke, Senior Associate
Isaacson, Miller
www.imsearch.com/8686

Phillips Academy is an equal opportunity employer. Phillips Academy is an intentionally diverse and inclusive residential community “committed to creating an equitable and inclusive school in which students from diverse backgrounds, cultures, and experiences—including race, ethnicity, nationality, gender, socioeconomic class, sexual orientation, gender identity, religion, and

ability—learn and grow together.” The ideal candidate supports the inclusive and diverse nature of the community. Any offers of employment will be contingent upon successful CORI/SORI and fingerprinting background checks as well as unrestricted authorization to work in the United States. The Academy will require, subject to disability and religious accommodation exceptions under federal and state law, that all new employees be fully vaccinated against COVID-19.