

CONCEPT PAPER & BUSINESS PLAN // THE BOARD PRO TEMPORE
AUTUMN 2008

ANTIOCH COLLEGE



I. MOTTO, MISSION AND HONOR CODE

Motto

"Be ashamed to die until you have won some victory for humanity"
-Horace Mann, first president of Antioch College

Mission (proposed)

The mission of Antioch College is to provide a rigorous liberal arts education to students from around the world based on the belief that scholarship and experience are strengthened when paired and that authentic community engagement is vital for those who would attempt to win victories for humanity.

Honor Code

Antioch College is a community dedicated to the search for truth, the development of individual potential, and the pursuit of social justice. In order to fulfill our objectives, freedom must be matched by responsibility. As a member of the Antioch community, I affirm that I will be honest and respectful in all my relationships, and I will advance these standards of behavior in others.



A healthy democratic society requires institutions that act as catalysts for change and laboratories for invention. This is a role that Antioch College has played throughout its history and the effort to restore it is among the most significant and compelling opportunities in 21st-century higher education.

To provide leadership, liberal arts colleges must transform themselves to specifically address contemporary issues and challenges. Today, Antioch College can build upon its extraordinary legacy and assemble broad support for the development of a unique educational initiative to benefit a new generation of students. As Arthur Morgan built upon the foundation set for him by Horace Mann, the College can now embrace radical change and remain faithful to its mission.

To ensure that the College can contribute fully to the development of its next generation of exceptional alumni, its vision must include reinvention. Reinvention is in the College's DNA. In fact, reinvention may now prove to be the most important Antioch tradition. In the challenge of this moment, the opportunity exists to develop a bold vision worthy of Antioch's history and to resume leadership as the "lab school" for American higher education.

Antioch College has proven that small institutions with limited resources can have an impact on society entirely out of proportion to their size. The Board Pro Tempore seeks to develop an educational model that grows the capacity of its alumni to think critically, act as agents of invention and change, work effectively independently and in groups, and understand the relationship between personal responsibility and authority.

In summary, this concept paper and business plan includes items that the Board Pro Tempore feels will distinguish the College and set it on a path to thrive.

Three-Year Calendar of Study

Antioch College will develop a rigorous 120-credit, fully accredited Bachelor of Arts or Bachelor of Science degree, in which students will earn their degrees in three calendar years divided into nine, fourteen-week trimesters. The calendar will encourage accountability and self-reliance by allowing students to efficiently complete their degree and to connect their studies with preparation for the next phase of personal, intellectual and professional development.

Transformation through Communication Technology

Through investment in and the use of web-based communication technology, the College will build upon the strengths of its new calendar. The College will build the technological infrastructure to allow students to continue to take academic study while on work trimesters, remain engaged in community life, and take advantage of offerings at other collegiate institutions. Technologies will also further the reach and reputation of Antioch College programs by seeking new ways to share the work of its faculty.

New Tuition Model

The College will improve its affordability and its attractiveness to families by restructuring its tuition model to match the current economic circumstances. The new calendar will save families approximately 25% of the costs typically associated with a four-year private liberal arts education. In addition, the College will dramatically reduce tuition, room, and board, while simultaneously reducing budgeted financial aid to 25% of gross tuition.

Changing Student Body

The Board Pro Tempore acknowledges that the College must become an extremely diverse community if it is to thrive. Antioch College will embrace the opportunities represented by demographic changes in the United States and growing globalization of educational opportunity. Changes in the tuition model and the three-year program are intended to be initial steps. Specific program choices around issues that relate to building a diverse community will be among the earliest investments.

Sustain, Support and Perpetuate

Antioch College will develop a robust fundraising effort in support of a visionary educational model. In a study within the last five years, a team of senior consultants recommended that Antioch College “proceed immediately with plans for a \$100 million campaign.” As acknowledged by the Antioch University Board of Trustees, an independent Antioch College is better positioned to meet this goal.

Facilities Investment

The College will embark on a \$30,000,000 renovation and construction program to restore its historic campus. As an aspect of the renewal of the College, the development of the curriculum will take into consideration the opportunity to study sustainability and energy issues. With utility and growth in mind, Antioch College will offer competitive facilities to its students, faculty and staff. The College benefits greatly from its attractive location in the Village of Yellow Springs and will seek mutually beneficial opportunities to share resources such as a library, performing arts, and academic facilities.

The opportunity to reinvent Antioch College is compelling because of its legacy and the potential for this iconic institution to continue to make substantial contributions in the emerging century. There is no single solution that will ensure the success of an endeavor as complicated as the one on which the Board Pro Tempore and the Antioch College community as whole is about to embark. The combination of good leadership and fiscal discipline linked with a successfully defined program and fundraising effort will form the backbone of success for the new vision of the College.



III. THE VITRUVIAN PLAN AND CALENDAR

The educational plan of study will represent a significant new approach to liberal arts education in the United States based on the tenets of the historic program of Antioch College, including:

- Academic study
- Work
- Community

The name “Vitruvian Plan” highlights the relationship between these three elements represented in the circle, square, and triangle of the Antioch College seal (see cover).

Students will earn 120-credit fully accredited Bachelor of Arts or Bachelor of Science degrees, but will do so in three calendar years divided into nine, fourteen-week trimesters. Students will alternate among academic seminars, on-campus community life and off-campus group and independent work placements. This new calendar will reinforce a connection of study with work that is not typical in collegiate life.

The calendar will also encourage accountability and self-reliance by allowing students to efficiently complete their degree and to connect their studies with preparation for the next phase of personal, intellectual and professional development. The curriculum will be designed to utilize technology to reinforce the relationship between the three elements of the curriculum and the calendar. For example, during work trimesters, academic work and community participation will continue online.

Students will take four courses in each academic trimester. Each 14-week academic trimester is divided equally into two seven-week sessions. Courses may last for either one or two sessions. Students will take two academic seminars each session. This hybrid “block” schedule of two seminars at a time will allow concentrated effort and greater depth. Students will also receive credit for projects and seminars completed during work trimesters.

The concept of a three-year degree is not new. There have been many influential proponents of this idea in American higher education, and internationally, including Oxford and Cambridge Universities, where an undergraduate degree is often a three-year program of study. This new calendar will facilitate the recruitment of international students.

The opportunity to engage in the creation of a new approach to education will attract faculty committed to invention and new approaches to the liberal arts. The Board Pro Tempore believes that tenure is an element of academic freedom important for the recruitment of faculty, and that a newly empowered faculty will serve as the stewards of curricular development, refinement, and oversight.

The Vitruvian Plan will be supported by the strengthened relationships that have developed during the past year. The College will develop a guest Distinguished Faculty program through which alumni and friends will teach individual seminars and independent study projects. In particular, the College also has the advantage of a newly engaged alumni population in support of work placements.

The Calendar

Year	Trimester I (Sept-Dec)	Trimester II (Jan-Apr)	Trimester III (May-Aug)
1	Academic Seminars (Session One) 2 Academic Seminars (Session Two)	2 Academic Seminars (Session One) 2 Academic Seminars (Session Two)	Work & Third-Year Project
2	2 Academic Seminars (Session One) 2 Academic Seminars (Session Two)	Work & Second-Year Project	2 Academic Seminars (Session One) 2 Academic Seminars (Session Two)
3	Work & First-Year Project	2 Academic Seminars (Session One) 2 Academic Seminars (Session Two)	2 Academic Seminars Degree Project

Study

The academic curriculum will emphasize interdisciplinary approaches to the liberal arts by offering a small number of well-resourced academic disciplines in the arts, business, humanities, sciences, social sciences and technology. In developing its academic program, the College will focus on use of its significant assets such as Glen Helen and also focus on opportunities such as the restoration of the campus and the power plant for the study of sustainability.

Each trimester, students will develop plans of study with their advisors. In addition, while on a work trimester, students will propose and complete written theses or projects approved by a faculty panel and generally associated with the placement. They may also elect to take academic seminars on line during work trimesters.

In the first year, all students will complete core liberal arts seminars, thereby developing a common intellectual experience with which to continue their studies as a learning community. In recognition of growing global interdependence, students will begin to demonstrate an appropriate level of mastery of a language other than English and will also further develop the capacity for research using information technology.

Students in their second year will choose from a wider variety of seminars. They will use this experience to explore disciplines and discern areas in which they may wish to concentrate or to develop a self-designed concentration. In the second year, a robust faculty advising program will engage students in colloquy groups in which they meet with faculty and other students to discuss the relationship between their study and work experiences. In the final year, students will work with faculty advisors to make independent choices regarding the completion of their studies in preparation for degree projects. Students will be given an introduction to the degree project and will begin to develop concepts starting in the second year. The project itself will involve original work generally associated with American graduate level study. This culminating project will be presented to a panel of faculty and distinguished guests for evaluation.

The College will seek to build partnerships with engineering and architecture programs to offer 3-2 programs to students. A 3-2 program is a double degree program run by two separate colleges or universities. In such a program, a student studies for three years at one college followed by two years at another. The student is awarded two bachelor's degrees at the end of the five-year period; one from each institution. Programs of this type are available at universities such as Columbia University, Dartmouth College and Washington University. Other possible partnerships, such intensive world language programs such as those at the Monterey International Studies Institute will be investigated.

Work

The College will remain the only liberal arts institution in the nation to require a comprehensive off-campus work program of all its students. Students will integrate themselves into for-profit and/or not-for-profit work on a full-time basis for three fourteen-week placements around the world. During work trimesters, each student will also complete a thesis or project. Each will continue to meet with their advisor and continue to participate in academics and community all online.

The work program will incorporate planning and action into the undergraduate experience. Students will be awarded a work grant each year to develop a project connected with the student's work placement. Alumni and friends of the College will fund these grants. Students will be given guidance in planning and budgeting by faculty advisors. They will also keep their funders informed with regular communication and through project presentations upon completion of their work assignment. This relationship will increase their appreciation for accountability in work.

In the first year, the entering class will work collectively with faculty advisors to develop a theme and plan during their first two trimesters on-campus together. By developing this theme together, the class will gain insight into group dynamics. Students will be able to construct or select work placements individually or in groups. For example, students might choose "liberty" as an abstract theme and develop job placements in voter registration, work for a computer programmer developing vote counting technology, or document stories of diaspora among refugees in Darfur. Upon return to campus, the class will formally reflect on the relationship of their work to the theme.

Students in the second year, will propose work placements for individual or small, self-selected groups to work nationally or internationally. Work will involve further discernment around a student's area of study or a specific interest. As an example, a student might work in a laboratory to assist a faculty member with research. The student may use a work grant to fund the costs of travel and expenses associated with a work assignment.

In the third year the grant is a larger amount of funding than in the prior two years and will typically be used to assist a student with preparations associated with the degree project. The project could be an academic trimester, work trimester project or both. Great latitude is given to students for building connections between the academic and work program.

Community

The program of study will be strengthened by the intentional nature of the community. In fact, learning to live and work in the community will be among the most important skills an individual student will learn at Antioch College. From the academic classroom in which students will experience civil debate, to the collaborative nature of work projects, to the nature of shared governance, each student will be engaged in "community."

One of the most important aspects of governance is the community meeting led by the Community Manager. In addition, students will be represented on important committees such as Administrative Council. The College will engage students in participation in community governance and asks that each contributes to the health of the community by agreeing to live by the honor code.

In support of the community, all students, faculty and staff will participate in community labor in the form of maintenance and services on campus. Though unpaid, the value of this labor to the operations of the College assists in lowering tuition for all. Campus labor will help build an appreciation for the work of the individual in achieving the goals of the community, including sustainability. It will also emphasize the relationship between stewardship of resources and the production of goods and services.

Health and wellness will also be important investments in the future program of Antioch College and in building a sense of community. While the absence of intercollegiate athletics has been a valued distinction of the College since the 1920s, a healthy recreational life will be essential to the wellbeing of the future community. The College will make significant investments in facilities and programming in a physical fitness program that includes an emphasis on yoga and nutrition. It will be critical in a program of study as intensive as the one documented in this paper that students have the opportunity to relax and be social. Investment in this area will be important as a way to strengthen the sense of community and to control attrition.

To assist with community cohesion, technology will be used to bridge the gap of contact when students are on work assignments. For example, community meetings will be streamed and will allow for the participation of those away from campus.





WESTON HALL

