

ANTIOCH COLLEGE

**REVISIONS TO THE FINANCIAL PLAN FOR FY2002
WITH INITIAL PROJECTIONS FOR FY2003 and FY2004**

DEVELOPED IN CONSULTATION WITH AND APPROVED BY AdCil BY A VOTE OF 5-4.

**Submitted to the Board of Trustees
December 1, 2001**

James W. Hall
Acting President

I. BACKGROUND, PROCESS, and VALUES

Antioch College is firmly committed to fulfilling the goals of its Strategic Plan. One goal in that plan is to increase student enrollment, growing the campus steadily toward and beyond 800 FTE students. Achieving this goal will strengthen the academic program by allowing the College to maintain and improve the range and depth of courses offered to students through increased income and efficiency. A second goal is to intensify raising the gift support essential for a strong liberal arts program through a focused capital campaign. This campaign is in the early stages of implementation. Its primary objective is to increase the College's endowment, thereby increasing income in support of the College program. This plan, therefore, does not propose permanent reductions in Recruitment and Admissions or Development. Success in these areas will provide the added financial support essential for the future of Antioch College. We should expect the next president to develop and implement the necessary actions to achieve the enrollment and financial objectives of the Strategic Plan and to hold accountable those administrators responsible for these objectives.

The Board of Trustees has asked for a revised budget for this and future academic years based on the assumption that the College will project expenditures that are closely tied to realized or reasonably anticipated revenues from all sources. This will minimize the risks inherent in budget-making by taking a conservative approach to projecting revenues. This is a shift in the Board's support of expenditures at a level that anticipated a presumed enrollment of 800 FTE students.

The effect of this cannot be minimized. The proposed reduction addressed by this plan cannot be accomplished without having a dramatic effect on the College's ability to achieve its goals. Therefore, it is essential that we give priority to the academic capacity, and plan to rebuild it as soon as additional revenues become available. With this understanding, Antioch College will aim for a balanced budget in FY2002, and achieve a fully balanced budget in FY2003 and beyond.

On October 25, 2001, Acting President Jim Hall asked AdCil to appoint a College-wide ad hoc Financial Planning Committee. AdCil appointed the committee, initially including eight community members, half from AdCil membership. Following community discussions, Hall asked AdCil to broaden its membership to be more inclusive of the community.

The membership is as follows:

<i>Tim Noble</i>	student
<i>Daniel Solis</i>	student
<i>Busola Anafi</i>	student
<i>Dietrich Delrieu-Schulze</i>	community manager
<i>Hassan Rahmanian</i>	faculty
<i>Hazel Latson</i>	faculty
<i>Pat Linn</i>	faculty
<i>Tom Haugsby</i>	faculty
<i>Ann Filemyr</i>	faculty
<i>Carole Braun</i>	staff
<i>Larry Brickman</i>	staff
<i>Robert Fogarty</i>	faculty
<i>James Hall</i>	convener
<i>Barbara Stewart</i>	administration
<i>Hassan Nejad</i>	administration
<i>Sally Frye</i>	staff to committee

The Financial Planning Committee considered the following values and priorities in devising this plan:

- 1. Preservation of the broad Liberal Arts and Sciences character of the curriculum***
- 2. Sustaining the quality of the relationship between the College and its Students***
- 3. Fulfilling the contractual obligations to all parties***
- 4. Ensuring a stable financial base for future planning in continued fulfillment of the College Strategic Plan***
- 5. Emphasizing voluntary election by individuals as a preferred option***
- 6. Continuing to stress increasing revenue while containing expenses within available revenue***

II. FISCAL SUMMARY AND OBJECTIVE

Cash Basis Budget¹

1.	Approved expenditures in FY2001	\$18,037,000
	Actual expenditures in FY2001	\$19,310,000
	Cash deficit in FY2001	\$1,202,000
	Additional subsidy in FY2001 (included in actual expenditures)	\$2,645,000
2.	Projected expenditure level for FY2002, if rate unchanged	\$20,291,000
	Increase over FY2001 budgeted	\$ 2,025,000
	Increase over FY2001 actual	\$ 981,000
	Budgeted gift income for College operations	\$ 2,900,000
	Budgeted gift income for College campaign	\$ 700,000
	Projected gross gap between expense and revenue	\$3,554,000
	Projected revenue from endowment earnings and University subsidy to close gap	\$1,739,000
	Projected remaining cash gap closed by planned net reductions	\$1,815,000
	Revised expenditure ceiling for FY2002	\$18,476,000
	Projected deficit in FY2002	TBD
3.	Projected expenditure ceiling for FY2003 (assumes 2.78% increase)	\$18,990,000
	Projected deficit FY2003	\$0
4.	Projected expenditure ceiling for FY2004	\$19,518,000

The purpose of this plan is to project short and longer term expenditure reductions that will close the projected gap (worst case) of \$3.554 by a net of \$1.815 million. Some of the proposed reductions in FY2002 are applicable for only one year and cannot be sustained beyond this period. Other proposed permanent reductions provide little if any savings in FY2002, but larger savings in FY2003 and beyond. With the best efforts, it will be a challenge to achieve the full reduction in FY2002. However, the full reduction will be realized in FY 2003 and beyond.

¹ Depreciation is included in these totals. In FY2002 – FY2004, University overhead paid by Antioch College is waived as an offset to including depreciation in the College operations budget. Additional subsidy is provided to balance the complete depreciation cost (\$ 1,450,000 in FY2002).

The projections shown above reflect no assumptions regarding possible additional increases in revenue based on higher enrollments, increased income from endowment based on receipts from the capital campaign or increases in investment value of the portfolio, or increased gifts and grants. All of these are possible in this or future years. Such increases would allow for budget additions in support of the strategic plan. The Plan also makes no assumptions regarding increases in compensation. It reflects known increased or reduced costs where this information can reasonably be predicted. Although the expenditure ceiling is increased by a net of 2.78%, in 2003-2004 (\$200 in tuition discounts is included), the assumption is that this increase will support inflation in costs and any compensation increases.

III. PLANNED EXPENSE REDUCTIONS

Planned reductions and some additions are projected in five functional areas:

1. *College-General*
2. *Administrative Support*
3. *Academic program*
4. *Student Services*
5. *Development*

A) COLLEGE-GENERAL

1. Employee reductions based on current non-faculty vacancies, except as further specified below	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
Reductions	\$148,806	\$126,806	\$126,806
2. Utility savings	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
Natural gas price reductions	\$154,000	\$112,000	\$90,000
3. Savings from current 2% salary cap	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
Reductions	\$217,000	\$217,000	\$217,000
4. Savings in projected interest payments and loan renegotiation	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
	\$0	\$35,000	\$85,000
5. Capitalize certain expenses	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
	\$100,000	\$0	\$0
6. Additional temporary expense reductions e.g. university conference, S & E, etc.	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
	\$50,000	\$0	\$0
7. Known or projected <i>additions</i>	<u>FY2002</u>	<u>FY2003</u> ²	<u>FY2004</u>
Tuition Discounts	\$0	\$200,000	\$400,000
		(\$200,000)	
Medical Benefits	\$0	\$110,000	\$250,000

² Discount estimated based on FY 2001 increase of \$600,000, or 20% above planned budget. \$200,000 is shown as an additional operating expense, and an additional \$200,000 is shown in parenthesis as included in the net tuition increase (see page 5).

SUMMARY NET SAVINGS	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
	\$670,000	\$491,000	\$518,806
with additions		(-310,000)	(-650,000)
NET	\$670,000	\$181,000	(-131,194)

B) ADMINISTRATIVE SUPPORT

Expenses in this area are essential to continued operation of the campus and services to students. Other expenses, such as medical benefits, are increasing even as we plan. However, the following reductions appear to be achievable in FY2002. Some cannot be sustained in FY2003 and will require that other reductions replace them.

1. Consolidation. The Finance Committee has asked us to consider possible consolidation for increased efficiency and range of services in support of the two Yellow Springs campuses and the University Administration. The areas under consideration in this regard are Plant Maintenance and Security, Finance and Accounting, Human Resources, Information Technology and Communications. Cost-sharing (see #4 below) is also a product of consolidation.

	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
Consolidation Reductions	\$75,000	\$390,000	\$390,000

	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
2. Overtime Cost Reductions	\$34,000	\$34,000	\$34,000

3. Recruitment and Admissions

	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
Savings already planned (1/2) year	\$90,000	\$0	\$0
Hold vacant four budgeted positions in 02, two in 03, zero in 04	\$175,000	\$85,000	\$0
Defer <i>Search</i> until 03	\$90,000	\$0	\$0
Operations savings	\$74,000	\$0	\$0

4. Additional revenue: Cost sharing support from University/McGregor

<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
\$100,000	\$200,000	\$300,000

SUMMARY REDUCTIONS

<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
\$638,000	\$709,000	\$724,000

C) ACADEMIC PROGRAM

1. Eliminate Summer Institutes

	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
Reductions	\$6,000	\$33,000	\$33,000

2. Eliminate Teaching Assistants

	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
Reductions	\$0	\$16,000	\$16,000

3. Expense Reduction AEA

	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
Reductions	\$20,000	\$25,000	\$25,000

4.

a.) President to Campaign

<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
\$42,000	\$20,000	\$0

b.) President Sabbatical accrual

<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
\$0	\$60,000	\$50,000 ³

5. Tenure Relinquishment Reductions

<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
\$4,000	\$300,000 ⁴	\$300,000

6. Other reductions TBD

<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
\$27,000	\$46,000	\$46,000

³ Compensation adjustment.

⁴ Assumes one-time charges to revolving fund as accrual.

7. Additions

	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
Re-filling high priority faculty positions ⁵	\$0	\$100,000	\$200,000
Move senior administrator to faculty	\$0	\$80,000	\$80,000
SUMMARY REDUCTIONS	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
	\$99,000	\$500,000	\$470,000
With additions	\$99,000	\$320,000	\$190,000

D) OFFICE OF THE DEAN OF STUDENTS

1. Eliminate On-Campus Co-op Stipends

	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
Reductions	\$0	\$18,000	\$18,000

2. Streamlining of Functions

	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
Reductions	\$25,000	\$100,000	\$100,000

	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
SUMMARY REDUCTIONS	\$25,000	\$118,000	\$118,000

⁵ Although the precise timing of position refills varies, some of the positions vacated through tenure relinquishment must be refilled quickly to maintain the academic program.

E) COLLEGE DEVELOPMENT

The College Development office is continued at the FY2002 filled levels, with two key vacancies (V.P. Development, Major Gifts). Campaign operations costs are reduced and transferred to the College campaign budget.

Initially, the College campaign staffing and operations is supported by special lead gifts. Funds already budgeted and / or expended in College operations are transferred to the campaign as funds are received. Additional staff will be employed for the campaign as gift funds permit.

However, one important goal of the campaign is to strengthen overall giving, including the annual fund. Gradually the College Development office will be re-staffed, first by filling the current vacancies (FY2003) and later the ongoing essential functions of that office (FY2004 and beyond).

	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
1. Vacancies	\$173,194	\$100,000	\$0
	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
2. Program Savings ⁶	\$20,000	\$20,000	\$20,000
	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
SUMMARY REDUCTIONS	\$193,194	\$120,000	\$20,000

IV. SUMMARY OF ALL PROPOSED REDUCTIONS

	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
TOTAL REDUCTIONS	\$1,625,000	\$1,448,000	\$921,000

⁶ Moved expenses to campaign budget.

V. ADDITIONAL REDUCTIONS NEEDED

The above targeted reductions, while already very large, do not fully meet the projected total reduction of \$1.815M in FY2003. As the *Closing Remarks* section testifies, assigning those additional reductions, almost certainly heavily within the academic program, will have a devastating impact. Therefore, we urge that this reduction amount of \$367,000 in FY2003 be deferred unless and until it becomes certain that no added revenue can be found. Further, the *Closing Remarks* section offers some suggestions for increasing revenue in the short term to make this possible. We ask the Board of Trustees to consider these carefully as a bridge.

If, after further consideration, we cannot find additional revenue, or if our projected revenues fall short, these additional reductions will be achieved in FY2003 by a combination of:

- a) New hiring controls;
- b) Review of visiting and term contracts and future Board tenure decisions based on financial considerations;
- c) Review of appointments not issued through the normal faculty personnel processes
- d) Review of appointees in areas not as central to the liberal arts curriculum.
- e) General salary/benefits reductions;
- f) Selected academic concentration, functions, or other staff reductions.
- g) Other reductions

	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
Unassigned Reductions	\$190,000	\$367,000	\$894,000

VI. CLOSING REMARKS

In the 2001 National Survey of Student Engagement (NSSE) sponsored by the Carnegie Foundation for the Advancement of Teaching and the Pew Forum on Undergraduate Learning, Antioch College stood above all other institutions of higher education in the survey with the TOP SCORE for ENRICHING EDUCATIONAL EXPERIENCES. (Survey includes 470 colleges and universities, among them: Earlham, DePauw, Case Western Reserve, Beloit, Denison). Antioch College also ranked in the top 10% for the following measures: STUDENT INTERACTION WITH FACULTY, ACTIVE AND COLLABORATIVE LEARNING, and SUPPORTIVE CAMPUS ENVIRONMENT.

We know we are doing something right, and we are proud that this survey of the quality of student learning in higher education accurately reflects our own sense that Antioch College is delivering the highest quality education for undergraduate students. In only the second year of NSSE, Antioch College continues to out-rank its competitors in offering a truly unique and valuable liberal arts undergraduate education.

It is the nationally recognized successes of Antioch College faculty, students and staff that provide a strong reputation for all of Antioch University. The University's new Ph.D. Program explicitly links itself to the College reputation in its very title, "Leadership and Change." The College understands that over the past few years the Board has supported the development of this new program. Yet without Antioch College's unique legacy and its ongoing survival, this brand new doctoral program will not succeed. Therefore, it is with great seriousness that we have undertaken the charge of the Board to maintain a balanced budget as we consider the future viability of our educational model.

Challenges

The 2001-2002 listing of College faculty includes 67 names. It is important to note that some of those listed do not regularly teach or advise students (such as the Director of Glen Helen or the Dean of Students, though they do hold faculty titles). If these are eliminated, that leaves 62 faculty positions. Of the 62 faculty positions, 7 are co-op faculty; 4 are library faculty; 4 are AEA faculty responsible for study-abroad programs in Japan, India, Brazil and Europe (these faculty only offer one course per year as they travel with the program and are also responsible for off-campus recruitment); and 1 AEA faculty member coordinates the Tubingen program in Germany and teaches on campus part-time; an additional 3 faculty are also part-time; 2 are fulltime administrators with faculty status who may contribute

at least one or two courses per year to the academic program but do not offer regular advising. (Please see Appendix for actual numbers and location of current faculty.)

This leaves 41 fulltime classroom faculty and, of these, 4 are in Visiting Faculty limited term contracts. The 41 classroom faculty are responsible for the delivery of the entire liberal arts curriculum – they shape and deliver the academic program, including academic advising and senior project supervision. In addition, each term 1-2 faculty are on sabbatical (1 this Fall and 2 this Spring). Furthermore by end of '03 we are expecting five retirements – all of these are classroom faculty - which reduces the number to 36. If we lose the four Visiting Faculty positions we will be at 32 (see Appendix.)

Additionally, the College has put extraordinary effort forward in response to its Strategic Plan approved by the Board in 1997. We have hired exceptionally gifted new faculty, as evidenced by our high rankings in the 2000 and 2001 NSSE Report. We conducted competitive national searches to locate these faculty. We fear that if short-term financial need alone is used to judge their worth, and if the result is to not grant tenure to deserving faculty, we will suffer serious costs in losing students and being forced to conduct new searches to locate new faculty. If these positions do not continue as tenure-track, it will be very difficult to attract faculty to teach in Yellow Springs for low salaries and no opportunity for longevity within the institution.

A small number of faculty are currently in visiting positions. One of these Visiting Professors has been a member of the faculty for over 15 years and is actually the longest-serving active fulltime faculty member in the department where this position is located. Others filled positions which opened up when faculty moved to administration or left the institution. All of these are classroom faculty who teach fulltime, advise, and supervise senior projects. To simply eliminate these visiting positions will have a serious impact. Moreover, some faculty positions have been filled by Trustee mandate, avoiding established personnel practices and internal processes. These have consequences both financial and for faculty and staff morale.

How can our liberal arts curriculum be offered with 32 or fewer classroom faculty? How can we maintain our high standards of quality, for which we are being nationally recognized, if the faculty shrinks to this size? These are the questions we have grappled with as we seek to meet the Board's budget mandates. Sadly, we concluded that it is impossible to sustain the current hiring freeze and the elimination of faculty positions without negatively impacting the entire

institution. The loss of faculty positions inevitably translates into fewer students. Some fear the 'downward spiral,' which the College experienced in the 1970s, would be repeated resulting in the end of Antioch College.

While we recognize the importance of maintaining a balanced budget and a stable financial base, we urge the Board to consider very carefully the impact, much irreparable to our academic program, that full implementation of this plan will have on Antioch College. Despite the data that suggests a faculty of 67, Antioch College has, in fact, only 41 classroom faculty. Reductions in this core will challenge our ability to offer an arts and sciences curriculum. We know from bitter experience: student enrollment dropped dramatically from the College's largest student enrollment in 1973 of 2,470 to 475 by 1985. These drops in enrollment led to faculty cuts, including closing departments and terminating contracts with tenured faculty. Faculty in 1972-73 (including faculty in administration) was 215 and by 1979-80 it had dropped to 96, a reduction of over 55% in that period. This led to more student departures. The downward spiral hit bottom in 1979 when the College was unable to make payroll. We do not want to see a repeat of this downward spiral.

We recognize that the budget gap reflects our growing pains as we attempt to realize our goals as laid out in our strategic plan. We know we have not met all of our targets, yet we also recognize our important gains and our newly emerging national recognition as a result of this recent growth. We are asking the Board to support the future of the College without causing irreparable damage to the academic program. How can this be accomplished?

Solutions

We call on the Board during these next months to continue to seek creative ways to provide the budget "bridge" that will lessen these proposed reductions. The Committee offers a number of suggestions and asks that they be fully explored. For example, we believe that a one or two year exemption from the established endowment expenditure policy would permit us to expend as much as an additional \$300,000 to support student financial aid, freeing up those funds to reduce the impact on faculty.

Another possibility is to apply in whole or part the projected increase in tuition from increased rates to the reduction. This amounts to about \$200,000. Although there will be many claims against any increase in revenue, this could be the highest priority for its application in the next two years.

While we recognize that the current fundraising targets are challenges within the current budget, further increases in gifts and grants can help, and we appreciate the leadership you are taking in the forthcoming campaign. Nonetheless, it does make sense to us to embargo a portion of the proposed reductions, permitting it to be expended if gifts should exceed the targeted amounts.

Another strategy is to seek funds for endowed chairs. This has been successful in the past. We support this effort to bring stability and leadership to the faculty. Perhaps there are Board members or alumni who are in a position to support an endowed chair. We encourage all efforts to address this possibility.

In addition, we would like to participate in conversations with the Board about the sustainability of the separation of the College administration from the University administration. The current structure has been in place for less than a decade and perhaps it is not feasible. We are also open to conversations involving the shape and design of the two campuses in Yellow Springs. College faculty are responsible for many of the academic programs offered “across the street” from sharing their course syllabi to participating in the conceptual framework and curriculum design of their academic programs. We know that Antioch University is dependent on a thriving and successful Antioch College. It is in all of our best interests to do what must be done to support the College at this critical time

Conclusion

The College is realizing its greatest academic success in over three decades in the past few years as evidenced by the exceptionally high rankings in both the 2000 and 2001 NSSE Report. The College is poised to regain its national reputation for innovation and excellence in undergraduate education. The College has spent the past fifteen years striving to redesign its curriculum and hire the best and brightest it can attract. All of this has brought great success.

We have known since undergoing the strategic planning process in 1996 that the one thing we do not have is an endowment to offset the costs of our student financial aid packaging. At last the Capital Campaign for the Endowment is moving forward. Let us use every means necessary to hold the course until we can experience the benefits of the capital campaign. We know that even in its preliminary stages the Capital Campaign for the Endowment is attracting new funds to the College.

Thank you for all you have done and are doing on behalf of the College.

VII. ASSESSMENT OF RISK

Risks in FY2003

Level of gift income	\$500,000
Increased tuition discounts	\$200,000
Savings from consolidation	\$150,000
Cost sharing from University/McGregor	\$200,000
Utilities savings	<u>\$24,000</u>
	\$1,074,000

Upside possibilities

Increased gifts	\$500,000
Utilities	\$100,000
Tuition (enrollment)	\$250,000
Increased income from endowment	\$300,000
Commitment of projected	
Increase in net Tuition	<u>\$200,000</u>
	\$1,350,000

APPENDIX

FACULTY IN INTERDISCIPLINARY MAJORS & CONCENTRATIONS, CO-OP AND LIBRARY: ACADEMIC YEAR 2001-02

ARTS

(7 faculty: 3 tenured, 4 tenure-track)

Dance & Theater
Music
Visual Arts

CULTURAL & INTERDISCIPLINARY STUDIES

(11 faculty: 5 1/2 tenured, 3 1/2 tenure-track,
2 visiting)*

African/African-American
Studies
Communications: Film, Video
Photography, & Print Journalism
Education Studies & Teacher
Licensure
Environmental Studies
Peace Studies
Women's Studies

ENVIRONMENTAL & BIOLOGICAL SCIENCES

(4 faculty: 2 tenured, 2 tenure-track)

Biology
Biomedical Sciences
Environmental Sciences
Geology & Environment

HISTORY, PHILOSOPHY & RELIGIOUS STUDIES

(3 1/2 faculty: 2 1/2 tenured, 1 tenure-track)

History
Philosophy***
Religious Studies

* designates one full-time faculty in
the Administration
** designates an additional 1/2 time
visiting for 2001-02 (paid with soft
money which may not be available in
the future)
*** designates one philosophy faculty
member retiring at the end of 2001-02

62 total faculty positions (includes 2.5
positions in AEA who teach in off-
campus programs)

LANGUAGES, LITERATURE, & CULTURES

(6 faculty: 5 tenured, 1 tenure-track)**

Literature
Creative Writing
French
German
Japanese
Spanish

PHYSICAL SCIENCES

(6 faculty: 4 tenured, 2 tenure-track)

Chemistry
Computer Sciences
Mathematics
Physics

SELF, SOCIETY & CULTURE

(No Concentrations)

(3 1/2 faculty: 1 1/2 tenured, 2 tenure-track)

Psychology
Sociology
Anthropology

SOCIAL & GLOBAL STUDIES

(6 faculty: 3 tenured, 1/2 tenure-track, 2 1/2
visiting)*

Economics
Political Science
Management
International Studies
Environmental Policy

ANTIOCH EDUCATION ABROAD

(3 1/2 faculty: 1 tenured, 5 – at 1/2 time)*

Antioch in Germany
Antioch in Japan
Brazilian Ecosystems
Buddhist Studies in India
Buddhist Studies in Japan
Comparative Women's
Studies in Europe
Europe in Transition

COOPERATIVE EDUCATION

(7 faculty: 3 tenured, 4 tenure track)

LIBRARY

(4 faculty: 1 tenured, 2 tenure track, 1 visiting)