

EXPERIENTIAL LEARNING AT ANTIOCH COLLEGE: A STRATEGY FOR RENEWAL

Antioch College Renewal Commission
Final Report to the Board of Trustees
June 2004

If men and women of character and purpose come to see the significance of the present situation, they can make our small communities such live, interesting, adequate places to live in that young people of quality will prefer to stay there. (Arthur E. Morgan, May 1945)

Purpose

One year ago, in June 2003, Antioch University's Board of Trustees passed the following resolution:

RESOLVED, that the Chancellor and the Chair of the Board are directed to establish a special commission, to be known as the Sesquicentennial Commission for the Renewal of Antioch College (the "Renewal Commission") to develop a plan, strategy, and timetable for the renewal of Antioch College. The Renewal Commission shall be composed of members of the Antioch University and Antioch College communities and others, and may utilize the services of external consultants and advisors as it deems necessary to accomplish its work.

FURTHER RESOLVED, that the Renewal Commission shall consider the following questions:

1. What educational vision will enable Antioch College to flourish while maintaining its core values of improving the human condition and the centrality of experiential education within the context of a liberal arts education?

- Academic Program
- Curriculum
- Co-op
- Community
- AEA

2. What structure can be established to insure long-term financial viability?

- Right-size
- Enrollment management
- Development
- Physical Plant

3. How can we best facilitate effective leadership at all levels (administration, faculty, students) and a campus climate where the educational mission thrives?

- Governance
- Accountability
- Culture

4. How can the College be integrated into the University creating a mutually beneficial relationship of collaboration and respect?

- Structure
- Communication

RESOLVED FINALLY, that the Chancellor and the Chair of the Board shall appoint members of the Renewal Commission within thirty (30) days and shall deliver its final report to the Board of Trustees no later than the June 2004 Board meeting. Progress reports shall be made at the October 2003 and the February 2004 Board meetings.

Table of Contents

- I. History and Current Situation
- II. Foundational Commitments
- III. Turning to the Future
- IV. Experiential Learning at Antioch College
 - A. Basis for Transformational Change
 - B. Experiential Learning Communities
 - C. Community-Based Co-op
 - D. Cultural and Intellectual Freedom
 - E. Community, Governance, and Leadership
 - F. Outcomes-based Assessment
 - G. Curriculum and Faculty Development
 - H. Technology Support
 - I. Enrollment Management
 - J. Physical Facilities

- K. Comprehensive Campaign
- L. Implementation
- V. Financial Plan
- VI. Summary and Conclusion
- VII. Appendices
 - A. History and current context of Antioch College
 - B. Four possible calendars
 - C. Sample outcomes statement for an Antioch College graduate
 - D. Example of criteria to assess writing competence
 - E. Benchmarks as proposed by current Antioch faculty
 - F. Considerations for recruitment and retention
 - G. Financial Plan (full version)
 - H. ELC rationale
 - I. Hypothetical examples of ELCs
 - J. Community: governance, accountability, and culture
 - K. Resumés of external experts

I. History and Current Situation

A brief history of Antioch College is attached to this report as Appendix A. The Renewal Commission began its work by reviewing how Antioch's history has shaped its mission, values, structure and resources.

From its inception, Antioch College has made a distinctive commitment to education not merely for the benefit of its students, but for the improvement of the human condition. Horace Mann, a distinguished national educational leader, served as the founding president of the College. In his commencement address of 1859, Mann, whose health was failing, issued a ringing appeal to the graduates, "I beseech you to treasure up in your hearts these my parting words: Be ashamed to die until you have earned some victory for humanity!" This charge continues to be cited at every Antioch commencement.

Antioch has been throughout its history in the forefront of efforts to extend equal opportunities for higher education to all. The College became the first institution in the nation to admit women as degree candidates on the same footing and to the same degree curricula as men. The school was an early leader in admitting African-American students and it was an active positive force in the civil rights movement. In keeping with the spirit of the late 1960's, the Antioch Community embraced an agenda of admitting substantial numbers of disadvantaged students, primarily urban students of color.

For most of its history, Antioch College has had modest enrollment and marginal endowment, and consequently has experienced repeated episodes of financial instability. During the Civil War the College suspended operation between 1862 and 1865 partly because of the disruption caused by the national calamity, but also because of the search for endowment funds that were entangled in a dispute among factions on the Board of Trustees. Since then, having suspended operations once more for lack of funds in 1881-82, the College was about to close its doors forever and liquidate its assets in 1919 when a new trustee, an engineer named Arthur Morgan, proposed a radical redesign of the College curriculum that he felt could save it and benefit the nation. The other trustees responded by electing him president. Morgan called his plan for Antioch College "practical industrial education." Its components were to be alternating ten-week periods of work and study, called co-operative education, and rigorous standards of general education aimed at developing versatile competence rather than highly specialized knowledge.

The Morgan plan succeeded in building enrollment and achieving a measure of financial stability for the College. Interestingly, Morgan's commitment to funding education through work and commitment to community rather than philanthropic largesse led him to decline an offer from Charles F. Kettering, inventor of the automobile electric self-starter, to provide the College with a substantial endowment.

Morgan's communitarian philosophy required treating students as adults and involving them fully in the life of the College. Morgan's successor as President, Algo D. Henderson, significantly expanded the role of students and faculty in the government of the Antioch Community. Academic governance was shared by the Community Council, with its center of gravity in student affairs, and the Administrative Council, which dealt with academic curricula and faculty affairs, including recommendations for hiring, promotion, and tenure. These institutions, which include faculty, students, staff, and administrators in their

membership, continue to govern College life today, as does the tradition of frequent community discussion of issues affecting the life of the College.

The success of Antioch's unique combination of rigorous liberal arts education with work experience enabled the College to attract outstanding faculty and students, particularly during the long period of growth from the end of World War II through the early 1970's. Faculty included such representative luminaries as Robert Metcalf and Gertrude Metcalf in Art; Robert Bieri, Stanley Goldberg, Oliver Loud, Robert McDowell, and Albert Stewart in Biological and Physical Sciences; Samuel Baskin in Education; Harry Steinhauer in German; Milton Goldberg, Judson Jerome, Albert Liddle, and Nolan Miller in Literature; Walter Anderson, David Epstein, and Donald Keats in Music; Al Denman, George Geiger, and Morris Keeton in Philosophy; Ruth Churchill, Stanley Garn, Harry J. Jerison, and Jerome Kagan in Psychology; Irwin Abrams, Victor Ayoub, Manmatha Nath Chatterjee, Heinz Eulau, Louis Filler, Robert S. Fogarty, Barrett Hollister, and John Sparks in Social Science; Meredith Dallas, Asaad Kelada, Arthur Lithgow, and Paul Treichler in Theatre; and many others. Students attracted to the College included Peter Adair, Virginia Hamilton Adoff, David Apter, John David Bellamy, Warren Bennis, Larry Block, Mario Capecchi, Leland Clark, Eleanor Clark, LaDoris Hazzard Cordell, Gerry Cunningham, Lisa Delpit, Matt Denman, Wendy Ewald, David C. Farrell, Ed Fisher, William A. Gamson, Herb Gardner, Clifford Geertz, Steven Jay Gould, Fred Greenstein, John Hammond, Meg Hansson, A. Leon Higginbotham, Frances D. Horowitz, Peter Irons, Richard Kaplan, Arno Karlen, Jorma Kaukonen, Coretta Scott King, John Kory, Sylvia Law, Ted Levitt, Roy London, Deborah Meier, Miriam Meisler, Nell Merlino, Sylvia Nasar, Cary Nelson, Prexy Nesbitt, Nicholas Noxon, Margaret Gethman Nicols, Eleanor Holmes Norton, Charles M. Schuff, Rod Serling, Michael Spock, Joan Argetsinger Steitz, and Mark Strand.

The College campus was also a focus for national attention in artistic and cultural activity. Especially prominent was "Shakespeare Under the Stars," a repertory theatre conducted in a replica of the Globe Theatre constructed on the steps of Antioch Hall. It was the first repertory theatre in the United States to perform every play known to be written by William Shakespeare, and attracted New York Times critic Brooks Atkinson, as well as resident thespians Jack Bittner, Pauline Flanagan, David Hooks, Earl Hyman, and Ellis Raab. As Antioch's leadership in liberal education, co-operative education, academic study abroad that was genuinely academic, and community governance built its

reputation, enrollment grew steadily, reaching a peak of 2,470 students in 1972. Despite this growth, the College's endowment remained small.

In the late 1960's, when the "baby boom" generation reached college age, and demand for higher education reached an all-time high, Antioch College undertook the development of "Antioch College Centers" located in various sites around the country, and serving primarily nontraditional students. No strategy or plan was developed, but rather the acquisition and development of centers occurred on an opportunistic basis, in some cases through the efforts of local students wanting to establish their own postsecondary access. With hardly any endowment to cushion its investment, the College found itself forced to subsidize its "off-campus" centers, which ultimately accumulated to more than 30 sites. Faculty in Yellow Springs grew increasingly impatient and frustrated, arguing that the poorly planned expansion was destroying the strong academic reputation that had been built over the past half century, and that the College was squandering resources it badly needed to maintain its quality in Yellow Springs.

A restructuring of federal funding programs for low-income students was perceived by Antioch's newly admitted students from disadvantaged backgrounds as threatening their continued enrollment in higher education. As a result, they initiated a strike that gathered energy from the many concerns about the College's direction. The College lacked the economic, political, and management capital to respond appropriately, and the result was widespread and intense disruption that damaged the College's reputation beyond immediate repair. Enrollment fell steadily, to 1,100 students in 1977 and 500 students in 1981, while the permanent faculty shrank from more than 150 to less than 40 instructional staff during the same period. This is essentially the situation today.

Despite the trauma of a precipitous reduction in size, Antioch College continues to attract and graduate extraordinary students of unusual character and ability. The College excels annually in benchmark data supplied by the National Survey of Student Engagement, routinely scoring in the 99th percentile on "Enriching Educational Experiences," and above the 90th percentile on such dimensions as "Active and Collaborative Learning," and "Student-Faculty Interaction." In the most recent NSSE survey, conducted in 2003, Antioch was cited as an exemplar for receiving highest scores in the nation in two benchmark categories, enriching educational experiences for first-year students and for seniors, and ranked in the top ten percent of seven of the other ten measures.

In a study conducted periodically by Franklin and Marshall College tracking the baccalaureate origins of Ph.D. holders (a cumulative analysis of all Ph.D. holders from 1920 through 1995) ranked Antioch 20th among 498 Baccalaureate institutions in the number of Ph.D. degrees awarded to its graduates. Antioch alumni earned 1363 Ph.D. degrees in that period, where the range was 4400 for the top ranked institution, Oberlin College, and 149 for the lowest ranked institution. Of even greater interest is a recent survey by Franklin and Marshall covering only the years from 1986 to 1995, a time when the number of students at Antioch College rarely exceeded 600 students in any given year, and the College was continually struggling administratively and financially. In that ranking, Antioch placed 32nd among 498 Baccalaureate institutions in the number of Ph.D. degrees awarded to its graduates. Antioch alumni earned 249 Ph.D. degrees in that period, where the range was 959 for the top ranked institution, again Oberlin College, and 41 for the lowest ranked institution. If these numbers were adjusted for the size of the graduating class, Antioch's ranking would be among the very highest in the nation.

Graduates of the College continue to excel in a variety of professions and enterprises, justifying the assessment made by Loren Pope, former education editor for the New York Times, in his current web-site and in his book, *Colleges that Change Lives*, in which he asserts about Antioch: "There is no college or university in the country that makes a more profound difference in a young person's life, or that creates more effective adults." That this extraordinary American educational institution continues to succeed at very high levels is a tribute to the enduring strength of a special mixture of academic and intellectual influences and especially to a hard-working talented and committed faculty and staff that persists in its dedication to the development of students.

Unfortunately, the current curricular structure of the College is financially and academically unsustainable at its current size. Without transformational change, Antioch College is unlikely to survive. In 1997, Antioch set an enrollment goal of 800 students by the year 2000, but the number of degree students has remained under 600 through 2004. For seven of the past ten years, the College has incurred unbudgeted operating deficits of \$500,000 to over \$1 million. Investments in admissions marketing, retention initiatives and financial aid have failed to generate significant gains in enrollment. A recent consolidation of administrative and financial functions at Yellow Springs did not prevent another substantial unbudgeted deficit. First-year retention has declined from 85% in 1985 to 65% in 2002, while the four-year graduation rate has

declined from 48% in 1985 to less than 25% at present, although declines in the six-year graduation rate are more modest.

The underlying problem is that the school's small size and endowment cannot provide the financial resources required to support a traditional liberal arts education, even with the advantages provided by the co-op program. As a result, the curriculum is sparse, faculty are underpaid and vulnerable to demoralization, buildings are poorly maintained, tuition discounting is excessive, admissions selectivity is lower than the College's aspirations, and students are dissatisfied. These problems have contributed to the deterioration of campus climate, volatile relationships within the College community, allegations of racism, dysfunctional governance and disempowered leadership. Antioch has embarked on a capital campaign with a goal of raising \$65 million, of which about \$30 million has been committed thus far. However, in view of the College's history of financial instability, some prospective donors are reluctant to provide full support without a comprehensive plan to address the College's basic problems and grasp the great opportunities that lie before the College community.

Antioch College has survived through reliance on financial subsidies from the five non-residential campuses of Antioch University, which are the successful survivors of the expansion initiative of the late 1960's. But these subsidies exceed levels that are sustainable over the long term, because they deprive the non-residential campuses of funds they need to remain competitive in their local markets. Moreover, inexorable increases in the costs of providing a residential liberal arts education at all colleges, driven by the inability of traditional forms of instruction to realize productivity gains from new technology, lead directly to the conclusion that Antioch College's financial problems will get worse over time without a new and fundamentally different approach.

II. Foundational Commitments

In developing a transformational vision for Antioch College, the Renewal Commission began with an affirmation of four foundational commitments derived from the school's unique mission, history, traditions and educational philosophy.

First is Antioch's commitment to *liberal education* as the best and most powerful form of learning for a world characterized by complexity and change. The essence of a liberal arts education is its engagement with the ideas, knowledge, skills and habits of mind that sustain a free, democratic and humane

society. Such a society requires citizens, and above all leaders, with a broad understanding of the philosophic, historic, scientific, social and artistic underpinnings of Western and other civilizations, together with an ability to conduct independent, critical examination of important problems and develop creative, realistic solutions in cooperation with others. Only a liberal education can provide students with these understandings and capabilities.

Second is its commitment to ***education for the advancement of the human condition***. A liberal education has value for its own sake, of course, and as training for a productive professional career. Antioch College, however, aspires to produce leaders who also are prepared and inspired to “earn some victory for humanity,” in the words of Horace Mann’s historic challenge. The accomplishments of the College’s graduates in this regard demonstrate the value of Antioch’s education for this purpose.

Third is Antioch’s commitment to ***experiential learning***. The most productive form of liberal education for the advancement of the human condition is one that combines campus-based study with real-world experience. Antioch’s co-op program and international education, as well as other forms of experiential learning such as service learning, field studies, and community projects, provide students with insights and perspectives on the nature of the world they hope to improve that cannot be gained from study alone. At the same time, Antioch’s campus-based academic curricula provide opportunities for in-depth analysis, discussion and reflection that are difficult to obtain outside educational institutions. Antioch’s model of experiential learning provides a kind of education that is available at no other college.

Fourth is the College’s commitment to ***learning in a diverse and inclusive community***. From its inception, Antioch has led American higher education in including women, minorities, low-income students and other groups under-represented in higher education. Long an essential part of Antioch’s educational philosophy, collaborative learning increasingly has been recognized as critical to educational success. Moreover, if Antioch graduates are to lead efforts to improve our society, they must gain experience in acting as responsible citizens and leaders of a diverse and inclusive college community. The College’s commitment to student involvement in and responsibility for community life remains essential to an Antioch education.

III. Turning to the Future

The challenge for Antioch College is to devise a new paradigm for higher education that renews Antioch's educational and financial viability, yet continues to reflect Antioch's unchanging commitments. The model proposed by the Renewal Commission flows directly from its historic foundational commitments and adds a fifth, consistent with the others and complementary to them: ***student-centered, problem-focused learning***, rather than faculty-centered, subject-based teaching.

Traditional methods of classroom-based education position faculty instructors as repositories of specialized knowledge, whose role is to teach that knowledge to inexperienced students, whose role is to absorb the information presented to them. Since specialized knowledge is assumed to be in the teacher, faculty are organized by academic disciplines and curricula are organized into subject-based courses, with content pre-determined by teachers. Faculty members often teach essentially the same courses year after year. Since all students are expected to master the same subject matter, student research plays a secondary role in most courses, and there is little value in collaboration (indeed, it is often discouraged). Assessment of student progress is based primarily on a system of credits for mastery of subject matter, which is treated as an end in itself rather than as a means for achieving larger purposes.

In contrast, a student-centered, problem-focused educational model positions faculty members as experienced and knowledgeable mentors, guides, and facilitators of student learning, rather than as more limited sources of information. Curricula are organized around important problems or themes, rather than academic subjects, and students are expected to engage actively in processes of independent and collaborative research, analysis and problem-solving. Course content is not pre-determined, but changes dynamically in response to student discoveries and interests, and as the character of key problems change over time. Because important problems are always complex, typical courses are multi-disciplinary and require students to master and apply specialized disciplines as tools for problem-solving, rather than as ends in themselves.

Multi-disciplinary approaches in turn require collaboration among groups of students and faculty, in order to take advantage of different kinds of expertise and to pursue different aspects of the problem under investigation. Faculty must have a strong grounding in specific disciplines, but also must be able to connect

their special knowledge with that of others. Student assessment is based on definitions of educational outcomes that emphasize the mastery of knowledge, skills and dispositions as they relate to the problem-solving purpose of education, rather than on the accumulation of credits for subject-based courses that teach knowledge for its own sake

IV. Experiential Learning at Antioch College

A. Basis for Transformational Change

The characteristics of a student-centered, problem-focused approach to learning are ideally suited for Antioch College because of its traditional commitments to the liberal arts, to education for the advancement of the human condition, to experiential learning, and to learning in community. They require substantial changes, however, to the forms through which Antioch currently delivers its educational programs.

Despite Antioch's interdisciplinary majors, the current academic program is modeled more on the traditional faculty-centered, subject-focused teaching approach than the new paradigm described here. Despite Antioch's commitment to experiential learning, there is little integration at present between campus academic study and co-op experience. Despite Antioch's educational philosophy of learning in community, neither the academic program nor co-op currently takes adequate advantage of collaborative learning methods, or even of participation in a self-governing community. To be an engaged citizen of a democracy makes many demands, including balancing freedom with responsibility, entering debate with reason and informed opinion, making decisions within limited resources, and learning by doing. Antioch College currently implicitly promises to teach these skills, but lacks clear provision for doing so explicitly.

In sum, the current curricular structure does not fully support the achievement of Antioch's educational mission, as defined by its foundational commitments. This might be one reason why more than two decades of effort to improve the College's performance have failed to achieve significant results. Although the Renewal Commission's work was instigated by the College's chronic and seemingly intractable business and financial problems, the Commission is convinced that an effective renewal initiative must begin with a

transformation of Antioch's educational program that better suits the institution's fundamental purposes and commitments.

We present here an overview of a transformational vision. To respond with seriousness of purpose to our charge required that we imagine a new Antioch, and that we do so in sufficient detail to persuade ourselves and others that the vision we imagine can be constructed in reality. Therefore, the rich detail in much of this report is driven by the necessity of our task, and is not meant to be minutely prescriptive. Indeed, in some areas only broad strokes are drawn. What we mean to lay out here is a broad conception.

Traditional roles of faculty, staff, students, academic library, and co-op, will change. To make this vision real will require the work of many people, centered in the Antioch College community. For this purpose, we propose a plan for implementation that is to be carried out by the College with constructive assistance from an ongoing oversight body reporting to the Board of Trustees. We believe that to grasp the vision we present in response to our charge requires familiarity with the details that emerged from our analysis. No plan of this kind, however, ought to be fully comprehensive. The vision is what is important, and with it a courageous ambition to strike out boldly, leading a new generation to the high purposes to which Antioch has always been committed.

B. Experiential Learning Communities

In keeping with Antioch's new commitment to student-centered, problem-focused learning, the College plans to replace its traditional faculty-centered, subject-based courses with *experiential learning communities* (working title) whose character is unique to Antioch College. These ELCs will constitute the core of an Antioch education. Antioch faculty are in philosophy and praxis already non-traditional and open minded. Antioch faculty are already very unlike their colleagues in higher education. The new model presents them with the opportunity to act upon their strengths by rebuilding the way they organize teaching and learning.

"Learning communities" have evolved relatively recently as a way of delivering liberal arts education. Typical learning communities combine the students and faculty from the equivalent of several courses into one topically organized unit that focuses on an important problem or theme, exploiting the different disciplinary perspectives of engaged faculty. Variations of this idea

have grown substantially in popularity in the past 20 years. Some form of learning community can be found today at more than 500 colleges and universities in the United States. Research studies have found that learning communities typically increase student retention, improve student academic performance, and are associated with higher levels of student and teacher satisfaction. These findings hold for a variety of learning community settings and for a range of coursework and types of students.¹

Antioch's new, unique, and powerful learning environment will develop *experiential* learning communities designed to integrate students' on-campus academic study in a learning community with experiential learning, through such forms as field studies, community work, internships, and through linkages with co-op jobs, service learning, or other off-campus experiences. Typical ELCs will have 30 to 45 students, two to three faculty from different academic disciplines, and student-faculty ratios of 15 to 1. Much design work will need to be carried out during an implementation planning phase, but, here are some illustrations of how these ELCs might work.

- The ELCs will focus on an important problem or theme from multi-disciplinary perspectives. An environmental issues ELC, for example, might involve 45 students, three faculty from different disciplines (say, biology, economics and literature), and a few advanced students serving as teaching assistants. Students interested in social justice issues might register for a year-long ELC that combines one term of on-campus academic study on factors affecting the distribution of economic wealth and political power with one term of off-campus co-ops with community development agencies, social service agencies, employment agencies, legal services organizations, or other relevant institutions.
- The content of ELCs will vary according to the students' stage of development and the problem under examination, but will typically include four main elements:
 1. core knowledge about the problem, drawn from different disciplinary perspectives and delivered through traditional classroom lectures, discussions, and readings,

¹ Taylor, K, with W. S. Moore, J. MacGregor, and J. Lindblad, 2003, *Learning Community Research and Assessment: What We Know Now*, National Learning Communities Project Monograph Series, Olympia, Washington: The Evergreen State College, Washington Center for Improving the Quality of Undergraduate Education, in cooperation with the American Association for Higher Education.

2. collaborative, student-directed projects that focus on particular aspects of the problem, carried out under the guidance of a faculty advisor,
 3. experiential learning, such as participation in related co-ops, field studies, community work, service learning projects, or internships, and
 4. presentation, critical review and integration of student projects and experiences, with a view toward summing up results and drawing implications for relevant communities of practice.
- Throughout each ELC, educational activities will be linked and shared through on-line technology that will enable students and faculty to engage in discussion, pose questions, find and distribute source materials, share ideas and discoveries, submit and review assignments, and provide critiques and assessments where appropriate. During periods of off-campus work, students will be linked in on-line “virtual ELCs” to maintain communication with other students and faculty involved.
 - Antioch’s curriculum will be structured to match stages of student development. First-year ELCs will be devoted to general education, with emphasis on developing the foundations of knowledge and the work competencies that are fundamental to the liberal arts at Antioch. Special emphasis will be placed on the development of written, oral, quantitative, and graphic presentation skills, and on developing the experiential and community learning methods necessary at Antioch. Second-year ELCs will develop familiarity with the languages and work of leading thinkers in various disciplines, and will introduce students to important problem areas and communities of practice, encouraging their experimentation with a variety of analytic and problem-solving skills. Third-year ELCs will focus on developing refinement and fluency in the vocabularies of specific disciplines, as well as an ability to cross disciplinary boundaries. Students will develop a deeper understanding of the complexities of practice and the challenges of contributing to their communities of practice. Fourth-year ELCs will focus student work on specific areas of inquiry, with an eye toward a capstone senior project as a means of integrating and culminating their academic and experiential learning.
 - Although ELCs will vary in length, a typical ELC might consist of one or two 15-week terms of full-time involvement by students and faculty. Full-time ELCs will have greater flexibility in scheduling on-campus classes and off-campus experiential learning activities, since conflicts with

other classes will not arise. Some full-time ELCs, however, might be divided into two semi-independent “modules” of a half-term each, and some half-time, term-long ELCs might be offered. Offering these shorter-term or half-time ELCs will enable the College to offer more ELCs and hence provide more curricular choices to students.

- Because ELCs will be scaled at 30 to 45 students and two to three faculty each, the new curriculum will offer significantly fewer ELCs than the number of subject-based courses now offered under the current curriculum, where the average class size is eight students and one instructor. However, this apparent reduction in student choice will be offset by the greater flexibility *within* each ELC for individuals or groups of students to pursue particular interests related to the ELCs’ broad theme or problem. The student-centered, problem-based educational philosophy that underlies the ELC concept, along with the engagement of several faculty “guides” with a range of disciplinary expertise, will enable students to explore different aspects of the problem, define what is important and interesting to them, identify and learn the disciplinary knowledge that is necessary, and collaborate with other students on educational projects that were largely of their own devising.
- The final structure of the curriculum has yet to be determined. The Dean and faculty have developed four alternative structural calendars that are displayed in Appendix B. These four calendars serve as a point of departure for further development led by the faculty. Calendar B is the model that has received the greatest attention, and contains the most practical detail. Under Calendar B, students will spend their first year on campus in at least two 15-week ELCs. Students will have the summer of their first year off, but will have the opportunity to work on areas for academic improvement identified during their first year. Students in the second and third years will undertake alternating terms of on-campus ELCs and off-campus co-ops. The summer after the third year will be devoted to an additional co-op or to an individualized learning experience designed to augment the basic ELC curriculum in areas where students need or want to undertake additional study or independent research. Fourth year students will spend their entire year in senior seminar ELCs designed in part to support their capstone senior projects. Unlike the current program, summers will free most faculty from formal teaching responsibilities,

providing them with additional time for research, course development and professional development.

- In planning the curriculum, the faculty will consider including one or more full-year ELCs for the second or third years on an experimental basis, as shown in Calendar D. These full-year ELCs will include both a term of on-campus study and a term of off-campus co-ops related to the same theme or problem, such as environmental protection, social justice, or health care and wellness. Half the class will study first, then work; the other half will be on the reverse schedule. Faculty and students in Yellow Springs and on co-op will be linked into “virtual ELCs” for discussions of study assignments, readings, and co-op experiences. This form of ELC might provide the best integration of on-campus study and off-campus co-op, but it will entail significant challenges in coordinating curriculum with co-op placements, and will require students to commit a full year of their Antioch educations to a single theme or problem.
- The rigor of the basic liberal education curriculum will be maintained through attention to a detailed specification of comprehensive objectives determined by the faculty. Faculty will teach these objectives in the courses offered within ELCs, and assist students in finding additional resources to meet them. Students will demonstrate their mastery of the objectives through formal authentic assessments conducted at the end of the first year, again at the midpoint of the third year, and, finally, at the end of the fourth year.
- Antioch Education Abroad (AEA), the College’s successful international study program, already contains many of the features of an ELC. Each year, nearly 150 students from Antioch and other colleges and universities of the United States participate in AEA programs taught jointly by Antioch faculty and faculty from host countries. These programs are topically organized and highly integrated learning communities that provide an opportunity for learning cross-cultural skills in the context of specific areas of knowledge. In addition to building upon its comparative advantage, AEA will develop and offer language instruction and foreign study through a year-long immersion program, similar to a full-year ELC. This program will begin with a term of foreign study and language training, typically in the fall of the second or third year, then continue with one term of co-op in the same host country. Research and experience suggest that immersion

models of language and cultural acquisition are more effective modes of instruction than typical classroom language courses.

- Limited opportunities for study outside of ELCs will be offered, provided that they do not increase faculty load or compromise the integrity and cohort effect of the ELC model. Such opportunities might enable students to devote additional time to languages, mathematics, the performing arts, and other areas of knowledge that might not fit easily within the ELC structure.
- Student majors will be replaced by individualized Plans of Study developed at the end of the first year. These plans will follow either standardized or negotiated pathways. Planning and assessment periods will be scheduled at the end of each year. Pathways will culminate in specialized senior-year ELC seminars, and will require the completion of capstone senior projects. All students will receive degrees in Liberal Arts, and, in addition, with the approval of faculty mentors they will be able to choose an appropriate name for their concentration.
- Faculty will be organized into Curricular Planning Units (CPUs), which will group faculty members with similar interests. The CPUs will typically cut across traditional disciplinary/departmental lines. The classical divisions of the natural sciences, social sciences, humanities, and arts and media represent one possible structure, but other configurations will be reviewed during implementation planning.

In sum, ELCs can be understood as a hybrid form of teaching and learning that will combine the disciplinary knowledge of traditional liberal arts subjects, the integrative perspectives of problem-based learning, the experiential dimension of co-op, and the intellectual freedom of inquiry that characterize independent study. This is an ambitious concept. The ELCs will challenge faculty to support a wide range of academic endeavors, even when these do not fall neatly within the instructor's disciplinary specialty. They will challenge students in many cases to take greater responsibility for setting their own academic direction and pursuing relevant knowledge, rather than relying on teachers to tell them what to learn. Done well, however, the Renewal Commission believes that student-centered, problem-based ELCs will provide a form of liberal education excellently suited to Antioch College's ultimate purpose and foundational commitments.

C. Community-Based Co-op

The Renewal Commission's second major proposal is to enrich the educational and social value of off-campus co-ops by clustering most co-ops in selected host communities. At present, co-op jobs are scattered around the country, and co-op students have little contact with Antioch College or other students during their work experience. The lack of connection with the academic program limits the educational value of co-op, and disruption in social relationships and sense of membership in the College community contributes to Antioch's high attrition rate, especially for students in the first and second years. Clustering co-ops in host communities will provide opportunities for students to add an academic dimension to their co-op experience, maintain relationships with the College and friends, and reduce the sense of isolation and distance that leads to poor retention. Although plans are not final, here is how a community-based co-op program might work:

- Each host community might have about 20 to 30 co-op students in residence at any given time. Depending on enrollment, Antioch will develop and maintain relationships with eight to twelve host communities. Most host communities will be located in metropolitan areas with plentiful employment opportunities, interesting economic, political and social issues, and enough Antioch alumni to support the creation of a local alumni volunteer group. Some host communities could be located where Antioch University has non-residential campuses, such as Los Angeles or Seattle.
- Students on co-op will be required to participate in regular seminars, and to make at least one presentation per term on the relationship of their co-op experience to host community issues and/or to issues relevant to their on-campus ELCs. These presentations will become part of their permanent learning portfolios. Students participating in year-long ELCs that combine on-campus study with off-campus co-op will be required to participate in on-line discussions and other academic exercises designed to integrate their work experience with ELC study. Participation in both host-community and on-line seminars will carry academic credit.
- Host communities will be managed on site by at least one full-time faculty and/or professional staff, who will be responsible for four functions: (1) coordination of the local co-op program, including developing jobs, maintaining relations with employers, and assisting students on co-op, (2) organization and supervision of the regular co-op seminars described

above, (3) development of an alumni volunteer organization and cultivation of prospective alumni donors, and (4) recruiting and counseling candidates for admission to Antioch College. Host community faculty/staff will not ask prospective donors for money or make admissions decisions; these functions will remain with the central development and admissions offices in Yellow Springs.

- Alumni volunteer organizations will be developed to provide support for all aspects of Antioch's host community activities. Alumni will be encouraged to help with co-op job development, foster contacts with community leaders, participate in co-op discussion seminars as appropriate, host events for students, alumni and local leaders, support the College's fund-raising efforts, and assist with admissions recruiting and counseling. The Renewal Commission believes that the involvement of local alumni with the host community program will improve the work, educational and social experiences of students on co-op, develop increased alumni giving, boost admissions applications and enrollment, and enhance Antioch's reputation in key metropolitan areas.
- Students will be allowed to develop "own-plan" co-ops in locations other than host communities, but only after at least one co-op in a host community and only with the approval of their co-op advisor.
- The co-op program will continue to be managed by a central co-op department in Yellow Springs. With much of the responsibility for co-op job development, employer relations and student assistance shifted to host community staff, on-campus co-op faculty will focus on student planning and advisory functions, and on participation in year-long ELCs that combine on-campus study with off-campus co-ops.

D. Cultural and Intellectual Freedom

An American context. In January 1967, eighteen months after delivering the commencement address at Antioch College, Dr. Martin Luther King, Jr., did something that was truly remarkable. He took a two-month sabbatical from the civil rights movement to write a book. It was not his first, but it was an important book. By 1967, many had come to believe that Dr. King's nonviolent message had been eclipsed by the call for "Black Power" and by an increasing white backlash in the face of ever escalating demands for full and complete civil rights

for all Americans. Dr. King saw black power and white backlash as potential sources of societal division. He saw a need to explain in a systematic way the source and roots of black power and white resistance and how each held elements of promise – if constructively channeled. Dr. King also wished to express his views on how the escalating Vietnam War continued not only to rob the nation of many of its best sons, but was morally corrupting the nation as well and, therefore, must end. So Dr. King secluded himself in a phoneless, cliffside villa in Jamaica to write what would be judged by many to be his classic work: *Where Do We Go from Here: Chaos or Community?*

In *Where Do We Go from Here*, Dr. King sought to show how the civil rights movement enlarged rather than confined the meaning of democracy and gave sinews and verve to the American dream. He argued, for example, that the failure of America to fully embrace equality, to put economic teeth behind it, and to go beyond rhetorical acceptance of equality - not the civil rights struggle itself - was the source of black power and white resentment. Looking at the progress in the area of civil rights in the decade since the Montgomery bus boycott, Dr. King observed, “The practical cost of change for the nation up to this point has been cheap. The limited reforms have been obtained at bargain rates. There are no expenses, and no taxes are required, for Negroes to share lunch counters, libraries, parks, hotels and other facilities with whites.... Even the more significant changes involved in voter registration required neither large monetary nor psychological sacrifice.... The real cost lies ahead. The stiffening of white resistance is a recognition of that fact. The discount education given Negroes will in the future have to be purchased at full price if quality education is to be realized. Jobs are harder and costlier to create than voting rolls. The eradication of slums housing millions is complex far beyond integrating buses and lunch counters.” Throughout *Where Do We Go from Here*, Dr. King reminded us that the costs of freedom are real and oftentimes substantial.

In Dr. King’s view, the central vehicle for making the shift to a just democracy involved rediscovering the meaning of community. While there exists no clearly articulated definition of community in *Where Do We Go from Here*, Dr. King leaves no doubt about his vision of community when he observed that the notion of community must be inclusive of all Americans. He wrote, “A final challenge that we face as a result of our great dilemma is to be ever mindful of enlarging the whole society, and giving it a new sense of values as we seek to solve our particular problem. As we work to get rid of the economic strangulation that we face as a result of poverty, we must not overlook the fact

that millions of Puerto Ricans, Mexicans, Indians and Appalachian whites are also poverty-stricken. Any serious war against poverty must of necessity include them.”

Dr. King’s *Where Do We Go from Here* leaves no easy escapes. At bottom, Dr. King places the responsibility for community on each of us without exception. Near the end of *Where Do We Go from Here*, Dr. King reminded us that we are the guarantors of community as well as its creators. “In a real sense, all life is interrelated,” he wrote. “The agony of the poor impoverishes the rich; the betterment of the poor enriches the rich. We are inevitably our brother’s keeper because we are our brother’s brother. Whatever affects one directly affects all indirectly.”

The Antioch experience. Where does the College go from here: chaos or community? It seems clear that higher education in general and Antioch in particular has a primary role in shaping the answer to this profound question. Simply put, our role is to fashion, model, and replicate community. We do this by creating an environment for the development of curiosity, daring, courage, audacity, and generosity and, subsequently, transformation into intellectual community. The Board of Trustees through its Renewal Commission is taking the first steps to articulate a vision of Antioch College as a radically new kind of learning community consisting of interconnected experiential learning communities in which faculty, student and staff engage in spirited, purposeful learning from one another.

The vision offered by the Renewal Commission is a renewed Antioch that celebrates inclusiveness, one of Antioch’s core foundational commitments. The Antioch community consists of many voices. Some of these voices are heard less clearly than others. Historically, those voices not distinctly heard at the College have been the voices of students, faculty and staff of color, most of whom have been African Americans. Although Antioch has been a pioneer in interracial education, it has not sustained a commitment to be thoroughly inclusive of nonwhites nor has it wholeheartedly and comprehensively committed itself to incorporate the perspectives, traditions, values, and voices of nonwhites into the fabric of the College.

In the late 1960s and early 1970s Antioch’s nonwhite student enrollment reached its apex, in no small measure due to the Rockefeller Foundation funded Antioch Program for Interracial Education (APIE). The College missed an historic opportunity, however, to include holistically the aspirations and concerns

of poor African American and a few poor, first generation white students into the Antioch mainstream. Instead, it endorsed the demand of black students to have a separate, racially exclusive core curriculum and residence cluster, Unity House. In many respects, the failure then to educate the entire Antioch community in how to embrace diversity and make it an integral part of the Antioch experience established a precedent for successive Administrations to adopt similar paths of least effort on the one hand, or muddled and wrong-headed piecemeal approaches on the other. All of these missteps bring us today to accept no less than a total commitment to equip every member of the Antioch community with mature diversity skills.

Pathway to the future. Where do we go from here? That was the question animating Dr. King's meditation on community-building 37 years ago. The Renewal Commission seeks to bring a new vision and vitality to the College within the context of maintaining Antioch's storied tradition of social justice and progressive activism. The Renewal Commission's exploration of learning communities as the pedagogy and praxis of a renewed Antioch College addresses vexing budgetary challenges, to be sure. But its more fundamental purposes are academic. It seeks to create an intellectual environment where students, organized in experiential learning communities, discover ways to grapple with the very concepts of freedom, responsibility, equality, justice, and duty in a climate that invites and encourages cultural and intellectual diversity. As envisioned by the Renewal Commission, experiential learning communities represent fertile ground for intellectual exploration aimed at engendering new forms of community at the College, on co-op jobs, and in the larger world.

The Renewal Commission's recommendation is radically and creatively to place cultural diversity and intellectual freedom at the core of Antioch's future as an institution unlike any other in American higher education. Implicit in this vision is a call for Antioch to create a culture, climate, infrastructure, and vision that can catapult the institution beyond color and class differentiations. At its core, the Renewal Commission explicitly seeks to move the College to a new synthesis regarding the way learning is done, a synthesis built upon the precepts of scholastic rigor, intellectual curiosity, mutuality and interdependence.

In order to realize the goal of creating a new Antioch and one that makes cultural and intellectual freedom the center of campus life, the Renewal Commission proposes raising a targeted endowment of \$10 million. We believe that only by specifically endowing this initiative can the College transform itself into an institution that embeds the embracing of diversity into its core operating

values and principles. Among its functions, the \$10 million can be used to energize the collective energies of the Antioch community to reinvent itself for a future that is far more culturally rich and varied than the previous 150 years of its history.

The Renewal Commission believes that the specific uses of the interest on the endowment should be left to the recommendation of the President of Antioch College, subject to approval by the Board of Trustees. We propose the following examples as uses that would be consistent with our vision of a community embracing cultural and intellectual freedom.

- About \$2 million could be placed in an endowed Cultural and Intellectual Freedom Fund for diversity skills education of faculty, staff, and students into perpetuity. This education would be centered on assisting the College in building the wherewithal among community members to understand and embrace differences that students of color and others bring to the educational enterprise. The skills would be a part of the portfolio of every Antioch student, faculty, and staff.
- The Board could regularly invite a facilitator and resource consultant to engage the Board in a session devoted entirely to diversity goals for Antioch University.
- About \$2 million could be placed in trust for rotating short-term faculty chairs in Cultural and Intellectual Freedom. These appointments, at senior faculty status, would be for outstanding scholars or premier practitioners (including Antioch alumni) in a given field who spend at least one academic term on the College campus serving as a cultural and intellectual freedom resource person and adjunct ELC faculty member. The individuals named to these rotating scholar-practitioner chairs would be required to bring a particular diversity perspective to their work on the campus. Although the chairs would be open to all qualified aspirants, the incumbents selected would be required to demonstrate a record of scholarship and/or service in the area of diversity, especially with respect to their scholarship and work with African Americans, Hispanics, Native Americans, and Asian Americans.
- About \$4 million could be placed in trust for two full-time faculty endowed chairs. These chairs could be named for distinguished African American graduates of the College, for example, the Eleanor Holmes Norton Endowed Chair of Cultural and Intellectual Freedom or the A. Leon

Higginbotham Endowed Chair of Social Justice and Intellectual Freedom. Incumbents of the endowed chairs would be expected to participate actively in the life of the College, serve as an ELC resource with respect to the application of diversity principles related to cultural and intellectual freedom, and prepare and present annually a meditation on the state of cultural and intellectual freedom on the College campus for study and reflection by ELCs.

- The Office of Multicultural Affairs could be funded in perpetuity. This would provide a director or comparable officer as a permanent staff position at the college, to work in support of diversity initiatives and faculty, staff, and student skills development in multicultural competence.
- About \$7,500 per term for the fall and winter terms could be provided as an income stream to support student recommended and organized lectures, presentations, concerts, plays, and other events that celebrate the College's achievements in the arena of cultural and intellectual freedom.
- About \$2 million could be placed in trust for multiple scholarships to be offered annually to first generation students, especially those from impoverished urban, inner-city communities whose average family income for a family of four is below the poverty line, and who have demonstrated a commitment to cultural and intellectual freedom.

A sense of authentic community. The Renewal Commission's recommendations focus on cultural and intellectual freedom rather than multiculturalism, per se. Creating conditions that promote multiculturalism, anti-racism, and anti-oppression efforts is an important component of fashioning an intellectually and culturally free campus, but the absence of overt racial tensions does not signify that the College has made embracing diversity the center of campus life.

Creating conditions that promote cultural and intellectual freedom imposes a responsibility on all members of the Antioch community, as well as those who aspire to become members, to accept the reality that cross-cultural challenges are a normal and logical feature of community life and will be ever present in ELCs. Such a responsibility requires that we allow others to be who they are as long as they are willing to enter common purpose with a common goal of mutual growth and development. Administrators, faculty, staff, and students who are unable or unwilling to accommodate differences in the midst of similarities of race, gender, class, background, and viewpoints may opt for a campus community elsewhere.

Those who join the Antioch community must pledge to learn how to create a campus culture characterized by genuine mutual respect. Antiochians will learn how to manage diversity through its acceptance in a way that the campus truly becomes a learning community.

Andrew W. Mellon Foundation president and former Princeton University head William G. Bowen recently urged the top colleges and universities in this country to take affirmative steps to broaden the diversity of their student population by admitting more low-income students. Quoted in the April 8, 2004, edition of the *New York Times*, Bowen believes that, in order for elite higher education institutions to be more representative of the diversity of the country, they need to “put a thumb on the admissions scale, maybe even a thumb and a half” in weighing admissions policies in favor of including more low income students. Antioch has a golden opportunity not only to follow the lead of Bowen and others in opening more widely the doors of opportunity to a more diverse student population, but to lead the way in showing higher education how to make diversity the centerpiece of progressive education by expressing it in institutionalized system practices and processes that promote cultural and intellectual freedom. To do otherwise would be to respond narrowly to the enormous challenge that those demands offer Antioch to dramatically lead the way for other educational institutions of higher education to follow.

Antioch faces a choice between a continued impulse to respond to and practice a kind of inwardly focused radicalism that has divided the campus community, as against a more demanding, mature outwardly focused radicalism that emphasizes social change in the larger world and prepares students for that work. In a reflection on his years as an Antioch student, current Trustee and Renewal Commission member Everette Freeman, '83, wrote an essay for the *Lansing State Journal* on February 14, 1988. He commented on the failure of Antioch in the late 1960s and 1970s to do seriously what was necessary to embrace students who were and are different. He wrote, “For its part, Antioch failed to provide the academic and cultural support we urban-oriented, poor, black students needed. By and large, we needed more time, more patience, more guidance, more tutoring and more encouraging than traditional Antiochians.”

If Antioch desires a truly diverse student body it must invest the resources to make it possible. All who wish to see Antioch become a paragon of cultural and intellectual freedom – student, faculty, and staff – must commit to the tough work of finding common ground for constructive engagement with Antioch where it is now. Antioch is not nirvana, but it is a place that professes a desire for

social justice. That is a healthy starting point and, as Dr. King might say, fertile ground upon which a community that honors differences through celebrating cultural and intellectual freedom can take root.

E. Community, Governance and Leadership

Antioch College has long been committed to an educational philosophy that emphasizes the importance of shared leadership and governance structures that involve all members of the community: faculty, staff, students and administrators. Both the Antioch University Board of Trustees and the Renewal Commission, however, recognized from the beginning of this project that the College's concepts of leadership, governance and community might require as significant a transformation as its educational programs and finances. Despite several decades of significant enrollment and financial problems, the College has been unable to take effective action on its own to improve attrition, recruitment, and other aspects of financial performance, an indicator of dysfunctional governance and disempowered leadership as well as scarce resources. The Antioch University Board of Trustees has been compelled to intervene often in the last few years, most recently with the Financial Stabilization Committee to address the budgeting and financial crisis of 2002, and again with the formation of the Renewal Commission itself. There have been problems in recruiting permanent leadership, and next year the College will begin its second interim Presidency in three years.

During its work this spring, the Renewal Commission encountered its own difficulties with the Antioch College community. In March, its meetings were disrupted by masked students demanding that the Renewal Commission provide immediate redress for alleged racism at the College. Members of the Renewal Commission were subjected to verbal abuse, banging on windows, and physical intimidation. Two members who addressed a community meeting were threatened with being physically restrained from leaving the room until they agreed to the demands of protesters. From this experience and subsequent discussions with students, faculty and administrators, the Renewal Commission found that there have been serious racial tensions on campus, that many believe the College has devoted insufficient support for multicultural affairs, that the climate of trust required for educational communities to function has deteriorated, and that expectations of free and respectful discussion and debate have been

disregarded. Moreover, there seem to be few effective mechanisms for building respect for community.

The Renewal Commission makes the following recommendations for improving Antioch College's community, governance and leadership.

- The Renewal Commission is concerned that the College's problems with leadership, governance, and community climate are caused in part by defects in the overall University governance structure. The Renewal Commission, therefore, supports the recommendation of the Chair of the Board of Trustees that the Board convene a board retreat at its October meeting to consider the basic concept and structure of the University, the College's relation to the University, and the College's educational, marketing, operational and financial relations with other campuses (especially McGregor). A review of College governance and University structure was included in the original charge to the Renewal Commission in June 2003, and these matters have been discussed conscientiously at several meetings. Nonetheless, the Commission believes that full consideration of these issues shall be deferred until after the Board has considered and approved the educational and other initiatives proposed in the present report at its June 2004, meeting.
- Further, the Renewal Commission recommends that following the October Board retreat on University governance, the President of Antioch College appoint a task force for the review of College and Community governance that will be charged with responsibility for assessing the current College and Community governance system, examining best practices, and developing plans for improvement by June 30, 2005.
- The President of the College shall lead the formulation of a long-term strategy for community development, with the goal of creating an inclusive and respectful culture where responsibility, integrity and diversity are understood and valued. This plan should detail how experiential learning communities will contribute to Antioch's community life and culture; how the development of competency in leadership and change will be accomplished; how Antioch can create and sustain an inclusive culture that embraces freedom and diversity; how Antioch can develop the competency in freedom and diversity issues required for a multicultural educational institution; how effective leadership can be supported at all levels; how community ties can be maintained with students who are off campus; and

how responsibilities for implementation of the community development plan should be assigned.

- To educate students who are prepared to advance the human condition, as well to become effective participants in community and governance, Antioch College's new curriculum will build on its informal traditions to create a core competency in leadership and change for all students. Means to develop these characteristics shall be considered as general education requirements for all students, and perhaps such learning shall be introduced within all first-year ELCs. Definitions of appropriate knowledge, skills and dispositions with regard to leadership, governance, community and change will be included in the regular outcomes-based assessment process. This core component of Antioch's new curriculum will develop knowledge and competency in leadership, group process, community-building, cross-cultural and global understanding and cooperation, the theory and practice of intellectual freedom, the history and practice of social change, strategies for organizational change, and ethical and moral dimensions of leadership. The Commission further recommends that the faculty consider including a focus on Antioch College as a case study in this component of the curriculum. In addition to its educational benefit, a deeper understanding of the College's leadership, governance, community issues and change processes might contribute to improvements in these areas.
- Antioch College must become an organization that self-directs, self-manages, and self-corrects in strategic ways. It is a place for teaching and learning but it must become a learning organization, a self-aware organization that can own, shape, and adjust its future agendas. The North Central Association formulated the explicit challenge to the College to become much more effective, for example, in linking planning, budgeting, development and enrollment management. The strategic planning enterprise, mandated for all of Antioch's units, is thus of paramount importance for the College and a *sine qua non* for the new Antioch.
- Antioch College shall review best practices in open-book management and consider implementing an appropriate form of this approach so that members of the community can develop a more comprehensive understanding of the business factors involved in important decisions. If adopted, the faculty shall consider including study of open-book management and the business dynamics of the College as part of the case study on Antioch during first-year ELCs.

- The College shall review its Honor Code as the governing standard for behavior by all members of the Antioch College community, and determine ways by which it can effectively be implemented and honored. All community members shall be required to sign the Honor Code as a condition of their membership in the community. Violations shall be dealt with promptly and fairly with protections for the rights of accused violators as well as for the interests of the community.

F. Outcomes-Based Assessment

A shift to student-centered, problem-based learning requires new methods of assessment. The Renewal Commission proposes that Antioch College adopt a system of assessment based on educational outcomes defined by the faculty, rather than on the accumulation of course credits. For Antioch, the definition of educational outcomes should be derived from the foundational commitments described in Section A, above. Some of the broader outcomes will include the following.

- For Antioch, the essence of liberal education is engagement with the ideas, knowledge, skills and habits of mind that inform and sustain a free, democratic and humane society. Antioch graduates shall understand the perspectives on history, on the natural world, on individuals and society, on literature and texts, on the arts, and on human existence and values on which Western and other cultures are predicated.
- Antioch is committed to education for the advancement of the human condition. The ELCs will promote viewing social problems from multiple disciplinary perspectives, and they will encourage integration with co-op work, and with people from all walks of life who reside in host communities, and reflection on these real-world experiences. Students will gain skills in leadership and change as members of a functional self-governing campus community. In addition, Antioch graduates will master the skills required for critical thinking, creative thinking, communication in first and second languages, development and use of information, and quantitative analysis.
- Antioch is committed to experiential learning as an essential component of its liberal education. Antioch graduates shall be able to engage in productive work with economic value, meet the work expectations and

ethical standards of their employers, use their work experiences to motivate and inform academic study, and use academic study to inform and motivate contributions to their communities of practice.

- Antioch is committed to learning in community. Antioch graduates shall be able to practice leadership, cooperate with others to formulate and achieve goals, act responsibly, exercise judgment and sensitivity to context, employ and respect a diversity of perspectives, develop and act on ethical convictions, participate actively in the civic life of the community, and understand how to achieve constructive change in complex organizations and societies.
- Finally, Antioch is committed to student-centered, problem-based learning. Antioch graduates shall cultivate intellectual curiosity, engage in learning as an active and life-long process, exhibit intellectual honesty, and develop competence in identifying and solving important problems.

The specific definitions of outcomes that correspond to these commitments and the mechanics of the assessment process will be determined during the implementation phase. Nonetheless, in its intensive work over the past two months the faculty organized a campus design team that sent us materials containing a sample outcomes statement for an Antioch graduate, presented here as Appendix C. An example of criteria that could be used specifically in assessing competence in writing is presented as Appendix D. The full set of benchmark principles developed by the faculty design team is contained in Appendix E. Guiding objectives recommended by the Renewal Commission are as follows.

- Faculty will specify the knowledge, skills and dispositions that Antioch graduates must possess, together with the methods by which these are to be evaluated. Assessments must be credible, transparent and respected, and the profile of the Antioch graduate that emerges from the standards specified by the faculty must be clear and ambitious.
- Assessments will be developmental, allowing students to proceed through progressively more demanding benchmarks. The assessment process will be linked to the developmental aspects of the curricular structure described as Experiential Learning Communities in Section B, above. Two forms of assessments will be made: (1) on-going oral and written assessments by faculty members of student work in each ELC, and (2) comprehensive assessments at the end of the first and second academic years and at

graduation. Evaluations will focus on two domains: (1) the liberal arts, and (2) the individual pathway chosen by the student through Antioch's curriculum.

- Students will develop learning portfolios (electronic and print) as the principal method for planning, organizing, directing, summarizing and assessing learning. Portfolios will include ELC and co-op evaluations, key papers, evaluations of experiential learning, self-evaluations, documentation of performances and projects, assessment results, materials from the senior capstone experience and similar materials. Comprehensive oral and written review of learning portfolios will constitute an important part of the assessment process at each stage.
- Outside reviewers will be brought in to join with Antioch faculty in reviewing candidates for graduation. These reviewers will be drawn from faculty of other colleges and universities, prominent business leaders and professionals, and public servants. The participation of outside reviews helps to provide public validation of the assessment process and disseminates knowledge about the quality of Antioch graduates.

G. Curriculum and Faculty Development

The strategy outlined above will require significant investments in curriculum and faculty development, both at the outset and on an ongoing basis. Learning community curricula developed at other colleges and universities can provide examples and sources, but no other institution incorporates the experiential learning component that will be integral to Antioch's model. Much of the new curriculum will require original design. The development approach proposed by the faculty design team and recommended by the Renewal Commission includes the following items.

- Both at the outset and on an ongoing basis, faculty members will need time and financial support to visit campuses with learning communities and participate in professional development programs designed to help them develop the pedagogical skills required to teach successfully in a student-centered, problem-based, technology-supported educational program.
- Both at the outset and on an ongoing basis, faculty will require summer stipends to develop ELC curricula, including definitions of course

objectives; introductory lectures and discussions; lesson plans, reading lists, and student assignments; schedules for student project proposals, approvals, interim reports and final presentations; plans for integrative discussions at the end of the ELC term; and methods for interim and final assessments.

- Especially with the installation of new technology support, faculty will need training and support in the use of information technology in experiential learning communities. Co-op faculty will also need to develop ways to manage relations between the central co-op department and the faculty, staff and students in host communities.
- Faculty will also need support to attend conferences on teaching and learning, both to test their ideas about our new pedagogy and to help disseminate to the higher education community the innovative curriculum they have developed.
- On an ongoing basis, faculty will need financial support and release time to keep up with their respective academic disciplines, attend and participate in academic conferences, and conduct research related to their disciplines. Experience at other institutions indicates that the time demands and problem-based character of learning communities makes it more difficult for faculty members to keep up with their base disciplines unless special provision is made for this purpose.
- The Renewal Commission also recommends that the College invest in faculty careers as a way to retain and attract the dynamic, innovative teachers that Antioch will need for successful implementation of the ELC program. The College should seek to increase faculty salaries to levels that are competitive with its peer institutions, and to ensure that it provides an adequate sabbatical leave program for purposes of research, curriculum development, and further training in educational technologies and information services.
- If faculty are to be effective in the new Antioch, they will need additional support from administrative and professional positions in several areas. New positions to direct co-op activities in host communities and to provide educational technology services to faculty members should be included.

H. Technology Support

A student-centered, problem-based, multi-disciplinary curriculum incorporating experiential learning will require more advanced technology support than traditional classroom-based educational programs. With greater responsibility for developing learning projects and pursuing ideas and discoveries, students need access and references to information and learning sources not just on campus, but around the world. The larger size of ELCs, their greater variety of disciplinary perspectives and learning projects, and their outcomes-based assessment methods increase the quantity and complexity of teaching and administrative demands on faculty, who must have excellent support from technology if they are to succeed. The new Antioch College will be:

- A dynamic and engaged learning environment that combines face-to-face educational activities with technology-mediated learning and communication support.
- A place in which the digital library and full access to digital information and learning technologies is at the core of the student learning process, and in which librarians play a significant role in creating and supporting student learning.
- A learning environment that models the technology-mediated world in which students will be living and working after graduation.
- A place where technology fosters a deep sense of community by maintaining links among students and faculty both on and off campus, and that keeps all members of the community informed on a timely basis of key events, developments and issues at the College.
- A learning environment in which faculty teaching is supported and enlivened with technology, and in which technology helps make better use of faculty time in finding educational resources, advising, scheduling, assessment and administrative activities.
- A place that uses technology to facilitate the use of the Internet by socially-engaged students to make and maintain contacts outside Yellow Springs, thereby moving beyond the geographic limitations and insularity of the campus.

In order to realize this vision, the Renewal Commission recommends that Antioch College make major investments in its technology infrastructure and support services.

- The College shall build a technology infrastructure capable of supporting a student-centered, problem-based educational program with significant off-campus experiential learning components and a strong emphasis on community. This includes high-speed wireless networks, adequate bandwidth to support intensive use, the ability to support virtual ELCs involving both on and off campus students, and the necessary support staff and systems to facilitate the use of this infrastructure by faculty, students and administrators.
- Campus information technology shall be integrated into a digital library that will serve as an “information commons” for all educational activities. Digital library and technology support staff shall be integrated into a single office to ensure maximum coordination and seamless service to faculty and students. The library’s physical plant shall provide adequate space and facilities for technology-mediated instruction, study and research.
- Antioch College shall adopt the outsourced service model using the FirstClass system to provide Internet-based information services. This model was developed by the PhD in Leadership program and is also used by the Seattle and Southern California campuses.
- The College shall upgrade its Datatel system, link all administrative offices through this software, and ensure that all Datatel packages are fully utilized throughout the campus. The information technology (IT) function at the College shall include a Datatel expert to support the use of the system’s modules.
- All members of the Antioch community shall be expected to become adept at using modern information technology in their teaching and administrative work. The College shall provide adequate faculty development programs to enable faculty to achieve and maintain proficiency in the use of information technology.
- All students shall be required to have a laptop computer with wireless network capabilities. Students shall be provided with training and support in the use of Antioch’s educational technology services. Students shall be responsible for the purchase and maintenance of their laptops; these expenses shall be included in student budgets for the purpose of awarding financial aid.

The College shall become part of the University-wide initiative to share on-line courses with real-time voice-over-Internet and document sharing in ways that expand learning opportunities and reduce the time and costs of providing these programs.

I. Enrollment Management

Enrollment growth is an essential component of the renewal plan proposed here, even though we have prepared a plan that can be sustainable and is financially viable at a relatively small enrollment size. Under current conditions, Antioch College needs about 800 head count students to achieve budgetary stability. Under the proposed plan, our financial projections show a similar break-even point at only 677 head-count students. The experiential learning communities we recommend for the new plan offer financial advantages to Antioch College through their ability to deliver a high-quality liberal arts education with higher student-faculty ratios than Antioch can achieve at its current size with a traditional subject-based curriculum. But ELCs do not represent a financial panacea; most of the potential financial gains derived from higher student:faculty ratios will be required to support improved technology, adequate staffing for co-op and related activities in host communities, and higher faculty compensation.

To achieve sustainable financial equilibrium, enrollment growth is necessary to take advantage of scale economies in admissions marketing, technology, facilities, support and administrative costs. Furthermore, with less than 600 students in total and less than 400 students on campus, and with ELCs of 30 to 45 students each, students will have only a few ELCs from which to choose each year. More choices could be offered by developing half-time or half-term ELCs, but shorter-term ELCs may tend to dilute the educational advantages of focusing on a single large problem from multiple disciplinary perspectives over a substantial period of time. Enrollment growth is necessary to support enough ELCs to satisfy student demands for educational choice.

The Renewal Commission proposes that Antioch College set a goal of attracting 900 or more degree-seeking students by fiscal year 2014, ten years from now. This will represent an increase of more than 50% over Antioch's current enrollment of less than 600 students. Enrollment growth will be achieved through a combination of increased admissions and reduced attrition. More specifically:

- Enrollment of degree students shall grow from an average of 600 degree students in 2004 to 900 degree students in 2014. The enrollment and financial plan anticipates a temporary decline of about 50 students in enrollment during the next two or three years due to uncertainty over the new educational program. After 2006-07, the plan projects enrollment to grow steadily.
- The College also must achieve a significant increase in its retention rate, as measured by the federal methodology for calculating two-year retention. Two-year retention shall rise from current levels of under 60% to a rate of 70% or over by 2008-09.
- Many enrollment experts suggest that retention varies as much or more with initial admissions selectivity as with program quality. Antioch shall reduce its acceptance rate from the current level of over 80% of applicants to less than 70% by the fall of 2007-8, with an ultimate goal of 60% or less by fall of 2010-11.
- The average unfunded discount rate shall be reduced from its budgeted level of 45% in 2003-04 to a rate of 40% or less by 2008-09. The average total discount rate, including both funded and unfunded financial aid, shall decline from the budgeted level of 59% in 2003-04 to a rate of 50% or less by 2008-09.
- The College shall also achieve steady increases in enrollment of students from under-represented populations. The enrollment task force established to develop an implementation plan shall establish goals for increased diversity and establish a system for measuring achievement against this plan on an annual basis.

To achieve these goals, The Renewal Commission recommends the following enrollment management initiatives. Additional detail is provided in Appendix F.

- The College shall establish a more integrated approach to an enrollment management system focused on students and student success. The College shall establish an Enrollment Management Oversight Committee reporting to the President that will coordinate admissions, financial aid, student services, registrar, institutional research and other functions that affect enrollment. This group shall develop a strategic enrollment plan for Antioch that sets clear and measurable goals, defines strategies and tactics,

sets realistic timelines, develops appropriate staffing and budget plans, assigns responsibility and accountability, and provides for effective assessment.

- The College shall reposition the “new Antioch” in the higher education marketplace and broaden its appeal to prospective new students. Antioch shall consider, refine and market test a branding strategy that conveys such messages as: (1) the new Antioch’s experiential learning model provides students with superior preparation in applying academic study to the solution of real-world problems, a skill that is critical to success in personal, professional and civic life; (2) the new Antioch’s student-centered, problem-driven, outcomes-based approach provides more freedom for students to discover and pursue their own interests than traditional academic curricula with pre-determined course content; and (3) that as a participative learning community, Antioch provides students with more responsibility for the life of the College and more opportunities for leadership development than can be found at other schools, where students have little influence.
- Once the new Antioch brand has been defined, the College shall invest up to \$2 million over four years in an intensive marketing campaign that relies on the use of innovative print materials, e-mail outreach to key groups or prospects and those that influence them, intensive engagement with alumni, and partnerships with centers of influence who can channel prospective students to the College.
- The admissions office shall develop ways to take advantage of staff and alumni volunteers associated with the communities that host Antioch’s co-op program. Admissions shall pay for part of the staffing and expenses associated with host communities in return for admissions support in the form of visits and presentations to local high schools, events to introduce prospective students to co-op students and alumni, invitations for prospects to attend co-op discussion seminars, and development and supervision of alumni volunteer admissions recruitment and interview committees in each host community.
- The College shall provide funding for adequate enrollment management staff and marketing expenses. Since admissions marketing drives enrollment, rather than the other way round, admissions staffing and marketing expense ratios shall be based on the target enrollment of 900

students, rather than current enrollment. Budgets shall include adequate support for market research and regular surveys designed to identify factors that determine conversion of inquiries to applications and of applications to yield. The College shall consider providing a staff position to focus on public relations, publications, web development, communication with alumni admissions volunteers, development of partnerships with groups who can channel prospective students to the College, and recruitment and marketing programs based on e-mail and list-serves.

- As part of its effort to increase student retention, Antioch College shall assess the performance of its current student services operation and develop a plan to provide robust and consistent student services within the framework of the renewed Antioch. Staffing and budgets must be consistent with those of comparable residential liberal arts institutions, and managed by a senior-level administrator with strong professional expertise.
- The above assessment activities shall also address the area of residence life. It is critical to ensure that staffing ratios and competencies are appropriate for enhancing the retention of a growing residence life population within a learning community environment.
- Compensation, professional development, career paths and performance evaluation methods for all enrollment management and student services officers must enable Antioch to recruit, develop and retain competent and dedicated professional staff without excessive turnover.

J. Physical Facilities

The success of the renewal plan outlined here will depend heavily on significant investments to build and renovate the College's physical facilities. Because of its long period of financial difficulty, many buildings are in poor condition and there has been no significant new construction in many years. Substandard facilities make it difficult to recruit new students, particularly because many of Antioch's competitors undertook significant building programs during the capital markets boom of the 1990's. In addition, students and their parents take quality of facilities as a proxy for the educational quality and financial health of the institution, because those attributes are often difficult for outsiders to judge directly. Facilities are also important in retaining students. Surveys and interviews of students who drop out cite poorly maintained facilities

as the most important factor in their decision to leave. Finally, the move from classes of six to twelve students to ELCs of 30 to 45 students will create the need for changes in classroom facilities. There may also be advantages in designing living spaces to accommodate students registered in the same ELC. Space for a resident adviser shall be designed into each new residence unit

The Renewal Commission recommends that as part of the implementation phase, the College appoint a Facilities Task Force to supervise the development of a master plan for the campus, in consultation with the Physical Facilities Committee of the Board of Trustees. The Renewal Commission suggests including the following projects during the first phase of the development plan for their potential contribution to admissions, retention, ELC classrooms and technology support.

- The construction of new apartment-style residence halls to replace the Presidents dormitories. These will be relatively small-scale units accommodating a total of 100 students or less, perhaps constructed with wood. Estimated cost: \$3 million, including demolition.
- The construction of a new Antioch College Union on land currently occupied by Spalt Hall, which will be demolished. Estimated cost: \$10 million, including demolition.
- Conversion of the present Antioch College Union building into classroom space needed to teach in ELCs. Estimated cost: \$1.5 million.
- Renovation of the library, including a new front end addition that includes a digital information commons, state of the art technology, digital library spaces and equipment. Estimated cost: \$2 million.
- Renovation of the Curl gymnasium facility into a Health and Recreation Center including a weight room, exercise facilities, etc. Estimated cost: \$2 million.
- Renovation of North Hall. Estimated cost: \$1.5 million.

The foregoing projects, totaling \$20 million, are vital to the success of the renewal plan, and shall be completed within the next two years, if possible. The Renewal Commission further suggests that the Facilities Task force consider the following projects for a second phase of campus development.

- A new science building to replace the current outmoded and outsized facility. Estimated cost: \$15 million.

- Additional new residence halls. Estimated cost: \$4.5 million.
- Major renovations of Birch Hall, Mills Hall, Kelly Hall (into a modern small theater and community spaces), Main Building, the physical plant building, McGregor, and an addition to the Student Center/conference facility and student services. Estimated total cost: \$11 million.

The total estimated cost for these second-phase projects is \$30.5 million.

K. Comprehensive Campaign

Many of the Renewal Commission's proposals entail significant funding challenges for the College. The projections on capital investments and transition costs included in the financial plan that is included with the Commission's reports call for the following types of investment.

- New and renovated facilities to support the College's educational programs and enrollment goals. First-phase projects amount to an estimated \$20 million investment in the College's physical plant.
- Initial investments in technology infrastructure to support the on-line learning and communications requirements of the new Antioch's experiential, student-centered learning model. Infrastructure costs are estimated at \$3 million.
- Additional endowment for scholarships, diversity support, and unrestricted operating support totaling \$19 million.
- Start-up costs for curriculum development, faculty development, and tenure buy-back/early retirement support. These total \$1.7 million.
- An investment in marketing and communications to reposition the "new Antioch" in the minds of prospective students, donors, alumni, parents and other key constituencies. This is estimated to cost \$2 million over five years.
- Funding for operating deficits during the first few years of implementation, which will be caused by possible temporary declines in enrollment and tuition revenue, and increases in operating expenses for faculty and staff compensation, information technology, admissions and financial aid, the establishment of host communities for co-op, and general and administrative costs.

The total funding required to make these investments is about \$55 million. However, about \$30 million could be applied toward the goals of Antioch's current capital campaign. This would leave \$25 million in additional funding to be raised. Of this amount, about \$19 million would represent new endowment.

In order to raise the necessary funds, the Renewal Commission proposes that Antioch College subsume the new requirements into its current comprehensive campaign for Antioch College. Adjustments in printed materials and timelines may be necessary. The success of the renewal plan depends on generating enthusiasm from donors, obtaining commitment for support, and beginning implementation quickly, so that the class entering Antioch in the fall of 2006 will be able to take advantage of new experiential learning communities, new community-based co-ops, and at least some of the new facilities proposed here. Extending this time horizon will require additional years of subsidy from the University, and will risk loss of the sense of excitement and momentum that has been generated by the Commission's work. In order to move ahead on this schedule, the Renewal Commission recommends that the college add campaign expenses of five percent of the total, or about \$2.5 million, to be spread over four years from fiscal year 2005 through fiscal year 2008.

L. Implementation

The Renewal Commission recommends that lead responsibility for implementation be vested in Antioch's President. Upon Board approval of the Renewal Commission's vision, the President shall appoint Implementation Task Forces for each of the major areas involved in this plan, such as curriculum, assessment and faculty; co-op and host communities; community and governance; technology; enrollment management; physical plant; capital campaign; and financial planning. These task forces shall include faculty, administration, board members, students, staff, and outside consultants as appropriate.

The Renewal Commission also recommends that a successor Oversight Commission be appointed by the Board to meet on a periodic basis to review progress in implementation planning, ensure that such planning remain consistent with the vision and goals developed by the Renewal Commission, and provide counsel and support to the President and various Implementation Task Forces as appropriate. This commission will submit a progress report to the Board at each of its meetings, beginning in October 2004, until at least October 2007.

The Renewal Commission further proposes the following timetable for implementation.

June 2004

- Board approval of Resolutions proposed by the Renewal Commission based on this report.

July 2004

- Appointment of Implementation Task Forces by the Antioch College President
- Implementation plan is mapped out by Implementation Task Force
- Communications Campaign launched by BOT Communications Committee
- Fundraising for the new Antioch is integrated into the Campaign for the College
- Appointment of an Oversight Commission to assist with implementation
- Faculty begins designing new curriculum
- Launch faculty development plan
- Faculty retirement/tenure buy-back offer is designed

October 2004

- Board retreat on University structure and governance
- Progress report from the President and the Oversight Commission on implementation planning
- Focus groups and other market research on ELC idea continues
- The Dean of Admissions and Financial Aid, in consultation with the Oversight Committee, develops a marketing plan

December 2004

- Plan for co-op host communities is developed by Coop department
- Campus Master Plan for physical facilities is designed in conjunction with Board committee

January 2005

- Completion and submission of implementation plans for the start-up phase of the renewal plan by the President to the Oversight Commission
- New marketing materials are completed.
- New buildings are designed
- Design of new courses continues
- Faculty and administrative staff training and development continues
- Coop department begins developing host communities by engaging alumni, developing housing, etc.

February 2005

- Review, revision, and submission of implementation plans by the President and the Oversight Commission to the Board.

May 2005

- Revised implementation plan submitted to the Oversight Commission

June 2005

- Submission of implementation plan to the Board
- Strategic plan for Community is completed

September 2005

- _ Students are able to enroll in first pilot ELCs
- _ New construction. Groundbreaking for Antioch Union and ELC classrooms

Jan- Sept 2006

- _ New dorm construction
- _ Library and gym renovation
- _ Pilot ELCs continue for all students
- _ First co-op host community established

September 2006

- _ All new students are enrolled in ELCs

V. Financial Plan

The financial plan here shows the resources required to implement the renewal plan and the improvements in operating performance that result. Like other aspects of the report, the financial plan is designed primarily to set goals and define benchmarks for further implementation planning, rather than to establish a firm budget. Until actual implementation plans are developed, any financial plan must be regarded as provisional. Its primary value is to test the impact of assumptions, assist planners and decision-makers in understanding the financial dynamics involved, and provide estimates of resource requirements for fund-raising purposes.

The fundamental premise of this financial plan is that Antioch College must make substantial investments in its program, faculty and staff, community, facilities, student services and technology *in advance* of planned gains in enrollment and tuition revenue. For several decades, the College has been mired in a circular trap of low enrollment, inadequate revenues, high unit costs per student, under-capitalization and the impossibility of providing a competitive traditional liberal arts program at such a small scale of operation. At its present size, Antioch College cannot support a large enough faculty or offer enough courses to compete successfully with bigger schools. Growth in enrollment and net tuition revenue are essential. The only way to achieve enrollment growth is to transform Antioch College into the kind of institution more students will want to attend. Such a transformation requires both a coherent vision of the new Antioch and a major infusion of new capital, especially in areas that have a major impact on student admissions and retention. The purpose of this financial plan is to estimate how much new funding is required, and show how that investment will pay off in achieving enrollment growth and sustainable financial equilibrium.

This financial plan supports the following conclusions. (The financial plan can be found in Appendix G. In order to clarify real changes in revenue and expense, all figures are provided without allowance for inflation.)

- The financial plan assumes that the College will begin implementation of the new curriculum with the first-year class entering in September 2006. The plan calls, however, for significant investments in curriculum and faculty development, physical facilities, technology, student services, marketing communications and compensation beginning in 2004-05. Capital investment plans have been prioritized and front-loaded in order to achieve maximum impact on admissions and retention. The Commission

believes that the fund-raising process can adhere to an accelerated timetable because of the development work that has already been accomplished for the current comprehensive campaign.

- Total capital investment required to implement the plan will amount to about \$55 million. This includes \$20 million for physical facilities, \$3 million for information technology, \$19 million in new endowment (including \$9 million for scholarships and \$10 million for support of freedom and diversity programs), \$10.5 million in start-up and transition expenses, and \$2.6 million in fund-raising expenses.
- Of this amount, about \$30 million is already included in goals for the capital campaign that is already underway. This leaves about \$25 million in additional funding required to support the renewal plan.
- Start-up and transition expenses include \$1.7 million in curriculum and faculty development and tenure buy-outs; \$2 million in marketing and communications expense aimed at prospective students, donors, educators and foundations; \$200,000 in funding for temporary adjunct faculty needed to serve students not enrolled in ELCs; and \$9.6 million in projected operating deficits from fiscal year 2005 until break-even is reached in fiscal year 2010.
- Of the \$9.6 million in operating deficits included in estimated start-up and transition expenses, \$3 million will be funded from extensions of the current \$600,000 in operating subsidies from the University from fiscal year 2004 until break-even is reached in fiscal year 2010.
- Operating deficits during the transition period will be created by temporary declines in enrollment caused by student uncertainty about the change-over to the new curriculum, the need to continue providing steep discounts on tuition until the new curriculum and facilities are in place, additional co-op expenses for host communities, increases in admissions and students services budgets aimed at maximizing enrollment, additional expenses for technology services (including the digital library), increased depreciation expense associated with the construction of new facilities, and additional compensation expenses aimed at retaining key faculty and staff, whose support and stabilizing influence will be critical to student retention during the transition.

- By fiscal year 2010, however, these investments in curriculum, co-op, community development, faculty, facilities, technology, student services and marketing will pay off in increased admissions, increased retention, reduced need for tuition discounts, more affordable student-faculty ratios, stronger reputation, and increased giving from more involved alumni. The financial plan forecasts achievement of break-even financial performance, without further need for operating subsidies from the University, within six or seven years from now, at an enrollment of about 700 degree-seeking students. By that time, student-faculty ratios will have increased from the current level of 10 to 1 to a more sustainable 15 to 1. The longer-term enrollment goal shall be at least 900 students, in order to take advantage of economies of scale that still exist at this level of enrollment and to provide more ELCs for students to choose, especially in the second and third years when half the students will be on co-op.

The renewal plan proposed in this report will require strong support from the board, faculty, staff and students if it is to succeed in reaching these objectives. The most critical need is to enlist the support of donors for the capital investments required for implementation. If Antioch College can raise the money, the Renewal Commission believes that this plan can not only save the College from potential financial failure, but re-establish it as a leader in progressive education for future generations. In doing so, the College will have earned the kind of victory for humanity for which it was originally created.

VI. Summary and Conclusion

The Sesquicentennial Commission for the Renewal of Antioch College has engaged its charge with loyal respect for Antioch College and devotion to all that it represents. The Commission has reached out to the larger community in higher education, adding distinguished and experienced representatives of academic life to its core membership, and submitting its work to review by external experts. It has met with students, faculty, and other community members in various settings, and engaged in much research and discussion.

After each commission member had submitted a personal vision of expectations, hopes, and guidelines for an ideal Antioch College, our meetings became an anxious mixture of anticipation of a brighter future with apprehension at the immensity of the challenge before us. As we searched for a solution that seemed true to the College we were serving, testimony from current Antioch

faculty began to take shape and formed the germ of an idea that swept through the commission like a thrilling shock of recognition. From that moment forward, the concepts presented in this report increasingly took substantive form.

We sought at every turn to be severe critics of the visionary plan we could see taking shape. We made site visits to institutions we believed were practicing some of the modes of instruction we had in mind. We constructed multiple financial plans. We sought critical counsel from experienced outsiders and confronted harsh difficulties. In the end, although each member made compromises, we came to surprisingly uniform and strong consensus on the ideas laid out in this report.

We have prepared a transformational vision for a college of the future. It is a college that knows how to offer students genuine engagement with the real world of work, commerce, and everyday life in its many forms. It is a college that is uncompromising in its commitment to rigorous liberal education, its advocacy of comfortable familiarity with valuable knowledge, skills, and values, and its dedication to civic virtue lived in a functional community that requires personal sacrifice for the common good. It is a college that honors its students by teaching them how to learn, and gives them pride by requiring that they demonstrate clearly the knowledge they have won. In this way, it is a college that also demonstrates to the world at large that it takes its mission to heart and can prove the claims it makes about the capacities it builds.

Experiential liberal learning at Antioch College is an idea that took root almost a century ago, but lies at the heart of the future-oriented transformational vision we propose for the Antioch College of today. We are confident that the curriculum we propose, with learning communities that are integrated with co-op work, vibrant host communities that help to reinforce the academic spirit of the liberal arts, and an interconnected mutually supportive Antioch community will attract excellent caring students. They will encounter a diverse society of persons of many values, backgrounds, and experiences devoted to cultural and intellectual freedom aimed at eliminating the encumbrance of racism and enabling all of its members to create a local community in which they can thrive.

The model we have constructed is one that is carefully calibrated to provide the resources that will guarantee its long-term health. This will be a fiscally responsible college, one that is affordable to its students, pays competitive wages to its employees, and sustains a positive budget. Although offering an outstanding academic program in a most attractive format, it will also be a

financially robust institution, capable of investing in itself. We believe that as it proves its virtue, it will also attract the attention of philanthropic investors, who will want to enhance its future.

We began our work with the legacy of two giants, Horace Mann and Arthur Morgan, hovering over our deliberations. We cannot know whether we have met the high ideals they imposed upon themselves and their work. But we have been guided by the course they set for Antioch College. Horace Mann married as a young man, and his wife, Charlotte Messer, died tragically as a young woman less than three years after their marriage. More than a decade later he married again, this time to Mary Peabody of the famous Peabody family of Boston. Mary's sister Elizabeth was with the couple when they heard a great and inspirational speech. She reported his opinion, which we wish also for the report we submit today to Antioch's Board of Trustees.

We hope that our report, like the speech that Mann heard, will, in his words, give "laws to the imagination and landmarks to the affections."

The Sesquicentennial Commission for the Renewal of Antioch College

Andrzej Bloch, Ph.D.

Antioch College

Faculty Chair

Professor of Economics

Tom Clough, Ph.D.

Principal, Horizon Associates, Inc.

Jim Craiglow

Antioch University

Chancellor

Co-chair, Renewal Commission

Dan Fallon, Ph.D., '61

Trustee

Chair, Education Division, Carnegie Corporation of New York

Everette Freeman, Ed.D., '83

Trustee

Senior Vice President and Provost, University of Indianapolis

Mavis Gruver, '03

Antioch College

Community Manager, 2003-2004

Al Guskin, Ph.D.

Co-Director, Project on the Future of Higher Education

Antioch University, Ph.D. program in leadership and change

Former President, Antioch College, and Former Chancellor, Antioch University

Jane Jervis, Ph.D.

Educational and management consultant

Former President, The Evergreen State College

Richard Jurasek, Ph.D.

Antioch College

Vice President and Dean of Faculty

Dan Kaplan, '76

Antioch University Board of Trustees

Chair of the Board of Trustees
Co-Chair, Renewal Commission

Pat Linn, Ph.D.

Antioch College
J.D. Dawson Chair of Co-operative Education
Professor of Psychology

Laura Markham, Ph.D., '80

Trustee
Consultant

Carol Geary Schneider, Ph.D.

President, Association of American Colleges and Universities

Bonnie Scranton

Dean of Enrollment Services
John Wood Community College

Barbara Leigh Smith, Ph.D.

Faculty
The Evergreen State College

Joan Straumanis, Ph.D., '57

Antioch College
President

Peter Temes, Ph.D.

Antioch University

President, Antioch New England Graduate School