



A SUMMARY OF THE RECOMMENDATIONS BY UNIVERSITY LEADERSHIP FOR THE SUSPENSION AND RE-OPENING OF ANTIOCH COLLEGE

This document is a summary of the recommendations presented by the University Leadership Council (ULC) to the Board of Trustees for the orderly suspension of operations at Antioch College and its re-opening in approximately three to four years. As in all plans, it is not perfect and should be modified as deemed necessary to implement it in a manner that is in the best interests of the University as a whole and to individuals directly impacted by the decisions.

Goal: Re-open Antioch College as soon as feasible, with a design process in place to establish it as a state-of-the art, twenty-first century residential undergraduate program as a comprehensive “Antioch University Yellow Springs” campus within a dynamic multi-campus national university.

Vision: Create a vibrant and innovative undergraduate program for 1,000 to 1,200 students based on the core Antioch mission.

Community Outreach and Physical Facilities:

This is a vision to create a lifelong learning center where graduates and professionals can come to enhance their careers and lives. This will require non-profit private partnerships and might include the following: increased density of the current campus and opening up remaining areas to build affordable faculty and retiree housing; a conference center for attracting conferences, retreats, and hosting Chautauqua activities; entries and walkways between the Village and the College campus; shared services with the community for a public performance center, art studio, wellness center, library, and open spaces; AEA offerings for alumni and retirees; utilization of Campus West for undergraduate and graduate studies; and residential housing for both undergraduate and graduate students.

Curriculum:

The new program will provide a strong liberal arts education with clearly defined fields of study designed to attract students with diverse interests and backgrounds from around the world. Antioch would be known for educating citizen scholars by returning to its roots in progressive education defined as civic and community engagement, advocacy for non-violent social reform, understanding and capitalizing on the outcomes of diversity, accountability through student outcomes, pedagogies of constructive engagement, emphasis on social justice through the lens of pragmatic idealism.

Potential fields of study could be (1) Environmental Studies with a strong science foundation, use of Glen Helen as a “science lab”, and integration of an undergraduate program with the two strong graduate environmental programs located in Antioch New England and Antioch Seattle; (2) Global Citizenship and Leadership with required AEA studies; increased international undergraduate students; focus on cultural competency; emphasis on global social justice; strengthening of offerings in global management, leadership, and government; training in conflict resolution and constructive advocacy; and (3) re-establishment of the undergraduate Teacher Education program and partnering with local and regional K-12 schools.

This plan includes the adoption of hybrid and multi-media courses—high touch/high tech; collaborative hands-on research and team projects; continuing the learning community delivery system; outreach locally, nationally, and internally through service-learning and community-based research; and continuation of the co-op program and internships. It means greater integration with the other University campuses through 3/2 programs designed to streamline the undergraduates into professional graduate programs for those who desire.

Governance:

The Board will explore the implementation of a governance system that insures the health and vitality of each of its programs while strengthening the collaboration and integration of the University as a system. This governance system may involve each campus having its own Board of Trustees with an overarching Board of Governors for the University. It will also consider the potential for the unification of McGregor and the College into one entity.

Process:

2007-2008 Fiscal Year: *Suspension of Antioch College*

Antioch College declares financial exigency and announces suspension of operations at the end of 2007-2008. University announces its intention to establish a design process to open a dynamic new undergraduate program in Yellow Springs in September 2012.

Chancellor and senior management meets with Village leaders to explore options and discuss the potential of an urban village concept of a life-long learning center and facilities of the College campus.

Chancellor establishes a Design and Development Commission composed of BOT members, the Chancellor, College and McGregor Presidents, College alumni, Village representatives, etc., to create the future campus and fundraising plans.

July 2008: Board of Trustees approves implementation of a new governance model for the University.

Board approves detailed three-year plan to open a new Yellow Springs residential undergraduate program and a specific charge to an Academic Design Team (ADT) reporting to the Chancellor or designate. The ADT will be chaired by an Interim Academic Dean who reports to the Chancellor or her designate. The ADT will be composed of academics who will lead the design process for the new residential undergraduate curriculum.

YEAR ONE: 2008-2009: *Ideas and Alternatives*

Board announces the creation of Antioch University Yellow Springs and a new campaign for a new Antioch undergraduate program with 50% of the goal already committed by the Board and several key donors. At least \$30 million of this should be designated for facilities.

New University governance system implemented.

Chancellor announces membership of an Academic Design Team (ADT) that will lead the design process for the new residential undergraduate curriculum.

ADT conducts a series of focus groups, with national experts on various topics, to harvest ideas for a 21st century, innovative, liberal arts undergraduate program. Major higher education organizations are represented.

ADT organizes focus group results into alternative scenarios in key areas such as curriculum, learning outcomes, pedagogy, technology, community engagement, residence life.

YEAR TWO: 2009-2010: *Research and Final Design*

Research consultants design market survey instruments and focus group methodology to “test” the alternative scenarios with internal (ULC and selected Board members) and external constituencies (groups of parents, high schools students, high school teachers, guidance counselors, international students, and so forth).

Research consultants conduct surveys and focus groups and summarize findings.

ADT makes final design decisions (based on expert opinion and research data) for the new Antioch undergraduate program and sends its recommendations to the ULC. Design includes curriculum outline for four-year programs of study.

Searches conducted for first permanent core faculty members to start September 2010.

ULC considers ADT recommendations, takes final proposal to Board for approval at its June 2010 Board Meeting.

Admissions staff hired.

Academic Design Team disbanded.

YEAR THREE: 2010-2011: *Marketing and Recruiting*

Recruiting for the first undergraduate freshmen including significant international recruiting (target freshman class of 300).

Core faculty create detailed curriculum in the selected fields of study.

The integration of McGregor and the College in all administrative and academic areas is completed.

Additional core faculty members hired to start September 2011. Associate faculty and adjuncts are hired as needed.

YEAR FOUR: 2011 – 2012: *The (re)Opening*

President of Antioch University Yellow Springs given the year to build his/her team in regard to academic leadership, during which time interim CFO, Admissions, Development, and Student Services hold positions.

Antioch University Yellow Springs opens its new residential undergraduate program with 300 freshmen.