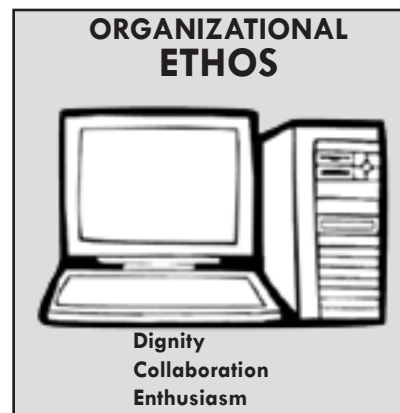
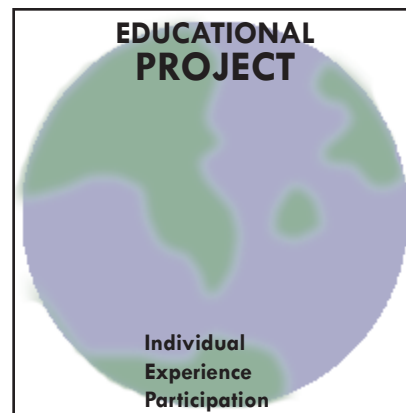


Goddard College: Third Century Plan

*WE WILL JOIN TOGETHER TO BUILD A GODDARD BOTH WISE IN
DRAWING ON OUR PAST AND CREATIVE IN WORKING OUT OUR FUTURE*



Contents

Mission.....3

PART I

Introduction.....3

PART II

Goals & Objectives.....6

PART III

Meeting the Goals & Assessing the Success of the Third Century Plan.....11

Workgroups.....12

Other Third Century Plan Priorities, Responsible Groups & Deadlines.....16

Workgroup Assignments.....18

PART IV

Conclusion.....19

Goddard College Third Century Plan

Goddard College Mission

Goddard is a small college in rural Vermont for plain living and hard thinking. Founded in 1863, Goddard is recognized for innovation in education. Its mission is to advance the theory and practice of learning by undertaking new experiments based upon the ideals of democracy and the principles of progressive education first asserted by John Dewey. Goddard's students are regarded as unique individuals who take charge of their own learning and collaborate with other students, staff, and faculty to build a strong community. Goddard encourages students to become creative, passionate, lifelong learners, working and living with an earnest concern for others and for the welfare of the Earth.

PART I: Introduction

Goddard College began in 1863 as the Green Mountain Central Institute. Goddard as an institution has traversed three centuries, and it has consistently transformed itself as a reflection of the times and of the needs of students. The Third Century Plan reflects another conscious transformation as we enter the 21st Century.

Goddard as Seminary spanned 1863 to 1937; Goddard as College, 1938 to 2002 (in 2002 the Residential Undergraduate Program closed). Goddard as 21st-Century Learning Community has now begun with our focus on intensive residency programs and a college community dispersed throughout the U.S. and, increasingly, the world.

Goddard has remained out of the ordinary throughout this history. It has also retained its commitment to educating students who will think, speak, and act responsibly. A Goddard education has always required practical activities designed through a student-centered, individualized curriculum model. We've been challenged to reinvent what it means to be "known for ... involvement in the surrounding communities, and for a governance by participatory democracy of students, faculty, and staff together..." as we enter the new century and a new Goddard. (The Vermont Encyclopedia, 2003).

In reflecting upon the College, Founding President Tim Pitkin said: "Many people would regard what we did as radical ... I didn't think of Goddard as a radical College. As I look back on it, it was. We attempted to get down to the roots of education."¹ In

¹ *To Know For Real: Royce S. Pitkin and Goddard College*, by Ann Giles Benson and Frank Adams (Vermont: Adamant Press, 1987).

that spirit, the College has remained a bastion of truly student-centered, progressive education. Now the Goddard of the future is beginning. This document helps us to understand what we must/can/might do both to address the challenges and to stay the course as an experimental, innovative, and radical institution.

Put simply, the future Goddard must balance two sets of values.

Individual Development: shall we call it the Self?

With qualities of:

- ♦ Personal gain
- ♦ Individual achievement
- ♦ Self-centered ambition

Community Development: shall we call it Society?

With qualities of:

- ♦ Social and economic justice
- ♦ Collective concern
- ♦ Civic responsibility

None of these qualities are, by themselves, either good or bad. They are in a constant tension within and between, and the objective is to maintain equilibrium. The trick is, in an educational context, to avoid both a selfish decadence and lazy conformity. The history of progressive education, and of Goddard, seems to be a diligent and rigorous effort to put the Self and Society into equilibrium.

For the new century, these characteristics, in healthy and balanced interaction, can be thought of as the foundation of an intertwined collaboration of adult, progressive, and emancipatory educational concepts.

Consider a Goddard that embraces the two essential characteristics of this educational vision:

Creative praxis: the first characteristic. We can define creative praxis as the dialectic of theory and practice—the usual meaning of praxis—but we must add a particular spin: that the construction of new knowledge trumps all orthodoxies. That's the creative addition.

Principled engagement: the second characteristic. We can define principled engagement as a reasoned and reasonable stance of resistance to an oppressive, exploitative, and anti-democratic, social, political, and cultural order with the intention of building a better world.

With those two characteristics as the foundation of our educational and structural practices, an emancipatory, progressive Goddard will have at its core seven imperatives. They are:

1. To embrace difficult dialogues.
2. To strive to be a good neighbor - locally, nationally, and globally.
3. To sustain a just and humane workplace.
4. To engage in committed scholarship.
5. To center on the learning experience.
6. To practice radical democracy.
7. To dwell in the world with panache, grace, and humor.

One consideration remains, and we have addressed that collectively. In our planning process and strategic thinking of the last years, we have, as a community, identified a set of shared values in four areas of consideration, featured on the covers of this plan:

*The value attached to Our Ethical Commitments that asks:
“What ideas form the essence of our shared ethical space?”*

*The value attached to Our Educational Project that asks:
“What forms the basis of our shared intellectual space?”*

*The value attached to Our Learning Community that asks:
“What characteristics define our shared learning space?”*

*The value attached to Our Organizational Ethos that asks:
“What motivates the ways we use our shared work space?”*

It is evident, scanning the current sociopolitical and economic environment, that there is a place to be filled by this leadership and a market to be drawn to it. Social justice coalition groups are everywhere calling for more thoughtful attention to justice and environmental issues. Younger learners desire an education that helps form and heal communities, and older students are becoming more diverse and demanding ways to tailor their studies to their passions and needs. With global realities changing fast, learners of all ages, ideological perspectives, and backgrounds want new ways to make sense of the world and, most importantly, want to influence it.

Goddard is in a position to leverage its historical leadership in progressive education to establish a firm foothold in both the market and the historical moment. In order to do this, we need to establish clear, shared values and goals and then, through our participatory processes in which clarity, respect, accountability, and experimentation are reaffirmed, design the paths to reaching those goals.

PART II: Goals & Objectives

Congruent with these shared values, and the College mission, the Third Century Plan will enable the Goddard community to achieve the following goals and objectives in the coming five to ten years, through strategies that will include those listed below.

GOAL 1

To advance “the theory and practice of learning by undertaking new experiments based upon the ideals of democracy and the principles of progressive education...”

1a. *Objectives*

- Improve and broaden academic quality across the College, including development of experimental and leading-edge projects and programs.
- Develop academic programs and projects based on intensive residencies of varying lengths in Plainfield.
- Develop partnerships and alliances with like-minded local, regional, national, and international groups.
- Develop the emerging Initiatives such as the Program for a Just and Sustainable Future.

1b. *Objectives*

- Reclaim a prime position as a leader and advocate for progressive ideas and solutions to problems in education.
- Develop the College website to include links to like-minded sites, as well as to writing by faculty and others associated with the College.
- Support faculty and others in presenting and publishing material related to progressive education and thinking in their respective fields.
- Develop a Goddard Media and Publications program.
- Encourage legislation that supports higher education initiatives.
- Develop appropriate assessment and reporting methods to demonstrate the College's and individual programs' contributions to independent higher education.

- Support and expand the use of WGDR for articulation of progressive ideas and solutions to issues in education.
- Support and expand faculty and administration public appearances.
- Develop a system of fiscal sponsorship for grants and other funding opportunities.

1c. *Objectives*

- Increase the availability of, and access to, Goddard's programs and services for people with diverse racial, ethnic, religious, cultural, and ideological perspectives.
- Develop student recruitment materials consistent with a comprehensive marketing plan.
- Develop support for students as they move into post-graduate choices of school, work, and so on.
- Develop special niches for continuing educational opportunities attuned to the special skills of Goddard College (e.g., traditional crafts learning, home schooling, environmental programs, the “Vermont way”).
- Develop opportunities for students to continue improving their skills (e.g., scholarships, Institutes, educational travel, conference attendance, writing workshops).
- Recruit students and friends who will support our mission and goals from among communities that are under-represented at the College.

1d. *Objectives*

- Steadily build enrollment to increase visibility, financial stability, and alumni/ae population prepared to engage in the world from a progressive education perspective.
- Develop the marketing and admissions processes toward the best practice in the field, along with strategies unique to Goddard's mission, values, and resources.

GOAL 2

To continue to build a strong community through a collaboration of councils, faculty, administration, board members, neighbors, students, staff, and faculty at-large; continuously and in good faith to create a clear process to strengthen the integrity of the organization.

2a. Objectives

- Strengthen Goddard's financial position through steadily increasing enrollment, development, and fiscal accountability to achieve fiscal stability, resiliency, and robustness, including the necessary monetary, physical, and human resources to accomplish our mission with excellence.
- Create a fully-functioning Institutional Advancement Department and fundraising plan based on strong indicators and goals.
- Develop a marketing strategy consistent with Goddard's mission and values, and the goals of this plan, as well as a thorough understanding of the current market environment for progressive higher education.
- Address the fiscal benchmarks, as well as human resource and physical plant issues and goals articulated in Part III of this document, with discipline and perseverance.

2b. Objectives

- Strengthen the governance of the College based on principles of openness, fairness, inclusion, representation, accountability, academic freedom, and public service.
- Devise and implement new Board of Trustees structures to reflect future needs and current realities.
- Implement the alumni/ae council (per approved Governance document).
- Support and assess the effectiveness of the structure set forth by the Governance document and improve the structure if needed.

2c. Objectives

- Create professional and personal development opportunities for staff, faculty, and alumni/ae toward an organization that embodies dignity, collaboration, enthusiasm, and lifelong learning.
- Engage in good faith and with clear intentions in collective bargaining toward an agreement that enables faculty to participate fully in the life of the College.
- Engage in thinking and conversation through appropriate human resource and council conversations to develop clear support and accountability structures, evaluation processes, and compensation policies for staff.
- Develop resources and creative opportunities for staff and faculty pro-

professional development.

- Develop system of fiscal sponsorship for grants such that faculty, staff, students, and alumni/ae might access funds for professional development and projects through the College.
- Continue to develop and promote the unique paradigm of attending to the well-being of the entire Goddard community.
- Develop a community assessment and communications model that addresses both gathering and sharing information about academic programs, community members' experience of the College, and general ideas and concerns.

2d. Objectives

- Achieve consistent, long-term success with accreditation processes.
- Increase level of understanding among staff and faculty regarding NEASC standards.
- Assess performance in all areas relative to NEASC standards on a regular, ongoing basis, and apply resources as needed to address areas of weakness.
- Join the national dialogue about regional accreditation with our conceptual and philosophical viewpoint.

GOAL 3

To demonstrate “an earnest concern for others and for the welfare of the Earth” through our programs, structures, outreach, and participation in local, state, national, and international higher education communities.

3a. Objectives

- Demonstrate commitment to sustainable communities in all aspects of the College, including, but not limited to, facilities, grounds, and administrative practices.
- Engage in continuing conversation among students, faculty, and staff about sustainable building and earth/land stewardship such that initiatives toward sustainability become part of the ongoing transformation of individuals and the Goddard community.
- Shift purchasing, housekeeping, and maintenance policies to include products and practices that are environmentally and chemically sensitive.

- Implement a comprehensive campus recycling program.
- Access funding resources that address environmental, energy efficient, and green building practices.
- Create a sustainable plan to steward the flora of the campus: gardens, trees, and landscaping.
- Create an information system that substantially reduces dependence on paper resources.
- Include socially-responsible investing and fair labor practices as factors in decision-making processes.

3b. *Objectives*

- Embrace racial, ethnic, religious, cultural, class, ability, generational, and ideological diversity and inclusiveness as positive and necessary characteristics of an effective democracy and educational system.
- Develop learning opportunities for, and conversations among, Goddard community members in understanding and embracing racial, ethnic, religious, cultural, class, ideological, and ability diversity.
- Assess the ability of facilities, programs, structures, policies, and initiatives to include and embrace varied racial, ethnic, religious, cultural, class, ability, and ideological perspectives.
- Develop ways to review curricula, both individualized and group, as that evolves, to ensure that it reflects the College commitment to diversity.
- Develop college-wide educational and community development activities that focus on working against oppression and toward a just and inclusive community.

3c. *Objectives*

- Identify, support, and create justice in all college systems, programs, partnerships, and relationships.
- Develop a continuing conversation among all members of the College community about the nature and presence of injustice at all levels, including the nature of just community, leadership, and organization.
- Develop an understanding and agreement about who is authorized by the College community to speak or act on its behalf against injustice and for just society and process.

PART III: Meeting the Goals & Assessing the Success of the Third Century Plan

In order for The Third Century Plan to have integrity, the means by which it is achieved must be congruent with the basic commitments upon which it is based. Therefore, as we move forward, we do so with processes and structures that are inclusive, experimental, accountable, and transparent. The success of the work will be measured not only in terms of a final outcome (which never really is “final”) but also by the degree to which it is accomplished in line with our shared values. Two parallel processes will serve to accomplish the goals of the Third Century Plan:

Day-to-Day Work of the College

Administrators, staff, faculty, board, and council leadership will assess decisions and articulate goals based on their congruency with the primary goals and objectives of the Third Century Plan and with the shared commitments articulated by the Plan.

Accountability to both the goals and commitments of the Plan will be established through an ongoing assessment process including (1) self-assessment by councils, workgroups, staff and faculty groups, and the board; (2) oversight and reflection by the President's Council; (3) inclusion in formal evaluation of faculty, staff, and administration.

TCP Workgroups

Workgroups made up of Goddard community members—students, alumni/ae, faculty, staff members, college leadership, and neighbors—appointed by the president, with chairs appointed by the president, will be charged with addressing specific TCP tasks with timelines and objectives against which to measure their work.

Workgroups will each develop a plan for sustaining the work of the group that includes rotating membership terms so that many community members can participate in the group over the course of the TCP implementation, and so that no one community member or particular group dominates the process of that workgroup.

Workgroup chairs will provide a quarterly summary and assessment to the President's Council for review, measuring their work against each of the goals and objectives of the TCP, as well as the shared commitments. (A TCP page on the Goddard website may provide the efficient format for this quarterly report.)

Workgroup members who are employed by the College will be compensated for their work.

Calendar Year 2005 benchmarks for each workgroup are established in the TCP.

Workgroups will establish annual benchmarks for each subsequent year, with plans for achieving those priorities, including recommendations regarding financial and human resources.

Workgroup facilitators, and the President's Council, will be responsible for assuring that people whose work is directly affected by the decisions of the workgroup are included in the process.

WORKGROUPS

Innovations and New Initiatives Workgroup

- Develop a process—protocols, guidelines, and evaluation—by which ideas coming out of faculty, students, alumni/ae, college leadership, or neighbors will be evaluated, vetted, and supported in an ongoing process.
- Develop a process through which this workgroup can be sustained with full participation through July 2010, after which its role will be reviewed and re-evaluated.
- Begin to evaluate and support new initiatives, beginning with the President's TCP Initiatives.

First Year Benchmarks

April 1, 2005

Develop a process through which this workgroup can be sustained through July 2010, after which its role will be reviewed and re-evaluated.

Develop a work process and schedule for 2005 workgroup tasks.

Learn and begin to use the UDC TCP site.

June 1, 2005

Protocols and guidelines established and distributed to College community.

Develop a process through which this work group can be sustained through July 2010, after which its role will be reviewed and re-evaluated.

September 1, 2005

President's TCP Initiatives fully vetted and supported for launching.

December 31, 2005

Two additional initiatives fully vetted and supported for launching.

Facilities and Sustainable Campus Workgroup

- Establish a five-year plan to develop a well-maintained, green, accessible, and sustainable campus facility in Plainfield, including:
 - Design
 - Funding resources (in collaboration with Institutional Advancement)
 - Timeline
 - Strategies for engaging students, staff, and faculty in an ongoing learning process and conversation around issues of sustainability
- Work with Facilities staff members to develop specific plans and budgets to eliminate deferred maintenance by July 2007.
- Work with Facilities staff members to develop capital budgets to address ongoing maintenance and facilities development congruent with the five-year facilities plan.
- Work with Facilities staff to develop plans and strategies to address major, unexpected issues with campus facilities as they arise.

First Year Benchmarks

April 1, 2005

Develop a process through which this workgroup can be sustained through July 2010, after which its role will be reviewed and re-evaluated.

Develop a work process and schedule for 2005 workgroup tasks.

Learn and begin to use the UDC TCP site.

Develop a work process and schedule for 2005 workgroup tasks.

June 1, 2005

Develop workgroup expertise in the areas of green, accessible, and sustainable facilities.

September 1, 2005

Work with Facilities staff to develop a one-year capital plan and budget to present to the Board at its October 2005 meeting.

December 31, 2005

Based on current best thinking and practice in the fields of green, accessible, and sustainable facilities, develop Goddard standards for each of these areas.

Fundraising and Visibility Workgroup

- Work with Institutional Advancement staff to devise a five-year plan for development, advancement, marketing, alumni/ae relations, and external affairs.
- Working in collaboration with other appropriate workgroups, assess the College's readiness, create a structure to begin and sustain, and provide details for the Board's approval regarding a comprehensive/capital campaign in conjunction with Goddard's Sesquicentennial.
- Advise Institutional Advancement staff regarding fundraising and visibility activities.
- Represent the College at external events and fundraising activities.

First Year Benchmarks

April 1, 2005

Develop a process through which this workgroup can be sustained through July 2010, after which its role will be reviewed and re-evaluated.

Develop a work process and schedule for 2005 workgroup tasks.

Learn and begin to use the UDC TCP site.

June 1, 2005

Develop workgroup expertise in, and understanding of, current College Institutional Advancement plans and practices, as well as best practices in the field.

September 1, 2005

Collaborate with Institutional Advancement staff to create a draft of the five-year plan to present to the Board at its October 2005 meeting for discussion.

December 31, 2005

Collaborate with Institutional Advancement staff to create a final version of the five-year plan to present to the Board at its February 2006 meeting for approval.

Inclusion and Justice Workgroup

- Develop a plan for ongoing assessment of access for, and inclusion of, people with diverse racial, ethnic and religious, cultural, ideological, class, and ability perspectives.
- Develop a plan for an ongoing response to that assessment.
- Provide leadership in an ongoing conversation about justice and inclusion, and determine who will speak, and under what circumstances, for and to the College on this issue.

First Year Benchmarks

April 1, 2005

Develop a process through which this workgroup can be sustained through July 2010, after which its role will be reviewed and re-evaluated.

Develop a work process and schedule for 2005 workgroup tasks.

Learn and begin to use the UDC TCP site.

June 1, 2005

Develop a set of principles on which the workgroup agrees as its basis for assessing and exploring access and inclusion.

Develop a working relationship with the Diverse and Humane Workplace Workgroup that mitigates overlapping tasks and explorations.

September 1, 2005

Develop a plan to begin a conversation about justice and inclusion.

December 31, 2005

Develop and implement a plan for assessing access and inclusion.

Report the results of the assessment to the College community in early 2006.

Diverse and Humane Workplace Workgroup

- Working in collaboration with appropriate councils, propose and advocate for workplace experiments and innovations toward a more humane and diverse workplace, and develop a plan for ongoing experimentation.

First Year Benchmarks

April 1, 2005

Develop a process through which this workgroup can be sustained through July 2010, after which its role will be reviewed and re-evaluated.

Develop a work process and schedule for 2005 workgroup tasks.

Learn and begin to use the UDC TCP site.

June 1, 2005

Develop a working understanding of the paradigms of a diverse and humane workplace.

Develop a working relationship with the Inclusion and Justice Workgroup that mitigates overlapping tasks and explorations

September 1, 2005

Develop a process through which ideas and innovations for the workplace will be evaluated, advocated, and implemented. Announce this process to the community.

December 31, 2005

Announce one fully supported workplace initiative to begin immediately.

OTHER TCP PRIORITIES, RESPONSIBLE GROUPS, AND DEADLINES

Priority: Clarify and revise Governance document by December 31, 2005

Responsible Group: Deans Council

Revise and clarify the College Governance document such that the role, purview, and authority of all councils and other standing groups is clear, for presentation to the Board for approval.

Priority: Increase capacity and efficacy of college-wide computer system by December 31, 2005

Responsible group: Information Technology staff in collaboration with faculty, staff, and college leadership

Develop a comprehensive, flexible system that will improve functions and services for College community members both on- and off-site for educational, administrative, development, support, and community purposes, and save time and resources so that we can focus energy on other TCP objectives.

Priority: Increase level of faculty involvement by December 31, 2005

Responsible Group: Deans Council in collaboration with Faculty Council, Program Directors Council, and Faculty Union

Envision faculty position to address NEASC and faculty concerns, as well as values articulated in this plan, including faculty role in college governance, institutional advancement, admissions, and college outreach and visibility; faculty development; faculty workload and compensation.

Priority: Improve service to students, faculty, staff, alumni/ae, and guests in both academic and community life areas (ongoing)

Responsible group: Staff members in affected areas in collaboration with councils

Develop and meet annual benchmarks based on annual College-wide information gathering (surveys, focus groups, community meetings) and current best practice evaluated in the context of Goddard's mission to continue to improve services with regard to information and systems; access to resources for wellness, mental health and lifework development; level of service to students, faculty, alumni/ae, and guests in residence at the College.

Priority: Attain long-term financial sustainability (ongoing)

Responsible groups: Deans Council, Board, and Budget Managers

Meet the following financial benchmarks:

2002-2003: Crisis to Survival

- o Budget surplus annually in 2002 and 2003
- o Transition obligations met without acquiring new debt
- o Annual Composite Financial Index of 1.8*
- o Level 3 on CFI Scoring Scale

2003-2006: Survival to Stabilization

- o Budget surplus annually
- o General Unrestricted Net Assets increased to \$0 by end of 2006
- o Level 7 on CFI Scoring Scale by 2006
- o Create then steadily increase annual budget to fund New Initiatives
- o Annual Giving (UNR) of \$250,000 in 2005; \$325,000 by 2006
- o Endowment growth to \$600,000 by 2006
- o Reduce deferred maintenance by a total of \$0.5 to \$1.0 million by 2006

2006-2010: Stabilization to Growth

- o General Unrestricted Fund Balance increases annually
- o Achieve Level 8 on CFI Scoring Scale
- o Increase annual New Initiatives budget
- o Further reduce deferred maintenance by a total of \$1.0 to \$2.0 million by 2010
- o Annual Giving (UNR) to \$600,000
- o Endowment growth to \$1.0M by 2010

2010 forward: Growth becomes Sustainability

*Note: The College has adopted as its primary critical financial indicator the Composite Financial Index (CFI). The CFI utilizes ratios in key financial areas of the College's operations to assess the institution's overall financial viability. These key areas are primary reserves, net income, return on net assets, and viability.

WORKGROUP ASSIGNMENTS

Diverse and Humane Workplace

Dierdre Bucciarelli, Teacher Ed. faculty
 Scot Christensen, Security staff
 Lucinda Garthwaite, IBA Co-director
 Steven Hitt, IBA student
 Carolyne Landon, MFAIA student
 Shelley Vermilya, Teacher Ed. Ass't

Chair: Steve James, Director
 Psych. & Counseling

Deans Council Liaison: Mark Schulman,
 President

Facilities and Sustainable Campus

Anna Berger, IBA student
 Jennifer Boccia, Campus Facilities
 Administrator/Sustainability Coordinator
 Ralph Lutts, IBA/IMA faculty
 Suzanne Richman, Director, HAS
 Cynthia Ross, Acting Director/faculty,
 MFAIA
 Gary Storrs, Director of Facilities
 Ben Strand, MFAW student
 Jim Svendsen, IBA student

Chair: Ben Williams, Teacher Ed. faculty
 Deans Council Liaison: Judy Fitch,
 Dean of the College for Community Life
 & Student Services

Fundraising and Visibility

Sue Ann Colvin, MFAW student
 Caryn Mirriam-Goldberg, IMA faculty
 Kathleen Pacella, IBA student
 Paul Selig, Director, MFAW
 Heather Stone, Teacher Ed. student
 Jill Washburn, Special Events Coordinator

Chair: Christine Zerillo, MFAW student
 Deans Council Liaison: Daryl Campbell,
 Dean of the College for Finance
 & Institutional Advancement

Inclusion and Justice

Al Boyce, Psych. & Counseling student
 Robert Buchanan, Director, IBA
 Karen Campbell, IMA/IBA faculty
 Denise Dunbar, Teacher Ed. student
 Sue Fleming, Director, Teacher Ed.
 David Frisby, Teacher Ed. faculty
 Bryanna Mantilla, HAS student
 Corinna Marshall, IBA student

Chair: Muriel Shockley, IBA faculty
 Deans Council Liaison: Peter Burns,
 Dean of the College for Enrollment
 Management & External Relations

Innovations and New Initiatives

Andrew Anderson, HAS student
 Cyndi Deville, IMA student
 Christine Goldbeck, MFAIA student
 Chris Hables Gray, IBA faculty
 Bert Klunder, WGDR Interim Manager
 Margo MacLeod, Director, IMA
 Ron Miller, Teacher Ed. faculty
 Glen Schneider, IMA student

Chair: Ruth Farmer, IBA faculty
 Deans Council Liaison: Jane Jervis,
 Dean of the College for Academic Programs

PART IV: Conclusion

I spent four summers with Outward Bound. I learned a lot about focus, intensity, leadership, equilibrium, and how to deal with all kinds of people. One lesson I learned had to do with string. ...Outward Bound wasn't big on equipment. Often, you had to fasten a shelter out of tarps and ponchos. We used a lot of nylon string. On my first patrol as an instructor, I gave my people a bunch of string, more than they needed. As the 28 days of the trip went on, I noticed we had less and less string. People would forget it, cut it up, leave it behind. At the end of 28 days, we didn't have enough. ...The next time, I gave them too little and everybody learned to take care of it. They developed techniques for making do with too little. At the end of the trip, we actually had extra string. I learned that skills and culture and values are excellent substitutes for resources....I have used this insight often at my company. The real assets you have as a company are in the culture.

—Jim Koch, Chief Executive of Boston Beer, quoted in the *New York Times*

Just as Koch sees his company, we also view the real assets of Goddard as our culture, conceived in the broadest possible sense. We begin planning now for our next 150 years, and our celebration of our first 150 in 2013 is going to be a wonderful event.

Goddard has always had to cope with too little string. From this point forward, instead of worrying about our lack of string, we're going to substitute for resources even more effectively with “skills and culture and values.” But we're also going to increase our string supply, because there really is such a thing as too little string, which leads to being strung out.

On the other hand, we always will keep in mind what W. Somerset Maugham had to say, as a learning from the past toward planning for the future, regarding string (and money and destiny):

“Money is the string with which a sardonic destiny directs the motions of its puppets.”

Dialectically, then, with no strings attached, yet giving our community a bunch of string, we forge ahead.

Goddard College: Third Century Plan

Our Shared Values

OUR ETHICAL COMMITMENTS

What ideas form the essence of our shared ethical space?

Inclusiveness Embracing and honoring diverse perspectives with an insistence that all groups and individuals of good will deserve respect and equal access to resources.

Social responsibility Participating actively in the fabric of civic and cultural life, doing right by others and by the Earth, and acting justly as a business, especially in the face of opposition or adversity.

Sustainability Achieving a vision for energy use and development that meets institutional and human needs without denying future generations the ability to meet their needs.

OUR EDUCATIONAL PROJECT

What forms the base of our shared intellectual space?

Individual Education must challenge, and it must offer many ways of understanding knowledge. It must transform the learner.

Experience Action with reflection in the fullest sense and through the principles of progressive education articulated by John Dewey and other thinkers.

Participation Engagement in the context of participation in a local and global community, toward passionate, lifelong learning, and concern for others and the welfare of the Earth.

OUR LEARNING COMMUNITY

What characteristics define our shared learning space?

Rigor Inquiry through experiment, observation, and participation that builds knowledge from thoughtful analysis of consequences of action. Consistent, genuine engagement with ideas and knowledge. Consistent and thorough reflection and challenge.

Caring Behavior that exhibits openness and curiosity to understand others' experience and ideas. Structures and policies that are inclusive, respectful, compassionate, and just.

Accessibility Attitudes that include and are accessible to people in multiple ways and contexts across age, culture, ability, ideological perspectives, and experiences.

OUR ORGANIZATIONAL ETHOS

What motivates the ways we act in our shared work space?

Dignity A desire for compassion and respect for one another, assuming good intentions in others, keeping agreements, and assuming and expecting thoughtfulness.

Collaboration Soliciting others' ideas, listening well, speaking with honesty and clarity. Accepting responsibility for good and bad outcomes, avoiding blame and pettiness, and looking for ways to help colleagues.

Enthusiasm Passion for our particular mission and goals, taking risks and learning, speaking to ideas and principles rather than personalities, and finding joy in the work and workplace.