Any changes to the Hampshire College academic program must attend to these principles:

- Not narrow what we offer to students or limit our appeal to only some fields.
- Contribute to building community as part of the design.
- Be attractive and accessible to diverse students.
- Not require more resources than the college can support.
- Be unique to Hampshire College.
- Build the skills and supports to enable students to succeed in that model.

**GOALS:**

1. Explore, deepen, and radicalize some of these elements, in ways specific to Hampshire and exciting for future students.
2. If interested, combine 2 or 3 elements to propose a distinctive and integrated student experience.

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**Student Experience Elements from Sept. 15–17 Constituent Meetings**

*(students, staff, and faculty)*

1. **Project Design**
   - Incorporate project design structures and supports throughout the curriculum and student experience
   - Students begin developing these skills in Div 1 with the support of staff, faculty, and student mentors
   - Collaborative projects in Div 1 that cohorts of students enter into
   - Embed projects - 1 at each Div level - across student experience
   - Distinctive aspect of Hampshire that could draw students from other campuses (e.g., for ‘study away’ at Hampshire)

2. **Opportunities for Experiential/Applied Learning**
   - Require that students engage in internships, study abroad, or summer research
   - Engage alums to support internships, professional mentorship experiences (apply learning in real-world contexts)
   - Dethrone the course as a unit of study -- students identify projects/experiences

3. **Big Idea Collaborative Projects**
   - Organize portion of Div 1 around compelling large-scale challenges and developing solutions
   - Recruit students who are interested in jumping in to collaboratively solve problems
   - Bring multiple disciplinary (or transdisciplinary) perspectives to shared problems; flexible and adaptive curriculum
   - Create processes for staff, faculty, alums to participate
4. **Cohort Building**
   - Embed cohort-building across multiple areas of student experience and curriculum
   - LLCs, Baldwin Program offer models
   - Find ways to establish cohorts that persist
   - Need to be authentic, offer value, and be universal
   - Better utilize spaces (Film/Photo and Art Barn as model)

5. **Reinventing the Course**
   - Formalize independent studies (and encourage collaborative I.S.)
   - Student-led courses (EPEC as precedent)
   - Skill-based workshops and classes (some short-term, e.g., 2 weeks)
   - Students co-create syllabi/build course themes that faculty select
   - Note that more conventional courses need not disappear under this model

6. **Divisional Seminars:**
   - Process-oriented courses that support student work in Div 1, 2, and 3
   - Included in all students’ course loads: Students are always enrolled in a Div seminar
   - Model could include workshopping, peer mentoring, collaboration, advising
   - Co-taught by faculty and staff or faculty and D3 students

7. **Collaborative Learning and Community Building**
   - Balance between student-directed and collaborative learning / teamwork / ethos of mutual responsibility
   - Campus-wide orientation
   - Campus-wide education days (Engage)
   - Campus-wide conferences (e.g., for D1, 2, and 3 work)
   - Radicalize self-governing community (faculty/staff/students together)
   - Better utilize our spaces for community-building

8. **Advising and Mentorship**
   - (How) are advising and mentorship same/different?
   - Student mentorship/leadership – students advising students
   - Seminars for faculty, staff, students to learn mentoring/advising skills
   - Networks of advising?