



Hampshire Next: Concepts

Community Agreements



Make space, Take space

Speak for yourself; speak from your own experience

Listen to understand and learn

Agree to disagree

Conceptual Models

- ▶ Over the last few years faculty, staff, students, and alums have generated many ideas to modify a Hampshire College education
- ▶ Those ideas exhibit some resemblances, and some suggestions emerge repeatedly
- ▶ The slides that follow attempt to abstract from the many particular suggestions to offer a typology of approaches
- ▶ Each slide represents a conceptual model for a new approach to a Hampshire College education
- ▶ No model exactly reproduces any particular suggestion, and some ideas might fit into more than one model
- ▶ The purpose of these models is to begin to clarify alternatives we might pursue, and help us prioritize and focus this work

Project Design / Entrepreneurial Skills

- ▶ Organize the student experience around project design skills
- ▶ Emphasis of curricular structure is on process
 - ▶ Collaborative work encouraged
 - ▶ Faculty and staff support students as project managers/mentors
- ▶ Cultivate alum support/engagement to support projects
- ▶ Liberal arts remain at core of academic offerings

Social Impact and Activism

- ▶ Emphasize social justice as core mission, build into entire curriculum and culture
- ▶ Coursework across disciplines incorporate social justice and/or activism frame, including skill and strategy development
- ▶ Support for students, faculty, staff to engage local, national, global issues with activism, as part of educational experience

Applied and Experiential Focus

- ▶ Expand dramatically community engagement opportunities
- ▶ Require substantial applied or experiential component for each student program
- ▶ Curriculum would have to include structures to develop skills necessary for effective participation in applied and experiential learning

Global Challenge Projects

- ▶ Organize the Hampshire student experience around engagement with the major problems facing them and the world
- ▶ Students immediately begin working in cohorts on a global challenge, collaborating throughout Div I year
- ▶ School structure reconceived to support ongoing student work on these and other challenges
- ▶ Div II and III don't HAVE to address these challenges, but might; students still develop own questions and projects

Graduate School for Undergraduates

- ▶ Explicitly recruit students who want to pursue high-level, rigorous research and professional-level creative work
- ▶ Develop a curriculum that prepares all students for MA level work in Div III
- ▶ Rely upon five colleges and fact that HC students can take grad level courses at UMASS
- ▶ Recruit internationally for students with this potential

Emphasize Current Strengths and Unique Offerings

- ▶ Identify and prioritize the programs that:
 - ▶ Have and will attract students, and/or
 - ▶ Have established a strong reputation in the market, and/or
 - ▶ Are distinct to HC, or at least not widely offered
- ▶ Programs understood broadly to include academic, residential, experiential offerings and opportunities

Aggregate & Validate Open Educational Resources

- ▶ Hampshire College faculty oversee and evaluate student work from multiple sources to validate quality of student outcome/experience
- ▶ Hampshire College offers fewer courses, connects students to experiences of many kinds, and offering support. For example:
 - ▶ Experiential/Assessed Learning
 - ▶ Free online courses (MIT Open Courseware, Coursera, Stanford Online)
 - ▶ Internships/employment
 - ▶ YouTube
 - ▶ Summer research programs
- ▶ All students complete a Div III under supervision of HC faculty

Transfer and Adult Learners

- ▶ Instead of recruiting recent high school graduates, recruit transfer students from other colleges, community colleges, military service, or adults coming back to higher education
- ▶ Develop three year program, no Div I
- ▶ Rely on our expertise in competency-based and assessed-learning to move students smoothly through the degree program
- ▶ Do not require residency for all students

Other Modifications – Could Combine With Any Concept

- ▶ Staff can teach and advise
- ▶ Add selected MA degrees → offer four year MA degree
- ▶ Larger shared seminars in Div I (perhaps with Div III students leading discussion sections)
- ▶ Div II group advising, or advising seminars supplement individual advising
- ▶ Remove distribution requirements
- ▶ Create a core curriculum
- ▶ Inquiry Roundtable → presentations of student, faculty staff work; required class for all
- ▶ Add a BS degree
- ▶ Give (some?) grades
- ▶ Offer Credit
- ▶ Div III seminars routinely supplement individual advising
- ▶ Replace/remove/radically modify current schools
- ▶ Students can teach a class as part of their Div III
- ▶ Focus on recruiting transfer students and adult learners