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
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