Phase II: Hampshire Launch

November 12-13, 2019
Process Moving Forward

- **Staff, Faculty, Student Meetings**
  - 10/29
  - 10/30

- **Cross-constituent #1**
  - Nov. 5-6

- **Cross-constituent #2**
  - Nov. 12-13

- **Cross-constituent #3**
  - Nov. 19-20

- **Faculty Meeting**
  - Nov. 14

- **Faculty Meeting**
  - Dec. 5

*Initiatives and Small Group Work*
Goals for Today

► Results from last week’s meetings

► Get input on community-building aspects of model
Summary of Results: How to organize the “Units”

Agreement:
- open, flexible, inquiry-based, inclusive

Competing Viewpoints:
- solutions oriented vs. exploratory
- what constitutes easy to understand or communicate

Outcome:
- No one way to approach a topic
- Multiple practices are needed
Name for “Units”

Agreement:
► not “challenge areas”
► people engaged in study and action together

Examples:
► Intellectual communities
► Knowledge and Practice Communities
► Learning Communities
   —> Learning Collectives
Learning Collective

A community of people who think, learn, create together

Learning Collectives embrace multiple practices such as

- seeking a solution to a problem
- exploring a question or theme
- organizing activism
# Learning Collective: Multiple Practice Groups

<table>
<thead>
<tr>
<th>Question</th>
<th>Challenge</th>
<th>Theme</th>
<th>Activism</th>
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<tbody>
<tr>
<td>What is just healthcare?</td>
<td>Climate Justice or Art and Injustice</td>
<td>Environmental Racism</td>
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<td></td>
<td>Food Insecurity or</td>
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**Justice:**

- **Question:** What is just healthcare?
- **Challenge:** Climate Justice or Food Insecurity or Environmental Racism
- **Theme:** Art and Injustice
Learning Collectives: Key Elements

- Divisional seminars
- Other courses
- Diversity, Inclusion, Accessibility
- Community-building practices
- Symposia and Conference
Learning Collectives: Symposium and Conference

End of Fall:
All **practice groups** within a **Learning Collective** come together for a day-long Symposium
► presentations and new collaborations

End of Spring:
All **Learning Collectives** come together for a campus-wide conference
► presentations and collaborative work
Learning Collectives: FAQs

**How many:** 4-5
**How long:** 4 years, overlapping 2 years
**How organized:** overarching concept or theme
**Examples:** JUSTICE, MOVEMENT, BEAUTY, TIME, ENVIRONMENT
Initiatives

- Diversity and Inclusion
- Curriculum
- Learning Collectives
- Existing Practices
- Community building and engagement
  - Today: focus on community-building elements of learning collectives
Community Building and Engagement

The community building and engagement elements of the LC’s aim to strengthen connection, community, collaboration and access among students and the whole campus community.
Intended Outcomes

- Improve student experience and retention
- Strengthen connections and collaboration among students, staff, faculty and alums
- Strengthen skills and capacity of students, staff, and faculty to engage meaningfully and respectfully across difference towards building an inclusive community
- Strengthen connection between student life and academic affairs
- Create a community infrastructure that is accessible to all students
Small Group Work

Choose one or more of the community building and engagement strategies and map out a plan for how they could be integrated into the Learning Collectives to strengthen connection, community, collaboration and access among students, staff, faculty, and alumni.
Small Group Guiding Questions

1. What are the key elements of your proposal?
2. How are staff and faculty involved in supporting and implementing this initiative?
3. What current models, practices and/or programs on campus or at other institutions can we draw from to create this initiative?
4. How does your proposal address *diversity, inclusion, and access - particularly for people (students, faculty and staff) who are traditionally marginalized, underrepresented, and under-resourced?

Please email your group’s response to academicinnovation@hampshire.edu
Community Building Strategies

- Group advising
- Cohort building and sharing across cohorts
- Peer mentoring
- Collaborative learning and skill building
- Community-Wide Orientation
- Community Engagement Initiatives and Projects
- Scaffolded support for students’ learning and reflection on positionality, and working across difference
- Initiatives that deepen the college’s commitment in practice to diversity, equity, inclusion, and access
- Residential living and learning communities that support skill building to live and work in community
Diversity, Inclusion and Access

Hampshire’s commitments to diversity, inclusion, access, social justice and anti-racism are central to our educational model.

- AACU defines **Diversity** as individual differences (e.g., personality, prior knowledge) and group/social differences (e.g., race/ethnicity, class, etc)
- **Inclusion** is defined as the active, intentional, and ongoing engagement with diversity—in the curriculum, co-curriculum, and in communities—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.
- The term **Access** typically refers to the ways in which educational institutions and policies ensure—or at least strive to ensure—that students have equal and equitable opportunities to take full advantage of their education. Key dimensions of access include affordability, availability, accessibility, accommodation, and acceptability.
Next Steps, Contact Information & Meeting Archives

Please type up your group's response and email it to: academicinnovation@hampshire.edu

Archives of retreats and cross-constituent meetings:
cws.hampshire.edu
   ► HC_Launch
Next Steps

Cross-constituent Meetings

Tues. Nov. 19th 4-6pm (MLH)
Wed. Nov. 20th 9-11am (MLH)