

**ARCH Sustainability Learning Collaborative  
Initial Teleconference, April 21, 2017  
Agenda**

**Call-in Number: 866-398-2885; Access Code: 497574**

**I. Introduction of Learning Collaborative Leaders and Members**      Jill Kagan  
(Attachment 1: Collaborative Leaders and Members)

**II. Definition and Operation of the Learning Collaborative** Susan Summers

**Characteristics of a Learning Collaborative**

According to Cornell University’s Center for Teaching Excellence, rather than being a “top-down” approach to learning, a Learning Collaborative allows participants and their real-life issues create the focus of learning.

Peer-to-peer interaction with others from the group and “doing” activities outside of group discussions is of primary importance.

Learning occurs as the group develops solutions to real-world problems.

Some activities occur in the group in real time (such as brainstorming solutions or peer-to-peer support to address an issue), and some occur over a period of time (such as developing a logic model or completing a business plan) that Learning Collaborative members work on independently and report progress and issues during the process.

Collaborative learning is social, supportive, and fosters civic responsibility to one another, and to respite as a whole.

**III. Overview of Key Topics from Survey**      Susan Summers  
(Attachment 2: Key Topics and Questions)

**IV. Where We Go from Here**      Group Discussion

- Challenges in collaborating at a distance
- Prioritizing topics for conference calls
- Structuring conference calls
- Expectations for Participants before, during and after calls