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Five College *Ink*



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Five College Mission

Five Colleges, Incorporated, sustains and enriches the excellence of its members—Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts Amherst—through academic and administrative collaboration. The consortium facilitates intellectual communities and broad curricular and cocurricular offerings, affording learning, research, performance and social opportunities that complement the distinctive qualities of each institution.

Ink

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Strategic Plan initiatives already taking flight



The Five College Strategic Plan, 18 months in the making, was already beginning to change the way the campuses collaborate before it was approved by the Board of Directors in December. Preparations for planning began in the spring of 2009 with the deans' call for "concept

papers" for new and enhanced forms of academic cooperation, and resulted in 24 submissions. Several early ideas from concept papers, task forces and working groups were identified to be pursued while planning work proceeded.

Among these initiatives is the creation of the Five College Residencies and Visiting Positions Programs, which will bring artists and scholars to multiple campuses to assist in such efforts as curriculum development, faculty professional development and scholarly or creative collaboration. In addition, some part of the visitors' work be with students. In the coming year, this program will fund visiting artists and scholars in children's studies, Latin American and Latino studies, opera and public policy.

The Five College Sustainability Studies Program is another example of an idea emanating from the strategic plan that has already taken root. The program is sponsoring a lecture series this semester, and a proposal for a certificate program developed by collaborating faculty members is

under review by campus curriculum committees. In addition, a group of faculty members has received Five College funding to explore possibilities for the creation of a Five College food and agriculture summer institute to be based at the Hampshire College Farm.

Five Colleges is also studying how to better align bus schedules with course schedules to improve transportation for students taking courses on other campuses (see next page). In addition, the consortium is discussing with Pioneer Valley Transit Authority possibilities for expanding bus service between the Five College area and Holyoke and Springfield, both to support students participating in service and community-based learning in those communities and to improve access to the Five College area for prospective campus employees and others wanting to participate in events at the campuses. To help ensure the effectiveness of existing Five College initiatives, a schedule of periodic, systematic reviews of consortium programs has been adopted.

This issue of Ink contains as an insert the entire strategic plan: *Optimizing the Consortial Advantage by 2020: A Strategic Plan for Five Colleges*. You can download a copy through a link at the Five College website, fivecolleges.edu, where you'll also find an updated progress chart on strategic initiatives.



Building on record-high Interchange course registrations

The number of courses taken by students through the Interchange cross-registration system continues to grow, reaching a record 5,790 courses for the 2009–2010 academic year. Significant increases occurred for UMass—which saw a 43 percent increase over two years in student enrollments off campus—and Amherst, with a 27 percent increase over the same period.

The Five College cross-registration system makes available more than 5,000 courses taught among the campuses each semester, giving students opportunities to take classes that are not offered on their home campuses or are held at times that better fit their schedules.

Even with this success, efforts continue to make the Interchange as accessible as possible to all Five College students. “Our goal is to reduce impediments by streamlining registration, improving bus schedules and suggesting optimal times for offering courses designed to serve students from several campuses,” says Neal Abraham, executive director of Five Colleges and leader of the effort.

With this in mind, Five Colleges is planning a large-scale survey of student cross-registration experiences. The survey will be administered to students who have and have not taken a course on another campus. Its goal will be to get to the heart of why students do—and don’t—leave campus for classes.

The survey will seek to discover the effect of faculty

advisers, friends, class schedules, registration procedures, the availability of course information and perceptions of campus cultures in assessing what encourages students to take a course on other campuses or keeps them home. Central to the survey, and in fact to Five Colleges’ inquiry, is transportation and its impact on cross-registration.

Abraham and others have been comparing bus schedules to course schedules and reexamining routes to determine the best schedules to get the most students on the fastest route to other campuses. The consortium has also gone beyond studying the issue to put express shuttles on the road on certain routes in an effort to determine the effectiveness of such an approach. “Beyond surveys and speculation,” says Abraham, who is a physicist, “one of the best ways to test the reliability of a solution is to run an experiment.”

Available only to Five College students, the added express shuttles this semester go between Mount Holyoke and Smith. The shuttles are operated by Seemo Shuttle Transportation to serve a schedule constructed around the class times of students who have preregistered. “We began with a thirty-two-passenger bus, with room for at least ten—sometimes twenty—more students than were preregistered in the fall, so we could encourage all students to use the bus,” said Abraham.

Abraham expects that changes to cross-registration patterns will be seen as soon as fall 2011.





Five College drawing course challenges and inspires

By Alexandra de Montrichard

What would a student think of a course that requires her to travel to five campuses over the course of a semester, complete more than 100 assignments from a variety of professors, and survive critiques that last late into the night?

“It was one of the most transformative classes I took in college,” said Sarah Kulig of the Five College Advanced Drawing Seminar. Kulig, a 2009 Smith graduate, took the course in 2007. “The number of professors and students from a variety of academic and personal backgrounds inevitably leads you to doubt your work, ask difficult questions and at times feel intense frustration. However, the challenge is also the joy.”

Every fall since 1995, a few of each campus’ best studio art students have met twice a week: Tuesday with the faculty member who coordinates the seminar, Thursday with a different visiting faculty member at his or her home campus. At the middle and end of the semester, students gather with faculty members for critique sessions that often far exceed the 7 to 9 p.m. class time. The course culminates with a group show at a campus gallery.



Facing page: Student work from the 2010 show.

Above: Students and faculty members in the 2010 Five College Advanced Drawing Seminar.

Left: Hanlyn Davies, class coordinator.

“The real core subject of the class is each student’s individual development,” said Hanlyn Davies, professor emeritus at UMass, who helped found the course and has coordinated several, including those of the last two years. The seminar’s open-ended approach—in which students choose their own themes, formats and materials—and its focus on self-exploration are intended to prepare students for their final senior projects. “The idea is that

the student is at the center of the education process, not at the periphery,” said Davies. “Students are treated as young artists and are expected to perform.”

Five College art departments began collaborating in the early 1990s by hosting such guest artists as the sculptor William Tucker and the painter Frances Barth. Art department chairs and members of the studio art faculties decided to take the collaboration further with a joint seminar. “The faculty and students were really excited by the whole inter-college nature of the residencies,” recalled Carol Angus, then the director of information and publications at Five Colleges and liaison to the group. “We explored ways to take advantage of that collective strength and the variety and range it offered. After all, taken together, the five studio art programs had a large number of very gifted artists. And the students either didn’t seem to know about or didn’t have a way to access that collective resource.”

The first class was offered in fall 1995, with Davies as the coordinator and two art faculty members from each department teaching a class session hosted on their home campus. Davies, who was then chair of the UMass Art Department, helped to construct the initial model for the course. “The first year was a resounding success, and most if not all came away with a reenergized sense of what we were or might collectively be,” recalled Ron Michaud, a member of the art department at UMass.

In the early years, the course had as many as 25 students, and some critique sessions ran from five o’clock until midnight. “Faculty members who volunteered to teach the course gave a lot of their time, a lot!” recalled Angus, whose efforts in establishing the class are now honored with the Angus Award, which is presented each year to the student considered the most promising in the field.

From the outset, it was agreed that responsibility for coordinating and hosting the course would rotate among the five art departments. The greatest challenge the faculty members faced was the amount of time the course took. To make it more manageable for all involved, the number of students accepted was reduced over the years to three per campus, and in 2010 the course had five guest instructors instead of 10.

Now, more than 15 years after it began, the course continues to inspire student artists, engage faculty members from each campus, and earn rave reviews on course evaluations. “The course raises the bar for all who participate, and this has a positive effect throughout all of our studio programs,” said Michaud. “It’s a wonderful gift to all of us.”

When Davies serves as coordinator, students are asked to present 10 drawings every week, keeping in mind the course’s three guiding questions: What is important to you now? What makes it important? How do you communicate it? Much of the Tuesday class time is reserved for critiques in which students present their work to each other. “There’s an element of trust that builds between and among students, and they’re very important to each other,” said Davies. “Constructive criticism is part of the course, and peer support plays an important role.”

In the course description, Davies explains that the two major critiques are central to the course: “Experiencing a wonderful confluence of what is being seen and what is simultaneously being said about what is being seen can turn on lightbulbs and propel the work forward. There is no doubt that it is a rigorous and challenging and, for some, daunting methodology.”

Amherst College resident artist David Gloman said that “the critique reinforces the fundamental idea that a wide spectrum of perspectives is crucial to developing a body of artwork. I’m always amazed at how different the students’ visions are and am extremely curious as to what they’ve gleaned from their exposure to the rich philosophies, mediums, techniques and diverse perspectives of the participating studio faculty.”

This all adds up to a demanding course. “It’s challenging, but a great opportunity to explore how you make your art,” said Hampshire College student Ana Keck of the 2010 course. “I felt that I was able to sort of stumble upon a new area of exploration in my work and create my own process. I feel much more comfortable carrying out independent work, which will be important once I leave school.”

According to Nat Cohen, professor of art, sculpture and design at Hampshire College, “The difficulty is to develop and sustain ideas, and when you hit the wall to start again. While that sounds simple enough, it really isn’t, and it’s a great lesson for people working in the arts.”

Kate Conlon, a senior at Smith College, agrees: “It requires you to make decisions and critical judgments about your work and to find your own inspiration. Doing whatever you want is harder than it sounds.”

STEPHEN PETEGORSKY



Five College sustainability studies opportunities expand



UMass student Jeremy Fellows, on a fieldtrip to the Hampshire College Farm as part of the Agroecosystems and Sustainable Agriculture course taught at Mount Holyoke last fall.

A variety of Five College sustainability studies programs and services now offer additional opportunities and support for students who want to study the impact of humans on the environment. Current initiatives include a Five College lecture series, a website listing available courses and programs, a proposal for a Five College certificate in sustainability studies and an investigation into a possible Five College food and agriculture summer institute.

This comes at a time when interest among faculty members, students and administrators alike in improving the sustainability of their campuses is on the rise (see “Sustaining the environment, sustaining our institutions” in the 2009–2010 issue of *Ink*). “The search for sustainability is something that campuses around the country are really going to have to get behind,” says Jan Dizard, professor of sociology and American studies at Amherst College. “We can make an impression, we can make a dent, as a result of the five institutions collaborating.” Dizard is a leader in an effort to create a Five College certificate program in sustainability studies.

Akin to a degree minor, each Five College certificate program enables a student to investigate a field of inquiry that may not otherwise be available. The sustainability studies certificate program, which could be offered on at least some campuses as soon as fall 2011, will combine a

broad course of study in three core areas of sustainability (environmental sustainability, sustainable economics and politics, and sustainable society and culture) with an internship or independent-study project that culminates in a symposium presentation to students and faculty members. The Five College certificate-program model is perfect for offering students an important—and new—field of study, according to Dizard. “None of the college campuses has the sufficient breadth or depth of courses to offer this on its own,” he says, “so this strikes us as a perfect example of a Five College program in which pooled resources amount to everything.”

Closer at hand, each campus has been sponsoring speakers this semester as part of the Five College Sustainability Studies Lecture Series. Issues explored in it have included the environmental impact of war, the BP oil disaster, global land-use patterns, the human and natural ecology of the Connecticut River and the economic opportunities presented by current environmental challenges.

“There’s a tremendous interest among students in looking at the environmental aspects of what they’re already studying,” says Beth Hooker, a visiting assistant professor of environmental studies at Mount Holyoke, who is coordinating many of the Five College sustainability efforts this year.

For more information about sustainability studies at Five Colleges, go to fivecolleges.edu/sites/sustain.

Three campuses earn top sustainability scores

Amherst, Mount Holyoke and Smith colleges each earned a score of A- on the College Sustainability Report Card 2011. This score gives each the title of Overall College Sustainability Leaders along with 49 other institutions of the 322 ranked for the report card. Among the key criteria for all colleges were: using Energy Star appliances, constructing LEED-certified buildings, buying local and organic food and encouraging alternate forms of transportation. The College Sustainability Report Card, a project of the Sustainability Endowments Institute, looks at the colleges and universities in the United States and Canada with the largest endowments and grades each institution in a variety of categories, including Administration, Climate Change & Energy, Green Building, Student Involvement, Transportation, Endowment Transparency, Investment Priorities and Shareholder Engagement.

Architectural program begins effort to link people with the river—and Europe



The Connecticut River as depicted in Thomas Cole's painting The Oxbow, which was loaned to Mount Holyoke College in 2002 for the exhibition, Changing Prospects: The View from Mount Holyoke. © The Metropolitan Museum of Art / Art Resource, NY.

Five Colleges and the Five College Architectural Studies Program have begun the Riverscaping project, aimed at helping communities along the Connecticut River from Turners Falls to Springfield find creative, sustainable approaches to working with and on the river. The effort is getting help from a surprising source—Europe. In December, the project was awarded a €100,000 (\$135,000) grant from the European Union Delegation to the United States as part of a broader EU effort to improve Americans' understanding of Europe. Critical to Riverscaping, therefore, is the project's partnership with river experts in Hamburg, Germany—the European Green Capital of 2011—who will exchange ideas and expertise with Five College faculty members, students, and community members from throughout the Pioneer Valley.

“While Riverscaping is about building stronger communities and cities along the Connecticut River here in the United States, our project proposes a series of learning exchanges with Hamburg,” says Thom Long. The Five College assistant professor of architecture and design heads the project, which includes Hampshire College architectural and art history

professor Karen Koehler and UMass assistant professor of architecture Frank Slegers. “Hamburg has made huge strides in addressing social, urban and sustainability issues, driven in part by the Elbe River,” Long said. “We have invited local experts and officials from Hamburg to explore and discuss their challenges and successes in hopes of shedding light on new strategies to capitalize on the opportunities provided by our riverscapes.”

From January 2011 through June 2012 the project will institute three primary components: learning laboratories, research laboratories and design laboratories. Envisioned as an exchange of ideas and experiences, the learning laboratories will be scheduled for spring, 2011. In the fall of 2011, research laboratories will open up new collaborations in social sciences, natural sciences, history, arts, planning, building sciences and beyond. Comprising studio design courses and design/build competitions, design laboratories will produce both visions of future riverscapes and physical, artistic and architectural installations along the river.

For more information, visit riverscaping.org.

People of different backgrounds, races, roles gather for Days of Dialogue

By Kevin Kennedy

Face-to-face, interactive, challenging, thought provoking: all are words that characterize the Five College Days of Dialogue, which have been taking place on each campus over the past several semesters. They represent the beginning of a consortium-wide effort to promote a more open-minded and inclusive Five College community.

Intergroup dialogue—that is, bringing together people from disparate backgrounds or points of view to share perspectives—has been embraced by campuses here and nationwide in recent years, with a particular focus on students. “Increasingly,” says Ximena Zúñiga, UMass associate professor of social justice education, “research tells us that sustained dialogue across racial and other social divides, when facilitated well, can help participants develop a sense of personal and collective responsibility about diversity and social-justice issues impacting their communities.”

Interest grew in expanding intergroup dialogue beyond students to faculty and staff members, and in 2008 the Five College Training and Development Collaborative began working to develop sustained opportunities for dialogue among faculty and staff members. Led by Zúñiga, whose work has placed her as a national leader in the field, the collaborative recruited and trained facilitators from among the campuses to guide sessions. The collaborative organized a consortium-wide Day of Dialogue in fall 2009 and a week-long Days of Dialogue the following fall.

Rather than being a response to specific incidents, organizers say the primary goal of ongoing intergroup dialogues is to proactively improve understanding across differences. “We need to do a better job of creating a climate in which people of color and other underrepresented groups feel more welcome,” says Gladys Moore, Mount Holyoke’s dean of religious and spiritual life, director of diversity and inclusion, and a member of the Five-College Intergroup Dialogue (IGD) coordinating group.

Her fellow IGD members say intergroup dialogue not only creates a more welcoming environment; it also creates a space for dealing with issues people may find difficult to discuss, from race to gender identity to budget cuts.

Beginning with one day and 350 participants in fall 2009, Days of Dialogue grew this year to involve some 400-plus participants and session facilitators. Dialogues in both years looked at such subjects as race, ethnicity and culture; class, rank and status; and religion and gender dynamics at work. In two-hour sessions, participants explored their self-identities and their relationship to others to a degree that few had likely ever done before.

In a follow-up meeting after last fall’s Days of Dialogue, facilitators met to share their thoughts. For one facilitator the highlight was, as she put it, “watching my group develop from timid and shallow initial statements into a deeper and richer dialogue, [and] watching one woman who had not yet spoken finally open her mouth five minutes before the end of the dialogue and enrich the entire experience for everyone in the room.” Many noted that the best conversations were the most honest and challenging. “Good dialogue often unsettles people in order to transform them,” said another facilitator.

Members of the Five College IGD coordinating group say they were pleased that there was increased participation this year in the Days of Dialogue, especially among faculty members. They noted that there continues to be an interest in issues of class, rank and race, as well as an increased interest in religion, probably because there seems to be evidence of more religious intolerance in society as a whole.

Facilitators noted a broad consensus of interest among participants in attending additional dialogues and other follow-up opportunities. “The first thing people said to me was ‘This was great,’” recalls a facilitator. “The next thing they said was ‘What’s next?’”

Follow-up to such events is key to successful intergroup dialogues, says Zúñiga. “Intergroup dialogue programs are based on the premise that sustained and meaningful intergroup contact, dialogue and education are necessary to address issues of conflict and to promote the creation of just, multicultural campus communities.”

The Five College IGD Coordinating Group is already planning follow-up dialogue opportunities to the Days of Dialogue. A series of sustained intergroup dialogues, focusing on topics of race and ethnicity, class and rank, and gender will be held during the spring semester. The dialogues will consist of a series of two-and-a-half-hour sessions over a period of six weeks and will be facilitated by faculty and staff members who have been through the IGD training program.

The committee has been setting measurements to determine their successes in this process. The goal of its first year, according to Stephen Butler, committee member and organizational development specialist for Amherst College, was to train people on each campus who could lead dialogue sessions. With that accomplished, the collaborative is focusing on its second objective, which is to create a sustainable process. It’s also working with Zúñiga to carry out a full evaluation of the process, in which they’ll be measuring the openness of staff and faculty members toward people of various backgrounds and cultures and the skills they have to work with them.

NewsBreaks

Partnership pairs professors and teachers



ROSEMARY KALLOCH

Five College Teaching American History project participants at Mystic Seaport as part of a New England field study.

Faculty members from the Five Colleges lead professional development seminars, summer institutes and field studies for the Springfield Public Schools' history and social studies teachers. This is part of a continuing partnership between area public schools and Five Colleges to use campus resources to improve elementary and secondary school teachers' skills and deepen their knowledge.

Asked about the most beneficial aspect of the program, advanced placement US history teacher Marisa Vanasse said, "Whether it was professors whose work I could use in the classroom—or who could serve as experts for my students—or the sites visited where we could gain firsthand experience, I would have to say it was the resources. I also found myself linked to history teachers from the district whom

I had never met or worked with." Vanasse's comments underscore the goal of the program: to bring together teachers and professors to share resources in order to improve the quality of education in the area.

Led by Sue Thrasher, the Five College Schools Partnership is a longtime effort to share the resources of the five campuses with schools in the Pioneer Valley. "More than twenty-five historians and American studies faculty members have contributed since the project began in 2002," she says, "and their participation isn't limited to our summer institutes. We're one of the few projects in the country that offer book clubs and have the authors come to talk about their work."

Classroom testing has shown that US Department of Education-funded Teaching American History programs have improved student

performance in history. Through the program, faculty members at the Five Colleges share the latest research in history with public school teachers, offering a professional development opportunity that would be difficult to find anywhere else. Over the past year, the program held seminars on Native American history and on innovation in the Connecticut Valley, provided a two-week retreat focusing on 19th-century history, and offered a field trip to the Washington, D.C., area.

Thrasher reports that this summer's partnership projects will be a summer institute on 20th-century American history; field visits to Boston's John F. Kennedy Library, the Black Heritage Trail, and New York's Franklin D. Roosevelt Library; and participation in the Berkshire Conference of Women Historians, to be held this year at UMass.

—Elizabeth Sweeney AC '11

Summer seminars support faculty and student research

Five College Faculty-Student Summer Research Seminars in the humanities were launched in 2010 with the support of the Andrew W. Mellon Foundation. The seminars brought together junior faculty members, senior faculty members and undergraduates to collaborate on summer research in the humanities. To maximize the educational opportunity for students, faculty members are tasked with presenting their projects to their student collaborators within the context of a broader scholarly discussion, outlining a research plan for the six-week session, and meeting weekly with their students.

Two projects were funded for the summer of 2010: one examining the impact of gender on genetics and genetics research and the other exploring the impact architecture in its broadest sense has on contemporary and historical urban environments.

Architectural Studies: Sites and Citations of the City involved six faculty members, from Hampshire, Mount Holyoke and Amherst, in the fields

of architecture, art history, German, architectural history, literature and music. They worked with six students, from Smith, Hampshire and Mount Holyoke. With research ranging from reading Italian texts in the rare-book room at Smith College to recording soundscapes in downtown Holyoke, the architectural studies group paired off as faculty-student teams to carry out their work.

Gender and the Human Genome took a team approach, bringing together seven students—from UMass, Amherst and Hampshire—with three professors—from Hampshire, UMass and Harvard—in the disciplines of legal studies, feminist studies and history. The group spent the summer reviewing sex-difference research within the context of genomic research and analyzed claims and assumptions within genomic research on sex and gender differences. From this work they produced a white paper framing questions in ethical, historical, philosophical, gender and science studies

that might be pursued in studying this new field of research.

“These seminars brought together junior and senior faculty members with shared research interests, so they could learn from one another while advancing exciting new scholarship in the humanities and social sciences,” said Nate Therien, Five College academic programs director, who oversaw the summer seminars. “At the same time, the seminars gave undergraduates the opportunity to develop their own research skills, working closely with professors and each other. Scientists do this a lot, but it’s less common in the humanities and social sciences.”

Two Summer Research Seminars have been selected for 2011: “Global Approaches to Local Political Change in the Middle East and North Africa” and “Lessons from the Past: Interpreting Water Use and Conservation at Three Significant Historic Agricultural Landscapes in Central and Western Massachusetts.”

—Elizabeth Sweeney AC '11

Hampshire celebrates 40 years

For three days last summer more than 1,200 people gathered at Hampshire College to celebrate the 40th birthday of this child of the consortium. Alumni held performances and impromptu reunions. Former presidents and notable alumni gave presentations. One of the highlights was an interactive



timeline of Hampshire history that ran along a wall inside the Robert Crown Center, to which alumni and faculty members could add photos and other memorabilia, showcasing Hampshire artistry and creativity. “One of the greatest things about the weekend, I felt, was how it reminded everyone what Hampshire was about and what we could achieve. It brought people together again, proud to be ‘of Hampshire,’” says Killara Burn, director of alumni and family relations.

The birth of the Five College consortium and the conception of Hampshire College both occurred in 1965. After its incorporation as



Four Colleges, Incorporated, that year, the first major act of the new consortium was to encourage the founding of another college. Within months, a charter for Hampshire College was created and the consortium rechristened itself Five Colleges, Incorporated. The new college enrolled its first students five years later, in the fall of 1970.

Physicist, anthropologist join the ranks of 40th Anniversary Professors

With the appointment of two new Five College 40th Anniversary Professors, the consortium community may be hearing more about quantum teleportation and the anthropology of space travelers. Herbert Bernstein, professor of physics at Hampshire College, and Debhora Battaglia, professor of anthropology at Mount Holyoke, are the latest to be named 40th Anniversary Professors.

Launched in 2005 to commemorate the anniversary of the consortium's founding, the 40th Anniversary Professorship honors outstanding teaching and scholarship among faculty members, and provides recipients with the opportunity to work with students at other schools. During the three years of the professorship, each receives a research stipend, teaches at least three courses on other consortium campuses, and presents a public lecture. To date, 10 faculty members have received such an appointment.

"For me, teaching is about opening paths to new futures for students in the present world," says Mount Holyoke's Battaglia. "Anthropology offers students counterfactuals to worlds they might think they understand, from the points of view of those who live there. Students learn to live on the horizons of new knowledge—whether of the cosmos or of their neighbors in Holyoke—and to question how we make our worlds."

With a research background in out-of-the-way places as disparate as Papua New Guinea and the meeting grounds of new religious movements in Quebec, Battaglia now focuses much of her attention on outer space. A recipient of a Guggenheim Fellowship and a National Endowment for the Humanities Fellowship, she investigates how extreme environments and space travel shape human relationships and perspectives.

KEVIN KENNEDY



"The advantage of seeing the world from outer space is not that field-working astronauts and cosmonauts forget that people are down there and are somehow above it all," she says. "Their journals and diaries, letters home and pictures from space reveal them to be, if anything, more conscious of the importance of humans' caretaking relationship to their home planet, not less."

Battaglia is currently at work on a book titled *Seriously at Home in "Zero Gravity": Acting Human in Outer Space*.

Herb Bernstein is a founder and now president of the Institute for Science and Interdisciplinary Studies (ISIS) at Hampshire College. Through it, he studies the philosophy of physics and the relationship between physics and society. "ISIS started as a 'house of experiment,' a term from early scientific history," he says. "We try to see what happens when scientists connect their work with the interdisciplinary problems the world faces, and see how they put their values back into their own work."

Bernstein's students, too, have benefited from his research. "Both sides of what I do are very close to my courses," he says, referring to his theoretical "side" and his interdisci-



plinary "side." He cites including a unit on teleportation in his introductory physics class, and was integrating other research into his courses long before ISIS was founded.

Bernstein was named a fellow of the American Physical Society (APS) in 2003, according to the APS website, "for his outstanding contributions to quantum interferometry and quantum theory... and for innovations in teaching, outreach and service through the ISIS institute." Currently, he is developing experiments involving what his colleagues call "SuperDense quantum teleportation" and "SuperDense entanglement."

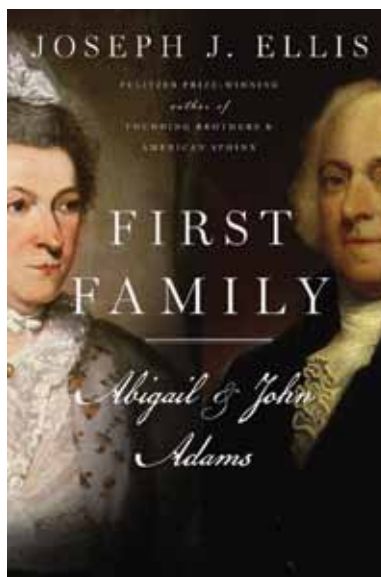
Bernstein's latest interdisciplinary effort is co-founding the Anacapa Society, a national professional organization that supports all forms of theoretical and computational research in four-year colleges. Bernstein notes that Five College faculty members are prominent in the organization, which is based at Amherst College.

A strong proponent of collaboration among faculty members at different colleges, Bernstein says that Five College students get an "immense combination of resources. For smaller places, it is like having an additional few hundred million dollars in endowment."

40th Anniversary Professor's book part history, part biography, part love story

Joseph Ellis, the Pulitzer Prize-winning, best-selling author of *Founding Brothers*, shared his latest book with an audience at Mount Holyoke's Hooker Auditorium last fall as part of his role as a Five College 40th Anniversary Professor. The Mount Holyoke history professor's book *First Family: Abigail and John Adams* has been published by Knopf and the lecture kicked off a tour promoting the book.

In *First Family* Ellis looks at the lives of our second president and his first lady through the hundreds of letters the two exchanged. He distills this record to give an account both intimate and panoramic: part biography, part political history and part love story. "I realized I was entering a correspondence that had been going on for sixty years, in twelve hundred letters," he said



of his research. "I found them to be unparalleled in their emotional honesty."

Ellis describes the first meeting between the two as inauspicious; John was 24, Abigail just 15, and

each was entirely unimpressed with the other. But they soon began a passionate correspondence that resulted in their marriage five years later. In Ellis' book, John and Abigail's relationship unfolds in the context of America's birth as a nation. In studying the letters, Ellis found it striking "how improvisational and seat-of-the-pants they were—whether it was the war or the Continental Congress," he said. "We look back now and it seems that certain things were inevitable. Nothing seemed inevitable then."

In addition to the public lecture, Ellis' three-year term as a Five College 40th Anniversary Professor includes teaching one course a year on a consortium campus other than Mount Holyoke. He taught at Hampshire in 2009 and is currently teaching a course at Amherst.

Hampshire student and Mount Holyoke professor co-write screen treatment

Daliah Leslie was not someone normally drawn to American history—she was a junior studying screenwriting at Hampshire—but something about the Reading the American Revolution class caught her attention. Pulitzer Prize-winning historian Joe Ellis would not normally be teaching at Hampshire—he's a longtime Mount Holyoke professor—but he was on campus in his role as a Five College 40th Anniversary Professor. It was this unlikely meeting that led to the two collaborating on what may become a television miniseries about the Aaron Burr–Alexander Hamilton duel of 1804.

In reading Ellis's *Founding Brothers* as part of the class, Leslie became fascinated by the long, dramatic and often bitter relationship between Burr, who served as vice



president under Thomas Jefferson, and Hamilton, secretary of the treasury under John Adams. That relationship culminated with the duel, described in detail in the book, that ended with Hamilton dead and the vice president of the United States on the lam for murder. "They always had a contentious relationship," says Leslie, "and it was kind of inevitable that their fates would lead to a tragic end."

Struck by the drama of the events and Ellis' retelling of them, Leslie decided to write a screen treatment about them as part of her Division II portfolio. "It was very good," recalls Ellis, "so I worked with her on it." Last summer the two completed the treatment, which is a scene-by-scene summary, preparing the work for an actual script. Ellis sent it to his agent, who is pitching it as a potential miniseries to HBO, the History Channel and others.

"Only in this environment would I be able to accomplish this," says Leslie. "I was able to get in touch with Joe Ellis only because of it. I see all these people not taking advantage of these resources, and I'm like, are they serious?"

—Elizabeth Sweeney AC '11

Ethnomusicology becomes newest Five College certificate program



The 18-member Smith College Gamelan Ensemble, performing in the 2006 Five College World Music Festival, which was sponsored by the Five College ethnomusicologists.



John Baily and Veronica Doubleday, scholars visiting in 2010.

The newest Five College certificate program has long been the center of faculty collaboration among the campuses, so much so in fact that despite beginning to enroll students just last fall, it will already see its first graduates this spring.

Ethnomusicology joins a dozen other certificate programs ranging from African studies to cognitive neuroscience as a field that students may explore in addition to their work within their majors. Akin to academic minors, certificate programs offer students the opportunity for focused study in areas most campuses couldn't offer alone. In the 2009–2010 academic year, 64 students earned certificates.

As described on the ethnomusicology website, "While music is the centerpiece of the certificate program, the topics that appear under the rubric of 'ethnomusicology' extend far beyond 'music in a cultural context' to include history, political science, economics, evolution, science and technology, physiology, media studies, and popular culture studies, among others."

"It will create a structured path for people wanting to pursue the subject," according to Jeffers Engelhardt, assistant professor of music at Amherst College and an organizer of the program. The certificate program grew out of conversations among faculty members over the last three years, in which "we realized the truly tremendous diversity and experience of ethnomusicology faculty in the valley," said Engelhardt.

Five College ethnomusicology faculty members focus on subjects as diverse as post-Soviet religious orthodox Christian renewal music in Estonia, Appalachian string band music, Nikkei Brazilian communities in Japan, improvised music and experimentalism in African American communities, popular music of the Islamic world, and the history of musical instruments.

Such a wide range of faculty expertise not only makes the program possible, but makes it of national note, "It's rare to have this many specialists in such a small place," says Engelhardt.

"There are a couple of comparable programs nationally, but that we can draw on faculty from across the Five Colleges gives this program a unique breadth and depth."

Five College ethnomusicology faculty members have been collaborating for some 15 years, and have added breadth to their own expertise by hosting visiting artists and scholars, such as John Baily and Veronica Doubleday last spring. The experts on music, culture and censorship in Afghanistan performed a public concert, screened and discussed two documentaries and lectured on music and censorship in Afghanistan across the five campuses.

By working within a Five College certificate program, ethnomusicology faculty will be able to expand on such offerings and build a stronger program, according to Engelhardt. "Having a certificate program will raise the awareness of ethnomusicology in the valley."

—Elisabeth Sweeney AC '11

Women's Studies Research Center alumnae collaborate on book

For the first time, two former associates of the Five College Women's Studies Research Center have collaborated on a book. The history of feminist activism is often considered as taking place in waves—the first wave was the push for women's suffrage at the start of the 20th century, the second wave comprised activism of the 1960s and '70s, and the third wave the more recent efforts to consider the role age, sexual preference, race and class play in women's organizing. But in essays examining the progress of feminist activism across these periods, *Breaking the Wave: Women, Their Organizations, and Feminism, 1945–1985* challenges the wave theory of feminist activism and explores an alternative narrative of women's history. The editors, Kathleen Laughlin and Jacqueline Castledine, each began work on the wave theory during different residencies at the Women's Studies Research Center.

Founded in 1991, the Five College Women's Studies Research Center now

hosts 10 to 12 local, national and international scholars each year who engage in critical feminist scholarship from diverse perspectives. These scholars often take part in a public lecture series the center hosts from its offices on the Mount Holyoke campus.

Castledine says, "To me, our experience [at the center] illustrates the importance of institutions like the center in fostering collaboration among feminist scholars. Perhaps more important, it illustrates the significant role that the center plays in helping senior scholars to mentor those who are just entering their field."

Though they were not at the center at the same time, the women's collaboration grew out of their research and experiences there. Laughlin began her research on women's clubs and

second-wave feminism while she was an associate at the center in 2000–01 and Castledine was a graduate student at UMass. Four years later, Castledine started to consider seriously the debates about the wave theory in women's history while she was at the center. They met at events while Laughlin was at the center and eventually she invited Castledine to collaborate on her book project. They offered a presentation on their book at the center in March.

"All sorts of unexpected connections happen among our associates . . . and continue after they leave," says Elizabeth "E.B." Lehman, the center's associate director. "In some cases they're personal, in some cases they're intellectual, in some cases they're both."

—Elizabeth Sweeney AC '11

"Big Berks"—the Berkshire Conference of Women Historians—will be held June 9–12 at UMass Amherst. For more information, visit berksconference.org.

Knowledge Corridor celebrates 10 years

In September 2000, business, tourism and educational institutions came together to create the Hartford-Springfield Economic Partnership, which promotes economic development in the Connecticut River Valley. Dubbed the "Knowledge Corridor" because of its large number of colleges (26, with some 120,000 students) and a highly educated population (more than 13 percent of whom have an advanced degree), the Connecticut River

Valley—from Greenfield, Massachusetts, to Long Island Sound—has the greatest concentration of people and colleges in New England outside the Greater Boston area.

Last fall, the Hartford-Springfield Economic Partnership celebrated 10 years of cooperation within the Knowledge Corridor, during which time it promoted the region as a location for businesses to settle and expand, with a major selling point the many higher-edu-

cation institutions. The partnership had more to celebrate last fall: it was awarded a \$4.2 million grant from the federal departments of Housing and Urban Development, Transportation and Environmental Protection "to create new opportunities for sustainability in housing, land use, environment, water infrastructure, transportation, employment, climate action, leadership development and food security," according to the partnership.

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OPTIMIZING THE CONSORTIAL ADVANTAGE BY 2020

**A Strategic Plan for
Five Colleges, Incorporated
2010–2020**

fivecolleges.edu/planning

Mission

Five Colleges, Incorporated sustains and enriches the excellence of its members—Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts Amherst—through academic and administrative collaboration. The consortium facilitates intellectual communities and broad curricular and co-curricular offerings, affording learning, research, performance, and social opportunities that complement the distinctive qualities of each institution.

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Introduction

Four Colleges, Incorporated, was founded in 1965 to formalize library collaboration and student course cross-registration among Amherst, Mount Holyoke, and Smith colleges and the University of Massachusetts Amherst. Earlier, in 1958, four faculty members of the four colleges were commissioned to write *The New College Plan*, which ultimately led to the founding of the continually experimenting Hampshire College, which admitted its first students in 1970. With the creation of Hampshire College, the consortium became Five Colleges, Incorporated, in 1966.

From its inception, the consortium has posed the following provocative questions about collaboration in higher education, both for its members and for the national conversation: Working together, how can we collectively improve our ability to meet the intellectual and pedagogical needs of students and faculty members? Where are the most productive points of curricular intersection and innovation? How can strategic cost-sharing strengthen educational excellence?

Today, the consortium is recognized as one of the oldest and strongest consortia in higher education, serving 35,000 students and 2,500 faculty members, and supporting two joint departments and a joint major, 13 interdisciplinary certificate programs, and nearly 6,000 course cross-registrations each year.

The value proposition of the consortium is clear: Through collaboration and cooperation, there are greater academic and intellectual opportunities for students and faculty members than could be offered at any single campus, greater efficiency in operations and administration, and greater opportunities for innovation. We should take advantage of these opportunities while remaining mindful and respectful of the differences that create the separate identity of each campus.

As higher education budgets come under increasing pressure—from growing need for financial aid and reliance on less certain public financing, investment earnings and philanthropy—the advantages of collaboration are ever more apparent. Five Colleges, Incorporated, has a leadership role to play in demonstrating a model for higher education that is both pedagogically and financially sustainable.

In undertaking this comprehensive strategic-planning process—the first in a decade—we charged the members of our campus communities to look beyond the immediate moment, beyond many of our own personal relationships

with the five colleges today, so that we might envision a consortium for those yet to come—students and faculty members for whom agile movement—real and virtual—among disciplines, social contexts and institutions will be not merely an attraction but a reality.

The opportunities presented by new and emerging technologies suggest that the geographic proximity that originally defined the consortium need not delimit its scope today. Individually and collectively, our institutions are engaging worldwide audiences, pursuing national and international collaborations, and educating students for multicultural understanding and global leadership. At the same time, we are partners with schools and organizations in our immediate communities. We must strengthen those connections and expand our reach to other communities in our region, particularly the urban centers—vital environments for partnerships in education and service.

Underlying every aspect of this plan are three core ideals:

- **Seamlessness:** maximal opportunity and minimal barriers to collaboration, where pursued;
- **Thoughtful convergence:** synergistic program development, resource sharing and cost-containment, where appropriate; and
- **Scope:** a consortium of local impact, regional influence, national importance and global reach.

The strategic directions in this plan represent the collective wisdom of hundreds of faculty members, students, staff members, trustees and administrators, whose insights were gathered in focus groups, retreats and online forums over the course of more than a year. The goals will be realized over time through working groups, relevant administrative bodies and, in some cases, the engagement of external specialists. A number of matters identified in the course of the planning process as requiring urgent attention already have improvements under development or being put into practice.

To succeed—to optimize the consorcial advantage—we must raise awareness of the valuable outcomes of collaboration across our organizations, recognizing these as compelling incentives for collaborative decision making and investment. Doing so will result in more successful and distinct member institutions, allied productively in a more powerful consortium.

—*Board of Directors, Five Colleges, Incorporated*
December, 2010

I. Enhance Academic Excellence

A commitment to academic excellence underlies all that we do. Our collective endeavors rest on the assumption that supporting a remarkable range of academic offerings cost-effectively is the promise we make to students and faculty members.

The central distinction of our consortium—the alliance of liberal arts colleges with a research university—presents numerous opportunities. As a consortium, we offer much larger intellectual and pedagogical communities, even in subfields, than any single campus could offer. Building on the lessons and successes of existing initiatives in Five College departments (astronomy and dance), interdisciplinary certificate programs, a shared major (film studies), joint faculty appointments, centers (Five College Women’s Studies Research Center, Five College Center for the Study of World Languages, and Five College Center for East Asian Studies), lecture series, and faculty seminars, we are eager to actively pursue other opportunities for academic collaboration and cooperation. Our opportunities include supporting interdisciplinary collaborations in emerging fields; coordinating support for specialized programs developed on only one or two campuses; considering integration and coordination of upper-level curricula in selected disciplines consistent with disciplinary needs and resource limitations on each campus; developing articulations between undergraduate and graduate programs; and sharing library and academic support services. Through thoughtful, cooperative planning, we can achieve even greater academic strength.

Strategic Directions

- Foster intellectual communities through focused Five College academic projects, institutes, and symposia, as well as coordinated exhibitions, lectures, and support for extended-term visitors and residencies. Build community among cohorts of faculty and students in areas of shared interest.
- Actively consider and explore accelerated master’s and other post-baccalaureate degree and certificate programs, drawing on courses and resources at one or several of the institutions, to create uniquely attractive opportunities for specialization or preprofessional preparation. Such programs might be imagined as primarily serving students currently enrolled at one of the five institutions or new students attracted to courses of study not available elsewhere. Each campus will approve its own involvement in these programs.
- Expand incentives and opportunities for faculty members to teach on other campuses, particularly when the sharing of faculty expertise can enhance and enrich the course offerings at a particular campus as well as reduce the need for students to travel to another campus to find those offerings.
- Coordinate deadlines for course submissions and approvals for each semester’s schedule of classes to facilitate joint curricular planning.
- Explore consortial approaches to a range of academic-support functions, such as learning-disability assessment, disability services, and alternative course materials; grant and fellowship application; and facilitation of study abroad/study away programs, community-based learning, service learning and internships.

In developing new institutional models and academic programs, we are informed by a tradition of innovation perhaps best exemplified in the founding of Hampshire College by the preceding four partners. Established as a continually experimenting institution, Hampshire’s innovative institutional and educational philosophy, as well as innovations on each of our campuses, can continue to inspire, as we explore new alignments of disciplines, new interdepartmental and multi-departmental models, and new pedagogies. Individually and collectively, we have innovated and will continue to do so, leading to more sustainable programs and stronger institutions. Central to our success is our commitment to learning from other institutions and consortia and rigorously reviewing our own consortial initiatives, adopting or adapting best practices tested elsewhere and phasing out less-effective programs when appropriate.

A particularly strong opportunity exists for the development of preeminent offerings in sustainability studies. Our region is notably rich in resources—human, programmatic and entrepreneurial—for study and research in sustainability across multiple disciplines in such areas as environmental science; environmental studies; climate change; green design; agriculture and soil science; renewable energy; green computing; environmental ethics; environmental social justice; public policy; and environmental impact on international relations, peace and world security. Through coordination and collaboration, the consortium has the potential to develop signature sustainability programs spanning the undergraduate and graduate levels.

- Continue to explore the integration of information operations and services, implementing additional collaborative strategies for improved services at a reduced cost, including increasing and streamlining access for students and faculty members at each campus to the physical and electronic library collections at the other campuses.
- Develop a collaborative approach to faculty development; multi-institution teaching and publication workshops; and active support and dissemination of collaborative teaching demonstration projects, especially those employing instructional technology.
- Create more shared access to and use of each institution's specialized intellectual resources and research sites, such as the Folger Shakespeare Library, field stations, research sites, study-abroad sites and research institutes.
- Coordinate the development of shared and complementary courses and academic programs that address issues of environmental studies, climate change and its social impact, and the sustainable interaction of people and our planet.
- Encourage that reviews at our member campuses of departments and programs take Five College opportunities into account. Consult when planning strategic investments and adjustments following department and program reviews. Encourage each institution to ask its departments and programs to include descriptions of consortial resources and opportunities in their self studies prior to reviews; and encourage review teams to consider current and potential complementary and parallel programs at the consortium partner schools, as well as how resources might best be invested at the institution under review in light of consortial opportunities.
- Foster greater involvement of graduate students as contributors in the undergraduate summer research projects across the colleges.
- Expand our traditional notion of the academic calendar to intensify opportunities for shared endeavors in short courses, research, internships, and other academic projects in January, May and the summer months.

II. Strengthen Five College Effectiveness, Community and Identity

The Five College consortium, while viewed positively in principle, is unevenly experienced, valued, and articulated, even within the Five College community itself. It is most obviously manifested in course cross-registration, and yet transportation, registration and enrollment present barriers. To create true intellectual and cultural community for students and faculty members, we must improve the basic infrastructure that makes taking courses at other campuses possible: we must maintain closely aligned academic calendars, dramatically shorten travel times between campuses by supporting alternative express transit options, integrate online catalogs, enable more seamless course registration, and clarify and

make transparent each campus's acceptance of credits from other institutions for both graduation and major credit.

From that base, we can expand to such areas as common co-curricular programming, collaborative academic institutes, additional Five College certificate programs, and consortial resources for emeriti and retirees.

To maximize the advantage of the Five College system in recruiting students, faculty members and staff members, it will be important to align these activities under a common—and reenergized—identity, one that complements the individual identity of each of the institutions while promoting the value proposition of the consortium.

Strategic Directions

- Commit to a transit study, with the goal of significantly reducing travel times; a single interface to the course catalogs and schedules of classes of all institutions, including articulation of course equivalencies and prerequisites; and significant improvements to processes for cross registration.
- Recognizing that academic opportunities and the ability to earn credentials are important motivations for students' engagement with other campuses, review the existing set of Five College Certificate Programs (and new ones in development) to make them more visible, transparent and clearly linked through advising to majors, minors and concentrations. Similarly, consider encouraging courses and/or certificates in applied areas not traditionally offered in the context of liberal arts education (e.g., finance, accounting, journalism, nursing, arts management, public health and public policy) to engage students with multiple campuses and provide them with useful complements to a liberal arts degree, whether for degree credit or not, as approved by individual campuses on a case-by-case basis.
- Develop programs to bring together cohorts of majors from the five colleges.
- Encourage co-curricular projects or groups that bring together large groups of students from different institutions for common purposes, such as the successful Five College Opera Project. Enhance the number of Five College celebrations and festivals. Consider also the expansion of Five College intramural and club sports activities.
- Develop one or more multicampus events to showcase students' academic/intellectual accomplishments, such as a senior research symposium or thesis competition, with meaningful prizes awarded in each of the academic divisions. Similarly, review existing discipline-specific events (e.g., Chinese speech contest, geology symposium, physics symposium, theater portfolio review, PoetryFest, Africa Day, Coastal and Marine Sciences student talks, and anthropology student symposium) to see whether potential exists to align them with a larger event similar to the current LEAP symposium at Mount Holyoke College.
- Study how to better communicate the value of the consortium and the distinctive ways in which it enhances the experience of students and faculty members across institutions.
- Capitalize on the broad reach of Five College Radio (WFCR and WNNZ) to reinforce the intellectual and cultural value of the five colleges. Establish dedicated segments or programs featuring content from our campuses, and increase the involvement of Five College community members in shaping the stations' programming.
- Dedicate space on each institution's Web site for Five College news and events.

III. Align Administrative Investments; Share Services

Shared-service approaches to some administrative and support functions enhance value, improve service, reduce costs, and free each institution to focus on its primary mission: education and the creation of knowledge. Our experiences in a number of areas—libraries, risk management, energy management, recycling, student health, a fiber-optic network and public safety—underscore the significant potential for improved services and cost savings in administrative collaboration. As we identify possible areas for shared approaches that enhance services and/or reduce costs, each institution must determine its level of participation, and the timing of that participation to match its local needs, its commitments with regard to protecting jobs of current employees and its resources.

As we seek to reduce the environmental impact of our operations and stabilize or reduce our energy costs, we are presented with multiple opportunities to act collectively, invest jointly in alternative energy sourcing and attract grant funding for sustainability initiatives. Our multi-institution approach to recycling and energy management provides a useful basis on which to build further and more ambitious collaboration. Our expanded and collaborative efforts will also offer students opportunities for rewarding internships. With strategic vision and collaborative planning, we have the opportunity to position the Five College consortium as a leader in resource stewardship.

Joint procurement, collaborative purchasing and alignment of major investments also offer significant opportunities to reduce costs and grow our collaboration strategically. This is particularly true in regard to the purchase or upgrade of major administrative and academic technology systems, which represent significant financial and labor investments to which institutions are typically committed for more than a decade. Other opportunities to explore include coordinated efforts in health benefits and wellness services.

Key to success in this area is recognizing that no single approach will fit all situations. In some cases, collaboration will make sense among two, three or four institutional partners, perhaps including partners from outside the Five College consortium; in other situations, we might elect a commercial solution or the designation of a single campus as the service provider for all five entities. Alternatively, as in the case of the fiber-optic network and the library depository, Five Colleges could produce its own “products,” with the potential to market services to those outside the consortium. We have established effective models of incremental introduction of cooperation, often starting with bilateral arrangements that other institutions join later. We consider bilateral, trilateral and quadrilateral cooperation to be as valuable as five-way sharing of administration and services. By working consortially in the design and evaluation of such initiatives, we will maximize the opportunities for partner schools to join successful pilot programs later.

Strategic Directions

- Continue to streamline administrative and business functions through collaboration, as we have for risk management. Stay well informed about the innovations and project results at other consortia. Areas in which other consortia and organizations collaborate include financial transaction processing, technology support, data warehousing, fleet management, plant management, unified card access, project bidding and construction management.
- Building on the successful experience of joint bidding for auditing services, move toward additional joint bidding and procurement, where appropriate.
- Seek to ensure that major investments made by each campus are undertaken from the earliest point of exploration with advice and consultation with colleagues from the other campuses, enhancing the possibility of other campuses joining in any major endeavor either immediately or at a later date.
- Explore collaborative approaches to maintenance and servicing of sophisticated research instrumentation and equipment.
- Continue to develop convergences in information technology systems and licenses, as outlined in section IV.
- Find ways to work together to reduce emissions and address our collective carbon footprint. These might include exploring joint purchasing of energy from alternative sources or generating more of our own; supporting more efficient management of transportation and fleet resources; purchasing more food locally, for freshness and reduced transportation impacts; diverting more of our solid waste to composting or reuse; and sharing building capacity throughout the consortium for swing space during renovations and student housing overflows.

IV. Make Optimal Use of Information Technologies

The diversity of our institutions—four distinctive liberal arts colleges in partnership with a research university—presents a powerful opportunity to develop and model the optimal role of information technologies in each of these settings and in linking these settings. With a commitment to shared innovation and investment, we can enhance the residential college campus experience—including its emphasis on close student-faculty relationships and a small student-faculty ratio—via appropriate technologies. At the same time, technology can support individualized learning in the context of a larger-scale teaching environment, providing access to course content in a way that allows faculty-student face-to-face interactions to focus on higher-order cognitive

processes and such educational elements as analysis, discussion and teamwork.

Technology also enables us to envision a consortium unconstrained by geographic proximity. Five Colleges' high-speed fiber-optic network, completed in 2007, offers virtually unlimited bandwidth for educational and research purposes, facilitating national and global connectivity for videoconferencing, high-performance computing, and shared access to Internet-based software and resources. As we connect ever more effectively among the member schools in our consortium, we should look to extend our connections to appropriate educational institutions and resources throughout the nation and the world.

Strategic Directions

- Engage an external information technology consultant to review the internal inventory of resources and opportunities for collaboration, and to explore more broadly the opportunities to strengthen our educational practices based on best practices elsewhere and national and international trends in information technology. Our goal for shared and coordinated IT services is to enhance academic collaboration and cooperation (including faculty exchange and student course cross-registration) as well as administrative cooperation, coordination and effectiveness. Gain assistance in assessing the opportunities, benefits and costs of moving toward either more compatible or more common technology systems, particularly in the areas of course management/learning management systems, registration/preregistration, course catalog and course schedule information, single sign-on access to any of our campus data networks and card-access systems.
- Commit to a full exploration of possible multi-campus approaches before any individual campus makes a significant investment in academic and/or administrative technology systems.
- Through sufficiently compatible administrative enterprise systems and more active sharing of data, develop an integrated interface for institutional course catalogs, and faculty and staff directories, and a more integrated schedule of classes. These solutions should appear seamless and navigable to students and faculty members even if separate systems are retained.
- Explore the potential of cloud computing and communally accessible educational and administrative software, content and data services to collectively serve the information technology needs of our campuses.
- Explore possibilities of a shared data depository to address both high volume storage needs and off-site disaster recovery services.
- Negotiate shared licensing of software and electronic resources—and concomitant pricing—to serve all institutions wherever possible.
- Consider ways to expand access to easy-to-use high-quality and compatible videoconferencing on all of our campuses, allowing faculty members to choose appropriate ways to use these facilities for instruction, shared speakers, and outreach and in-reach both to students and faculty members abroad and to new national and global audiences.
- When reviews and planning identify ideal opportunities for shared systems, develop migration strategies to guide new purchases, and develop revised work processes as existing systems come up for replacement. Similarly, develop a collective component to vendor/system review and selection at each institution that fosters and facilitates later buy-in for other institutions.

V. Extend Local and Regional Engagement and Partnerships

Collectively, Five Colleges constitutes a major employer and purchaser, a significant revenue generator, a longtime supporter of local transit and public radio, and a nationally recognized source of intellectual capital. Inspired by a commitment to regional well-being, the consortium has the potential—and responsibility—to leverage that collective capacity in service of the economic, political and community-building issues of western New England as well as those of our local communities.

We value the educational and research partnerships made possible by the strong nexus of our campuses with

our home communities of Amherst, Northampton, and South Hadley; with the cities of Springfield and Holyoke; with the institutions of the Hartford-Springfield Economic Partnership or Knowledge Corridor; and with the many communities we adjoin and intersect with in Hampshire, Franklin and Hampden counties. Through thoughtfully designed educational and service collaborations, Five Colleges can offer significant analytical and research assets as well as technological resources to the important educational, development and policy decisions affecting the future of this region.

Strategic Directions

- Strengthen our efforts in educational partnerships, support of public schools, community-based learning, and community service in our local communities, especially Amherst, Northampton, South Hadley and Hadley.
- Strengthen the Five College presence in Springfield and Holyoke, including program coordination and on-site locations that would provide ready access to the human, cultural and intellectual resources of the five colleges and serve as bases for campus representatives to engage the community (e.g., schools and community-service organizations). Initial programming at these sites might focus on community-based learning and employment recruiting. The Greater Springfield–University of Massachusetts Amherst Partnership and the Holyoke Campus Community Compact and Holyoke Bound programs offer examples on which we can build.
- Build or strengthen appropriate relationships with other regional communities, large and small.
- Build or strengthen appropriate relationships with other regional higher education partners, including the eight colleges of greater Springfield, and those of Greenfield, Holyoke and Hartford, embracing all those, as appropriate, in the Knowledge Corridor.
- Develop a consortial approach to community and government relations (local, state and federal) to engage more robustly with key economic development initiatives and to leverage funding opportunities. Areas of focus could include regional transit planning, including local/regional rail; K–12 school support; cultural tourism; environmental sustainability; job creation; technology infrastructure development; and the Holyoke high-tech renaissance, including the Green High-Performance Computing Center.
- In support of both our regional economy and sustainable business practices, ensure the inclusion of local vendors, whenever feasible, when procuring goods and services.

Five College Member Institutions

Amherst College

Founded 1821
Amherst, MA 01002
Coeducational liberal arts college, 1,700 undergraduates
www.amherst.edu

Hampshire College

Founded 1965
Amherst, MA 01002
Coeducational liberal arts college, 1,500 undergraduates
www.hampshire.edu

Mount Holyoke College

Founded 1837
South Hadley, MA 01075
Liberal arts college for women, 2,200 undergraduates
www.mtholyoke.edu

Smith College

Founded 1871
Northampton, MA 01063
Liberal arts college for women, 2,600 undergraduates; 100 graduate students
www.smith.edu

University of Massachusetts Amherst

Founded 1863
Amherst, MA 01003
Nine schools and colleges; 21,400 undergraduates; 6,100 graduate students
www.umass.edu

Five College Board of Directors, 2010–2011

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Neal B. Abraham

Executive Director, Five Colleges, Incorporated

Foundational Commitments

In developing this strategic plan, the Five College Directors affirmed the following foundational commitments as essential to ensuring academic excellence and strength:

- Individually and collectively, we are committed to excellence in teaching, research, and scholarly and creative work. Collaboration enables us to support a remarkable range of disciplines and programs within the consortium, in some cases through selective specialization on a single campus.
- Sharing the cost and delivery of nonacademic functions, whether among some members or all, enables each institution to invest more fully in its primary educational mission.
- The variety of our institutions—a research university with an honors college and four liberal arts colleges, two of which are women’s colleges and one of which has been an experimenting college from its inception—is a distinctive asset. Manifest within the consortium itself is the power of partnering undergraduate with graduate, public with private, and research university with liberal arts college.
- The power of learning in a context of diversity—ethnic, socioeconomic, geographic and multicultural—is a distinctive asset of the Five College learning environment, which itself includes a remarkable diversity of institutions.
- Course cross-registration is a core feature of our collaboration and a basic right of our students. We aspire to make it as easy and seamless as possible. Our institutions maintain closely coordinated academic calendars, with similar start dates for each semester and common mid-semester breaks. We impose no additional levies on students or institutions related to cross-registration, intercampus transportation, or meals on other campuses associated with attendance for courses or consortial activities, and we are committed to making course materials and electronic resources accessible to all students and faculty members from their home campuses.
- Faculty members teaching on multiple campuses hold the privileges of full-time faculty members on their host campuses. They receive appropriate recognition and credit for courses and students taught regardless of their home campus or their students’ home campuses.
- We encourage innovation and experimentation, seeding some consortial initiatives with start-up funding with the expectation that successful endeavors will locate permanent funding over time.
- We are committed to ensuring the ongoing pursuit of best practices and reviewing, on at least a seven-year basis, the effectiveness of our shared enterprises; as well, on at least a 10-year basis, we are committed to reviewing the effectiveness of the consortium as a whole.
- As institutions and individuals, the five colleges are actively engaged citizens of our local communities, invested in the strength of our region’s schools, workforce, infrastructure, and economic and urban development. Our support for our region is manifest in school-college collaborations, community-based learning, and local procurement.
- Singly and collectively, we are international in our perspective and ambitions, preparing students from around the world for global citizenship and leadership.



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