FCI STRATEGIC ROADMAP

16 DECEMBER 2022

Five Colleges, Incorporated

FCI Strategic Roadmap

INTRODUCTION

Five Colleges, Incorporated exists to serve and support the Member campuses, and the Strategic Roadmap approach used here is intended to facilitate this role. Unlike a traditional strategic plan, which sets specific goals, targets, and timelines, the Roadmap is intended to be a living document, readily adapted as necessary. The Roadmap establishes a shared understanding of context and sets agreed-upon procedures for assessing new and existing initiatives and programming. Its focus, as the name implies, is to guide FCI through the current landscape rather than to identify a destination.

The Strategic Roadmap approach used here originated with David LaPiana's model, in which a strategy is built by completing a series of worksheets, which collectively make up the plan (or "roadmap"). In FCI's case, the original FCI Roadmap was built over the 2018-19 academic year and officially adopted by the Board of Directors in September 2019, with the intent that it be revisited at the start of each academic year. The Fall 2022 version is presented in an updated format and with additional context, in recognition of the significant leadership changes occurring on the campuses over the coming year.

The Roadmap begins with FCI's Mission and Identity Statements and an overview of the FCI Planning Cycle, and then addresses the current approach to each stage of the Planning Cycle. The Appendices provide background information (such as how FCI's budget is structured) that will be useful to those who are new to FCI.

MISSION AND IDENTITY STATEMENT

Our **mission and identity statement** are at the center of what we do, and remain relatively stable over time. The language of the mission – "maintaining and enhancing the value of our member institutions" – is derived from our articles of organization, which were last reviewed and updated in April 2020. In times of disruption, and during changes in campus leadership, it is important to come together to reaffirm this core purpose and then return anew to the cycle of selecting, funding, doing, and reviewing.

FCI Identity Statement

*We advance our mission of **maintaining and enhancing the value of our member institutions** and seek to make them more effective, more efficient, and more experimental by serving our member institutions and their stakeholders in the Kwinitekw (Connecticut River) Valley and beyond through Academic, Administrative, and Partnership programs. Collectively, these programs help support and maintain a thriving academic community across the Valley.*

The strategic future of FCI is largely set by the member campuses as they identify and approve collaborative initiatives and activities. In order to support those campus priorities, FCI strives to be a nimble organization, able to adapt quickly to the ever-changing needs and demands of the member campuses, providing expertise in collaboration, facility working with cross-campus policies, and engagement in national conversations on higher education trends and best practices.

THE FCI PLANNING CYCLE

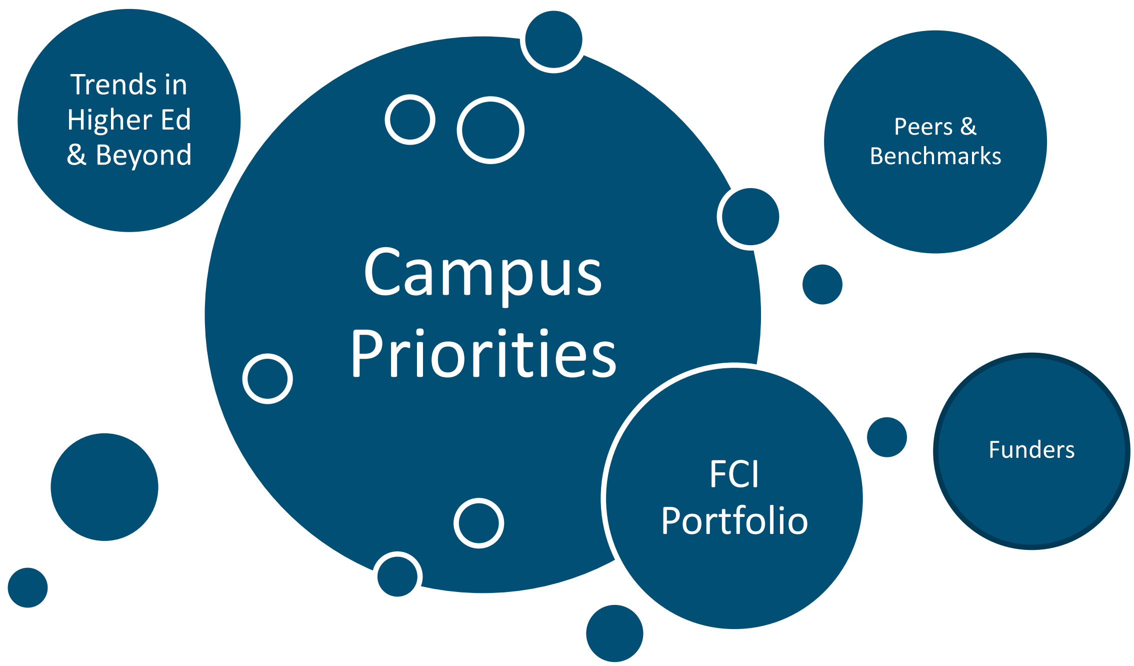
Guided by our mission, FCI operates on a fiscal-year planning cycle that involves **selecting** the portfolio of initiatives to manage, establishing a method for providing the **funding** and other resources necessary to support the portfolio, **doing** the work of running the initiatives, and **reviewing** the success and value of the initiatives (singly and as a whole).

Although FCI operates many initiatives that are long-standing in addition to one-off and short-term projects, effectively we use a **zero-based budgeting** model, in which unused funds are returned at the close of each cycle, and in which the entire portfolio of programming receives renewed approval each spring by the Board of Directors. An overview of the FCI budgeting process is included in Appendix 1, and the FCI Reserves Policy prescribes the nature and amount of funds to be kept in reserve.

The sections that follow describe each phase of the planning cycle, including the **context** and **decision tools** that inform the phase.

SELECTING THE PORTFOLIO

FCI's portfolio of activity is driven first and foremost by **campus priorities**, because FCI exists for the purpose of enhancing the Member institutions. These campus priorities are in turn are informed by **trends in higher education and in society** more broadly. Peer consortia and campuses may serve as **benchmarks** for gauging what to include in the FCI portfolio, and **funding agency priorities** and opportunities may raise the urgency or importance of particular initiatives.



Campus priorities and funding opportunities both loom large in the selection of projects, but both also evolve throughout the year and may not be possible to capture here, particularly during years with significant leadership transitions. In the following sections we describe key trends and benchmarks that provide some of the context for strategic decisions about the FCI portfolio.

Context for Selecting the Portfolio: Trends

For 2022-23, the key trends setting the context for the work of FCI and our Member campuses are ripples and side effects of the pandemic, whose arrival in the U.S. in early 2000 was abrupt and dramatic, but whose departure has been slow and uneven. Although the pandemic is still with us in measurable ways, it is no longer the sole issue demanding attention by the campuses.

From Physical Health Risk to Mental Health Fragility

In the height of the pandemic, particularly prior to the availability of vaccines, FCI and the campuses were concerned primarily with addressing and mitigating the physical health risks of COVID-19. As we enter late 2022, with widely available vaccinations and boosters, and the predominance of variants that are more transmissible but less deadly, attention is focusing more on the psychological effects of nearly three years of disruptions to pre-pandemic structures, habits, and norms.

For context on the mental health picture, see, for instance, The Compass Report: Charting the Future of Student Affairs (NASPA, 2022), and a psychiatric study Analyzing College Professors' Stress Amid the COVID-19 Pandemic (Psychiatry Advisor, 2022). Campuses are not alone: the CDC reported concerning shifts in the mental health of adolescents, and WHO reported that the prevalence of anxiety and depression both increased 25% worldwide since before the pandemic.

Campuses are facing questions such as:

- After 2+ years of encouraging flexibility and adjusting expectations for classroom work, how do we support students in returning to an appropriate level of rigor in their academic work while acknowledging the continuing pain of the pandemic?
- After 2+ years of allowing or even requiring remote work for faculty and other employees, how do we (and to what extent should we) facilitate a return to in-person meetings, events, classes, and other work?
- How do we acknowledge the deep exhaustion of faculty and students (as well as other staff and administrators) and help our people re-energize, often while coping with staffing shortages and backlogged work that has been accumulating over 2+ years?
- How do we recruit and retain faculty and staff in this climate?
- How do we rebuild a sense of community (within and among campuses, and with the towns and others) and nurture renewed comfort with togetherness, while recognizing the disparate effect of the pandemic, the economy, and the political landscape on various communities?

Underlying all of these questions is the broad challenge of how to move away from engaging in crisis management, with all of its urgency and momentousness, toward more deliberative and planful leadership, with a slower pace and greater opportunity for shared governance.

Consortial Engagement amid Leadership Transitions

A healthy Consortium requires continual (re)engagement and (re)commitment. The daily demands of each campus and its stakeholders have a tendency to pull the Members of FCI away from collaboration. Intentional communication and coordination are required to sustain the network of relationships that undergird FCI's portfolio. The misaligned academic calendar for 2022-23 is one example of how the crisis operations of recent years have distracted attention from coordinated action. A common calendar results in a shared rhythm of activity for the Five College community over the course of the year, supporting an array of partnerships that go far beyond cross-registration.

The 2022-23 academic year in the Consortium is getting underway with two new presidents, three new provosts, and a new PBO. More turnover in campus leadership is planned over the year ahead, with searches underway for two new presidents and a chancellor, plus a new provost and a new PBO. These changes affect campus plans and priorities, and also shape the governance and strategy committees of FCI, with the potential to affect the strategies and initiatives of the Consortium. These and other staffing turnovers also represent a loss of institutional memory about the value and practices of the Consortium.

The common thread here is the need for intentional focus on building relationships in order to sustain the Consortium that relies on them.

Continuing Trends

Though much attention has been paid to the pandemic in recent years, other trends that FCI leadership teams identified pre-pandemic continue, including:

- Demographic Shifts (raising questions of how to teach to diverse lived experiences and how to manage the "2025 cliff" in the college-aged population)
- Financial Challenges (asking colleges to respond to growing income disparity and unsustainable levels of student debt)
- Reputational Concerns (challenging leaders to defend and grow campuses amid widespread criticism of the liberal arts and higher education, including recent and pending Supreme Court decisions).

Additional details on these trends and their relevance for FCI can be found in prior versions of this Roadmap.

Context for Selecting the Portfolio: Benchmarking Other Key Consortia

Approximately 70 higher education consortia operate in the U.S. with a variety of models and purposes, thus the saying, "If you've seen one consortium, you've seen one consortium." The three described here are the closest "peers" of FCI.

	FCI	Claremont Colleges Services*	Big 10 Academic Alliance**	Colleges of the Fenway	
Mbrs	5 member campuses	7 member campuses	16 members of the Big10 Athletic Conference	5 member campuses	FCI & Claremont operate as **alliances** (members defined in founding documents); Big10AA & CoF operate as **affiliations** (membership evolves as institutions. opt in/out)
Reputation	Known as the consortium with the most comprehensive portfolio of activities.	Among the most widely recognized consortia and one of the oldest.	Probably best-known consortium, through sheer scale (100Ks of students, 1000s of faculty, 100s of admins)	Known regionally and among consortia, but no strong media presence.	To extent higher ed consortia are known at all, these are among the most well-known. The scale of the Big10 institutions and the alignment with Div I athletics draw far more media attention than all others combined.
Size	~40 employees, governed by member presdnt/chanclr	~10 core employees (~400 total), governed by 18-member bd of dirs	~22 employees (incl dirs of Libraries, Progs, & Ops), governed by mbr provosts	~12 employees, governed by member presidents	As noted in Parthenon report, each of these consortia is governed by a board, with additional governance/leadership groups + committees for particular purposes
Budget	~$9M budget, 75-80% from "assessments", remainder from endowment, grants, revenue	~$38M budget, with funding almost exclusively from the members, which pay for shared services via a formula.	~$2M central operating budget, almost all from members. Annl mbrshp fees, plus addl fees assessed for specific progs.	~$2.5M budget, almost exclusively from mbrs. 50% split evenly among schls, 50% on formula driven by enrollments, FTEs, etc.	In all cases, budget is determined (by one mechanism or another) according to services provided, and the array of programming is determined by governance groups. All but CoF bring in grant funding to supplement budgets and activity.
Scope	Comprehensive array of academic/ co-curricular, administrative/ enterprise, and outreach/ partnership programs.	Primarily shared admin & support servs, but w/ some acad progs & ctrs shared by subset of mbrs. The schools wouldn't exist in current form w/o the consortium*	Best known for its shared professional development and networking programs, though shared services and some academic sharing are also included.	Emphasis on cross-campus student engagement (e.g. through cross-registration and shared extracurricular activities), with some shared admin services.	Big10AA is the outlier, defined by inst type rather than geographic proximity, & thus focuses on activities such as leadership dev where there is strong natural alignment across campuses. Claremont & CoF campuses are closer together (i.e. walkable) than 5C. Claremont thus emphasizes shared admin functions; CoF has opted to emphasize shared student opportunities. FCI, Claremont, & CoF all offer cross-registration.

*The Claremont Colleges Services (formerly the Claremont Consortium) is built on the Oxbridge model, in which the Consortium functions as the overarching administrative structure for otherwise separate colleges. The colleges are more independent than colleges within a typical US university, but less independent than the colleges of FCI.

**The Big10 campuses share a public higher ed (& often Land Grant) mission that provides strong commonality, & their state-college identities help mitigate cross-school competition for students. Note too that campus leaders' careers often span multiple Big10 programs, so leadership development programs for chairs, deans, etc. support the mission of the whole.

Context for Selecting the Portfolio: Funding Sources

Given the FCI mission of serving the campuses, it is appropriate that the majority of FCI funding comes from our beneficiaries.

Sources of Revenue *(income)*	**Percent of total budget, FY22 (prior) fiscal year**	**Percent of total budget, FY23 (current) fiscal year**	**Comments** *(if applicable)* such as changes in funding from prior to current year	**Comments regarding next fiscal year** such as changes in current funding sources in next fiscal year, new funding anticipated, funding at risk
Assessments	70%	70%	77% of assessments returned directly to campuses or paid on behalf of campuses in FY22 (was 83% in FY21). The FY21 % includes the $1M COVID insurance claim received and returned to campuses	The pandemic placed new and significant financial burdens on the campuses for FY21 and FY22 leading FCI to temporarily shift some budget items to other sources of funding for those years (see Unrestricted Funding). In FY23, the completion of two long-term projects will provide overall cost savings to the campuses: Library FOLIO and FCN revised operational model.
Foundation grants	12%	16%	Mellon Foundation is major source of grant income	
Earned income, *(including program fees, if applicable)*	6%	7%	Revenue from outside parties to support FCI programs, FCN revenue, library repository affiliates' fees	
Unrestricted funding *(such as endowment, donors, memberships)*	10%	6%	All endowment revenue is restricted by original gift instruments	FCI's pre-pandemic unrestricted funding averaged 6%. During the pandemic FCI increased spending to assist campuses. FCI generally does not solicit individual donations.
Government funding-grants	1%	-%	NEH and NSF (as a sub-awardee) primary sources	For FY23 FCI has no continuing federally funded grants, however, one NEH application is pending to support the museum's collections project
Other-reserves	1%	1%		
Total revenue	$9,445,517	$9,478,576	Note that "surplus/deficit" has been left off of this worksheet, because FCI budget is based on planned and approved expenses.	
Total expenses	$9,445,517	$9,478,576		

DECISION TOOL for Selecting the Portfolio: THE BIG QUESTION(S)

Given the context described in the previous sections (campus priorities, societal and higher education trends, peer benchmarks, and funding agency plans), what is "The Big Question" facing FCI and its Member institutions and what strategies should be deployed in the near term to address it? There may be more than one Big Question, but the focus here should generally be on the one that should/must be tackled first.

The Big Question for Near-Term Consideration

What can we do (collectively) to improve the mental (and emotional and physical) wellbeing of our campus communities and of the Consortium itself?

Proposed Strategy for Addressing the Most Immediate Big Question

1. ***Spotlight community and collaboration.***
   Support initiatives and programming that nurture community and collaboration. When deploying the Strategy Screen, for instance, pay particular attention to the Collaboration and Racial Equity components of the matrix. When exploring funding opportunities, highlight those with an emphasis on wellbeing and engagement. Look for opportunities to celebrate and reward shared action. Highlight campus activities that are open to the Five College community and members of the public. Emphasize care for others as a means of self-care.
2. ***Re-align calendars and re-commit to cross-registration***
   Attend to the hard work of re-aligning the academic calendars and planning the calendars well in advance. Review and refine cross-registration processes, making them more sustainable for staff and more transparent and equitable for students.
3. ***Put on our own masks first… And then help others.***
   Strive to model responsible, compassionate care for ourselves and one another.

How does the strategy address The Big Question? Does it align with our values & strategy screen?

The most direct antidote to the social isolation and deep anxiety of recent years is to turn our attention back outward, returning to community engagement and mutual support. FCI is well suited to support this sort of communal activity. Calendars and cross-registration may seem like pedestrian operational activities, but they both rely on and support deep collaboration. Coordinated calendars reflect a willingness to compromise in the interest of the greater good, and they provide a shared rhythm for the academic year that encourages cross-campus collaborations far beyond course exchange. Cross-registration is the Consortium's signature activity, and its health is a bellwether for the entire FCI portfolio.

FUNDING THE PORTFOLIO

Five College programs can be "funded" financially or through other forms of support, including staffing and space. FCI is unusual among consortia for the number and scale of collaborations that do not involve direct financial support. The most notable example of this is cross-registration – no tuition dollars are exchanged and there is no fee assessed to the campuses specifically to support this keystone program. The Five College Interdependencies page summarizes the three types of collaborations in use by FCI.

The use of mutual aid and non-monetary contributions means that while the campuses remain independent entities, the collaborative programs that make up the FCI portfolio are highly interdependent. As a result, access to the non-funded benefits of participation in the Consortium is dependent upon engagement in the funded portion. That is to say, a campus cannot opt out of the funded portions of the portfolio but retain access to the unfunded programming.

In addition, although the majority of FCI's budget comes from the Member campuses, a non-negligible portion of the budget comes from other sources, including grants and FCI endowment returns, as illustrated in the Income and Expenses by Program table on page 13.

The FCI budget, then, is best considered not only by looking at individual, budgeted line items, but also at the overall portfolio of activity compared to the campus-funded portion of the budget.

Context for Funding the Portfolio: Five College Interdependencies

The FCI Portfolio is "funded" through both financial and non-financial support and the individual elements of the full portfolio are highly intertwined and interdependent.

Financially Supported Programs

Easiest to identify and document are those programs and agreements that involve a financial obligation where funding moves through FCI. The major budget categories are:

- **FCI Administration** – staff and supplies that serve the consortium generally and cannot be attached to a single budget category or project; the campuses contribute equally to this function
- **Libraries** – including funding for the Annex, for shared subscriptions and services, Annex/Bunker and messenger staff, and for support of the Five College Repository Collection, which as the name implies is owned by FCI; the campus contributions depend on their involvement in and reliance on each function
- **Transportation** – primarily PVTA bus contracts; the campuses contribute equally to the base transportation agreements, but some contract for additional route service and are assessed accordingly
- **Academic Programs** – including faculty and others who are on multi-year appointments, ad hoc instructor hires, programmatic expenses, and more; campus contributions are based on their engagement
- **Enterprise Programs** – primarily shared back-office functions such as risk management, software, and the Five College fiber optic network and service; campus contributions are based on their engagement
- **Partnership Programs** – a diverse array of activities distinguished by the involvement of one or more partners from outside of the member campuses, such as Museums 10, NEPM, and Learning in Retirement; some of these programs are self-supporting, campuses contribute to others differentially

Non-Financial Collaborations

In addition to the programs above, which are all reflected in budget documents and financial reports, the schools participate in the Consortium in ways that do not appear on our financial records, such as:

- **Cross-registration** – several decades ago the member campuses decided to allow cross-registration without transfer of funds resulting
- **Shared space** – each campus provides space for one or more Five College functions, and no rent is charged (e.g., the Five College Dance offices are located at Hampshire College)
- **Faculty and staff** – some employees are fully funded by one campus, but are key players in a joint program (e.g., architecture faculty are each hired by a single campus, but contribute to the Five College major)
- **MOUs and other agreements** – the former 5C Emergency Mutual Aid agreement, e.g., was not reflected on financial documents, but each campus may still make decisions about resource allocation based on their expectation of resources being available from another member campus (no exact count of these agreements is yet readily available)
- **Non-FCI agreements** –not all agreements between or among Member campuses are executed through FCI; recent examples include the former three college police department and the solar agreement

Reputational Interdependencies

Hardest of all to capture and valuate are the reputational contributions of each campus to the Consortium, and of the Consortium to each campus. The very founding and naming of Five Colleges, Incorporated was based on the premise that the member schools could thrive better together than individually. Campuses report enhanced ability to attract students and faculty, for instance, based on the value of the opportunities and community available through the Consortium.

Context for Funding the Portfolio: Income and Expenses by Program FY23

	Consortium Admin		Transportation		Library		Academic Programs		IT/Enterprise Programs		Ext. Progs/Partnerships	
Sources of Revenue (income)	Income by funding source	% from this source	Income by funding source	% from this source	Income by funding source	% from this source	Income by funding source	% from this source	Income by funding source	% from this source	Income by funding source	% from this source
Assessments	$ 1,533,558	95%	$ 675,000	75%	$ 853,849	98%	$ 2,722,418	61%	$ 604,339	77%	$ 254,914	29%
Foundation grants	--		--		--		$ 1,260,681	28%	--		$ 296,404	34%
Earned income	--		$ 225,000	25%	$15,000	2%	--		$ 183,263	23%	$ 171,860	20%
Unrestricted (incl endowment)	$ 7,000	0%	--		--		$ 439,396	10%			$ 121,283	14%
Government grants	--		--		--		--				--	0%
Other reserves	$ 66,197	5%	$ 3,200		--		$ 22,500	1%	$ 1,000	0%	$ 21,713	3%
Total program income	$ 1,606,755	100%	$ 903,200	100%	$ 868,949	100%	$ 4,444,995	100%	$ 788,602	100%	$ 866,174	100%
Total program expenses	$ 1,606,755		$ 903,200		$ 868,949		$ 4,444,995		$ 788,602		$ 866,174	

DECISION TOOL for Funding the Portfolio: FCI ALLOCATION MODELS

For programs that will be funded with dollars, the cost will be split among Member institutions based on one of the available allocation formulas, often referred to in FCI parlance by the fractional share ("on the 7ths," e.g.). These formulas are grouped into three broad models:

1. all participants share equally,
2. a 2-tiered scale, and
3. a 3-tiered scale.

The 2- and 3-tiered allocations allow for institution size and/or level of participation to be recognized in the assessment allocation in varying ways. In addition to assessments determined by these three categories, other items are "by agreement"— that is, allocated on an ad-hoc basis primarily driven by Member participation. The formula to be used should be chosen at the time the program is approved, but may be adjusted if circumstances change. The budget amounts below reflect assessment funding in the approved FY23 budget.

Category	Rationale	Calculation	Budgeted Amount	Notes/Examples
Equal	5 campuses share equally	5ths	$3,334,000	All FCI administration and many program costs
	4 campuses share equally	4ths	30,000	Center for Women and Community- UM excluded
2-Tiered	5 campuses participate with 1 campus paying ½ of other 4	9ths	147,000	FCN LLC- HC pays half share
	4 campuses participate with 1 campus paying ½ of other 3	7ths	285,000	Risk Management- UM excluded and HC pays half share
	5 campuses participate with 1 campus paying 2x's other 4	6ths	62,000	Massachusetts Review-UM pays double share
3-Tiered	5 campuses participate with 1 campus paying ½ and another paying 2x's the other 3	11ths	854,000	Libraries, Bunker and Annex- UM pays double share and HC pays half share
Agreement	By agreement: Joint appointments		1,488,000	Usually proportional to share of teaching
	By agreement: Other		444,000	Examples include: Licensure, Dance musicians, language instruction, EIT Coordinator, America Reads, Art Museums
	Total Assessments		**$6,644,000**	

DOING THE WORK

Once an initiative or program has been approved, FCI staff are responsible for ensuring that the items on the Implementation Checklist have been addressed, and should involve campus leadership where appropriate. New initiatives and programs should be appropriately situated on the Five College Committee Taxonomy as described in Appendix 2.

DECISION TOOL for Doing the Work: THE FCI PROGRAM IMPLEMENTATION CHECKLIST

FCI staff should ensure that the following elements are addressed in the implementation of any new program.

√	Elements to Include	Responses
	Brief statement of the nature and purpose of the program	
	Type of committee structure (if any) on the Five College Committee Taxonomy	
	Names of initial/current program leaders, and a succession plan if appropriate	
	Role of FCI in the program: Strategic Leader, Partner, Incubator, Convener, Administrator, or Other (Specify)	
	Name and role of key contact/liaison on FCI staff	
	Is the program intended as a one-time or short-term activity? A pilot to be handed to campuses if successful? An on-going, long-term activity? (If the decision is pending, how will it be made?)	
	Budget summary/narrative, including sources of funds and planned uses, and when funds expire	
	Description of any additional resources needed (e.g., in-kind office space provided by a campus).	
	Planned date of next program review, plus key criteria to be used in evaluation, noting who is responsible for initiating review	
	Risk assessment and contingency (continuity of operations) plan	
	Other elements, including any as determined by Board of Directors at point of approval.	

REVIEWING THE PORTFOLIO

FCI does not have "competitors" in the ordinary sense of the term – other consortia do exist (as indicated in the benchmarking section of this Roadmap), but are generally not available as alternatives for the campuses. Instead, FCI's "competition" comes from campuses choosing to collaborate without FCI or choosing not to collaborate at all.

The 2017 Parthenon report and other sources make clear that the campuses generally benefit from and value collaboration. The two critical questions for FCI leadership and governance are: **which specific collaborations bring benefit?** and **when are those collaborations better done with FCI engagement?**

In general, collaboration should occur when it can support the campuses in being more effective, efficient, and/or experimental than they could be alone. Collaborations involving just two campuses are typically easier for campuses to do without FCI involvement, except where that collaboration is one piece of a broader partnership structure (e.g., a 2-way joint faculty appointment that is part of the overall joint faculty structure). Additional information appears below on criteria, models, & timelines (or time limits) for FCI engagement.

The Strategy Screen on the following page was designed with the input of the Provosts Council, the PBOs, and the Board of Directors to support structured decision-making about new and continuing programs. As noted on the rubric, the scores should not be used to dictate specific decisions, but rather are intended to initiate and structure discussion about the relative costs and benefits of programs, with the goal of reaching cross-campus consensus.

The Screen itself should be reviewed from time to time. It was, for example, adapted during the pandemic, to guide decisions to pause or cut programs and to identify programs well-suited for alternative sources of funding (e.g., stimulus dollars or FCI endowment funds).

DECISION TOOL for Reviewing the Portfolio: THE FCI STRATEGY SCREEN

This tool is intended to support the assessment of new and existing FCI initiatives and programs. All initiatives and programs in the Five Colleges portfolio should be of high quality: well-managed, professional, and with documented outcomes. Because these elements of quality are taken as essential, they are not included below, but should nonetheless be included in discussion. Note that scores should be used to foster the necessary discussion to come to recommendations, rather than being seen as strict cut-offs.

		Strong Contributor ***score 5 points***	Moderate Contributor ***score 3 points***	Weak Contributor ***score 1 point***	*Non-Contributor* ***subtract 5 points***
COSTS	financial	___ Saves campuses money or is cost-neutral (e.g., 1-time expense covered by grant/gift).	___ Requires minimal to modest expense.	___ Requires substantial new/add'l campus investment.	___ *Requires substantial new investment &/or has no identified source of funding.*
COSTS	human	___ Reduces necessary staffing compared to alternatives (or predecessors).	___ Relies on existing staff (i.e., no changes needed).	___ Requires new/add'l staff hiring or substantial (re)training or is redundant with campus staffing.	___ *Requires extensive skills not found in or desired by FCI or member campuses.*
BENEFITS	strength	___ Adds to an existing strength or establishes a new strength area.	___ Enables maintenance of an existing strength or prevents loss of existing strength.	___ Supports a non-core project; not tied to an existing or desired strength.	___ *Would be detrimental to existing strengths.*
BENEFITS	audience	___ Serves a large or critical community across all 5 campuses.	___ Serves a significant or important community at 3 or more campuses.	___ Serves a primarily external or supplemental audience.	___ *Does not have an identified audience with interest in this area.*
BENEFITS	mission	___ Mission critical to campuses (they would find a way to do this even if FCI didn't exist.)	___ Aligns with campus missions/priorities.	___ Supplemental to campus missions/priorities.	___ *Orthogonal to campus missions/priorities.*
BENEFITS	viability	___ Campuses could not do this alone (e.g., funder requires submission via a Consortium).	___ Campuses would struggle to do this alone or FCI can do it more efficiently or better.	___ Campuses could do this without FCI support/involvement.	___ *Campuses already do this without FCI assistance.*
BENEFITS	collaboration	___ Actively nurtures or furthers collaboration across the campuses.	___ Maintains existing collaboration across the campuses.	___ Allows collaboration.	___ *Works against collaboration.*
BENEFITS	racial equity	___ Actively nurtures or furthers racial equity.	___ Enables improvements in racial equity.	___ Maintains existing levels of racial equity.	___ *Works against racial equity.*
		Total strong score: _____	Total moderate score: _____	Total weak scores: _____	Total negative score: _____

TOTAL SCORE: _____ **Highest possible score: 40** **Lowest possible score: -40** **Ideal cutoff score for inclusion: 30**

APPENDIX 1: Introduction to FCI Budgeting

FCI is an independent 501(c)(3) non-profit corporation and operates on a July 1- June 30 fiscal year. The budget is typically approved by the Board of Directors in late spring. The largest portion of the budget for FCI comes from campus contributions, which account for some 75-80% of the overall budget for the year (that is, roughly $7M of the overall $9M budget). The remainder of the budget comes primarily from grants (~10-12%), revenue from fees paid by outside entities such as library repository affiliates and FCN* customers (~6%), and endowment income (~3-4%).

Unless otherwise specified, when we refer to the FCI budget, we are most often referring to the campus-funded portion, which consists of two parts – "assessments" and project-specific funding:

- Each year, the Principal Business Officers (i.e., the chief financial officers on the campuses) recommend a budget to the Board of Directors to cover a specific list of initiatives and expenses, most of which are on-going activities, such as the PVTA bus contract, joint faculty salaries, course interchange, and FCI administration – these on-going expenses roll up into a category called assessments, which are then invoiced to the campuses as one comprehensive bill (though it might be paid in installments).

- In addition to these assessment-funded activities, some groups that operate through the Consortium also take on additional projects that do not require specific PBO review or Board approval. For example, the Libraries portion of the FCI budget includes both assessment-funded activity (salaries for shared library staff at the Bunker/Annex, the messenger and van service, migration expenses for FOLIO software, Exlibris maintenance, operating expenses for the Annex, and so forth), as well as project-specific funding (typically subscriptions and contracts that the library directors who make up the Five College Librarians Council agree to pay out of their library budgets). These expenses are invoiced to the specific units on the campuses that have agreed to undertake them.

All FCI budget items are placed into one of six categories: Consortium Administration, Transportation, Library, Academic Programs, Information Technology & Enterprise Initiatives, and External Programs & Partnerships. All six categories receive at least some of their funding from assessments, but no category is funded solely through assessments.

It is worth noting two further items related to the FCI budget structure and process. First, in addition to managing the operating budget, FCI also serves as the "bank" for several activities that benefit the five institutions, but that are not directly managed by the Consortium staff (e.g., dues paid by Learning in Retirement members), though this portion of the budget is modest relative to the overall budget. Second, campuses can and do partner with each other independently of FCI; for instance, the two-college police department formerly operated by Smith and Mount Holyoke Colleges was managed outside of the FCI budget.

* FCI operates an LLC known as Five College Net (FCN), which owns and manages a 53-mile loop of fiber-optic cables and associated network connectivity. This resource is available to the campuses as part of their participation in the Consortium, and available to off-campus customers for a fee.

APPENDIX 2: Five College Committee Taxonomy

The Five College Consortium manages a diverse array of committees, but in broad terms these groups can be classified as falling into one of three main categories: Governance & Strategy; Program & Project Management; and Community Building. The lines between the categories are not always clean, and each group may engage in work outside its primary focus area, but the descriptions below are intended to provide guidelines and common terminology across Five College activities.

Governance & Strategy Committees

Committees, councils, and boards within this category have clear authority over the direction of Five Colleges, Incorporated (FCI) – the not-for-profit corporation that administers the consortium – or some well-defined and substantial subset of Five College activity. The Consortium's existence is highly dependent on the regular engagement of these committees, and the service provided to them by Five Colleges is accordingly high. Three governance bodies are required by the Five College by-laws: the Board of Directors, and two Board committees – the Investment Committee, and the Audit Committee. Two additional committees provide key leadership to Five Colleges and advise the Board in its actions: the Provosts Council (formerly Deans Council) and the Principal Business Officers (PBOs). Other leadership committees oversee specific areas of collaboration across the five campuses. These committees are typically composed of senior leaders on the campuses, who serve on a Five College committee ex officio (e.g., Library Directors).

Program and Project Management Committees

Committees in this category have been given responsibility by one or more Governance groups for a specific program, task, project, or event (either one-time or recurring), typically with a set deadline and clearly articulated outcome, and/or a defined scope of work. These groups may be ongoing or ad hoc, but typically their scope and scale of responsibility is more focused than that of Governance and Strategy groups. These workgroups are responsible for activities and initiatives that have been identified as important to the mission of the Consortium, and their charters or charge letters should thus include a detailed description of the (financial and human) resources required to accomplish their assigned task, including what support (if any) is expected from Five College resources. Examples of Program and Project Management Committees include the Admissions Officers, chairs of Five College majors, and grant-funded project teams.

Community Building Committees

Committees in this category serve primarily as "affinity groups" or "communities of practice" – gathering together colleagues from across the campuses to share expertise and build collegiality. Typically, these groups consist of individuals filling similar roles on their respective campuses. In some cases, these groups include individuals from outside the consortium. Community and collaboration are central to the mission of Five Colleges, and these groups can help to build networks and relationships that serve the broader aims and activities of the Consortium. Their informal nature means they can often be self-guided and/or can convene with minimal use of Five College resources. When these groups meet during work hours, members/attendees should seek supervisor approval prior to participation. Groups that wish to be formally recognized as Five College committees (to be able to refer to themselves as a "Five College" group, be identified on the Five College website, be eligible to apply for funding, etc.) are expected to do so in collaboration with Five College staff, and commit to adhering to Five College standards of conduct and inclusion. Affinity groups may, from time to time, be called upon to undertake a specific project and thus temporarily move into the category of Program & Project Management. Examples of Community Building Committees include the Sexual Assault Prevention and Intervention Committee (SAPIC), the Human Resources Directors, the Controllers, and the Disability Services Directors.

External Groups

Some groups are largely external to or independent of Five Colleges, but have an affiliation agreement for specific engagement or services, and/or provide an ex officio role for a member of the FCI staff. Examples include New England Public Media (NEPM) and the *Massachusetts Review*.

Inactive Groups

Some groups existed at one time but are currently inactive (or meet so sporadically that no schedule can be discerned) and will no longer be listed on the Five College website or in annual reports.