



An Introduction to Five Colleges, Incorporated

**Amherst College * Hampshire College * Mount Holyoke College
Smith College * University of Massachusetts Amherst**

**Published by: Five Colleges, Incorporated
Fall, 2020**



Welcome to the Five College Consortium!

This guide offers an introduction to Five Colleges, Incorporated (our legal name, often referred to here as FCI) and its broad portfolio of activities, including an overview of the various administrative structures, funding sources, and processes used to initiate and sustain Five College agreements and programs. This guide is designed to be read (or skimmed) in a single sitting, and so detail is intentionally limited. Each section attempts to address the most common questions posed by those new to the Consortium (FCI staff, campus leaders, faculty, and others), and by other organizations preparing to embark on a collaborative undertaking. Please reach out for any additional information you may require. I'm glad you're here.

Sarah K.A. Pfatteicher, Ph.D.
Executive Director
September, 2020

Table of Contents

Preface: The Member Institutions	3
I. Five Colleges, Incorporated: A Historical Perspective	4
II. Structure, Governance, and Finance	6
Governance and Structure	7
Finance	8
III. Academic Collaborations	11
Student Interchange	11
Shared Academic Programs and Programming	13
Five College Departments and Majors	13
Five College Certificate Programs	14
Center for World Languages	15
Other Five College Curricular Programs	16
Faculty and Student Development	17
Other Academic Programming	19
Shared Faculty	20
Joint Appointed Faculty	20
Faculty Exchange/Borrow/Overload	21
IV. Enterprise Collaborations	22
Accessibility	22
Collegiate Catalyst Fund, LLC - CCF	22
Compliance and Risk Management - CRMP	23
Emergency Preparedness	23
Five College Net, LLC - FCN	24
Massachusetts Higher Education Consortium - MHEC	24
MIMSY / Next Generation MIMSY	24
Technology-Enhanced Learning	25

V. Community Collaborations	26
Academic Career Network - ACN	26
America Reads	26
Associates Program	26
Association for Collaborative Leadership - ACL	27
Center for East Asian Studies - CEAS	27
Community-Based Learning - CBL	28
Guidance Counselor Promotions	28
Learning in Retirement - LIR	29
Legislative Relations	29
Museums10 - M10	29
Partnership Program	30
Public Broadcasting – WFCR / NEPR / NEPM	31
Public Transportation - PVTA	31
VI. Library Cooperation	32
Shared Catalog, Borrowing, and Subscriptions	33
Five College Library Repository Collection - FCLRC	34
Affiliate Collections	34
Annex	35
Bunker	35
VII. A Timeline of Collaboration	36
VIII. Historical Initiatives of Note	39

Preface: The Member Institutions

The Campuses

The member institutions of the Five College Consortium include top-ranked liberal arts colleges and an RI research university, including a young, unconventional campus and two of the oldest women's colleges in the country. With the campuses linked by a free bus service, students are never more than a half hour from arriving at another campus to take a class, join an intramural club or socialize.

Amherst College - Amherst, MA - 1,800 undergraduates

On a campus near the town's center, this distinguished liberal arts college is known for its committed faculty members, open curriculum, diverse student body, and devoted alumni. Consistently recognized as one of the nation's top educational institutions, Amherst offers bachelor's degrees in 36 fields of study.

Hampshire College - Amherst, MA - 700 undergraduates

As one of the most innovative colleges in the country, Hampshire helps each of its students pursue their passion by designing their own programs of study as a faculty committee guides them on a rigorous path of discovery. This environment fosters intellectual engagement, exploration, and critical thinking — supported by narrative evaluations rather than grades.

Mount Holyoke College - South Hadley, MA - 2,200 undergraduates

Mount Holyoke offers an exceptionally diverse and global learning environment. Students from nearly 70 countries collaborate with renowned faculty members on research and pursue experiential learning across the curriculum. Mount Holyoke's classroom experience has been consistently top-ranked by the *Princeton Review*, which also rates the campus as one of the nation's most beautiful.

Smith College - Northampton, MA - 2,500 undergraduates

Smith's learning experience includes small classes, innovative courses, a top-ranked engineering program and professors who are world-class scholars, all on a 147-acre campus planned as a botanic garden and now known for its spectacular physical beauty. Notable collections include the renowned Smith College Museum of Art and the internationally recognized Sophia Smith Collection of women's history manuscripts and archives.

UMass Amherst - Amherst, MA - 23,000 undergraduates

The University of Massachusetts Amherst is consistently included among the nation's top public research universities. Its campus is home to a rich and diverse cultural and academic environment that includes New England's premier honors college and eight schools and colleges offering a full range of undergraduate, master's, and doctoral programs, many counted among the top programs in the nation and the world.

I. Five Colleges, Incorporated: A Historical Perspective

The Five College Consortium, one of the oldest and most extensive higher education consortia in the country, has evolved throughout its history to respond to the needs and challenges its member campuses have experienced over the decades. That evolution began long before the Five College Consortium officially existed. The Consortium is an outgrowth of educational extension service collaborations launched in 1914 among area colleges and universities that included Amherst College, Mount Holyoke College, Smith College and the Massachusetts Agricultural College (the precursor to the University).

The proximity of the campuses to one another in the Connecticut River Valley of western Massachusetts, as well as their commitment to the liberal arts and to undergraduate education, favors Five College collaboration among these campuses.

In the 1950s the three private colleges and their neighboring public institution were experiencing pressures to expand to accommodate a baby-boom generation and returning GIs, all headed for college; a Cold War that demanded more and better-trained American scientists; and a changing awareness of the world that required a more culturally diverse curriculum. The first Five College department — in astronomy — dates to this period, as do a number of Five College area studies programs, shared library subscriptions, joint faculty appointments, a public radio station, an intercampus transportation system, and more. Discussions began then, too, about a new kind of college dedicated to curricular innovation that would, incidentally, address the need for expansion.

Efforts to found the fifth institution helped propel cooperation into another productive phase during the 1960s. Vision as well as planning at the highest administrative levels resulted in the creation of Hampshire College, which would welcome its first class in 1970. In the wake of that joint planning came a formal commitment to cooperation as a common goal. The schools formally incorporated as a consortial enterprise in 1965 and two years later appointed the first full-time Five College Coordinator to lead the administrative center for cooperative endeavors.

Once artificial barriers such as fees and other restrictions were lifted in the early 1970s, course cross-registrations rose steadily and dramatically within a decade from just 100 to more than 6,000 annually. This expanded use of the Five College Interchange created the pressures that would within a few years provide students with a regularized means of transportation, open library borrowing, and shared arrangements for meals.

Throughout the 1980s, many of the earliest forms of collaboration continued to thrive, while new endeavors leveraged the strength of the consortium to enrich campus offerings and capitalize on emerging technologies. The Five College Library Automation Project, first conceived in the late 1970s, became a reality in the mid-1980s and represented a pioneering effort in the field. During

this same decade, the Five College Foreign Language Resource Center was established to help bring technological aids into the classroom, and the campuses approved three Five College certificate programs.

Throughout the 1990s, as changing demographics exerted pressures for curricular diversity, and rapid advances in technology opened new vistas, the five campuses grappled with how to contain costs. Once again, the campuses drew on their consortial enterprise as a source of strength and a practical means of addressing common needs.

Throughout the country, hundreds of colleges and universities have also recognized the value of collaboration, developing consortia to address needs specific to their members. Five Colleges is a longstanding member of the [Association for Collaborative Leadership \(ACL\)](#), a national organization of consortia and consortium leaders that themselves work together to address shared challenges.

Built on a history of more than a century of collaboration and 50-plus years as a consortium, the shared spirit of collaboration, community service, and intellectual excellence of the Five Colleges campuses has engendered an organization serving five campuses with 30,000 students, 2,200 faculty members, 7,000 courses, and a combined library collection of some 10 million volumes. In addition to administering a wide array of academic and administrative programs that benefit faculty, students, and staff at member institutions, Five Colleges creates a dynamic intellectual and cultural environment for local communities in the Connecticut River Valley of western Massachusetts.

II. Structure, Governance, and Finance

Five Colleges, Incorporated is a 501(c)(3) not-for-profit organization, governed by a Board of Directors and operating under the guidance of the executive director. FCI's programmatic work is driven by a central staff of approximately 40 that supports and manages activity across several coordinating groups, including the deans' council (chief academic officers), the principal business officers, the principal student affairs officers, chief information officers, and library directors. FCI employees play different roles in these cross-campus collaborations, from the strategic incubation of programs to helping to decide which initiatives to pursue. The programs fall into three areas: Academic Collaborations, Enterprise Initiatives, and Community Collaborations.

Academic Collaborations

Most notably, academic programs include coordinating the cross-registration of some 4,500 students annually. In addition, FCI administers academic departments — including Astronomy and Dance — and a variety of certificate programs — including International Relations; Coastal and Marine Sciences; Culture, Health and Science; and Cognitive Neuroscience. Visit https://www.fivecolleges.edu/academics/departments_programs to see the full list of FCI departments and programs.

FCI enhances the academic experience of faculty by offering critical resources, supportive intellectual communities, and access to more than 2,000 peers, all of which provide inspiration for new scholarly works and teaching practices. Faculty exchange and joint faculty appointments ensure that dozens of faculty members will be cross-pollinating classrooms by teaching on multiple campuses each semester. Fifty years of library collaboration means professors and students have seamless access to 10 million volumes, which can be borrowed online or in person.

Enterprise Initiatives

FCI has helped facilitate significant cost savings in a variety of back-office functions including risk management and information technology. A fiber optic network providing the campuses with high-speed Internet access was constructed by Five Colleges in 2007, and is now maintained by an autonomous arm of the consortium. The organization is keen to identify further areas for collaboration and savings.

Community Collaborations

In addition to coordinating collaboration among member institutions, Five Colleges also coordinates partnerships between its campuses and outside organizations to further the goals of the Consortium. The most prominent such example is Five Colleges' partnership with the Pioneer Valley Transit Authority (PVTA) to provide fare-free bus service among the campuses. Other examples include Museums10, Learning in Retirement, a variety of K-12 outreach programs, and coordinated admissions efforts.

Governance and Structure

Five Colleges, Incorporated is an independent 501(c)(3) entity registered in the Commonwealth of Massachusetts, serving its five member institutions: Amherst, Hampshire, Smith, and Mount Holyoke Colleges, and the University of Massachusetts Amherst. FCI's annual operating budget is roughly \$10 million with an endowment of approximately \$12 million. It is run by the executive director and governed by the Board of Directors (BoD), which includes five voting members representing the member institutions — the presidents of the four colleges and the chancellor of the flagship campus of the state university; the president of the University of Massachusetts System is an ex officio, non-voting member of the Board. The BoD meets regularly throughout the academic year to approve the strategy, major initiatives, and overall budget for the organization. The Board has established two governance committees -- the Audit Committee and Investment Committee -- to support oversight of the organization's financial health. The Executive Director reports directly to the president (chair) of the BoD and serves as the Clerk of the Corporation. The Director of Business Services serves as the Treasurer of the Corporation. The Articles of Organization, By-Laws, and other related governance documents are available at www.fivecolleges.edu or through the Executive Director's office.

Two key groups advise the Board of Directors and the Executive Director on the management of the Consortium and its portfolio of activities: the Deans' Council (the chief academic officers of the five campuses) and the Principal Business Officers (the chief financial officers). The Deans and PBOs each meet monthly during the academic year, and as needed, and the Executive Director attends these meetings. The Director of Academic Programs and the Director of Business Services (Treasurer) serve as the primary liaisons between FCI and the Deans and PBOs, respectively.

In addition, other cross-campus committees of senior leaders support and guide various aspects of collaboration, including the chief information officers, the library directors, the principal student affairs officers, the chief diversity officers, campus registrars, and others. Some of these groups meet monthly, others roughly once a semester, and each group has at least one liaison from the senior staff of FCI.

Specific FCI programs and initiatives are typically guided by additional committees specific to the topic. Several dozen faculty and administrative committees meet regularly through the consortium. Such groups oversee and evaluate established Five College programs, including managing multi-campus initiatives such as a concert or lecture series, coordinating curricula, and carrying out faculty development projects. Typically, a member of the Five College staff serves as a liaison to these committees, though they may not attend each meeting.

Locations

The FCI main office, housing roughly half the Consortium staff, is in a historic, 19th-century home known as Churchill House, located at 97 Spring Street on the Amherst College campus. The remaining staff are housed in nine other locations across the five campuses and in the FCI-owned

Library Annex facility in Hatfield, MA. The campus locations are provided as in-kind contributions or for minimal lease payments, with FCI contributing to the maintenance and upkeep of each location. The Library Annex arrangements are described below in the Library Cooperation section.

Hawley Bog

In June 1978, on the recommendation of the Deans and an ad hoc faculty committee and with the authorization of the Board, FCI purchased roughly 40 acres of the [Hawley Bog](#) from the Connecticut River Valley Watershed Council for \$5000, for use as a teaching and research facility. Use of the bog “for intrusive purposes” was for some years overseen by a Five College faculty committee known as the Field Reserves Committee (which also coordinated access to a separate FCI facility known as the Lily Pond, no longer owned by FCI). That committee has been inactive in recent years. Day-to-day management of the property has been contracted to The Nature Conservancy, which has owned the adjacent 25 acres of the bog since 1993. The bog is a registered National Natural Landmark, and its unique features are detailed in the Hawley Bog Management Plan (2016) on file with FCI.

Finance

Consortial Budget

The major operating costs of the consortium itself have from the outset been shared almost equally among the institutions through annual assessments. These assessments, which support salaries for consortium staff, operating expenses, and budgets for cooperative academic and administrative programs, account for just over three quarters of the consortium’s total annual budget of approximately \$10 million. The budget is prepared by FCI staff and presented each year to the Board of Directors for their review and approval. The budget is established based on the programming recommended by the Deans and PBOs for the coming year. The remaining (non-assessment) one-quarter of the budget is derived from grants, other outside income, and the income from endowments:

- The Neill Fund — named for the family whose bequest established it, is dedicated to the support of visiting and joint faculty appointments and residencies;
- The Humanities Fund — established in the 1980s by a challenge grant from the National Endowment for the Humanities and met with the full cooperation of the member institutions, is dedicated to joint appointments or residencies as well as programs in the humanities;
- The Mellon Administrative Endowment — established in 2011 by a grant from The Andrew W. Mellon Foundation in support of administrative operations that support academic programs;

- The Jackie Pritzen Fund — established in 2013 as a memorial to the long standing Associate Coordinator to provide support for academic programs of long-term interest;
- The Charles Mark Scholarship Fund — named for the man who established it, to encourage students to study Czech in the Czech Republic.

Program Budgets

The portion of the FCI budget that supports academic programs funds three broad categories of activity: 1) salaries and benefits for shared faculty (including tenure-track and non-tenure track positions), 2) administrative and programming expenses for shared academic programs (departments, majors, and certificates jointly offered by three or more of the member campuses), and 3) programming expenses for collaborating (that is, cooperating but still independent) departments across the member campuses (often co-curricular activities and faculty development opportunities). Academic programs and personnel are typically funded primarily through campus assessments, and may be subsidized through one or more of the endowment funds described above.

The budget for enterprise programs includes funding to support shared services (e.g., risk management), shared software (such as library and museum catalogs), and shared facilities (such as the fiber optic network and the shared library repository building called the Annex). Enterprise programs often originate with the help of grant funding, with ongoing collaborations typically funded through a combination of campus assessments and project-specific charges.

Partnership programs are supported in a variety of ways. Campus assessments help defray the cost to the local towns by ensuring PVTAs service. Other community collaborations managed by FCI are more likely to be funded through grants (such as the Center for East Asian Studies, which supports K-12 instructors), outside revenue (such as the Learning in Retirement program, which is funded through dues), or some other non-assessment funding.

Development and Fundraising

Cooperation is widely regarded today as a cost-effective and academically sound means to expand curriculum or offer programs that might otherwise be impractical for any single institution. New initiatives and pilot programs often originate with grant funding. The portion of the FCI budget that comes from grants has varied widely over the history of the Consortium; as much as 30 percent of the budget in the 1990s came from granting agencies, but in recent years an average of 12 percent of FCI annual revenue is derived from grants. Since the mid-1980s, the consortium has carried out its own grant raising program, currently managed by a Director of Development and Sponsored Programs. All approaches to foundations and funding agencies, however, must have the prior approval of the Board of Directors and the Executive Director, typically after consultation with the development officers of all the campuses.

External grants have helped to establish a number of key programs that continue to thrive, among these the Consortium's signature Five College Center for World Languages. In addition, grant funds have supported the development of library automation among the five campuses. More recently, grants from foundations such as the Andrew W. Mellon Foundation have made innovative curricular development projects possible, such as an award to create a model of collaborative teaching and learning for Native American and Indigenous Studies at Five College institutions. The outcome of this project will be a set of new academic pathways for students interested in this area of study. Another current grant will create a plan for interoperability of museum collections databases with campus libraries, archives, and related resources to enable student and faculty discovery of interconnected regional cultural assets.

III. Academic Collaborations

Academic collaborations are at the heart of the Consortium. Underlying all of the activity described below is a desire to nurture a vibrant academic community within the Connecticut River Valley. In broadest terms, Five College academic collaborations are of three broad types: Course Interchange (which allows a student from any of the five campuses to take courses on other campuses, free of charge); Shared Academic Programs (which allow the campuses to pool resources in order to enrich their academic offerings); and Shared Faculty (which allow campuses to jointly hire faculty and other instructional staff).

Student Interchange

The system of cross-registration known as the Five College Interchange has evolved over half a century from an informal arrangement for just a handful of students to an attractive academic option utilized by thousands of students each year. Its existence rests on the assumption that it makes good educational sense for students to have access to the richest possible range of resources. Without it, few forms of curricular coordination or even faculty collaboration would be possible.

When the first few cross registrations occurred in the late 1950s, the three private colleges “charged” each other a fee of \$150 per course. This was more a matter of cost counting, however, since no funds were, in fact, exchanged. Instead, the institutions assigned a cost and kept a paper record. This “fee” system, coupled with the stipulation that students could take only those courses unavailable on their home campus served through the 1960s to restrict the number of cross registrants and, in the judgement of some, to “hold back the floodgates.”

In 1971, a three-year moratorium on fees was declared, largely in response to growing student demands for access to courses at the other campuses, and to a recommendation of the 1969 Long-Range Planning Committee that academic rather than monetary concerns should govern cross registration. The lifting of restrictions produced no dreaded flood of students pouring into classes at all the campuses. As a consequence, fees have never been reinstated and guidelines, over the years, have gradually been relaxed. The guidelines that govern interchange were originally approved by the Five College Deans, and are reviewed by them from time to time.

Any student in good academic standing at the home campus is eligible to take a course, at no additional charge, at another campus. With the exception of some special courses for first-year students and courses that fulfill specified institutional requirements, any course whose content conforms to the definition of liberal arts study may be taken for credit through interchange. Students can choose from some 6,000 undergraduate courses offered at the five institutions.

The process for cross registration begins and ends at the student's home campus, where the registrar is responsible both for sending out the registration to the campus where the course is given and for receiving the grade and recording it on the home transcript. Students, following the procedures for their home campus, request enrollment in a course offered on another campus. The home campus is responsible for sending interchange requests to the other campuses. While a student who pre-registers for a class through interchange is not guaranteed a seat, interchange requests are generally accommodated. Students may pre-register for a maximum of two interchange courses each semester. Students enrolled in interchange courses are automatically enrolled in the host campus's learning management system, giving them access to online course materials.

Interchange students do not matriculate at the other campus where they take courses, though they are registered for courses much like the home-campus students are. Course grades, assigned to interchange students in the same way as those for home-campus students, are communicated to the interchange student's home registrar at the end of the semester. The institutions share neither a common grading system nor the same variable credit system. Some institutions will "translate" the received grade into their own grading systems; others may simply record the received grade and include, in the transcript, a key to all five campus grading systems.

Five College Course Schedule

Prior to the start of advising each semester, the courses available for cross-registration are posted to the Five College Course Schedule. The Five College Course Schedule enables interested students to search for courses by semester, campus, title, instructor, or subject, as well as by keyword. Search results include links to course descriptions and schedules. Courses recommended by Five College departments, majors, certificates and other programs can be found through the left menu of the Five College Course Schedule.

Calendar Alignment Policy

In 2013, the Board of Directors approved a calendar alignment policy to ensure the five campuses strive to align their start and stop dates each semester, as well as the dates of spring break. The alignment of calendars facilitates interchange and has led to an increase in participation across campuses in co-curricular activities. The Five Colleges Registrars Committee meets monthly to monitor the interchange process and coordinate the calendars of the five campuses. The institutional calendars are typically set a few years in advance and the schedules shared for review of any potential conflicts or disjunctions that might threaten interchange or, in the case of commencements, create undue pressures on local communities.

Additional FCI Support for Interchange

Meal exchange enables students enrolled in a meal plan at their home campus to take meals at the other campuses. All requests for a meal exchange originate with the food service office of the student's home campus. Inter-campus transportation and library collaboration also support cross-registration and are discussed elsewhere in this document.

Shared Academic Programs and Programming

Five College Departments and Majors

The fact that only two Five College departments have been established in over half a century testifies to the complexity of negotiating and sustaining this most integrated and formal level of cooperation. The Five College Astronomy Department dates to the earliest years of the cooperative enterprise; faculty and students built the Five College Radio Astronomy Observatory at the Quabbin Reservoir in the 1960s. The Five College Dance Department was created in 1977.

The campuses each offer stand-alone majors in Astronomy and Dance, but the Five College department structure enables these separate programs to deploy the full range of courses across the five institutions to the benefit of faculty and students. Each Five College department has a fully integrated and discrete administrative structure that coexists with and complements the institutional departments and programs. Each operates on an annual budget provided by Five Colleges. Faculty from all five campuses consult as a unit on all matters of appointments and reappointments; they coordinate the curriculum across campuses and establish the course schedule with an eye to making the offerings accessible to students.

Five College Department of Astronomy

The undergraduate curriculum in Astronomy is overseen by a faculty senate consisting of institutional faculty representatives and the chair of the department, who is elected at large by the department. Astronomy students, who typically take courses required for the major at their home campus, are encouraged to explore a variety of electives offered on the other campuses. It is not unusual for students to conduct independent research with faculty on other campuses or for faculty at the colleges to serve as advisors to graduate students at the University. The Postdoctoral Fellows program brings to the campuses a newly-minted astronomy Ph.D., who has demonstrated excellence in research and undergraduate teaching. Among other duties, the postdoctoral fellow leads a class of students to conduct research at the WIYN 0.9-meter telescope at Kitt Peak National Observatory in Arizona.

Five College Dance Department

The Five College Dance Department coordinates a shared undergraduate dance curriculum, with diversely trained faculty and varied course offerings in dance technique, performance, composition and theory. It is overseen by an executive committee of Dance faculty and a staff director. Only the University's program in dance requires an audition at the time of application to the University. Students enrolled at the colleges and at the University have full access to the courses and the wide range of dancers and dance educators in the five programs combined. The existence of a Five College department also increased the opportunities for student performance across all five campuses, including the annual Repertory Project. The great majority of the campuses' events, workshops, professionalization opportunities, masterclasses, residencies, symposia, and field trips are open to all Five College students.

Five College Majors

There are two Five College majors — one in Architectural Studies and another in Film and Media Studies. These majors are offered and awarded on each of the participating campuses much like a typical major. However, unlike most other majors, Five College majors share the same structure and requirements across the participating campuses. This shared structure encourages further collaboration among faculty and increased interchange of students. The Five College Architectural Studies major is approved for students at Amherst, Hampshire, and Mount Holyoke Colleges, and draws on resources at Smith College and the University, which offer their own architecture majors. The Architectural Studies major is overseen by a committee of faculty members drawn from across the five campuses. The Five College Film and Media Studies major is available to students at Hampshire, Mount Holyoke, and Smith Colleges (Amherst supports a standalone major and the University is developing one). The major is supported by the Five College Film Council, which works to coordinate the study of film and video at all five campuses. Each year, the Five College Film Council organizes an undergraduate film festival and an undergraduate research conference, among other activities and events.

Five College Certificate Programs

Five College certificate programs bring faculty members and courses together across the institutions to offer a focused course of study normally not available on a single campus. Certificate programs are typically interdisciplinary or multidisciplinary in nature, and complement a campus-based major or concentration. Five College certificates are structured much like minors; most certificate programs require six to seven courses distributed among several categories. Students are strongly encouraged to take at least one course on another campus. Cross-campus committees of faculty establish and maintain the requirements for each certificate. The programs identify at least one advisor on each campus to see that students satisfy the certificate requirements. Certificates are awarded upon completion of the undergraduate degree and are acknowledged on transcripts issued by home campus registrars. The first certificate program, International Relations, was established in 1985. Currently there are 17 certificate programs, most of which are available to students on all five campuses. One clear advantage of the certificate structure is that it enables campuses to share resources to offer a credential in a new or developing interdisciplinary field. Some Five College certificates, such as Latin American, Caribbean, and Latino Studies, have served as bridges to full-fledged programs on the campuses. Others, such as Culture, Health & Science, and Reproductive Health, Rights, & Justice, enable students to explore a set of issues from multiple disciplinary perspectives.

As with Five College majors, Five College certificate programs are designed by a multi-campus team of faculty, but must be approved by the usual academic governance structures on each campus that offers them. All academic credentials are officially approved and issued by the offering campuses, not by Five Colleges, though FCI helps to support the basic structure and consistency

of such programs. There is considerable variation in the amount budgeted to each certificate — about a third have no allocated budget, another third is allocated between \$1,000 and \$4,000, and the upper third (typically those with the highest enrollments) receive between \$4,000 and \$72,000 per year.

Center for World Languages

In the spring of 1991, the Five College Deans asked Elizabeth Mazzocco to create from scratch an innovative program that would enable students from across the campuses to learn less-commonly taught languages (LCTLs). They stipulated only that high academic standards be maintained and that the program be well adapted to students pursuing a liberal arts education at the highest level. Growing out of the Five College Foreign Language Resource Center, the Five College Center for the Study of World Languages (renamed in 2020 as the Five College Center for World Languages) was founded to meet this charge.

The Five College Center for World Languages enables the member campuses to expand language offerings for Five College students at a greatly reduced cost. The dedicated and inspired leadership for more than two decades of the Center’s founding director, Elizabeth Mazzocco, and her longtime deputy and successor, Amy Wordelman, built the Center into what it is today: an acclaimed paradigm for instruction in less-commonly taught languages, an economically efficient and pedagogically adaptable model for academic instruction, and a paragon of collaboration that has been rightly called “unique in American education” by the Andrew W. Mellon Foundation.

The Center administers three programs: the Supervised Independent Language Program (SILP), which began in 1991; the Mentored Language Program, which began in 2004; and Supplementary Language Courses, a category that includes courses in spoken Arabic dialects (begun in 2012) and American Sign Language (begun in 2015). Each year the programs enroll more than 300 students in 35 to 40 languages. Courses are offered in two formats: mentored, which are guided by a qualified language instructor, and independent, which are largely self-taught. Regardless of format, all courses feature a set syllabus, daily independent study, intensive work with conversation partners who are fluent in the target language, and a final oral evaluation administered by a language professional.

These programs step in where campus-based language offerings end. With the exception of Supplementary Language Courses, the Center only offers languages that are not taught on the campuses. This allows us to complement, rather than compete with, campus-based offerings, and to vastly expand the number of languages available to Five College students: to wit, each year the campuses offer courses in roughly 15 languages while the Center can offer in excess of 45 languages.

The development of Center programs has been supported by some \$4.8 million in external grant funding from the Andrew W. Mellon Foundation, the U.S. Department of Education, the Booth-Ferris Foundation, and others, in addition to generous support from the campuses. This support has enabled development of new curricula and learning materials, as well as pedagogical innovation in LCTLs. Center staff were also integrally involved in administering the 2015–2020 \$2 million “Innovative Language Pedagogy” grant from the Mellon Foundation, which funded 80 projects, in 15 languages, that explored innovative pedagogical strategies and possibilities for restructuring language programs across the campuses.

The Center uses a non-traditional staffing model that decouples the administrative, pedagogical, and instructional functions of a standard faculty member / campus-based department. The Center’s program staff are FCI employees and perform a host of administrative and academic functions, such as creating syllabi and advising students, so that language instructors and conversation partners can focus on teaching. The Center’s courses are offered administratively through the College of Humanities and Fine Arts at UMass Amherst. This staffing model facilitates a resource-efficient pedagogical approach that delivers excellent language instruction, uniquely tailored to the needs of students, at an affordable cost. The Center is the focal point for Five College students who are studying LCTLs and critical languages — and their related cultures. Center programs are based on the conviction that language and culture are inextricably intertwined, and are designed to prepare students to function in complex socio-cultural linguistic situations in an increasingly interdependent world.

Other Five College Curricular Programs

FCI supports a number of additional curricular programs. These programs, funded by a combination of FCI and campus sources, enrich the curricular offerings on the campuses.

The Five College Language Initiatives coordinate the instruction of languages across multiple campuses. Most of the FC Language Initiatives benefited from support from the five-year Mellon Language Innovation grant that ended in 2020. The FC Arabic Language Initiative, founded in 2011, was designed to offer students on all five campuses a coordinated and integrated set of course offerings spanning four years of classroom instruction in speaking, reading, and writing Modern Standard Arabic. The Five College Korean Language Initiative was formally established in 2016 to coordinate Korean language course offerings across all five campuses. The Arabic and Korean Initiatives each employ several joint-appointed faculty and are overseen respectively by a tenured faculty director from one of the campuses. The FC Language Initiatives in Hebrew and American Sign Language are small by comparison to the other initiatives; each employs a single joint-appointed lecturer. For several years, Five Colleges also operated the FC Russian Language Initiative with three joint-appointed lecturers. In 2019 the campuses decided to disentangle the shared program, sending each of the joint-appointed faculty to teach on their home campus.

Each year, three students from each campus are invited to participate in the Five College Advanced Studio Arts seminar. The seminar rotates each year among the campuses and is taught by a guest artist. The program is overseen by the Five College Art Committee, which consists of the chairs of the campus studio arts departments and an FCI representative. The seminar culminates in a gallery exhibition on one of the campuses. Students consider it an honor to be invited to participate in the seminar and exhibit at the show.

Under the auspices of the Five College Geology Chairs Committee, geology students on the five campuses share research lab facilities equipped with state-of-the-art analytical instruments; learn together in classes and lectures across all campuses; and explore geologically important settings around the world on joint field trips. Each year, The Geology Chairs Committee organizes a distinguished guest lecture series, a fall faculty research symposium, and a spring undergraduate research symposium. The committee also oversees a shared field trip fund that is used to support field research by faculty and students from across the campuses.

Faculty and Student Development

Five Colleges supports a wide range of professional development opportunities for faculty and students across the five campuses.

Annual Department Chairs Meeting

For at least 25 years, Five College Department Chairs Meetings have provided an opportunity for department chairs to meet with their peers and learn about programs and funding opportunities at Five Colleges. The meetings traditionally take place in late September and are hosted on a different campus each year. More than 100 department chairs attend the meeting each year, representing 25 or more departments and programs. The meetings typically consist of a plenary session featuring a guest speaker addressing an issue of concern to the chairs, followed by concurrent break-out sessions organized by department or program.

Crossroads in the Study of the Americas Seminar - CISA

The CISA seminar grew out a grant-funded initiative in 1997 to explore possibilities for supporting trans-nationalist, interdisciplinary approaches to the study of the Americas and embed these approaches in the curricula of the five campuses. Each year, the Five College Deans Council nominates between eight and 10 early career faculty members whose scholarship explores relational aspects of identity in the Americas, broadly construed to include the concepts of citizenship, migration, diaspora, and nationhood. Participants in the seminar meet two or three times each semester to share a catered dinner and present works in progress. Past participants have cited the CISA seminar as one of the most formative experiences of their early tenure in the Five Colleges. Many past participants have subsequently taken on leadership roles in other Five College programs.

Faculty Seminars

Each year, Five Colleges supports over 35 seminars initiated by groups of faculty members who come together to share scholarly interests and discuss curricular issues. Seminars have budgets of \$250 to \$1000, which they use to share works-in-progress, host outside speakers, and co-sponsor events. Some faculty seminars have inspired the development of new Five College certificate programs.

Jackie Pritzen Annual Lecture

About once a year, the Five College Deans Council awards the Pritzen Prize to a distinguished faculty member from one of the five campuses whose scholarship, teaching, and service further the collaborative spirit of the consortium. That faculty member presents the Jackie Pritzen Lecture, whose namesake served the consortium for 26 years, working with faculty members to build and sustain academic cooperation across the five institutions.

Lecture Fund

The Five College Lecture Fund annually supports smaller scale cross-campus initiatives such as lectures, performances, and small exhibitions. Normally, grants are made for special, one-time events, and not events repeated annually or as part of an ongoing series. All proposals should demonstrate a high degree of cross-campus collaboration and benefit. Lecture Fund awards range from \$250 to \$1000 and may account for up to 75 percent of the total cost of the event. Applications are accepted on a rolling basis.

Lorna M. Peterson Prize

Named for a former executive director of the Five College Consortium (1990-2009), the Peterson Prize supports scholarly and creative work by undergraduate students taking part in a Five College program. This annual cash prize honors her commitment to collaboration as a means of advancing understanding and expanding opportunity, especially for students.

Student Governing Board

The Student Governing Board, also known as the Student Coordinating Board, is a collaboration of student leaders from each Five College campus. The Board serves as an enabling body to initiate, support, and promote interaction and cooperation among the institutions and their students. The Board can make recommendations to the presidents and chancellor of the campuses with proposals for improved cooperation. The Student Coordinating Board often has funding available to offer support to events bringing together students from all five campuses.

Symposium Fund

The Five College Symposium Fund annually supports larger scale cross-campus initiatives such as symposia, conferences, and residencies. Most Symposium Fund events involve day-long or multi-day gatherings of both Five College faculty and visiting experts critically engaging with a central, clearly defined topic. Many will also include complementary elements such as class visits,

public lectures, or presentations at faculty seminars. Proposals must demonstrate a high degree of cross-campus collaboration and benefit, and should involve participation of three or more campuses. A handful of events are funded each year, with awards ranging from \$5,000 to \$15,000. Proposal deadlines occur in November and March of each year. Recipients of funding may have up to three semesters to spend the award.

Teacher Licensure Coordinator

Based at Mount Holyoke, the Five College Teacher Licensure Coordinator helps students from Amherst, Hampshire, and Mount Holyoke become licensed to teach in Massachusetts classrooms. Advising them as they choose courses, acquire field experience and prepare for state exams, the coordinator ensures that each student's course of study fits with the curriculum of their home campus.

Women's Studies Research Center

Located in an area with the largest concentration of scholars dedicated to feminist scholarship and teaching in the world, the Five College Women's Studies Research Center encourages engaged, critical feminist scholarship from diverse perspectives. To this end, it hosts up to 15 scholars and activists each year for three to eight months. These Research Associates have come from over 30 countries. The Center also provides a forum in which women's and gender studies faculty from the five institutions can present and discuss their work and interact with Associates through faculty seminars, workshops, and conferences. The Center, founded in 1991, is housed on the Mount Holyoke College campus.

Other Academic Programming

Five Colleges also supports an array of co-curricular programming that brings students and faculty together from across the campuses. Since 1996, students and faculty from the five campuses gather annually for the Five College Undergraduate Anthropology Conference, where approximately 15 undergraduate students present their research. The conference is co-sponsored by the five Anthropology (and joint Sociology) departments and FCI.

Five Colleges, working with the Five College Music Chairs Committee, supports a number of music ensembles and festivals. The Five College Early Music Program sponsors several performing ensembles open (by audition or instructor approval) to students on the five campuses, including the Early Music Collegium and *Voces Feminae*. Five Colleges also co-sponsors three music festivals, each of which occurs every other year: The New Music Festival, the Choral Festival, and the Jazz Festival. FCI also sponsors the Five College Opera, which is a large-scale collaboration among five college faculty and staff and a mix of student and professional singers.

The Five College Theater Program brings together members of the larger five college theater community to organize theater productions open to all Five College students. For more than three decades, the Multicultural Theater Committee has been promoting multicultural perspectives in theater by supporting visits from guest artists, Five College productions, and workshops that foreground the experiences of People of Color. Each year, the committee oversees the Word! Festival, which invites students from the campuses to participate in a series of workshops led by a professional playwright. Selected students then stage readings of their short plays at the annual event (held at one of the campuses) and receive an award from the James Baldwin Memorial Fund. The annual Five College PoetryFest celebrates the quality and range of student poetry at the five campuses. The event features a live reading of original work by students from the five campuses, and is co-sponsored by FCI, the five creative writing programs, and the Poetry Center at Smith College.

Five Colleges also supports programming in mathematics and science. The Five College Statistics Program puts on a series of workshops, lectures, and competitions for students interested in statistics and data analysis. DataFest is a nationally-coordinated undergraduate competition in which teams of up to 5 students work over a weekend to extract insight from a rich and complex data set. StatFest is a one-day conference aimed at encouraging undergraduate students from historically underrepresented groups to consider careers and graduate studies in the statistical sciences. The Five College Physics Colloquium helps to support a series of lectures on cutting-edge developments in physics.

Shared Faculty

Joint Appointed Faculty

Joint appointments enable the institutions to share the teaching duties of scholars working in specialized fields or, on occasion, to bring to the campuses artists of international stature. Five College joint appointments sometimes play a role in developing or strengthening shared programs that the individual campuses could not support on their own, for example, International Relations and the Five College Language Initiatives. In the past, joint appointments have enabled the campuses to host distinguished scholars for an extended period of time. Such appointees have included the acclaimed author James Baldwin and the Nobel Laureate Russian poet and emigre Joseph Brodsky. Though the number of joint-appointed faculty varies from year to year, according to need and the availability of funding, there are upwards of 30 joint-appointed faculty in residence at any given time. About half are tenured or on the tenure-track at one of the campuses. Others are on short-term contracts, many of which are renewable. A few joint-appointed faculty are hired as postdoctoral researchers or program directors. Every joint-appointed faculty member is based at one of the campuses, which determines compensation — salary and benefits — and administers payroll and other employee services. Personnel review, including decisions regarding renewal and promotion to tenure, are governed by policies in place at the home campus, with provision made

for input by representatives of other departments or programs served by the appointment. Joint appointments are supported through a variety of arrangements. For most, the financial arrangements and teaching contributions are shared by at least two campuses, but some are funded in part or entirely by FCI endowments.

Faculty Exchange/Borrow/Overload

The Consortium facilitates the exchange and borrowing of faculty among member campuses. Faculty exchange or borrow affords a number of advantages to a faculty participant, including the chance to get to know colleagues and students at another campus and to experience teaching at a different institution. From an institutional perspective, faculty exchange enables departments to enrich their curricular options by drawing on expertise from the other campuses, as well as to address temporary staffing needs.

There are three types of faculty exchange/borrow:

- Straight exchange — in which faculty and their courses are exchanged without affecting their course loads.
- Overload borrow — in which a faculty member teaches a course on another campus as an overload and is compensated for that overload.
- Release-time borrow — in which a faculty member teaches a course on another campus as part of their normal course load; the lending campus may be reimbursed for the course it releases.

The faculty exchange / borrow process is initiated online by the instructor or interested department. FCI staff work with the instructor(s), department chairs, and deans/provosts at the participating campuses on an official arrangement, which may include compensation for either the instructor or host campus.

IV. Enterprise Collaborations

Although the Five College Consortium is best known for academic collaborations, a significant portion of its assets and activity are dedicated to administrative and enterprise collaborations. In some cases, this is a result of technological evolution that has occurred in traditional academic fields. For example, library collaborations have long been a part of the Consortium's academic portfolio, but recent decades have seen an increase in the information technology components of that collaboration, making elements of it more of an enterprise collaboration. The behind-the-scenes partnerships represented by enterprise collaborations (a fiber optic network, insurance coverage, IT security, software licensing management, and more) often provide cost savings to the campuses, or access to services that would otherwise be outsourced or foregone altogether. Many of these initiatives are overseen and advised by the Chief Information Officers, who meet monthly throughout the academic year, with the Five College Director of Information Technology and Enterprise Initiatives as their dedicated liaison.

Accessibility

Ensuring that campuses are as accessible as possible to everyone has long gone beyond installing wheelchair ramps and braille signs. Every advance in classroom technology needs to be examined to determine its accessibility to students of all abilities. For years this role was handled by an assistive technologies office for UMass, but the Consortium's colleges lacked similarly focused employees, and instead relied on collaborations of IT and accessibility staff members. In 2017, with support from a three-year grant by the Davis Educational Foundation, FCI hired the first electronic and information technology (EIT) accessibility coordinator to serve the four college member campuses. The EIT coordinator supports and collaborates with the Five College Technology Access Committee, a community of practitioners on the campuses. This coordination supports joint subscriptions to tools such as Robobrace (which converts text documents into accessible formats, including braille and audio files) and 3 play media (for closed captioning).

Compliance and Risk Management - CRMP

The Five College Compliance and Risk Management Program (CRMP) is a shared administrative program among the four private college members of FCI, and for FCI itself. UMass does not participate in the program because it is covered through the university system and the Commonwealth. Founded in 1993, CRMP has evolved significantly over its history. Originally focused on insurance placement and claims, loss prevention, and general risk management services, in 2004 CRMP began operation of its own captive insurance company, Collegiate Catalyst Fund, LLC, in support of its members' desire to take advantage of significant financial savings that could be achieved with increased self-insurance. In 2011 CRMP rounded out its risk management portfolio when it added compliance to its operations.

Since its inception, the Risk Management Program has focused on savings that could be achieved through share purchases of insurance coverage, claims management and administrative efficiencies. In its first five complete fiscal years, the Risk Management Program reduced combined annual premium costs by nearly \$450,000.

The Compliance and Risk Management Program touches upon virtually every aspect of the colleges' operations, including administrative and academic matters, alumni operations, student events, summer programs, athletics, student health, and community outreach.

Collegiate Catalyst Fund, LLC - CCF

In 2004, Amherst, Hampshire, Mount Holyoke, and Smith Colleges joined forces to create their own captive insurance company, Collegiate Catalyst Fund, LLC (CCF), to take advantage of the significant financial savings that could be achieved with increased self-insurance. Because only a handful of states allow for captive insurance companies, CCF is licensed in the state of Vermont, with a Burlington mailing address. FCI itself became a member in 2018. With the addition of the Educators Legal Liability Insurance to the captive for FY13, the captive now manages the majority of liability claims on behalf of the participating institutions, with the exception of auto liability. All property and auto physical damage claims are also managed by the captive. In July 2020, the Fund is transitioning to a cell captive structure, in which each campus maintains legal separation from the others.

In addition, on behalf of the captive, the Five College Compliance and Risk Management Program (CRMP) works closely with campus insurers and self-insurance groups (SIGs) to manage auto liability claims, fine arts losses and any losses in excess of the captive limits (Property, ELL and GL).

Emergency Preparedness

The campuses engage in coordinated emergency preparedness efforts, represented primarily by the Five College Emergency Preparedness Memorandum of Understanding (MOU) and the Five College Emergency Preparedness Committee. The MOU, endorsed by all five institutions' executive leaders, documents the good-faith intention of each participating institution to provide assistance to the other participating institutions in the event of an emergency to the extent their resources allow. In addition to campus emergency planning staff members, the Emergency Preparedness Committee is composed of representatives from campus health services, disability services, police, communications, and mental health services. The group is charged with maintaining a database of resources and equipment; sharing information with other campus stakeholders; coordinating joint and individual campus trainings; maintaining a joint information system; coordinating sheltering plans; and collaborating with other campus committees (such as Emergency Response Teams) charged with emergency preparation and management.

Five College Net, LLC - FCN

In 2004, FCI, as sole member, established Five College Net, LLC (often referred to as “FCN”). FCN owns and operates a 53-mile fiber optic cable loop linking the five campuses to each other and to the Springfield Technology Park at 1 Federal Street in Springfield, MA, a hub for Internet Service Providers. FCN also leases a redundant path to internet service beyond Springfield through arrangements with UMass. FCN owns electronic equipment to serve the Five College Data Network which allows for data to flow among the five institutions and to connect to the outside world. FCN contracts with outside companies for cable and fiber maintenance and with the University for Five College Data Network support and operations. FCN leases dark fibers to other users to offset its operating costs.

Massachusetts Higher Education Consortium - MHEC

One of the earliest forms of Five College collaboration involved joint purchasing of supplies. In the 1970s these efforts were magnified when the Consortium was instrumental in supporting the creation of the Massachusetts Higher Education Consortium (MHEC), an independent, higher education buyers’ consortium based at UMass. Today MHEC consolidates the buying power of many schools in drawing up contracts for goods and services. The staff of MHEC is based at the University’s Amherst campus which serves as the marketplace for buyers and sellers throughout the state. Each year, the five campuses save several million dollars through this MHEC-coordinated purchasing.

MIMSY / Next Generation MIMSY

In 1993, a Five College Information Systems Task Force was appointed with the mandate to oversee and coordinate development of new consortium systems and to ensure compatibility across new information systems. The Five College / Historic Deerfield Museums Collections Database was one of five projects prioritized by the Task Force in its first year. The Five Colleges & Historic Deerfield Museums Collections Management System (known as MIMSY) continues to provide essential services to the six museums and their more than 100,000 objects. While MIMSY is intended for internal use by museum staff, a companion system called Mobius provides an outward-facing website for faculty, students, and other patrons to discover and provide information about the six museums’ collections.

In 2019, the Five College Consortium received an Andrew W. Mellon Foundation grant for a 30-month effort to review and re-envision the next generation of the Five Colleges & Historic Deerfield Collection Management System. In addition to making the collections more integrated and discoverable with other Five College collections (including library and special collections

objects), the project is a step forward into expanding the collaboration to include other Five College and affiliate museums that are currently not part of the core six museums. More broadly, the project team will define the requirements for a solution that will allow the integration of the museum data with other collection discovery systems, that could be extended to incorporate additional managed collections of artifacts, and that is undergirded by a sustainable vision for coordinated oversight, staffing, and support.

Technology-Enhanced Learning

FCI supports an ever-evolving set of committees and initiatives that foster innovation and best practices in teaching and learning. Each member campus has a teaching and learning center, and the center directors and the chief information officers convene to share information and resources and to recommend alignment on instructional technology. Additional groups (such as the Moodle Users Group) and initiatives (including Blended Learning and Digital Humanities) emerge as interest dictates, often with grant funding supporting new pilot projects.

V. Community Collaborations

The defining characteristic that unites the collaborations listed here is that these programs and activities each include some external partner that is in addition to the five member campuses.

Academic Career Network - ACN

An inter-institutional effort intended to further recruitment, retention, and diversity goals within academia, the Academic Career Network (ACN) exists to help campuses accommodate dual career couples. It is common for a college or university to offer a position to one member of a couple but not have a job available for the other member. FCI maintains a distribution list of human resources and chief academic officers at ACN member campuses through which they share resumes of job-seeking partners / spouses or announce openings on their campus. ACN was established by FCI in the spring of 2003 with a planning grant from The Andrew W. Mellon Foundation; it is composed of colleges and universities in New England and upstate New York, all located within a roughly a 2-hour radius from the Connecticut River Valley.

America Reads

The Five College America Reads and Counts Tutor Program is a collaborative effort between administrators and students on the member campuses and community members working together to ensure that all children in the community are reading independently by the end of the third grade. Administrative support is provided by Five Colleges.

Enlisted students from Amherst, Hampshire, Mount Holyoke, Smith and UMass have joined together in the America Reads/America Counts Program to help area schools and agencies serving elementary age children obtain math and reading tutors at no cost. Recently, Five College America Reads Tutors had more than 200 tutors at over 30 different local schools and community agencies, including elementary schools, after-school programs, libraries, and child care services.

Associates Program

The Five College Associates Program was established in 1982 to provide scholars in transition with a continuing professional affiliation in support of their research and careers. It serves former faculty members as well as scholar spouses and partners of current faculty members affiliated with one of the five institutions. In its inaugural year, the program received national recognition from the Academy for Educational Development, which awarded Five Colleges a certificate of achievement for this effort to serve scholars.

Persons eligible for appointment as Five College Associates are those with active academic interests, holding advanced post-baccalaureate degrees, including those who previously taught full-time at one of the five campuses, partners or spouses of faculty members employed at one of campuses, and independent scholars in the Connecticut River Valley without an appointment at one of the campuses. Candidates for Associate status must be nominated by an academic dean from a member campus and are officially appointed by the FCI Executive Director. Benefits of Associate status include library borrowing privileges and access to the Academic Career Network.

Association for Collaborative Leadership - ACL

The [Association for Collaborative Leadership \(ACL\)](#) is an educational, research and professional organization dedicated to developing leadership capabilities and advancing higher education collaboration. ACL serves as the recognized authority on consortium leadership and collaboration in higher education, providing its members with access to specialized expertise, knowledge, and training so they can successfully develop, lead and manage consortia or other higher education partnerships. ACL offers an annual conference to build community and to support professional development among staff members of organizations involved in higher education collaborations. Over the last decade, the conference has provided opportunities to share experiences, build skills, introduce members to best practices in the field, learn about issues and trends in higher education, and build a unique professional community. Five Colleges, a member of ACL since its inception, provides organizational support in its status as a 501(c)(3) registered in the Commonwealth of Massachusetts, and currently has representation on its Board.

Center for East Asian Studies - CEAS

The Five College Center for East Asian Studies (CEAS) is committed to promoting East Asian Studies within the consortium and supports, encourages, and improves the teaching of East Asian cultures in elementary, middle, and secondary schools, and two- and four-year colleges in the Northeast. Supported entirely by external grants, the Center maintains a Resource Library, publishes a weekly e-bulletin, and conducts seminars, institutes, conferences, and workshops for educators. As one of seven national coordinating sites for the National Consortium for Teaching about Asia (NCTA), CEAS is funded by a generous grant from the Freeman Foundation for its primary activities: face-to-face programming in the Northeast and online national programming for K-12 educators.

Community-Based Learning - CBL

Community-Based Learning (CBL) is the practice of bringing together students, faculty, and community organizations to work on projects that provide intellectually rich experiences for students and tangible benefits to the greater community. Every semester over 1,000 students from all five campuses participate in some form of community-based learning. Service learning courses, internships at local nonprofits, and community-based research actively engage students, faculty, and staff with the greater community. The [Five College Committee for Community Based Learning](#) is a group of faculty and professional staff who work together to improve the quality of engagement Five College students have in local communities and expand the number of community-based learning opportunities available.

Most semesters the Five College Committee for Community Based Learning oversees the organization of day-long training sessions for students expecting to do CBL work in the cities of Holyoke or Springfield. These sessions, called Holyoke Bound and Springfield Bound, annually attract hundreds of Five College students to learn about the cultures of each city to better prepare themselves for their CBL experiences.

Guidance Counselor Promotions

For more than 20 years, Five Colleges has worked with the admissions deans to develop events that showcase the value of the consortium and its member institutions to high school guidance counselors. One of these events is the fall Counselor Tour, which brings 55 guidance counselors from around the country to the area to learn more about the campuses and the Consortium. Each winter, the admissions deans agree on the areas of the country in which they want to raise their profile. Invitations are targeted to these areas, and interest is always exceptionally high, with annual wait-lists as high as 200 counselors. The Counselor Tour shifted from taking place every other year to every year in 2012, and interest in it only increased.

The other major admissions event that Five Colleges coordinates is referred to informally as the “Admissions Roadshow,” in which the admissions deans and their Five College liaison travel to different parts of the country and host breakfasts and lunches with high school counselors. Locations for these trips have included Atlanta, Washington, D.C., Minneapolis, Denver, Manhattan, Albany, and Boston. Attendance at any single event has ranged from 20 to 70. Roadshows have typically been organized during semesters when there was no counselor tour. As of 2020, the most recent roadshow was in 2016, but there is still interest among the admissions deans for continuing them.

Learning in Retirement - LIR

Founded in 1988, Five College Learning in Retirement (LIR) is a dues-supported organization sponsored by Five Colleges and serving the Connecticut River Valley of western Massachusetts. Peer-led learning and participation are at the heart of LIR. Members initiate, design, moderate and participate in its seminars and workshops. Seminars meet weekly for eight- to 10-week terms in the fall and spring. In addition, members can join interest groups focusing on such subjects as book discussions, photography, foreign languages, current events, and more that meet regularly. Throughout the year, members organize a variety of activities. LIR members are a group of intellectually curious individuals who want to pursue new fields of interest and enjoy lifelong learning.

Legislative Relations

With only one of the five campuses having a full-time staff member responsible for government relations, interaction between the campuses and their state legislators was irregular, and often only in response to crises. In 2020, planned regular meetings among representatives of the Five College campuses, Greenfield Community College and Holyoke Community College and their respective legislators became even more frequent as a result of the COVID-19 pandemic. The overarching goal of the group is to develop familiarity and understanding among all involved, so that legislators may best represent this very important constituency.

Museums10 - M10

Begun as an informal marketing collaborative in the late 1990s, Museums10 (M10) has grown into one of Five Colleges' most active programs. It produced three joint exhibitions over the course of five years, with member institutions collaborating not only among themselves, but with local businesses and nonprofits. The efforts attracted hundreds of thousands of dollars in grant money, thousands of tourists, and significant media attention to the region.

After the third joint exhibition, M10 shifted gears to focus on providing professional development opportunities for its members' staff. These have ranged from informal workshops on writing exhibit labels to the annual Museums10 Summit, which features a keynote speaker and themed breakout sessions. M10's budget is derived from an annual payment of \$2,500 from each member museum. The budget covers the costs of paying for a part-time coordinator and those associated with the summit and other professional development opportunities.

Museums10's members are:

- Beneski Museum of Natural History (Amherst College)
- Emily Dickinson Museum (Amherst College)
- Eric Carle Museum of Picture Book Art (Independent)
- Hampshire College Art Gallery
- Historic Deerfield (Independent)
- Mead Art Museum at Amherst College
- Mount Holyoke College Art Museum
- Smith College Museum of Art
- University Museum of Contemporary Art
- Yiddish Book Center (Independent)

Partnership Programs

The Five College Partnership Programs initiative was created in 1984 in response to growing local and national recognition of the need to strengthen ties between higher education and elementary and secondary schools in order to improve educational opportunities for all students. Five College Partnership Programs bring Five College and K-12 school faculty together to improve their own teaching and the education of all young people. Through collaborative efforts, faculty members engage in professional learning, share information and resources, work together to create engaging educational materials, and design new ways to address the needs and concerns of today's students. Partnership Programs utilize a variety of collaborative models that can support the professional development of school and college faculty, engage college students in the education of younger students, strengthen educational institutions, and improve student learning.

Recent Partnership Programs include national and regional professional development for teachers offered by Five College faculty members, such as the NEH Summer Institute: Teaching Native American Histories; Doors to the World: Global Children's Literature for Critical Multiliteracies; STEMTEC; and Teaching American History. Current local collaborations include the NSF-funded Research Practice Partnership: Computer Science for All Springfield, and The Diverse Teacher Workforce Coalition/Paradigm Shift: Helping Black and Latinx Para-educators Become Licensed Teachers in Springfield, Holyoke, Amherst, and Northampton, supported by several Massachusetts-based foundations.

Public Broadcasting – WFCR / NEPR / NEPM

Founded on the UMass campus in 1960 as Four College Radio, WFCR receives an annual budget allotment from the member campuses, as well as studio space from UMass. Until 2019, each campus and Five Colleges, Incorporated, were given seats on the station’s advisory board (with the Five College seat being ex-officio and non-voting). In 2012, WFCR changed its name to New England Public Radio — NEPR — and in 2016 moved its primary operations to downtown Springfield, leaving a satellite studio on the UMass campus. In 2019, NEPR merged with WGBH Boston and with WGBY public television in Springfield, within an umbrella organization called New England Public Media — NEPM. The board of NEPM was reorganized so that only two representatives from within the consortium are voting members: the vice chancellor of university relations at UMass, and the executive director of Five Colleges.

Public Transportation - PVRTA

The Consortium has been offering students transportation among the campuses since before there was a consortium. Legends describe a fleet of station wagons and a limousine, driving among the then-four campuses, back in 1961. As interest in cross-campus course registration grew through the '60s and '70s, so did the fleet, with a formal Five College transportation service being initiated in 1974. In 1979 Five Colleges shut down its own bus service and entered a partnership with the Pioneer Valley Transit Authority (PVRTA), to provide free transportation for Five College students among the campuses.

The partnership agreement calls for Five Colleges to cover the cost charged to local municipalities for specific bus runs that stop in their towns. The cost for daytime, weekday runs is split evenly among the five campuses. The cost for evening and weekend service, which was requested by campus student governments, is split among the student governments using a formula that was created in the 1980s. In 2018, in response to a funding crisis faced by PVRTA and its parent Regional Transit Authority (RTA), Five Colleges entered into a new agreement with PVRTA. In addition to covering the local municipalities’ costs, the campuses would pay an additional \$50,000 each year for the succeeding five years, leading to a total additional payment of \$250,000 by year five. In year five, the agreement would be reviewed.

In 2020, anyone with an ID from one of the Five College campuses may ride four different bus routes — the R29, 38, 39 and B43 — for free when classes are in session. Anyone (with or without an ID) may ride the 38 for free, along with any other bus runs operated by UMass Transit. A department of the University of Massachusetts, UMass Transit subcontracts with PVRTA to manage some 10 routes in the Amherst area, training UMass students as its drivers. UMass Transit developed its routes to offer its students free public transportation to and within its campus.

VI. Library Cooperation

Ten years before Five Colleges incorporated as a formal consortium, the librarians of Amherst, Mount Holyoke, and Smith Colleges and UMass started the Hampshire Interlibrary Center (HILC) to acquire and circulate lower-demand serials and journals that would be prohibitively expensive for a single institution to purchase. HILC provided a template for continued library cooperation and coordination. Today the Five College libraries share an Integrated Library System as well as many other aligned library features and the Five College Library Repository Collection (FCLRC).

Five Colleges is one of the oldest library consortia in the United States. The Five College library system is composed of 14 campus libraries and the Five College Library Repository Collection (the latter is formally owned by FCI on behalf of the campuses). The libraries work together in nine advisory groups and committees, under the guidance of the Five College Librarians' Council (FCLC), made up of the library director from each campus, with an FCI staff member serving as liaison. The libraries coordinate on acquisitions and subscriptions, and hold joint professional development sessions throughout each year. Together, these libraries manage a collection of 10 million volumes (4.7 million books, 1.8 million eBooks, 3.1 million journals and 440,000 film, video and music recordings/scores). If it was within a single institution, this collection would make us the 10th largest library in the United States. Twenty-one percent of all library borrowing is among Five College campuses, helping the libraries to reduce duplicate purchases by thirteen percent in recent years.

Launching their first Five College Online Catalog in 1998, the Five College Libraries have continued to be early adopters of technology, and have used technology to create richer resources together than would be possible independently. In 1999, The Andrew W. Mellon Foundation awarded Five Colleges a major grant bringing faculty, librarians, and technical staff together to develop a shared infrastructure. A tangible outcome of the grant was a Five College pilot to digitize select archival documents, laying the groundwork for shared or centralized operations in digitizing print and image sources.

Beyond seeking enhanced access to resources, a major goal of this digitization process was reigning in some of the rising costs associated with the changing realities of curating collections in the digital age. In 2002, building on a shared and integrated library system and the prototype of a digital library, the Five College campuses were deeply involved in the development of Archivespace, an open-source archival collection management system. In 2004 the Five College libraries launched one of the country's first shared archival finding aid systems, again with funding from the Mellon Foundation. The shared integrated library system, digital assets, archival finding aids, and collection management systems are all part of core Five College infrastructure that makes the whole of the system greater than its parts.

Shared Catalog, Borrowing, and Subscriptions

All the libraries in the consortium share a single integrated library system (ILS) called Aleph, a system that combines all the functions of a library into one program. The Five College ILS supports much greater integration of library collections and provides an effective method for tracking materials throughout the campuses. Currently the Five College libraries are working to move to a newer Integrated Library System, determining that Folio, an open source ILS currently being written by numerous groups around the world, will serve as the new ILS. Currently there are a number of groups, including members of all of the libraries, working towards the goal of implementing FOLIO in the summer of 2021.

The ILS also allows the Five Colleges to share an Online Public Access Catalog (OPAC), so that when a Five College student searches for a specific title, the results will include materials at all Five College libraries and the Repository Collection.

One of the most important functions of the shared ILS for Five College libraries is the ability to facilitate open borrowing between the various libraries. This allows patrons from any Five College campus to borrow books online from another campus' library collection, often delivered within 24 hours, and to return materials to any campus' library.

Recently the libraries have also established a set of borrowing privileges that are shared throughout the colleges. This means that when a patron — student, faculty or staff — borrows a book from one institution, they will get the same loan period and return requirements at the other libraries in the Consortium. This type of coordination allows users to keep track of borrowed materials without having to remember which library their items were borrowed from.

Five College libraries share access to numerous databases and electronic resources through shared subscriptions. Often academic databases and electronic resources are too costly for individual institutions to maintain for their patrons. By sharing access among the Five Colleges as a consortium, many of these subscriptions become attainable. As with open borrowing, these databases and electronic resources are available to all Five Colleges patrons and can be found together in the OPAC.

Smith, Mount Holyoke, and Hampshire Colleges have created Five College Compass: Digital Collections to jointly manage the digital portions of their holdings. They expect to accomplish more with their digital collections by relying on pooled resources within a system that is easily accessible to all three campuses. Compass will support broad management, preservation and access to unique resources digitized and managed by campus libraries, archives and eventually museums. Other campuses may join Compass in the future.

Five College Library Repository Collection - FCLRC

The Five College Library Repository Collection (FCLRC) is a collection of 800,000 volumes of generally low-use bound serials and journals from the Five Colleges libraries and from affiliate libraries. This collection was created to allow patrons to continue to access low-use materials while also freeing up much needed space within the Five College libraries. Once a title has been moved to the Repository Collection, each of the other colleges has the ability to discard their copy if they would like to create additional space for their libraries' collection needs.

The Five College Library Repository Collection is stored in two separate facilities. The Five College Library Repository is located in the Amherst College Bunker in Amherst MA; this facility houses 571,000 volumes and is full. The Five College Library Annex is located in Hatfield, MA. This facility is designed to hold up to 2.5 million volumes, and currently holds 200,000 volumes of the FCLRC and over 1 million volumes of the Smith College Library Collection during major remodeling of Smith's Neilson Library. It also temporarily holds some other special collections materials from UMass and Amherst College.

The Five College Library Repository Collection is not a part of any of the Five Colleges libraries but is a separate collection owned by Five Colleges, Incorporated for the benefit of all five campuses, as well as affiliate libraries and the wider library and knowledge community, which is served primarily through Interlibrary Loan services. The Five College Library Repository Collection materials are generally not available to be borrowed, but are rather scanned and shared electronically. There are exceptions and there are options for supervised "In Library Use Only" for patrons of the Five College Libraries. The Five College Library Repository Collection is still growing at a rate of 15,000 to 20,000 volumes a year. These materials are coming primarily from within the Five Colleges but also occasionally from Affiliate Libraries

Affiliate Collections

FCLRC acts as a Print Archive Repository Collection with the goal of retaining a single copy of print back files of selected journals available in commercially digitized collections. Recognizing that this print resource serves as a secure backup, FCI has agreed to maintain a trusted repository for its Libraries and Affiliate Library members. By joining the FCLRC, Affiliate Libraries can contribute to and borrow from the seven Affiliate Collections:

- ACS Legacy Archives
- American Physical Society
- APA Journals
- Institute of Physics
- JSTOR
- Project Muse
- Royal Chemistry Society

Annex

The Annex is a 35,000 square-foot, climate-controlled facility located in Hatfield, MA, with the capacity to shelve up to 2.5 million items from the campuses. From 2017 to 2021, the Annex is being used to shelve books from Smith College's Neilson Library while it undergoes extensive renovations. Along with the Bunker, the Annex holds the Five College Library Repository Collection as well as materials from member campuses.

Bunker

Built into the Holyoke Mountain Range by the federal government during the height of the Cold War, the Bunker served as part of the Strategic Air Command until it was decommissioned and ultimately sold to Amherst College for archival storage in 1994. Since 2002 Five Colleges has used a portion of the Bunker for the Five College Library Repository Collection. More background on the Bunker can be found on the Amherst College website: [Debunking the Bunker](#) and [From Bombs to Books](#).

VII. A Timeline of Collaboration

- 1914:** Committee on University Extension of the Connecticut Valley Colleges is established to offer extension courses in the Connecticut River Valley; members include Amherst, Mount Holyoke, and Smith Colleges, and the Massachusetts Agricultural College (precursor to the University).
- 1922:** Committee on University Extension sponsors the country's first courses taught over radio.
- 1948:** First joint faculty appointment, in economics, created.
- 1951:** Four College Library cooperation begins with the creation of the Hampshire Inter-Library Loan Center (HILC), a shared, circulating serials collection.
- 1957:** First coordinator of Four College affairs, Sidney R. Packard, begins term.
- 1958:** *The New College Plan: A Proposal for a Major Departure in Higher Education* recommends the establishment of a fifth, experimental college in the Connecticut River Valley.
- 1959:** Literary magazine *Massachusetts Review* founded with consortium support. First joint department, Astronomy, is established.
- 1960:** WFCR (Four College Radio) begins broadcasting.
- 1961:** Four College Bus System launched.
- 1965:** Latin American Studies, first joint area studies program, founded. Four Colleges, Incorporated is created. The campuses assist with planning and fund-raising for a new college.
- 1966:** Four Colleges, Incorporated becomes Five Colleges, Incorporated after Hampshire College joins. First Five College Fellow named.
- 1970:** Hampshire College admits its first students.
- 1973:** Student cross registration without additional fee or inter-campus reimbursement is approved.
- 1978:** Five College Dance Department is established; operated previously as Five College Council on Dance.

- 1979:** Neill Endowment of \$1 million is established by private donor to support visiting scholars. Consortium provides subsidies to Pioneer Valley Transit Authority (PVTA) for free transportation for students and campus employees on Five College bus routes.
- 1980:** Five College office moves to 97 Spring Street, Amherst, a house owned by Amherst College near its campus.
- 1984:** Five College Public Schools Partnership founded.
- 1985:** Five College automated library catalog system installed. First joint certificate (minor), International Relations, is established. As of 2020 there are 17 certificate programs.
- 1988:** Five College Learning in Retirement established.
- 1990:** National Endowment for the Humanities and matching funds create \$1 million endowment for joint faculty appointments and faculty development.
- 1991:** Five College Women's Studies Research Center launched.
- 1998:** Five Colleges and Historic Deerfield Museum Consortium create a shared collections database of cataloged objects.
- 1999:** Five College Library Depository collection is created and housed in the Amherst College-owned Bunker in the Holyoke Range.
- 2005:** Museums10, collaboration of seven campus museums and three associated independent museums, is established. First joint major, Film Studies, is established.
- 2007:** 53-mile, high-speed fiber optic network linking the campuses to one another and to high-speed Internet providers in Springfield is completed.
- 2010:** Five Colleges launches a single sign-on shibboleth system, allowing people on each campus to use their own IDs to access resources on other Five College campuses.
- 2011:** Arabic Language Initiative launched.
- 2011:** UMass Accelerated Master's programs open to Five College students. The Andrew W. Mellon Foundation provides a \$1.5 million endowment to fund academic support positions.
- 2013:** Pritzen Endowment established to support academic programs and initiatives.
- 2015:** The Reproductive Health, Rights, and Justice Certificate Program is initiated, and quickly becomes one of the most popular certificate programs.

- 2016:** Korean Language Initiative launched.
- 2017:** The Andrew W. Mellon Foundation awards Five Colleges \$1.775 million toward developing a sustainable income stream for the Center for World Languages.
- 2017:** The Five College Library Annex opens to house print materials for which there is no longer space in campus libraries.
- 2018:** PVTa accepts a Five College proposal to increase its annual payment by a total of \$250,000 over four years to support the cost of public transportation in the Five College area.
- 2020:** Five Colleges awarded a \$2.5 million grant from The Andrew W. Mellon Foundation to help its member campuses transform how they approach Native American and Indigenous studies.

VIII. Historical Initiatives of Note

(section coming soon)