



Appendix

Conference Schedule

FRIDAY, NOVEMBER 12, 1999 AT MOUNT HOLYOKE COLLEGE

8:00–8:45 a.m.

Registration

8:45 a.m.

Welcome

Joanne V. Creighton, President, Mount Holyoke College

Lorna M. Peterson, Coordinator, Five Colleges, Incorporated

9:00–10:00 a.m.

Lessons and Surprises from the Five College Review

Members of the Five College Review Team:

Robert H. Edwards, President, Bowdoin College (chair)

Sandra A. Glass, former Program Vice President with the

W.M. Keck Foundation, and philanthropy advisor

Patricia Albjerg Graham, President, The Spencer Foundation, and Charles

Warren Professor of the History of American Education, Harvard University

Walter Massey, President, Morehouse College

10:15–noon

Building Cultures of Cooperation: A Presidential Perspective

Moderator: Tom Gerety, President, Amherst College

Nancy Y. Bekavac, President, Scripps College

Joanne V. Creighton, President, Mount Holyoke College

Marilyn Chapin Massey, President, Pitzer College

Gregory S. Prince Jr., President, Hampshire College

Henry E. Riggs, President, Keck Graduate Institute of

Applied Life Sciences

David K. Scott, Chancellor, University of Massachusetts Amherst,

and President, Five Colleges, Incorporated

Ruth J. Simmons, President, Smith College

Steadman Upham, President, Claremont Graduate University

2:00–2:45 p.m.

KEYNOTE ADDRESS: Collaborative Thinking and Collective Learning

Adele Simmons, Vice Chair, Chicago Metropolis 2020 and

former President, The John D. and Catherine T. MacArthur Foundation

3:00–4:30 p.m.

Redefining the Learning Community

Moderator: Donal O'Shea, Dean of the Faculty, Mount Holyoke College

John C. Burkhardt, Program Director for Leadership and

Higher Education, W.K. Kellogg Foundation

Claire L. Gaudiani, President, Connecticut College*

Jorge Klor de Alva, President, University of Phoenix

Allan Watson, President, Alliance for Higher Education, Texas

4:30–5:30 p.m.

Summation and Response

*Claire L. Gaudiani was unable to attend due to illness.

Conference Schedule

SATURDAY, NOVEMBER 13, 1999 AT SMITH COLLEGE

8:30–10:15 a.m. **Governance, Planning, and Assessment**

Moderator: Lorna M. Peterson, Coordinator, Five Colleges, Incorporated

Wayne Anderson, President, Associated Colleges of the South

Marjorie Bakken, President, Wheelock College

Roger Clark, outgoing Director, Committee on Institutional Cooperation (CIC)

JoEllen Parker, President, Great Lakes Colleges Association (GLCA)

10:30 a.m.–
12:15 p.m. **Weighing Benefits and Costs of Cooperation**

Moderator: Sharon Siegel, Treasurer, Amherst College

Phillip DiChiara, President, Boston Consortium for Higher Education Services

Kenneth L. Hoyt, President, The Ohio Foundation of Independent Colleges, Inc. (OFIC)

Richard W. Kimball, President, The Teagle Foundation

Michael S. McPherson, President, Macalester College

12:30–2:30 p.m. **Luncheon and Panel: Thinking about the Future**

Moderator: Ruth J. Simmons, President, Smith College

Robert H. Edwards, President, Bowdoin College, and Chair, Five College Review Team

Betty J. Overton-Adkins, Director of Higher Education, W.K. Kellogg Foundation

David K. Scott, Chancellor, University of Massachusetts Amherst, and President, Five Colleges, Incorporated

2:30–4:30 p.m. **Summation and Response**

Moderator: David K. Scott, Chancellor, University of Massachusetts Amherst, and President, Five Colleges, Incorporated

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The Five College Consortium

Amherst, Hampshire, Mount Holyoke, Smith, University of Massachusetts

This is a précis of a recent external review of the Five Colleges Consortium, and issues concerning its future, prepared for the conference on "Cultures of Cooperation" on November 11-12 in Amherst.

I. HISTORY OF THE CONSORTIUM

In the 1950s the then three private Connecticut Valley colleges and a neighboring public institution were experiencing pressures for expansion 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. 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 during the 1960s into this next most productive phase. Vision as well as planning at the highest administrative levels resulted in the creation of a New College that would open its doors in 1970 as Hampshire College. In the wake of that joint planning came a formal commitment to cooperation as a common goal of the institutions. In 1965, the schools formally incorporated as a consortial enterprise and two years later appointed the first full time Five College Coordinator to head up a discrete administrative center for cooperative endeavors. This is the Consortium's corporate expression, its active arm, Five Colleges, Inc.

Once artificial barriers such as fees and other restrictions were lifted in the early 1970s, students began voting with their feet and annual cross registrations through the Five College interchange rose steadily and dramatically within a decade from just a hundred to over 6,000. An expanded use of interchange created the pressures that would result in a regularized means of transportation, open library borrowing and shared arrangements for meals.

Throughout the eighties, many of the earliest forms of collaboration continued to thrive—joint faculty appointments and faculty seminars, two Five College departments and a number of programs. Cooperation during these years served to enrich or expand existing campus programs, or as a means of capitalizing on new technologies. The Five College Library Automation Project, first conceived in the late 1970s, had become a reality by 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 the three Five College Certificate Programs.

Other consortial programs, academic and administrative, operate with the guidance and cooperation of Five Colleges, Inc. staff. Student cross-registrations have run recently at a level of some 4,500 a year. Five Colleges, Inc. operates with a budget of around \$4.5 million a year. The member institutions subscribe about two-thirds of this sum, while external program grants and income from Five Colleges, Inc.'s \$7 million endowment account for the rest. There are six professional staff members located at the Five Colleges Center, on Spring Street in Amherst.

II. THE REVIEW:

GENERAL OBSERVATIONS OF THE REVIEW COMMITTEE

The consortium is one of the oldest and most successful in the country. Its members are among the most distinguished American institutions. They have demonstrated strong support over the years for the idea and the programs of the Consortium, and there is wide-spread faculty and community agreement that the Consortium increases the attractiveness of the area for students and faculty, both generally and impalpably and specifically through an array of specialized consortial programs. The consortial institutions have a population of around 26,000 students and 2,000 faculty. The administrative arm of the consortium, Five Colleges, Inc., is vigorous and well-led. But, the Consortium faces certain challenges and some interesting opportunities.

QUESTIONS FOR THE FUTURE

1. After 25 years and several leadership successions in member colleges, what is the Five College Consortium? How is it perceived on campuses by administrators, faculty and students?

- As a largely spontaneous “bubbling up” of interesting “add-on” programs that are expressions of specialized interests that evolve lives of their own?
- As a combination of special programs and broad consortial strategies (e.g., cross-enrollment and course credit), driven and reviewed regularly by presidents, deans and trustees?
- As Five Colleges, Inc., a vigorous “sixth entity” with a constituency of its own and an array of semi-permanent institutes and programs?

The Review Committee perceived elements of all three and liked the “dynamic instability” inherent in this mix, but wondered if entropy, special interest or donor fashion might increasingly influence the character of the Consortium without fresh leadership from the member institutions.

2. Is there a systematic process of initiation, review, renewal and eventual termination of consortial programs? Does this process differ for administrative programs and academic programs?

- What formal institutional review and approval occurs at program outset (e.g., by academic deans and business officers)?
- What takes place at first renewal?
- Should the model of Five Colleges, Inc. be largely entrepreneurial and facultative or institutional? Should any Five College, Inc. programs exist in perpetuity? Would a practice of “spinning-off” consortial initiatives into the control of a single campus, after an experimental period, assure quality and salience control?

The Review Committee could see some utility in a mix of permanent and transitory programs, but it saw the Consortium’s comparative advantage in being lean, experimental, and flexible.

3. What might be some future areas of substantive program engagement for the Five College Consortium?

- Cross-registration and resource-sharing. Would reaffirmation of these guiding philosophies of the Consortium be advanced by, for example, a common-online catalog and other forms of broad encouragement by the leadership?

- Technology. Institutional cultures are driving separate campus software decisions, which impedes common database building, etc. Is this desirable or inevitable in all cases? Even without common institutional policies, are there growing opportunities for the new Five Colleges, Inc. technology unit to serve as a consortial resource, assisting faculty user groups (the sciences, social sciences) in sharing classroom applications? Could the consortium establish a “gold standard” in online distance-learning courses?
- Service projects. The consortium consists of uncommonly talented, well-favored campuses with strong service instincts. The Five Colleges/Public School collaborative is already a leading consortium of service programs. Are there other areas in which the consortium and its member campuses have comparative advantages that could be applied, by students as well as faculty, to the benefit of the surrounding community?
- Foreign study. The consortium has some of the most interesting area studies centers in the area—for example, Asia and Africa. Is the consortium in a good position to establish high-quality, off-campus study programs in neglected but important areas of the world?
- Administrative programs. The consortium, through Five Colleges, Inc., is impressively dealing with an array of common administrative issues: risk management, insurance, and purchasing needs. It also is evolving a capacity to provide specialized training, at short notice, for administrators on the five campuses in areas of swiftly moving legislative and judicial change: EPA, ADA, civil rights, building codes, technical standards, and so forth. Consortial cost-saving still seems at an early stage in its development. What opportunities lie ahead?

September 22, 1999

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