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ABSTRACT

Significant cooperation among colleges and universities, the subject of more talk than action in the past, is on the upswing. More and more institutions of higher education are working together on problems they can no longer solve alone. The strongest reasons for moving away from total independence are: rising demand and runaway costs; the knowledge explosion; the influence of technology; educational and social ferment; and renewed pressures from funding agencies. Most colleges and universities are engaged in voluntary joint ventures of some sort. These range all the way from simple, informal agreements to formal consortia--some with complex structures involving dozens of institutions, millions of dollars, and multiple areas of cooperation. This document presents examples of programs and experiences in effect at various member institutions of the Academy for Educational Development. It offers ways to provide better and more diversified learning opportunities and services without a corresponding rise in budget. Following the examples is a set of informal guidelines on cooperation, and an alphabetical listing of the consortia mentioned in the report. (Author/HS)

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PUTTING COOPERATION TO WORK

a survey of how voluntary cooperation

is helping colleges and universities

compiled by
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Management Division
Academy for Educational Development, Inc.

The need is to cooperate, not because it's the "gentlemanly" thing to do, but rather because it's the rational and urgent thing to do.

Ernest L. Boyer
Chancellor
State University of New York
February 1972

An accelerating trend

Significant cooperation among colleges and universities, the subject of more talk than action in the past, is on the upswing. Whether on their own initiative or by legislative mandate, more and more institutions of higher education are working together on problems they can no longer solve alone.

The strongest reasons for moving away from total independence are:

Rising demand and runaway costs—Today's expectations for more of everything—courses, facilities, equipment, services—go far beyond what one campus operating in splendid isolation can afford to fulfill. Even large, well-endowed universities are having a hard time making ends meet.

The knowledge explosion—No single institution can embrace all the knowledge generated by modern man. The irrationality of trying to duplicate specialized libraries, research facilities, and advanced courses is becoming increasingly obvious.

The influence of technology—Administrators are beginning to realize that they cannot reap the full educational and financial benefits of such installations as television networks and computer systems within the confines of a single campus.

Educational and social ferment—The need for more campus-community interchange and for more real-life learning experiences is making the isolated campus obsolete.

Renewed pressures from funding agencies—Through legislation and new funding procedures, state and federal agencies are encouraging institutions of higher education to work together on common problems. Foundations, which generously supported a variety of cooperative activities in the past, are now taking a closer look at the performance records of these efforts, and at the likelihood that new joint programs will produce significant institutional improvement.

Most colleges and universities are engaged in voluntary joint ventures of some sort. These range all the way from simple, informal agreements to formal consortia—some with complex structures involving dozens of institutions, millions of dollars, and multiple areas of cooperation.

A survey by the Academy for Educational Development early in 1972—while confirming the gap between present efforts and future possibilities—identified many institutions which reported that the rewards of cooperation outweigh the difficulties. The joint ventures they support fall somewhere in the middle of a spectrum that ranges from all-but-total autonomy to complete merger.

Most institutions in the sample belong to legally chartered consortia which offer multi-institutional academic programs suitable as models for adaptation elsewhere. Excluded for the most part were the well-known large institutes supported by universities and government agencies, as well as informal arrangements between two institutions.

The examples below document experiences which appear to meet pressing institutional needs. They may be helpful to college presidents who are looking for ways to provide better and more diversified learning opportunities and services without a corresponding rise in budget. Some examples represent tentative first steps. Others are full-fledged programs completely integrated with the operations of participating institutions. No attempt was made to include all consortia or all activities of any single consortium, but rather to highlight representative and thought-provoking efforts.

Following the examples is a set of informal guidelines on cooperation, and an alphabetical listing of the consortia mentioned in this report.

Requests for more details on specific cases should be directed to the appropriate cooperating agency. The Academy would welcome learning about additional instances of significant cooperation for inclusion in a possible future Management Division publication.

The current state of the art

ADMINISTRATIVE AND BUSINESS SERVICES

Joint business operations—A comparative study proved that the operating cost "per $1000 handled" of The Claremont Colleges joint business office was 14 to 57 percent less than at similar single institutions in the study sample. Business functions included general accounting, investments, bursar functions, payroll and personnel records.

Improving management expertise—In addition to joint purchasing and computer usage, the South Carolina College Council, Inc. finances workshops, seminars and campus visits for business staff; brings outside consultants to the individual campuses; and provides funds for visiting teams to evaluate management practices and to implement recommendations.

Public-private purchasing—Through a special arrangement with the State Purchasing Office, the South Carolina College Council, Inc. is able to pool its purchases in more than 400 categories. By buying a wide variety of items—from cleaning supplies and paper products to fuel oil and motor vehicles—in conjunction with the State, private institutions report substantial savings.

Handling cross-registration fees (1)—In the Worcester Consortium for Higher Education, Inc. there is no charge to institutions for cross-registration, since it is limited to underenrolled courses which the home institution must provide in any case. With the permission of the instructor, students at any of the 11 public and private two-year, four-year, graduate or special educational institutions in the consortium may take courses at any of the others. (This is the usual pattern among colleges permitting cross registration.)

Handling cross-registration fees (2)—In the Consortium of Universities of the Washington Metropolitan Area, the course fee paid by each institution for cross-registered students is based on the average credit-hour fee of the five member institutions. At the end of a semester, this average fee is multiplied by the number of hours taken by cross-registered students from each university and the amounts due are exchanged through the consortium. Students pay the regular tuition at their home institutions.

Managing by objectives—GT/70, essentially a clearinghouse that applies the expertise developed at one member institution to the concerns of another, specializes in solving educational management problems for community colleges. It has sent each of its 10 full and 20 associate member institutions a series of slide-tape lectures on Management By Objective. Where requested, it has found people to help put MBO into action.

A common chart of accounts—Because they have developed standardized

accounting forms, the eight members of the Union of Independent Colleges of Art can easily compare operating costs. One school, upon learning that its costs for a design program far exceeded those of other schools, decided that if enrollment did not increase the program would be eliminated. The availability of standardized data has also enabled development officers to prepare a statement of aggregate need to support applications for government and foundation grants.

Joint computer facilities—The Computer Center of the Associated Colleges of Central Kansas does all administrative data-processing and computer science teaching for the six member institutions. A terminal at each campus provides 24-hour access to the central computer. Annual operating costs of $120,000 are supported in part by a federal grant. A similar installation on a single campus would cost $100 000 a year to run independently. The savings from cooperation are large enough to indicate that, should the federal grant end, the center would continue to operate from institutional contributions of $20,000 apiece.

Information exchange—Data collected from and distributed to the 12 members of the Associated Colleges of the Midwest alert appropriate administrators to new equipment acquired by other member colleges. For example, the experience of one business officer with a mini-computer inspired three other institutions to acquire them.

Checking cost effectiveness—Information exchanged among members of the Associated Colleges of the Midwest enables them to compare the cost effectiveness of such operations as fund raising. These comparisons help decisionmakers to determine the amount of money and size of staff needed to achieve institutional goals.

Telephone committees—The 25 joint committees of the Alabama Consortium for the Development of Higher Education can meet at a minimum cost in time and no cost in money by using the telephone network already linking the seven member institutions. This hookup, now used to speed interlibrary loans, will in the future permit telefax data transmission, computer-sharing and joint teaching.

Common services—The six schools in The Atlanta University Center carry a single set of insurance policies. One auditor handles all their books. Three of the institutions are served by a single food service and three maintain a single committee on investments. In addition, the Center supports a centralized security system: one director supervises 30 guards on six campuses.

Fuel oil savings—Members of the Hudson-Mohawk Association of Colleges and Universities discovered that the differential among prices they were paying to fuel oil vendors ranged from 4.9 to 6.5 cents per gallon. Three of the members who took this information to their suppliers were able to reduce their oil costs $20,000 in one year. All members of the Worcester Consortium buy their oil from a single supplier who cut his price 10 percent to get the total business. In two and one-half years of joint purchasing of oil and other supplies, this consortium has saved its members $30,000.

Lower insurance rates—After comparing types and costs of their insurance policies, members of the Associated Colleges of the Midwest began efforts to purchase insurance cooperatively. Faced with a possible loss of premiums, their separate insurance companies negotiated new rates which have produced estimated savings of at least 10 percent annually.

Savings on science equipment and supplies—By joining forces, members of the University Center in Virginia saved 10 to 20 percent on scientific equipment and supplies, for which they spent $250,000 last year.

ENROLLMENT AND ADMISSIONS

Encouraging rural blacks—The field staff of the Alabama Center for Higher Education is meeting with school superintendents and principals in 15 rural counties to encourage 31,000 college-age blacks to enroll in one of the eight member institutions.

Recruiting from a broader base—Recruiters from the Union of Independent Colleges of Art, traveling in teams of two or three but representing all eight member institutions located coast-to-coast, are able to visit parts of the country not reached previously. This increases applications, particularly for the newer colleges, and directs applicants to the institution best suited to their needs.

Enhancing institutional appeal—Applications to the seven divinity schools that make up the Boston Theological Institute rose 30 to 90 percent in 1969, the first year after the consortium sent out a joint catalog describing the specific seminaries and the advantages to be gained by enrolling in a member of the consortium. The two institutions that had been under-enrolled now have their full student complement, and all of the institutions are able to be more selective in their admissions.

College night—Recruiters for the Associated Colleges of the Midwest find that they attract larger audiences when they speak for all 12 members. In a large metropolitan area such as St. Louis, for example, the consortium can afford newspaper and radio advertising to publicize an ACM College Night at which three or four admissions officers describe the advantages of each of the 12 schools. Their success has been measured by comparing the number of applicants from an area after the recruiters' visit with the number (stored in the ACM data bank) that had previously applied to ACM colleges.

Single application method—By filling out one form and paying one fee, a student can apply simultaneously to three of the Associated Colleges of the Midwest, indicating his order of preference among the 12 schools. Ninety percent of all student applicants are admitted to one of their three choices. Applications are up 10 to 20 percent per college without a commensurate rise in processing time.

Matching openings and applications—The Council of Ontario Universities has developed a common application form and a system to inform applicants of available university places. Students apply to specific institutions which, in turn, select applicants according to their own criteria. The Council's Application Center records all applications, university decisions and student acceptances so that it can serve as a clearinghouse to match unplaced students and empty seats. The Ontario government will use the Center's overview of admissions patterns to draw up plans which will provide a university place for every qualified student.

Interpreting foreign credentials—Each year the Regional Council for International Education processes about 1,000 inquiries and applications from foreign students for 15 of the Council's member institutions. As custodians of a foreign schools research library, the Council's specialists can interpret credentials to determine which applicants have the necessary qualifications, language ability and financial support. This screening helps the member colleges identify those students best prepared for study in this country.

Grants for transfer students—To encourage students who might not otherwise seek professional degrees, the Alabama Center for Higher Education provides one-year-tuition and cost-of-living-differential grants to member-college students who are accepted in professional programs at Tuskegee Institute after their third year of college study. At the end of their first year at Tuskegee, they receive a bachelor's degree from their home institution.

Easing the transfer process—After taking two or three years at their home school, enrollees at institutions in The Atlanta University Center can also enroll in engineering courses at Georgia Tech. During this transitional year, students take courses at both institutions. If they decide to continue at Georgia Tech, they receive bachelor's degrees from their home institution and engineering degrees from Tech at the end of five years. Those who find that they do not like engineering can easily return to their home college. In exchange for the training provided by Tech, the Center offers several social science and humanities courses to Tech students.

ACADEMIC PROGRAMS

Combined field of study—By taking courses at various campuses, next fall a student at any institution in the Worcester Consortium for Higher Education, Inc. will be able to concentrate in the management of health enterprises. Courses include medical sociology at Holy Cross, medical technology at Anna Maria, health care systems and community mental health at Quinsigamond Community College, projects in community medicine at the University of Massachusetts Medical School, social rehabilitation at Assumption, and a workshop in hospital safety at Worcester Polytechnic Institute. Students can then intern in health care agencies and receive credit for field experience under the rules of their home college.

Creating a new program—Seventy-seven students majoring in social work

at New Orleans Consortium institutions take one-third of their courses at each of the three member schools. Since one institution is predominantly black, one predominantly white, and the third has about 40 percent Latin American and black students, the future social workers become acquainted with other ethnic groups before beginning their casework in consortium-supported field stations. None of the three colleges offered social work before 1967 when, in response to community and state need and student requests, they decided to offer it jointly. The consortium now employs three full-time professors, with faculty offices on each of the three campuses.

Phasing out graduate programs—All doctoral candidates in German are referred to Georgetown University by registrars of the other four members of the Consortium of Universities of the Washington Metropolitan Area. These four have phased out their advanced German departments. To consolidate African studies, four of the universities have agreed not to establish doctoral programs in that field but to refer all applicants to Howard. In mathematics, each institution has developed only one advanced area, although all five members offer the core curriculum. All advanced mathematics courses are given on a single campus, with the location rotating each year.

Eliminating courses and departments—Through cooperation, members of the Greensboro Tri-College Consortium have phased out courses and even whole departments. Advanced music courses are now offered only at Greensboro College, while advanced political science courses are offered only at Guilford. Guilford sends its special education majors to Greensboro and Bennett. The consortium enables institutions to share majors in French, Spanish, chemistry, physics, speech and drama, and art.

New majors—A student at any one of the Five Colleges, Inc. can concentrate in any field offered by a consortium member even if his own college does not offer the subject as a major. Thus an Amherst student, whose home college offers only seven courses in Asian studies, can enroll in any of the 81 Asian studies courses offered by other members. The student can also construct an independent study or interdisciplinary major in any field to which his advisor agrees. More than 3500 cross-registrations were recorded during 1971-72.

Using government-industry resources—Spurred by the Packaging Evaluation Center at Wright Air Force Base, the Dayton-Miami Valley Consortium is developing a curriculum in packaging that emphasizes its ecological implications. Sinclair Community College will offer packaging technology; packaging management will be taught at the University of Dayton, and packaging engineering at Wright State University. Local industry is supplying course development funds, and the Air Force is providing laboratory facilities.

Televised courses—Texas Wesleyan can offer a University of Dallas Latin course to its only pre-medical student, thanks to the television network of The Association for Graduate Education and Research of North Texas. The direct costs, in this example, are as follows: the student pays the usual $90 tuition to Texas Wesleyan, which in turn channels $100 through TAGER to the University. This fee, together with like amounts from the other member institutions which

together enroll at least six more students, more than offsets the $600 which the University pays TAGER for the three hours a week of TV time for the semester course.

(Such individual instances of money-saving do not, of course, tell the whole story. Capital and operating costs are substantial. They can be justified only if the system is sufficiently large and well enough integrated with academic programs to achieve economies of scale. TAGER's closed-circuit TV system—connecting nine institutions and offering 80 to 100 courses—cost $1.25 million in private funds to establish. Member institutions and several industrial receiving stations paid to equip their own studio classrooms, bringing the network's total value to $2.5 million. To belong to TAGER, each institution pays an annual fee of $2500 as well as a system maintenance and operating charge. This fee covers such additional services as a daily courier operation that delivers and returns student assignments.)

Learning computer science by TV—The Associated Colleges of the St. Lawrence Valley, in cooperation with the local Educational Television Council, offers a course for credit in computer science televised twice weekly. Faculty from two institutions supervise student readings, assignments and laboratory experience, and give final exams.

"Agent college" concept—Each year over 500 students at the 12 colleges of the Great Lakes Colleges Association are offered an opportunity to participate in a variety of off-campus programs far beyond what any of the member institutions could afford to develop individually. GLCA, unlike most consortia, has adopted the "agent college" concept: a GLCA committee sets the goals for a particular cooperative program, which is then developed and administered by a member institution. Students may spend a year at one of 11 overseas centers in Asia, Africa, South America or Europe; attend an arts program in New York, an urban studies program in Philadelphia, or a science program at Oak Ridge.

Off-campus learning—Students at the University Without Walls, sponsored by the Union for Experimenting Colleges and Universities, have available to them the curricula and faculty of the 20 member institutions. Much of the student's learning time, however, is spent in independent study and/or work-study. Major cost to a student's home institution is in the preparation, monitoring, guidance and evaluation of the learning process, based on goals agreed upon by the UWW and the student. UECU expects this system to cost considerably less than the faculty, space and equipment required for traditional education.

More field study opportunities—Student interns in any of the 17 institutions in the Union of Experimenting Colleges and Universities get academic credit for a year of work at one of the UECU Field Study Centers. Interns pay their regular tuition to their home college, which pays UECU $1800. UECU, in turn, pays each local organization $1000 to maintain work slots for its students. Examples of field work include using the arts in community-wide education programs in Appalachia; investigating job discrimination, jail conditions, and welfare rights through community agencies in Virginia; and working with Indian youth in Santa Fe, New Mexico.

Field opportunities for small-college students—Thirty-five students from ten members of the Kansas City Regional Council for Higher Education are participating in a Cooperative Social Welfare Action Program in Kansas City. CO-SWAP greatly expands the capabilities of these nonurban small colleges to train social workers. Students accept field placement with family agencies, hospitals and other community organizations. They attend weekly seminars on urban and minority problems and get college credit for their participation. A consultant from the Council on Social Work Education visits KCRCHE institutions to help faculty relate on-campus curricula more closely to the field experience.

Joint marine laboratories—Five California state colleges have established and operate the Moss Landing Marine Laboratories, a marine science facility for instruction and research. Eighty upper-division and graduate students are enrolled in marine biology, geology, chemistry, geography and engineering for a total of more than 522 credit hours.

Cooperation afloat—For marine biological research and teaching, 14 public and private institutions use an 85-foot ship operated by the Ventuna Consortium. The ship accommodates 20 to 30 students on day voyages.

Self-supporting summer school—The 370 students attending one or both of the summer terms conducted by the Greensboro Tri-College Consortium represent nearly 15 percent of the fulltime total enrollment of the three colleges, and provide a profit which is divided on a per-student-enrolled basis. The combined summer school offers twice as many courses to many more students than the separate summer schools did previously. The larger enrollment also enables the consortium to meet the demands for advanced and specialized courses during the summer term.

Consolidating summer programs—By reducing the number of member institutions which offer summer sessions from three to two, the Central Pennsylvania Consortium has cut costs and produced additional income. Students take courses at the two remaining campuses and receive credit from their home institution; the third campus offers its facilities for conferences and conventions.

Traveling scholars—Doctoral degree candidates in nearly 80 disciplines may attend any of the nine state and two private universities that make up the Committee on Institutional Cooperation. Students may take courses for one semester without changing registration or paying out-of-state fees. They receive credit from their home institution. The Traveling Scholar Program has served over 1,000 graduate students during its eight years of operation. Plans are underway to extend this program to undergraduate and master's degree candidates so that they can enroll in intensive courses in exotic languages not available at their home institutions.

Regional graduate center—The College Center of the Finger Lakes, through its Graduate Center in Corning, New York, offers master's degree programs in education, engineering and business administration. The education program is coordinated by two member institutions. The Center has contracted with two nonmember institutions for the other programs: engineering with the State University at Buffalo, and business administration with Syracuse University. Funding

for the program comes from student tuition, several corporations in the region, and the Corning Glass Works Foundation.

Common course listings—A single line in a combined course index informs enrollees at each of the members of the Five Colleges, Inc. in which one of the five separate catalogs to find details on a specific course. To simplify course selection further there are special interdisciplinary listings which give the time and place of courses in Afro-American studies, history, Latin American studies, and anthropology.

Special scheduling—To avoid daytime schedule conflicts which often prevent cross-registration, the Hudson-Mohawk Association of Colleges and Universities has instituted "Consortium Night." Fifty courses are now offered on Tuesday nights, each meeting at the professor's home campus. This simplifies both scheduling and transportation.

Coordinated calendars—A single catalog lists each inter-term course offered by members of the Associated Colleges of Central Kansas, all of which have adopted the 4-1-4 calendar. Enrollees at any of the six colleges are free to take an inter-term course at any other member institution if space is available. There is no extra tuition charge. Credit is given by the home institution.

LIBRARIES

More users, lower cost—The more institutions that join the Periodical Bank of the Associated Colleges of the Midwest, the lower the membership charge will be. The Bank, which subscribes to 1500 periodicals and has access to other research libraries, provides photocopies of articles in response to teletyped requests from the home library. During the last school year, 16,000 requests were filled. The service costs the library an average of $2.00 per request. Operating costs to the individual college ($100 to $125 monthly for teletype service plus a photocopy charge of ten cents per page) can be largely offset by cancelling individual subscriptions. Coe College, for instance, reduced its periodical list from 700 to 500 at a savings of about $4000 a year.

Computerized cataloging—The Ohio College Library Center, a nonprofit educational corporation created by 52 public and private colleges and universities in Ohio, provides catalog cards for member libraries at half the previous cost, as well as an on-line union catalog of Ohio's academic libraries and a communications system for interlibrary loans. As of April 1972, the center was processing 14,000 catalog cards per week.

More books for less money—By mass purchasing and cataloging, the Cooperative College Library Center produces substantial savings for its 20 members. Each must pledge to spend 80 percent of its book budget through the center and to use the Library of Congress cataloging system. Books are purchased at discounts up to 40 percent, and per-card cost of cataloging

has been reduced from approximately $2.00 to $1.45. Ninety percent of the books ordered are on library shelves within three weeks.

Purchasing books from a single supplier—The 12 members of the University Center in Virginia who were willing to commit $200,000 of their library budgets to a single supplier now receive an 18 percent discount on all books purchased from that source.

Microfilmed periodicals—A joint microfilm bank at the Library Center of the Kansas City Regional Council for Higher Education gives students at the 19 member schools immediate access to most of the periodicals listed since 1955 in the *Readers' Guide*, *Education Index*, and *Social Science and Humanities Index*. If the requesting library uses the KCRCHE telephone network, a printoff can be in the mail on the same day.

Newspapers on microfilm—The state colleges in southern California are planning to establish a cooperative back file of newspapers. Each institution will be responsible for acquiring complete files of specific papers on microfilm. Since such a file for one newspaper can cost as much as $12,000, sharing could result in considerable savings for each institution.

Speeding interlibrary loans—Enrollees in institutions belonging to the Interuniversity Council of the North Texas Area receive courtesy cards enabling them to use all 14 libraries. References not in the home library are located rapidly by teletype and nonborrowable items are photocopied at a nominal charge to the library. Interlibrary billing is done once a year. During 1970, member libraries exchanged 56,000 photocopies and arranged 16,000 interlibrary loans by teletype. By interfacing with a similar network serving 27 state-supported colleges and universities, the resources of Council members are further expanded from four to eight million volumes.

Exchanging multi-media materials—A single catalog of highly specialized art books, slides, tapes and films enables members of the Union of Independent Colleges of Art to draw on a wide variety of learning aids. Special materials, such as tapes of visiting lecturers and a set of 240 slides on design principles, have been reproduced and distributed to the eight member libraries.

For research scholars—A collection of over three million important but seldom-used research volumes in Chicago's Center for Research Libraries is available to scholars throughout the country. In addition to the 50 universities which provide its major support, the Center services 28 associate members who pay an annual fee of one-half of one percent of their book acquisition budget. The Center also maintains 7,000 journals, most of them in foreign languages. Scholars receive the actual book or journal from the center by mail.

Consolidating esoterica—Each university in the Consortium of Universities of the Washington Metropolitan Area has agreed to maintain advanced research materials in specified subject areas and to turn over other titles to the appropriate library. Howard University, for instance, is the repository for all esoteric data pertaining to African studies in the Washington, D.C. educational community.

STUDENT SERVICES

Cost-effective health care—By operating a joint health service, The Claremont Colleges supports more doctor hours at a lower per-student cost than institutions of comparable size can provide alone. It also offers psychological counseling—a service which most small institutions cannot afford at all.

Traveling psychologist—A clinical psychologist, shared by the members of the Greensboro Tri-College Consortium, spends one day a week on each of the two smaller campuses and one and one-half days on the largest campus. Since two consortium members enroll less than 600 students each, it is unlikely that either could support its own program.

A base for minority students—The Council on Minority Affairs, a student-run organization established through the Associated Colleges of Central Kansas, brings together the 225 black, Chicano, and American Indian students spread among the six member institutions—to play a more active and cooperative role in consortium affairs. They have been particularly helpful in bringing guest lecturers to black studies programs at the member colleges.

Centralized job recruiting—The Career and Placement Services of the Colleges of Mid-America, Inc. has brought recruiters from over 40 potential employers to its centers in Sioux City and Sioux Falls. More than 650 of the 1400 seniors at the ten participating colleges have had interviews with employers who would not have been willing to travel to single rural campuses to talk with only a few interested candidates.

Shuttle buses—Three consortia where cross registration is thriving attribute student participation in part to the availability of free shuttle buses. At the Worcester Consortium for Higher Education, Inc., the maintenance and operation of the buses also provide student employment opportunities. At the Five Colleges, Inc., student government fees help support evening and weekend service. Members of the Greensboro Tri-College Consortium could not have eliminated some of their courses without having made free bus transportation to the other institutions readily available.

Booking top-level speakers—The Alabama Consortium for the Development of Higher Education reports that, because of the size of its combined audience, it can attract and afford to book many well-known and highly paid speakers popular on the college circuit.

Tele-speeches—The telephone network of the Kansas City Regional Council for Higher Education has enabled as many as 2,000 students and faculty at member institutions to hear such speakers as Ralph Nader, Edwin Reischauer, and David Bell—at no cost for transportation or hospitality.

FACULTY

Faculty development—Seventy faculty members, four or five from each member of the Kansas City Regional Council on Higher Education, receive grants each year from the Council's awards committee. To qualify, faculty projects must contribute to professional growth—particularly teaching competence and the ability to work with students from varied social and economic backgrounds.

Faculty opportunity—By offering faculty members the possibility of spending a year at one of six overseas centers, members of the Associated Colleges of the Midwest feel they are more able to recruit and hold faculty. In the United States, incentives include a year at the Newberry Library, the Argonne laboratory, the Rocky Mountain Wilderness Center, the ACM's geology field station. a New York arts or a Chicago urban studies program. ACM pays the faculty salary, moving expenses and cost-of-living allowance, while the home institution continues the fringe benefits. In most cases, a substitute for the absent faculty member has to be hired by the home campus.

Even faculty exchange—Among the members of the Five Colleges, Inc. more than 20 faculty participate in bilateral exchanges as part of their regular teaching load. In response to student interest, for instance, a professor from the University of Massachusetts is offering a philosophy course in existentialism at Smith. In return, at the University a Smith professor teaches a highly specialized graduate course in the philosophical implications of modern mathematical concepts. By enabling faculty members to teach advanced graduate courses, the four colleges feel that they are in a better position to recruit and retain top-level faculty.

Ground rules for faculty exchange—The Consortium of Universities of the Washington Metropolitan Area has established detailed guidelines for faculty exchange among members—covering appointments, duties, and accounting procedures. Salaries, benefits, promotion and tenure are wholly controlled by the home institution. Duties must be approved in writing by the deans of both the host and home colleges. The borrowing institution assumes one-sixth of an average faculty salary for each course taught, based on the consortium average faculty salary as reported by the AAUP. For easy bookkeeping, salary differentials and number of students taught are omitted from calculations. Financial settlement is made through the consortium at the end of the year.

Tenure for joint faculty—The three faculty members who staff The Atlanta University Center's joint computer science program are each eligible for tenure from a single member institution since the Southern Association of Colleges and Schools does not allow nondegree-granting consortia to give tenure.

Borrowing faculty—In addition to bilateral faculty exchanges, members of Five Colleges, Inc. have devised standardized procedures for faculty who teach courses at other member institutions over and above their regular load. Under the "overtime borrowing" system, the borrowing institution hires the faculty member directly, but only after the presidents of both institutions have signed a form certifying that they are following the ground rules—which include a uniform

overload salary schedule. Under "released time borrowing," the borrowing institution negotiates with the lending institution to buy part of a faculty member's time.

Sharing scarce faculty talents—The Associated Colleges of Central Kansas share the services of a professor of special education. Bethel College serves as home base. The consortium pays salary and fringe benefits proportionate to the time the professor teaches students from colleges other than Bethel, and bills members for the per-course tuition each student pays his home college.

Faculty data bank—The faculty data bank maintained by the Dayton-Miami Valley Consortium enables members and outside agencies to identify the most suitable academic personnel for consulting, lecturing, and evaluation assignments, or for program enrichment. Individual data, furnished on a voluntary basis, are stored on IBM cards. About 80 percent of all faculty participate.

Reducing faculty costs—Participants in the Consortium of Universities of the Washington Metropolitan Area estimate that approximately 100 additional faculty members would be required if each campus were to offer those courses in which its students are now cross-registered. During the past five years almost 500 students have taken more than 12 credit hours each at one university other than their own. Fifteen students have taken courses at four of the five universities in the consortium. None of these courses was available on the student's own campus.

COMMUNITY SERVICES

Continuing education—The Worcester Consortium for Higher Education, Inc. prepares a joint schedule listing every evening course offered by member institutions. It is distributed as a special supplement in a Sunday newspaper to 119,000 area families. The consortium also promotes the College Level Examination Program of the College Entrance Examination Board—a testing program through which out-of-school adults can receive college credit for knowledge gained in these evening classes, and thus shorten the time needed to earn a degree.

Urban services and research—Under a grant from a local foundation, the San Francisco Consortium has compiled and published a Directory of Community Organizations, with special emphasis on grassroots organizations; has held several urban affairs seminars and workshops; and is currently compiling a bibliography of urban research conducted during the past 20 years in the San Francisco area. In addition, the consortium has received a planning grant to study the establishment of an inter-institutionally sponsored urban affairs center.

Catalyst for urban development—The Higher Education Center for Urban Studies has focused educational, industrial, and community resources on the needs of the Bridgeport, Connecticut, area. It has trained staff for Head Start programs, serves as a delegate agency for Model Cities, and has conducted

research on urban problems. HECUS is able to bring together disparate groups —students, faculty, residents, businessmen and local officials—because it emphasizes mutually beneficial cooperative efforts. Financial support comes from member institutions, the City of Bridgeport, foundations, and government contracts.

Multi-level extension center—Two colleges and three universities have joined together to form the University Center at Harrisburg. The center serves nearly 1,500 residents of an area where credit courses would not otherwise be available, and has more than 2,000 registrants per semester in 50 undergraduate, 12 graduate and 20 technical courses. Classes meet evenings and Saturdays.

Community research experience—During 1970-71 the Public Opinion Center of the Dayton-Miami Valley Consortium conducted four faculty research surveys and 11 studies concerning the community's awareness of local problems, programs and priorities. Center staff trained more than 300 student interviewers who conducted nearly 7,500 interviews, and ran 12 discussion or training sessions at member institutions. Where studies were relevant to course work, students received credit; other students conducted interviews as part of their work-study plan.

Group impact—Joining the voices of educational and community leaders, the Cleveland Commission on Higher Education was able to convince the public and the legislature, through studies of greater Cleveland's needs, to open Cuyahoga Community College in 1964. Cuyahoga, with 18,000 students on three campuses, is now the largest member of the eight-school consortium.

Laboratory for urban studies—Under a federal grant of $46,000, the Dayton-Miami Valley Consortium is developing plans for a multipurpose educational center in the Dayton Model Cities area. It will provide an appropriate setting for the consortium's Model Cities Training Institute plus a wide array of urban programs sponsored by member institutions.

Making cooperation work

Colleges and universities have a long way to go before they realize all the benefits of cooperation. There is little evidence to suggest that cooperation as it is now practiced is solving the critical problems which higher education faces. Or that it is easily accomplished. When a single institution cannot achieve internal coordination, the outlook for significant cooperation with others is bleak. Nevertheless educational, financial, social and legislative pressures are forcing institutions in this direction, and the message for the future seems clear: the colleges and universities which accept this challenge will stand the greatest chance of surviving and prospering in the years ahead.

How can a college president make cooperation work at his institution? The following general guidelines reflect the experiences of the consortium directors and college administrators queried by the Academy's researchers.

1 Clarify institutional objectives and priorities. These should determine the institutions with which a college joins forces, and the programs it supports.

2 At the same time, don't automatically reject a limited proposal in an area of secondary need from other cooperating institutions—*if* it can lead to more beneficial cooperation in the future.

3 Encourage students, faculty, and staff to see how cooperation can advance a particular project they are interested in. Their enthusiasm can be the most effective catalyst for further joint efforts.

4 Be prepared to back a commitment with action. Simply setting aside funds to support a consortium director will not guarantee results. A president must reward cooperation and discourage empire-building within his own institution—and live up to this ideal in his relations with other colleges and universities.

5 In return, require a consortium to justify the support it receives. Does it provide programs economically—programs the institution would otherwise be forced to provide alone or do without? If it supports "enrichment" or "extra" services, does the institution really need them, and can it afford them? Are they unavailable elsewhere?

6 When accepting (or requesting) large grants for a major joint effort such as a communications network, ask: Will it replace one way of doing something with a more efficient and effective method, or will it be largely an add-on? Will the benefits be great enough to merit support from institutional budgets if and when outside funds evaporate?

7 Don't anticipate that cooperative efforts will always show up in visible dollar savings. This can happen—in joint purchasing, for example—but evidence so far indicates that most savings are "negative," enabling a college to expand opportunity without a corresponding rise in costs.

8 When deciding to eliminate courses and allocate new degree programs among member institutions (areas in which potential benefits are usually matched by strong opposition), start with the high-cost, low-demand departments: advanced science courses, under-enrolled graduate programs, exotic languages.

9 Don't be afraid of starting small. Many first steps can set the stage for future growth without requiring a major commitment:

Publicize cooperative efforts already in existence. Don't overlook their appeal when recruiting students.

Motivate campus interest in what other institutions offer by exchanging information on lecture series and other events, or even by publishing a common catalog of all courses in a particular subject.

Examine existing single-purpose cooperative agreements to see if they could serve as the basis for expanded arrangements.

Begin to coordinate calendars. If a college is in the process of changing its own calendar, it can often easily adapt its new schedule to the schedule of other institutions at the same time.

10 Use cooperation to strengthen internal planning procedures as well as external relations. Standardized cost measures among institutions can highlight internal inefficiencies and improve operations. And, a group of institutions speaking with one voice can exert a greater impact on increasingly influential regulatory agencies than any one could by acting alone.

11 Finally, consider the unique qualifications of a multi-institutional organization to support such innovations in higher education as external degrees, work-study programs, use of the community as a learning resource, and greater coordination of the high school-college experience.

For further information

Requests for more details on the examples in this survey should be directed to the appropriate cooperating agency, listed alphabetically below. Beginning July 1, 1972, the American Association for Higher Education will maintain a national center to generate and exchange information on cooperation among institutions of higher education. Address inquiries to: Lewis D. Patterson, Coordinator of Cooperative Programs, American Association for Higher Education, One Dupont Circle, N.W., Washington, D.C. 20036 [(202) 293-6440].

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