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DESIGN FOR A DEVELOPING CONSORTIUM

BY

HENRY A. MAUERMEYER

A THESIS

PRESENTED IN PARTIAL FULFILLMENT OF

THE REQUIREMENTS FOR THE DEGREE

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AT

NEWARK COLLEGE OF ENGINEERING

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ABSTRACT

The number of consortia in American higher education expanded rapidly from only ten in 1960 to eighty in 1973. Many do not have an organized method of developing inter-institutional cooperation, structuring their internal management, or preparing to meet future expansion.

The design of an organizational process appropriate to consortia in general has been developed in this thesis. The design is based on an analysis of various materials: (1) literature on the consortium movement; (2) data gathered from a nationwide survey conducted by the author; (3) visits with directors of consortia and experts in the consortium field; (4) actual working experience with a consortium; and (5) utilization of management techniques.

The principle findings of the author are that consortia can offer a method to deal with some of the problems of higher education. Their recent expansion indicates the acceptance of the consortia movement. The emphasis of consortia has been on accomplishing immediate goals, rather than the development of an internal mechanism. Certain areas such as student services and institutional operations have not been actively pursued, although they offer the possibility of great service to the consortium members. The need for effective organization of consortia is apparent from the findings. The principles of organization design tailored to a consortium are recommended for the expansion of a developing consortium.

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DESIGN FOR A DEVELOPING CONSORTIUM

BY

HENRY A. MAURMEYER

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A C K N O W L E D G E M E N T S

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I. INTRODUCTION

I. INTRODUCTION

A. Definition of a Consortium

One of the newer words in the vocabulary of the academe is "consortium." It is used to describe a type of cooperative organization of educational institutions that exist in great numbers across the country. The exact real count of these is inversely proportional to the number of qualifying factors required to be included on the list. The two following paragraphs show that with only one qualifying factor, a group of 1,017 arrangements are identified, while application of five criteria reduces the number to less than one hundred.

In a study done for the United States Office of Education, Raymond Moore identified 1,017 agreements using the following definition:¹

An arrangement whereby two or more institutions of higher education agree to pursue between, or among, them a program for strengthening academic programs, improving administration, or providing for other special needs.

Within that total, are a wide variety of "consortia" such as bilateral, informal, single-purpose that it adds little to an effort to more accurately gain a definition.

¹Raymond S. Moore; A Guide to Higher Education Consortia: 1965-66, (Washington, D. C.: U. S. Department of Health, Education and Welfare, Office of Education, 1967).

In contrast, even the latest edition of the Consortium Directory lists only 80 consortia² meeting the more stringent definition developed in 1967 by Dr. Lewis D. Patterson while he was with the Kansas City Regional Council for Higher Education (KCRCHE). Specifically, a consortium must meet five criteria:³

- (1). Voluntary formal organization.
- (2). Three or more members.
- (3). Multi-academic programs.
- (4). At least one full-time professional for administration.
- (5). Required annual contribution or other evidence of long-term commitment.

A further step in attempting to define "consortia" is to give examples of some of the arrangements. Eldon L. Johnson⁴ has given the following:

- (1). Bodies for general purpose among large

²Lewis D. Patterson, Editor; 1973 Consortium Directory, (Washington, D. C.: American Association for Higher Education, 1973).

³Lewis D. Patterson, Consortium in American Higher Education, Report 7, (Washington, D. C.: ERIC Clearinghouse on Higher Education, November, 1970), p 3.

⁴Eldon L. Johnson; "Consortia in Higher Education," Educational Record, Fall, 1967, p 342.

Large institutions - the Committee on Institutional Cooperation (CIC); whose membership is the Big Ten Universities and the University of Chicago.

- (2). Independent liberal arts college groups such as the ten-member Associated Colleges of the Midwest and the twelve-member Great Lakes Colleges Association.
- (3). Clusters organized on the basis of geographic proximity as the College Center of the Finger Lakes, Kansas City Regional Council on Higher Education and University Center in Virginia.
- (4). Specialized, single-purpose ones, i.e., the multi-member Argonne University Association and Center for Research Libraries.
- (5). In a special category are the affiliated colleges of the Claremont group.

Patterson's criteria are used to define a consortium for the purposes of this thesis. There are four reasons for this:

- (1). The clearly stated criteria provide a degree of commonality. For a general design to be developed, it is necessary to identify a specific group which have similar characteristics.
- (2). The program is outlined for each of these consortia. This makes use of already available information from which further investigation can proceed.

- (3). The general acceptance of Patterson as an expert in the field. He has been recognized by other authors as well as being selected by the Association for Higher Education to head their program supporting cooperative arrangements.
- (4). Those consortia meeting the criteria are identified in the 1973 Consortium Directory.

Appendix I, which contains the names and locations of those listed in the Directory, was used as the basis for a survey done by the author in seeking specific data regarding the present level of development of the consortium movement.

Thus, for the purposes of this thesis, the accepted definition of a consortium is an organization meeting all five criteria previously outlined.

B. Benefits of a Consortium

Consortia represent a possible solution for some of the "problems" facing higher education today. Increased costs, reduced revenues, greater accountability, cost-benefit analysis are all relatively new to the campus scene which require a new approach to provide an answer.

The advantages of consortia are significant. Rather than being associated with regulation and inhibition, consortia are concerned with growth and innovation. Rather than being

bureaucratic in method with the computer as handmaiden, consortia are essentially humanistic in method with the conference as their mightiest weapon.⁵

To be sure, a panacea has not been found, but it is apparent that many benefits can accrue due to concerted efforts in a single direction.

Efforts of different groups may be represented pictorially as vector quantities. If the directions of vectors are in the same line, then their magnitudes can be combined to produce a single force. However, when vectors are not in the same direction, the resultant force is diminished by a factor of the angle that separates them. Thus, two equal forces in opposite directions have a net resultant of zero.

A consortium of institutions of higher education can help its members seek the direction that will serve to maximize existing resources. This alignment will permit the merits of each college to be additive and thereby produce a better system of education.

The anticipated benefits of a consortium are shown by a study done by Lewis Patterson of the governance documents in which he cites six general purposes for the cooperative arrangement.⁶

⁵Thomas J. Diener and Lewis D. Patterson; Trends and Issues in Cooperation, Consortium Seminar Proceedings, (Washington, D. C.: American Association for Higher Education, Fall, 1973), p 3.

⁶Lewis D. Patterson; "The Potential of Consortia," Compact, October, 1971.

- (1). To improve the quality of educational programs and institutional operations.
- (2). To expand educational opportunities.
- (3). To facilitate change.
- (4). To relate the institutions more effectively to their communities.
- (5). To achieve economies.
- (6). To raise funds.

A consortium makes it possible for several institutions to join forces in given areas for greater effectiveness or reduced costs, while at the same time, each of the institutions can continue to pursue its goals assisted by the consortium. Pressley C. McCoy was far-sighted when some seven years ago he said:⁷

A consortium willing to examine itself in terms of the university concept will find that it can achieve diversity for each member without sacrificing the unique strengths of any given institution.

Besides addressing the question of identity, McCoy pointed to the great potential of a consortium. A key value of the movement may lie in its ability to provide improved services rather than

⁷Pressley C. McCoy; "The Forms of Interinstitutional Cooperation," Liberal Education, Vol. 54, 1967, p 37.

necessarily reduced operating costs.⁸ Cooperation between and among institutions has the potential to balance some of the many pulls being experienced by higher education in America.⁹

C. Problems Facing a Consortium.

The whole consortia movement is experiencing such a rapid growth that few of them have developed a "master plan" or any plan. Essentially, they progress in spite of themselves. A problem is that no time is allowed for planning because the emphasis is on doing.

There have been many projects in interinstitutional cooperation successfully completed to date, so failure is not the problem.

The problem is, however, the future progress of the consortium. What is needed is a detailed outline of how to proceed with the further development of existing consortia. The constituents of the consortium have not always defined the role each party is to have in the organization. Most consortia have not yet developed a formal organization structure to effectively deal with the growth that has come about.

⁸Henry A. Acres; "Consortia and Fiscal Efficiency," Liberal Education, Vol. LVII, May, 1971, p 252.

⁹Lewis D. Patterson; "The Potential of Consortia," Compact, October, 1971, p 19.

Peter Drucker in his famed The Practice of Management has stated "Organization is not an end in itself but a means to the end Organization structure is an indispensable means;" ¹⁰ In a recent address, Fritz Grupe ¹¹ also remarked of its importance.

There are many problems that face a consortium, even those that are well organized.

Academic freedom and institutional prerogatives cannot be ignored. No one enjoys an "identity crisis," not even a university. This can become a major stumbling block to cooperation if the members fail to recognize the danger. North Burn of Five Colleges, Inc. in talking of his consortium said: ¹²

The problem, each step of the way, is to determine how much institutional autonomy is to be given up to make cooperation work in the interest of each institution without undermining the independence or viability of that institution.

Thus, the question of institutional identity must be considered

¹⁰Peter F. Drucker; The Practice of Management, First Edition, (New York: Harper & Brothers Publishers, 1954), p 194.

¹¹Fritz H. Grupe; Address - National Consortium Directors Seminar, Chicago, Illinois, March 10, 1974.

¹²North Burn; "How Five Colleges Cooperate," Liberal Education, Vol. LIX, October, 1973.

in developing a consortium. In addition, the question of how the consortium and its members relate to each other and the surrounding community has not yet been answered.

The goals for the consortium to pursue have not yet been clearly stated. It is generally agreed that the broad aims of "cooperation" and "improved quality" and the other four purposes for a consortium are too imprecise to provide a basis for effective action.¹³

Simply put, there is a lack in the present approach to the establishment of a consortium of a defined plan that considers the goals of the institutions, the resources available, and the relationship that a consortium and its members have between and among themselves as well as the community that surrounds them.

¹³Fritz H. Grupe; "The Management of Consortium Priorities," The Journal of Higher Education, Vol. XLV, February, 1974.

II. HISTORY OF CONSORTIUM MOVEMENT

II. THE HISTORY OF THE CONSORTIUM MOVEMENT

Although it is presently gaining rapid recognition, the movement towards cooperative arrangements in higher education has a history that extends perhaps as long as the history of education itself. The consortia development has its origins not in America, but rather their history has been traced back through the centuries to Europe and even Asia.

In an article written by William Brickman, "Historical Background of International Cooperation Among Universities,"¹ he has included several diverse points to indicate the breadth and age of these arrangements. For instance, Brickman reports that there was an interchange of Chinese and Japanese students which occurred during the Seventh and Eighth Centuries. An article written by Daniel Marsh reports the efforts made by the British universities to offer a combined system of education which resulted in the establishment of the University Bureau of the British Empire and also the start of an annual conference.²

The development of these cooperative agreements has not followed any specific pattern with respect to time or location.

¹William Brickman, "Historical Background of International Cooperation Among Universities," School and Society, XCIV, April 16-30, 1966, p 228.

²Daniel L. Marsh, "Coordination: Proper Watchword for the University of Tomorrow," School and Society, XLV, February 13, 1937, p 210.

Cooperative agreements, although existing, were not prolific until the very recent years. The development of the consortia movement in America had its real beginnings with the formation of two groups, one in Missouri and the other in California.

Several institutions including a normal school, two junior colleges, three senior colleges and St. Louis University merged to form "The Corporate Colleges of St. Louis University." It should be noted that while the agreement affected the faculty, students and courses, each of the members maintained its financial independence. An administrative body composed of representatives of the members was formed to administer this new group.³

At this same time, a group that is now come to be well known had its beginnings. The Claremont Colleges were incorporated to implement the concept that "Instead of one great, undifferentiated college, we might have a group of institutions divided into small colleges -- somewhat on the Oxford type -- around a library and other utilities they would use in common."⁴ The then-president of Pomona College, Dr. James A. Blaisdell, went on further to say

³Ella B. Radcliffe, "Cooperation Among Higher Institutions," School Life, XXIII, June, 1938, p 358.

⁴Claremont, (Claremont, California: Claremont University Center, 1970), p 7.

that it would be a " . . . new and wonderful contribution . . ." ⁵
if the values of a small college could be preserved while utilizing
the resources of a great university. Thus, the foundation of
cooperative agreements for American postsecondary education was laid.

The concept of a number of colleges clustered around a core of
facilities represents one way of examining the agreements between
or among combining colleges. It is one of the two ways that was
identified by Louis T. Benezet in his essay entitled, "College
Groups and the Claremont Example" which appears in Emerging Patterns
in American Higher Education. ⁶ He noted that in the case of Clare-
mont College, the plan was established and then the colleges were
created to implement this plan. A second group are those which
start with the institutions and develop a plan to foster cooperation.
Benezet notes that Claremont itself has changed its complexion. ⁷
Now called the Claremont University Center, its history has been
marked by frequent organizational changes. Because of its pioneering
nature, it has had to learn by trial and error rather than relying
on someone else's example. Although there is no definite policy
to effect this, Claremont has grown at the rate of approximately

⁵The Claremont Colleges Progress and Prospects, (Claremont,
California: Claremont University Center, March 18, 1972), p 7.

⁶Louis T. Benezet, "College Groups and the Claremont Example,"
in Emerging Patterns in American Higher Education, ed. Logan Wilson,
(Washington, D. C.: American Council on Education, 1965), p 199.

⁷op. cit.

one institution per decade starting with Scripps College in 1926 followed quickly by the Claremont Graduate School in 1927. Subsequently, Claremont Men's College was established in 1946, Harvey Mudd College in 1955, and Pitzer College in 1963.⁸ The development of the Claremont Colleges has been such that their joint programs tended to be mostly in the non-academic areas and cross registration of students being its primary academic effort.⁹ Thus, Claremont has become a cluster of academically self-contained colleges all drawing on the same central operations for business affairs, maintenance, etc.

Four years after the start of Claremont, three institutions in Georgia -- The Spellman College, Morehouse College and Atlanta University -- signed a contract of affiliation. In subsequent years, Clark College along with Morris Brown College have become members of the group.¹⁰

Cooperative agreements whether voluntary of the type already mentioned or those that were legislated continued to grow. For example, the State of Oklahoma in an effort to produce a state system of higher education established a central coordinating

⁸The Claremont Colleges Progress and Prospects, (Claremont, California: Claremont University Center, March 18, 1972), p 9.

⁹Ibid., p 8.

¹⁰"Cooperative Relations Involving the Liberal Arts Colleges," School and Society, April 16, 1966, p 214.

agency in 1929. Unfortunately, the spirit of cooperation was apparently lacking, and the agency tended to be ineffective in dealing with the problems.¹¹ A few short years later, the State of Oregon undertook to establish a manner of coordinating the curriculums and unifying the administrations of its colleges. They were successful in their attempts to reduce duplications in course offerings to increase the range of available offerings and to experience some financial savings by decreasing their student costs from \$385 per year to \$342 per year.¹²

While the above described effort made tremendous inroads in a great number of areas, not all affiliations were formed with this same broad-based approach. For example, the University of North Carolina and Duke University began to work primarily in the area of libraries. It was 1934 when they first began, and they recognized the need for inter-university communications and established a daily messenger service. This specific service of inter-library cooperation is a common factor in a number of consortia. As it has been noted, this is one of the areas that Claremont Colleges had already successfully explored.

The term "consortia" has not been applied to any of the groups

¹¹Henry G. Bennett, "Considerations Latent to the Coordination of Higher Education," North Central Association Quarterly, XIV, October, 1939, p 155.

¹²Charles Byrne, "Coordination in Higher Education," The Journal of Higher Education, XIII, February, 1942, pp 68-71.

previously discussed simply because the term had not to date been properly identified. This lack of identifying characteristics is one of the problems that faced consortia as they developed. This has been discussed more fully in the definition section.

The founding dates of the fifty-one consortia¹³ listed in the Directory of Academic Cooperative Arrangements in Higher Education are as follows:

<u>Year</u>	<u>Number of Consortia</u>
1925-48	4
1953-58	5
1961-64	10
1965-70	32

What this means is that of those listed in the Directory, over sixty percent were in existence for less than five years with eighty percent being no older than ten years. The Fourth Edition of the Directory, published in November of 1970, listed fifty-nine American consortium members and two Canadian members, increasing in 1973 to eighty members. The growth pattern for consortia has been established as they continue to grow in number.

¹³Lewis D. Patterson, Consortia in American Higher Education, #7 (Washington, D. C.: ERIC Clearinghouse on Higher Education, 1970).

III. BACKGROUND FOR RESEARCH

III. BACKGROUND OF RESEARCH

Rationale

To provide a more complete understanding of the thesis topic, certain background information is necessary. The two succeeding sections entitled, "Background on the Council for Higher Education in Newark" and "Personal Involvement of the Author" provide a concise pictorial of the author's association with consortia and specifically with the Council for Higher Education in Newark.

This information, although it may appear biographical in nature, is intended to provide the reader with additional information about consortia that might not otherwise be available.

The section dealing with the Council will serve to acquaint the reader with the development of this particular consortium. One factor that is apparent from the current literature on the subject is that there is a high degree of uniqueness in each of the consortium. However, lessons can be learned from studying existing programs.¹

The additional information concerning the author is designed to show the extent of the direct involvement that the author had in the development of CHEN. His original position was a "Fellow" with limited scope. A combination of ability and desire on the

¹Lewis D. Patterson, Consortia in American Higher Education, Report 7 (Washington, D. C.: ERIC Clearinghouse on Higher Education, November, 1970), p 3.

part of the author and a need and opportunity on the part of CHEN were to provide a mutually rewarding experience.

Background on the Council for Higher Education in Newark.

The Council for Higher Education in Newark (CHEN) is a consortium having four publicly supported member institutions: The College of Medicine and Dentistry of New Jersey (CMDNJ), Essex County College (ECC), Newark College of Engineering (NCE), and Rutgers-The State University-Newark (R-N). It is presently located at 240 High Street, Newark, New Jersey. The position of Coordinator of CHEN was designated in 1971, and James B. Kelley, Sc.D. has held the position of Coordinator/Executive Director since the inception.

In 1968, the four institutions of higher education voluntarily met to discuss methods and programs which would lead to cooperation among them. The name chosen by this original group was the Co-operative Central Planning Group for Higher Education in Newark (CCPGHEN). The group met at regular intervals, and the agenda included items of mutual concern. Several months after the founding of CCPGHEN, the State Board of Education in a resolution authorized that coordinating committees for public higher education units could be established.²

One of the major consequences of the development of a Master Plan for Higher Education by the State Board of Higher Education in

²Some Notes From CHEN, (Newark, New Jersey: Council for Higher Education in Newark, February 15, 1972), p 1.

New Jersey was the recommendation of the potential of Newark to be one of the State's major educational resources. In order to gain greater information, a sub-committee of the State Board consisting of Dr. Deborah Wolfe and Dr. William Baker was appointed to undertake the task of preparing a report of higher education in Newark.³

The Wolfe-Baker Committee first met with the chief executive officers of the four institutions in the Fall of 1970.⁴ The purpose of the meeting was to acquaint CHEN with the committee's purpose for studying the educational programs in Newark. The committee was informed of the activities of CHEN, and there was a general discussion of the college's plans for the future and for goals for higher education in Newark.⁵

The work of the committee was completed on August 6, 1971 when the Board of Higher Education adopted the Wolfe-Baker Report and urged the appointment of a coordinator.⁶ (Appendix II)

³New Jersey Master Plan for Higher Education, Number 2, Chapter 7, (Trenton, New Jersey: Board of Higher Education, 1970), p 1.

⁴Deborah Wolfe and William Baker, Wolfe-Baker Report, (Trenton, New Jersey: Board of Higher Education, August 6, 1971), p 4.

⁵Ibid., p 5.

⁶Resolution Adopting the Report on Higher Education in Newark and Urging the Establishment of a Coordinator of the Council of Higher Education in Newark, (Trenton, New Jersey: Board of Higher Education, August 6, 1971).

Shortly thereafter, in December of the same year, the plan was implemented and the appointment of Dr. James B. Kelley was approved by the State Board.⁷ A copy of the appointing resolution is included as Appendix III. It was at this point that the Council really began to take form.

Realistically, then, the Council for Higher Education began its full-time operations in January, 1972, with the Coordinator and a secretary. Shortly thereafter, a planner for allied health programs joined the staff. He was supported by a one-year grant secured by one of the member institutions from the National Institutes of Health. By mid-year, a planner for learning resources and a planner for educational facilities were added to the Coordinator's staff and continue to serve in those capacities.

To further supplement the staff and create greater student involvement, a fellowship program was instituted. It was in June of that year that the author joined CHEN as the representative from Newark College of Engineering. The first summer was filled with many projects as CHEN began to develop. For example, initial meetings to develop a Title III grant⁸ were held. Aid for Vietnam-Era Veterans was sought by joining with both member and non-member

⁷Resolution Authorizing Appointment of Coordinator for Council of Higher Education in Newark, (Trenton, New Jersey: Board of Higher Education, December 17, 1971).

⁸Title III, "Strengthening Developing Institutions," The Higher Education Act of 1965.

institutions on funding proposals.

Additionally, plans were made to renovate some vacated facilities at one of the member institutions. September, 1972 saw the completion of these plans as CHEN moved into its present location.

Task Forces in specific areas such as learning resources and allied health meet regularly and have affected many changes. Other task forces such as those concerning housing and parking, continue to plan for cooperative efforts in these most difficult areas. A full list of the task forces and committees in operation as of the first of February, 1972, is shown in Table 1. The names of the chairpersons as well as their institutional affiliation are included to indicate the degree of widespread cooperation among the four institutions that had developed.

The academic community in Newark has benefitted greatly from the accomplishments of the Council through its members and its task forces and committees. For example, it is now possible for graduate students to cross register for other graduate courses. A Union List of Periodicals has been established, published, and distributed to each member institutions' libraries. A CHEN-sponsored Day Care Center serves the dependents of the students, faculty and staff of the institutions as well as members of the Newark community.

TABLE 1

COUNCIL FOR HIGHER EDUCATION IN NEWARK

List of Committees and Task
Forces and Their Chairperson as of
February 1, 1972 *

<u>Name</u>	<u>Chairperson</u>	<u>Institution</u>
Allied Health	Hazle Blakeney	ECC
Common Calendar	Richard S. Douglas	NCE
Computer Study	George Moshos	NCE
Day Care	Helen Knowlton	ECC
Gymnasium	Roger Mitchell	R-N
Housing and Parking	Richard Durbin	CMDNJ
Housing Sub-Committee	Clinton Dozier	NCE
Parking Sub-Committee	William Roos	NCE
Library and Audio-Visual	John H. Carmichael	ECC
<u>Ad Hoc Committee re</u> Master of Public Administration Program	Horace J. DePodwin Roy B. Helfgott	R-N NCE
New Jersey Public Broadcasting Authority	Aaron R. Pulhamus	NCE
Public Relations	Richard D. Blanchard	NCE
<u>Ad Hoc Committee re Joint</u> Graduate Registration and Tuition	Wilhelm R. Frisell	CMDNJ
Scheduling	David H. Mangnall	NCE
<u>Ad Hoc Committee re School</u> of Architecture	Not designated as yet	

*This list has been substantially reduced as most of the Task Forces have completed their assignments.

A CHEN Task Force re a School of Architecture completed its work within one year which resulted in the approval by the State Board for a School of Architecture,⁹ although others had tried unsuccessfully for many years to accomplish this. It is interesting to note that while the school was officially established at one of the member institutions, all members participated in the development of the report. Additionally, both the County College and the State University have begun complementary pre-architecture courses which utilize the engineering school for the final degree.

Serving as the policy-making group, the Executive Committee is composed of the chief executive officers and their alternates. The Coordinator of CHEN and the Chancellor of Higher Education serve as ex-officio members to the group which meets monthly.

The programs and activities of the Council that have been described are only a few of the examples of the overall picture. More detailed information has been chronicled in CHEN's quarterly newsletter, CHENEWS, copies of which have been kept on file in the office.

A thumbnail sketch of the member institutions is included as Table 2, while Table 3 is a map showing the relative locations of the CHEN institutions. Both of the above tables were developed for

⁹Resolution Authorizing the Establishment of a School of Architecture at Newark College of Engineering, (Trenton, New Jersey: Board of Higher Education, March 16, 1973).

TABLE 2
INFORMATION ON CHEN INSTITUTIONS

T H E C H E N C O L L E G E S

College of Medicine and Dentistry of New Jersey

100 Bergen Street, Newark, New Jersey 07103
(201) 456-4300

A public institution offering programs in medicine, dentistry and bio-medical sciences.

Enrollment: 943 Faculty: 1025

Degrees Offered: Doctor of Medicine (MD)
Doctor of Dental Surgery (DDS)
Biomedical Sciences (MS and PhD)

Essex County College

31 Clinton Street, Newark, New Jersey 07102
(201) 621-2200

A two-year public community college which adheres to an open-door admissions policy.

Enrollment: 5528 Faculty: 300

Degrees Offered: Associate of Arts
Associate of Applied Science
Associate of Science
Certificate Programs

Newark College of Engineering

323 High Street, Newark, New Jersey 07102
(201) 645-5321

A four-year public engineering and technology college, offering undergraduate, graduate and certificate programs.

Enrollment: 5570 Faculty: 450

Degrees Offered: BS in Engineering
BS in Technology
Bachelor of Architecture
MS in Engineering
Doctor of Engineering Science

Rutgers, The State University

53 Washington Street, Newark, New Jersey 07102
(201) 648-1766

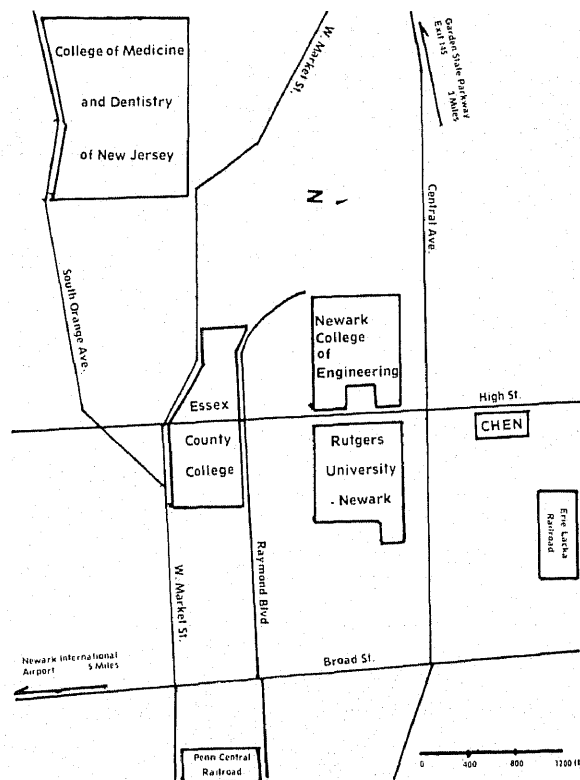
The official state university of New Jersey, including the College of Arts and Sciences (undergraduate and graduate), College of Nursing, Graduate School of Business Administration, School of Law and the School of Criminal Justice.

Enrollment: 8100 Faculty: 700

Degrees Offered: Bachelors through Doctoral

TABLE 3

AREA MAP OF CHEN INSTITUTIONS



CHEN is unique among consortiums because of the geographic proximity of the four institutions, which lie within less than one mile of each other. The Central Ward location leaves the colleges within easy reach of all forms of mass transportation and close to the business center of Newark on nearby Broad St.

an information booklet on CHEN.¹⁰

Personal Involvement of the Author.

The author attended one of the member institutions for an undergraduate degree. He was a student at the same time the Wolfe-Baker Report was being prepared. Also at this time, the State Department of Higher Education was holding its public hearings on its final draft of the New Jersey Master Plan for Higher Education in which the author also participated.

Chapter Seven of the Master Plan entitled, "Higher Education in Newark" was of particular interest. Although a direct merger was not called for, there were points that caused concern. The tenor of phrases such as "The specialized needs of the separate colleges must be reconciled with the general need . . . (a) Co-ordinated Planner, who would organize, support and manage the planning effort" . . . "[The Coordinator] as the Chancellor's representative . . . would perform certain services and functions which may be delegated to him."¹¹

This was the author's first encounter with a consortium.

¹⁰CHEN, (Newark, New Jersey: Council for Higher Education in Newark, 1974).

¹¹New Jersey Master Plan for Higher Education, No. 2, Chapter 7, (Trenton, New Jersey: Board of Higher Education, 1970), pp 7-8.

Active both in student government and student newspapers, the author followed very closely and very carefully the earliest development of the Council before receiving an invitation to serve as a CHEN Fellow. Prior to assuming the fellowship for the Fall, 1972 semester, the author served as a full-time staff member of CHEN for the summer. It was a fortuitous time for the author to join the staff since many programs were just developing, and he had an opportunity to observe and work on the growth of many areas. For example, the author's background as an Army veteran enabled him to initiate a cooperative program with several institutions who were applying for Federal grants to aid Vietnam-Era Veterans. Two other areas directly within the concern of the author were cross registration for graduate students and budgeting and accounting.

The time spent as a CHEN Fellow as well as the two summers as a full-time staff member have given the author a keen insight into the possibilities that arise when cooperative efforts are fostered. It became more clear that merger was not inevitable. As the knowledge and interest of consortia grew, and as CHEN developed further, more specific information became available.

The Acquainter¹² which is a newsletter for the consortium movement provided a good deal of current data on an international

¹²Lewis D. Patterson, ed., The Acquainter, (Kansas City, Kansas: Regional Council for Higher Education).

basis. Annual reports and other documents distributed by the various consortia also served as a source of literature.

In addition to the tasks already mentioned, the author was responsible for all phases of the production of the first Graduate Education in Newark and Continuing Education in Newark. This included securing the data from the four institutions, arranging the format for printing, and devising a distribution system.

As a member of the Allied Health Task Force, the author contributed to the annual report which included the first complete inventory of Allied Health Programs in Newark. In the same field, as the alternate to the Coordinator on the Health Manpower Committee of the Hospital and Health Planning Council of Metropolitan, New Jersey, the author was involved in reviewing all new academic program proposals in allied health from all institutions in Essex, Hudson, Warren, and Union Counties of New Jersey for the past two years.

The start-up of the Day Care Center evolved from a simple request for some assistance to that task force to the election as Chairman of the Board. As Chairman of the Advisory Board, the author completed the negotiations for the lease as well as the changes to the premises necessary to meet State regulations. Although the author was not involved in writing the original proposal or budget for the Center, it was necessary for him to effect

several changes in them to provide better services.

The knowledge gained by the author from personal experiences during his two-year assignment with the Council for Higher Education in Newark was of immeasurable value in the development of this thesis. These experiences are included in this thesis to the extent that they support, augment, or serve to challenge findings in the literature of the field, questionnaire results, or interviews with others active in consortia development. Only after the completion of this thesis did the author recognize the wide significance of experiences. He expresses awareness of their substantive effect in forming the foundation for many of the conclusions and recommendations discussed in subsequent chapters.

IV. METHOD OF RESEARCH

IV. METHOD OF RESEARCH

It was decided to study existing consortia to determine the scope of their operations. To do this, a questionnaire was developed and distributed to those consortia listed in the 1973 Consortium Directory.¹ (Appendix I)

The questionnaire aimed at providing information relative to the following five areas:

- (1) Learning Resources
- (2) Student Personnel Services
- (3) Auxiliary Enterprises
- (4) Institutional Operations
- (5) Consortium Publications and
Other Activities

The final form of the questionnaire, included as Appendix IV, followed from a long developmental process outlined below.

Phase 1

Review of the current literature revealed little specific information regarding the programs underway at each consortium in

¹Consortium Directory, (Washington, D. C.: American Association of Higher Education, 1973).

the areas other than academic cooperation. While it is recognized that this is one of the primary purposes for a consortium,² the areas of operational minutia represent an area where a cooperative effort, if it were feasible, can produce a better service for the colleges at large. This can often be done without infringing on the academic freedom and institutional prerogatives that often hamper efforts in areas such as cross registration or joint faculty appointments. Although newsletters from many of these groups provide information on their particular operations, it was not a uniform or necessarily inclusive listing of the nationwide picture. It was felt that a questionnaire distributed to all of the consortia would provide data that would be current and relevant. For this reason, the author, with the consent of the Executive Director of CHEN, began to develop such a questionnaire.

Phase 2

The first draft of the questionnaire (Appendix V), although it was to undergo significant change, did identify most of the specific areas to be investigated. These areas -- Learning Resources, Student Personnel Services, Institutional Operations, and Auxiliary Enterprises -- cover a wide range of possible interactions among two or more members of a consortium. Obviously,

²Lewis D. Patterson, "The Potential of Consortia," Compact, October, 1971, p 20.

geographic proximity or similar type limitations may preclude one or more of the member institutions from fully participating in all such programs. It is believed that serious thought should be given to their development.

Phase 3

The draft questionnaire began to take shape as an instrument of research during this phase. An improved format which permitted the questions to be answered more easily was developed. To assure greater reliability as well as readability of the questionnaire, four consortium directors agreed to assist the author.³ Their insightful comments and helpful additions were incorporated to produce the final questionnaire.

Phase 4

Once the questionnaire was ready for distribution, it was mailed to all those 80 consortia listed in the Directory as previously mentioned. Although many of those listed had very specific functions that might not necessarily lend themselves to cooperative efforts in the areas under consideration, it was felt that the

³Dr. William Heston, Executive Director, The Nassau Higher Education Consortium.

Dr. James B. Kelley, Coordinator/Executive Director, Council for Higher Education in Newark

Dr. Kenneth MacKay, Executive Director, Union County Coordinating Agency for Higher Education

Dr. Henry E. Scott, Jr., Executive Director, Consortium of East Jersey

consortium itself should make the determination. For this reason, you will notice the far right column in the questionnaire includes such a heading, "Not Applicable." Furthermore, it was felt that a consortium would also indicate if the entire scope of investigation was not applicable to them. Enclosed with each questionnaire was a copy of the descriptive outline appearing in Lewis Patterson's 1973 Directory. This was intended to give the author an opportunity to receive updated information regarding the consortium. The respondents were asked to indicate any significant changes that had occurred. For the convenience of the respondents and to help assure a better rate of return, a large, self-addressed stamped envelope was enclosed so that not only the questionnaire but any other additional information the consortium might want to furnish could be sent to the author. As a backup, three weeks after the initial mailing, a second copy with a "reminder" letter (Appendix VI) were sent to those whose responses had not yet been received. Each of the respondents was sent a letter indicating that the questionnaire had been received. Appendix VII is a copy of that letter.

A relatively short time schedule of three weeks with a second reminder and six weeks total elapsed time from mailing was used. It was decided that this relatively short time frame would allow for a more uniform analysis since all of the data would be collected at essentially the same point in time. Further, since the design of the questionnaire was such that only approximately

twenty minutes was needed to complete the information, it was felt that more immediate attention would be given the questionnaire. The design of the questionnaire and the time frame chosen were intended to elicit as much information as possible in a short period of time. The longer a respondent waits before attempting to answer such a questionnaire, the less likely it is that he will ever get to it. These factors were taken into consideration when the cut-off was decided.

Decisions made in the planning phases of the questionnaire outlined above will be discussed with their implications as the data are analyzed in subsequent sections.

Phase 5

After the cut-off date of six weeks, the completed questionnaires were tabulated. This was intended to provide data that would lend itself more readily to analysis. Included as Appendix VIII is the tabulated results. You will note that the consortia are unnamed as a code number was assigned to each response as it was received. This serves two purposes:

- (1) It is easier to handle a number that uniquely identifies a specific group because many of the consortia listed in the Directory have common names such as "Association of," or "Council of" thereby making it easy to confuse one respondent with another.

- (2) The confidentiality of an individual respondent is preserved. Included as Appendix IX, however, is a list of those consortia that are represented in the tabulation. They are listed alphabetically, and there is no correlation between the list and the order in which they were received or the code number which was assigned.

Phase 6

As the data were analyzed, several questions regarding the meaning of some of the responses arose. To insure that the correct implications were drawn and to elicit further information, the author visited with Lewis D. Patterson, Director, Cooperative Programs, American Association for Higher Education, Washington, D. C. and discussed his work with him. Also, telephone interviews with several of the respondents were conducted. Since the interviews represent additional data, they will be discussed more fully within the context of the specific analysis of data.

Phase 7

This phase, although the last in sequence, in actuality transcends all phases in that it represents the development of the body of the thesis. Much of the preliminary work of the thesis was completed concurrently with the phases previously outlined. This included reviewing additional publications and

materials received after the development of the questionnaire as well as the drafting of several sections of this thesis. The main thrust of this phase, however, is the actual preparation of the recommendations and conclusions sections and the assembling of the completed thesis.

V. REPORT ON SURVEY OF CONSORTIA

V. REPORT ON SURVEY

This section analyzes the responses to the survey conducted by the Council for Higher Education in Newark. The questionnaire and the analysis were completed by the author following the procedure outlined in the previous chapter.

The actual responses to the questionnaire have been included in Appendix VIII. They form the basis of the raw numerical data regarding the activities of consortia. In addition to the questionnaire, more than fifty percent of the respondents included some additional material such as annual reports, newsletters, special reports, and course offerings.

The questionnaire explored activities in five specific areas:

- (1) Learning Resources
- (2) Student Personnel Services
- (3) Auxiliary Enterprises
- (4) Institutional Operations
- (5) Consortium Activities

Several of the consortia surveyed replied that the scope of their operations did not coincide at all with the study areas and, therefore, they could not answer the questions. Additionally,

many of the consortia replied "Not Applicable" to one or more of the questions. It was the intent of the author to make differentiation among those consortia not active in a given area by two categories. The first are those that, while it is possible for them to pursue the activity, they have not chosen to do so at this time. The second group are those who have not acted to foster cooperation in certain areas because the purpose for the group's formation is limited to some specialized nature. During pre-test of the questionnaire and in telephone interviews following their return, the respondents concurred with the meaning as described above.

The questionnaire was developed to preclude as much as possible vague and indeterminate answers. Generally speaking, this goal was successfully achieved. One notable exception to this were those consortia that answered that they were presently studying changes in policy regarding certain activities even though some arrangements were already in existence. Discussion with several of the respondents revealed that what was actually meant was that further activities were being explored or existing arrangements, while satisfactory, might be still further improved.

One major shortcoming of the format of the questionnaire resulted in a loss of some potentially valuable information. In almost all cases, when the lead question was answered "No" in areas other than learning resources, the subordinate questions were left blank. Thus, the opportunity to comment on projects currently

under study or previously studied but rejected was lost. The main question, however, was answered and does show the state of development for the consortium.

The tabulated data shows that fifty-four consortia responded of the eighty polled. Additionally, seven consortia felt that the survey was not relevant to them. The data represents information gathered from sixty-seven percent of the total population or seventy-four percent excluding the "not relevants." The large sample size, over two-thirds, also is indicative of the high degree of interest of the consortium itself.

Table 4 lists the responses to the lead question in each area. This shows whether or not consortia are functioning in a particular field. There were a total of 1,404 possible answers resulting from 54 respondents to 26 questions. To give a more complete picture, if a question was left unanswered, it is reported in Table 4 as "Blank." It is of great interest to note only one area -- common security force -- does not presently have at least one consortium having reached agreements in that area. All reached agreements except in that area, in that all other questions received one or more positive responses.

Table 5 shows the responses of the individual consortium to the lead question as well as information regarding the consortium. Based on the total number of "yes" answers, there emerges four

distinct categories into which the consortia fall:

Category One. More than eleven "yes" answers.

Category Two. Between nine and eleven "yes" answers.

Category Three. Between three and eight "yes" answers.

Category Four. Less than three "yes" answers.

Category Three represents the majority of the respondents including exactly half of the total within that range. CHEN is also within this category. There does not appear to be any particular unifying characteristics between or among either the consortia or their members. The probable cause for this is the large number of groups involved.

There are four consortia in Category One. Each has been in existence for more than five years. Two of the four have three members while the remainder have six and eleven members respectively. The members of the Category One consortia are generally small, liberal arts, church-related colleges all located within thirty-five miles of each other. Within this group are two consortia whose members offer all levels of education from the associate degree to the doctorate. Additionally, professional, liberal arts, and medical schools are also within the membership of consortia in Category One.

In contrast, Category Four schools are either very new (two years or less) or restricted to the pursuits of a specialized nature. This second qualifying factor does not conflict with the definition established earlier because, although limited to a particular field, there exists a variety and depth of programs within that field.

The remaining five consortia comprise Category Two. This group is similar to Category One in that four of the five have been in existence for five or more years. The other one has only been in existence formally for 1.5 years, but goes back eight years on an informal basis. Another common factor is that the geographic dispersion is not too great.

As regards the responses to the question "Prime factors leading to successful operation," "geographic proximity" is the most frequently cited answer. Table 6 shows the actual breakdown by question of all the factors reported by the respondents.

 SUMMARY OF ANSWERS TO LEAD QUESTIONS FOR ALL CONSORTIA

TABLE 4

A. Learning Resources	Yes	No	N/A	Blank
1. Borrowing Agrmts. - Library Material	39	13	2	0
2. Borrowing Agrmts. - A/V Software	28	25	1	0
3. Borrowing Agrmts. - A/V Hardware	9	42	1	2
4. Union Lists	33	16	2	3
5. Other in area of Learning Resources	24	21	1	8
Sub-Total	133	117	7	13
B. Student Personnel Services	Yes	No	N/A	Blank
1. Uniform Phys. Health Care	5	46	3	0
2. Uniform Mental Health Care	5	44	4	1
3. Admissions	7	45	2	0
4. Placement	14	37	2	1
5. Students' Activity	22	26	2	4
6. Housing	3	41	5	5
7. Parking	9	41	4	0
8. Other in area of Student Pers. Svcs.	13	23	2	16
Sub-Total	78	303	24	27
C. Auxiliary Enterprises	Yes	No	N/A	Blank
1. Student Insurance	2	48	4	0
2. Bookstore	6	39	51	4
3. Food Services	3	44	4	3
4. Other in area of Aux. Enterprises	5	30	3	16
Sub-Total	16	161	16	23

 SUMMARY OF ANSWERS TO LEAD QUESTIONS FOR ALL CONSORTIA

TABLE 4

D. Institutional Operations	Yes	No	N/A	Blank
1. Office Supplies	4	46	4	0
2. Special Services	4	44	4	2
3. Institutional Insurance	1	47	4	2
4. Shared Computers	23	28	1	2
5. Computer on Campus	19	16	7	12
6. Common Data Base	7	32	5	10
7. Common Security Force	0	48	4	2
8. Other in the area of Inst. Operations	8	20	2	24
Sub-Total	66	281	31	54
E. Consortium Activities	Yes	No	N/A	Blank
Consortium Publications	35	15	1	3
GRAND TOTALS	328	877	79	120

ANSWERS TO LEAD QUESTIONS FOR EACH CONSORTIUM

TABLE 5

Consort. No.	Yrs. Age	Budget	# Mem.	Staff		A Learning Resources			B Student Personnel Servcs.		
				# Pro.	# Cler.	(Y)	(N)	(N/A)	(Y)	(N)	(N/A)
1	2.5	\$ 60,000	5	1.5	1	0	5	0	3	5	0
2	5		8	15	6	3	2	0	3	4	0
3	8	\$488,000	6	6	8	5	0	0	4	4	0
4	4	\$ 80,000	4	1	1	5	0	0	2	5	0
5	6	\$232,198	8	5	3 FT 6 PT	3	2	0	3	5	0
6	4	\$ 60,000	8	2	1	4	1	0	1	6	0
7	3	\$ 20,000	10	2	1	0	5	0	1	7	0
8	6	\$ 57,170	11	2	2	3	2	0	2	6	0
9	15	\$121,000	11	2	1.5	2	3	0	0	6	0
10	5	\$ 80,000	19	2	3	2	3	0	1	6	0
11	10		9			4	1	0	1	7	0
12	5	\$ 22,000	6	1	.5	1	4	0	2	6	0
13	12	\$1.5 mil.	14	18	20	4	1	0	1	7	0
14	20	\$940,000	20	3	1.5	2	3	0	1	7	0
15	7	\$567,000	5	15	8	4	1	0	2	6	0
16	6	\$ 35,000	8	1	1	3	2	0	1	7	0
17	5	\$500,000	9	5	3	2	2	0	1	6	0
18	10	\$ 75,000	13	2	1	4	1	0	1	7	0

ANSWERS TO LEAD QUESTIONS FOR EACH CONSORTIUM

TABLE 5

Consort. No.	Yrs. Age	Budget	# Mem.	Staff		A Learning Resources			B Student Personnel Svcs.		
				# Pro.	# Cler.	(Y)	(N)	(N/A)	(Y)	(N)	(N/A)
19	4	\$ 70,000	9	3	3	3	2	0	2	6	0
20	10		14	2	1	2	0	0	0	4	0
21	12		16	7.25	9.5	1	4	0	2	5	0
22	1.5	\$ 49,225	4	2	1	3	2	0	1	6	1
23	3.5	\$110,319	6	1	1	4	1	0	0	8	0
24	10	\$2,705 mil.	5	4	4	3	1	1	1	0	7
25	4	\$113,000	5	1	1	1	4	0	3	4	0
26	1	\$ 65,300	7	1	1	2	3	0	0	2	6
27	6	\$295,000	10	4	3	3	1	0	1	6	0
28	11	\$ 90,000	21	1	1.5	3	2	0	1	7	0
29	1.5	\$ 48,000	5	1	0	0	4	0	1	7	0
30	14	\$ 98,400	26	5	2.5	2	3	0	1	6	1
31	1.5	\$ 84,000	15	1	2	5	0	0	3	5	0
32	5	\$ 50,000	7	1	1	3	1	1	2	3	2
33	5		6	1	1	3	2	0	2	6	0
34	5	\$300,000	3	9 FTE	9 FTE	5	0	0	5	3	0
35	2	\$600,000 4/yr/prd.	5	2	2	4	1	0	0	8	0
36	4	\$ 90,000	4	3	2	1	2	0	3	3	1

ANSWERS TO LEAD QUESTIONS FOR EACH CONSORTIUM

TABLE 5

Consort. No.	Yrs. Age	Budget	# Mem.	Staff		A Learning Resources			B Student Personnel Servcs.		
				# Pro.	# Cler.	(Y)	(N)	(N/A)	(Y)	(N)	(N/A)
37	6	\$210,000	3	1 1/3	1	3	2	0	3	4	0
38	7	\$ 50,000	8	1	1	4	0	0	3	5	0
39	4	\$121,000	9	2	2	1	0	4	0	0	8
40	2	\$106,000	5	9	5	1	3	1	2	1	4
41	9		9	5	5	1	4	0	0	7	0
42	16	\$120,000	5	1	4	0	3	0	0	8	0
43	6	\$ 50,000	11	2	1	5	0	0	1	6	0
44	1	\$ 69,000	6	2		0	4	0	0	7	0
45	7	\$150,000	7	3	3	0	4	0	1	6	0
46	12	\$1 mil.	12	3	3	0	5	0	1	7	0
47	10	\$380,000	10	9	9	3	2	0	0	8	0
48	28	\$ 50,056	23	1	3	1	4	0	0	8	0
49	15	\$1,017 mil.	12	7	11	2	3	0	3	4	0
50	2.5	\$135,000	4	3	3	4	1	0	1	7	0
51	36	\$ 55,000	5	1/3	1	2	3	0	1	7	0
52	5	\$ 44,000	4	1	1	3	2	0	1	7	0
53	8	\$ 60,000	15	3	1.5	1	4	0	0	8	0
54	.5	\$ 36,000	4	1	1	3	2	0	1	3	0
Totals						133	117	7	78	303	24

ANSWERS TO LEAD QUESTIONS FOR EACH CONSORTIUM

TABLE 5

Consort. No.	C Auxiliary Enterprises			D Institutional Operations			E Other Programs		
	(Y)	(N)	(N/A)	(Y)	(N)	(N/A)	(Y)	(N)	(N/A)
1	0	3	0	0	5	0	0	1	0
2	0	3	0	1	6	0	0	1	0
3	1	3	0	2	5	0	1	0	0
4	0	3	0	0	6	1	1	0	0
5	2	2	0	1	5	1	1	0	0
6	2	1	0	0	7	0	1	0	0
7	0	4	0	1	6	0	1	0	0
8	0	4	0	3	5	0	1	0	0
9	0	4	0	0	6	0	0	0	0
10	0	4	0	0	6	1	1	0	0
11	0	3	1	2	6	0	1	0	0
12	0	4	0	2	6	0	1	0	0
13	0	4	0	2	5	1	0	1	0
14	1	3	0	2	5	0	1	0	0
15	0	4	0	3	5	0	1	0	0
16	0	4	0	3	5	0	0	1	0
17	0	4	0	2	5	0	1	0	0
18	1	3	0	0	6	0	1	0	0

ANSWERS TO LEAD QUESTIONS FOR EACH CONSORTIUM

TABLE 5

Consort. No.	C Auxiliary Enterprises			D Institutional Operations			E Other Programs		
	(Y)	(N)	(N/A)	(Y)	(N)	(N/A)	(Y)	(N)	(N/A)
19	1	3	0	2	5	0	1	0	0
20	0	2	0	2	3	0	0	1	0
21	1	3	0	0	8	0	1	0	0
22	0	0	2	2	2	3	1	0	0
23	0	3	0	3	5	0	0	1	0
24	0	0	4	0	0	8	0	0	1
25	0	3	0	1	5	0	1	0	0
26	0	4	0	3	5	0	0	1	0
27	0	3	0	2	6	0	1	0	0
28	1	3	0	1	7	0	0	1	0
29	0	4	0	0	7	0	0	1	0
30	0	2	2	3	0	3	1	0	0
31	0	3	0	0	3	0	1	0	0
32	0	1	0	0	1	0	0	1	0
33	0	3	0	0	5	0	1	0	0
34	0	4	0	1	6	1	1	0	0
35	0	4	0	0	7	0	1	0	0
36	0	3	0	2	6	0	1	0	0

ANSWERS TO LEAD QUESTIONS FOR EACH CONSORTIUM

TABLE 5

Consort. No.	C Auxiliary Enterprises			D Institutional Operations			E Other Programs		
	(Y)	(N)	(N/A)	(Y)	(N)	(N/A)	(Y)	(N)	(N/A)
37	2	2	0	4	3	0	1	0	0
38	0	3	0	0	7	0	1	0	0
39	0	0	4	2	0	5	1	0	0
40	1	0	3	2	2	4	0	0	0
41	0	2	0	0	7	0	1	0	0
42	0	4	0	0	7	0	0	1	0
43	2	2	0	4	4	0	1	0	0
44	0	3	0	0	8	0	1	0	0
45	0	3	0	0	6	0	0	1	0
46	0	4	0	1	7	0	1	0	0
47	0	4	0	2	5	0	0	1	0
48	0	4	0	1	7	0	0	1	0
49	1	3	0	0	8	0	1	0	0
50	0	4	0	0	8	0	1	0	0
51	0	4	0	3	4	1	0	1	0
52	0	4	0	0	5	0	1	0	0
53	0	3	0	1	6	1	0	0	0
54	0	4	0	0	6	1	1	0	0
Totals	16	161	16	66	281	31	35	15	1

ANSWERS TO LEAD QUESTIONS FOR EACH CONSORTIUM

TABLE 5

Consort. No. G R A N D			T O T A L S	
	(Yes)	(No)	(Not/Applicable)	Questions Not Answered	Total Possible Answers
1	3	19	0	4	26
2	7	16	0	3	26
3	13	12	0	1	26
4	8	14	1	3	26
5	10	14	1	1	26
6	8	15	0	3	26
7	3	22	0	1	26
8	9	17	0	0	26
9	2	19	0	5	26
10	4	19	1	2	26
11	8	17	1	0	26
12	6	20	0	0	26
13	7	18	1	0	26
14	7	18	0	1	26
15	10	16	0	0	26
16	7	19	0	0	26
17	6	17	0	3	26
18	7	17	0	2	26

ANSWERS TO LEAD QUESTIONS FOR EACH CONSORTIUM

TABLE 5

Consort. No. G R A N D			T O T A L S	
	(Yes)	(No)	(Not/Applicable)	Questions Not Answered	Total Possible Answers
19	9	16	0	1	26
20	4	10	0	12	26
21	5	20	0	1	26
22	7	10	6	3	26
23	7	18	0	1	26
24	4	1	21	0	26
25	6	16	0	4	26
26	7	19	0	0	26
27	7	16	0	3	26
28	6	20	0	0	26
29	1	23	0	2	26
30	7	11	6	2	26
31	9	11	0	6	26
32	5	7	3	11	26
33	6	16	0	4	26
34	12	13	1	0	26
35	5	20	0	1	26
36	7	14	1	4	26

ANSWERS TO LEAD QUESTIONS FOR EACH CONSORTIUM

TABLE 5

Consort. No.	G R A N D			T O T A L S	
	(Yes)	(No)	(Not/Applicable)	Questions Not Answered	Total Possible Answers
37	13	11	0	2	26
38	8	15	0	3	26
39	4	0	21	1	26
40	6	6	12	2	26
41	2	20	0	4	26
42	0	23	0	3	26
43	13	12	0	1	26
44	1	22	0	3	26
45	1	20	0	5	26
46	3	23	0	0	26
47	5	20	0	1	26
48	2	24	0	0	26
49	7	18	0	1	26
50	6	20	0	0	26
51	6	19	1	0	26
52	5	18	0	3	26
53	2	21	1	2	26
54	5	15	1	5	26
Totals ...	328	877	79	120	1,404

TABLE 6
SUMMARY SHEET OF ACTIVITIES IN THE AREA
OF LEARNING RESOURCES

1. Borrowing Agreements - Library Material

Yes <u>39</u>	No <u>13</u>	N/A <u>2</u>
Longest <u>24</u> Yrs.	Shortest <u>1</u> Yrs.	Average <u>5.9</u> Yrs.
Arrangements Satisfactory: Yes <u>37</u>		No <u>2</u>
Yes Prime Factors: Geographic Proximity		<u>27</u>
Adequate Funding		<u>14</u>
Urgent Need		<u>9</u>
Computer		<u>5</u>
Other		<u>19</u>
No Prime Factors: Other		<u>2</u>

2. Borrowing Agreements - Audiovisual Software

Yes <u>28</u>	No <u>25</u>	N/A <u>1</u>
Longest <u>10</u> Yrs.	Shortest <u>5</u> Yrs.	Average <u>4.4</u> Yrs.
Arrangements Satisfactory: Yes <u>23</u>		No <u>4</u>
Yes Prime Factors: Geographic Proximity		<u>10</u>
Adequate Funding		<u>4</u>
Urgent Need		<u>7</u>
Computer		<u> </u>
Other		<u>11</u>
No Prime Factors: Other		<u>5</u>
Lack of Support		<u>3</u>
Inefficient		<u>1</u>

TABLE 6
SUMMARY SHEET OF ACTIVITIES IN THE AREA
OF LEARNING RESOURCES

3. Borrowing Agreements - Audiovisual Hardware

Yes <u>9</u>	No <u>42</u>	N/A <u>1</u>
Longest <u>5</u> Yrs.	Shortest <u>.5</u> Yrs.	Average <u>2.5</u> Yrs.
Arrangements Satisfactory: Yes <u>10</u>		No <u>4</u>
Yes Prime Factors: Geographic Proximity		<u>5</u>
Adequate Funding		<u>2</u>
Urgent Need		<u>2</u>
Computer		<u> </u>
Other		<u>1</u>
No Prime Factors: Inefficient		<u>2</u>
Lack of Support		<u>1</u>

4. Union Lists

Yes <u>33</u>	No <u>16</u>	N/A <u>2</u>
Longest <u>19</u> Yrs.	Shortest <u>.5</u> Yrs.	Average <u>4.6</u> Yrs.
Arrangements Satisfactory: Yes <u>27</u>		No <u>3</u>
Yes Prime Factors: Geographic Proximity		<u> </u>
Adequate Funding		<u>14</u>
Urgent Need		<u>13</u>
Computer		<u>10</u>
Other		<u>7</u>
No Prime Factors: Inefficient		<u>1</u>
High Cost		<u>2</u>
Other		<u>1</u>

TABLE 6
SUMMARY SHEET OF ACTIVITIES IN THE AREA
OF LEARNING RESOURCES

5. Other Areas Than Listed

Yes 24

No 21

N/A 1

TABLE 6

SUMMARY SHEET OF ACTIVITIES IN THE AREA
OF STUDENT PERSONNEL SERVICES

3. Admissions

Yes 7 No 45 N/A 2

Longest 12 Yrs. Shortest 2 Yrs. Average 5.9 Yrs.

Arrangements Satisfactory: Yes 7 No _____

Yes Prime Factors: Support of Members 5; Declin. Enroll. 3;
Future Economies 1; Cons. Commitment 1;
Leg. Mandate 1; Avail. of Unique Programs 1

No Prime Factors: _____

4. Placement

Yes 14 No 37 N/A 2

Longest 5 Yrs. Shortest .5 Yrs. Average 2.3 Yrs.

Arrangements Satisfactory: Yes 10 No _____

Yes Prime Factors: Support of Members 10; Support from Local
Business 1; New Job Opportunities 1

No Prime Factors: _____

5. Coordination of Students' Activities

Yes 22 No 26 N/A 2

TABLE 6

SUMMARY SHEET OF ACTIVITIES IN THE AREA
OF STUDENT PERSONNEL SERVICES

6. Housing Policy

Yes 3 No 41 N/A 5
 Longest 2 Yrs. Shortest 2 Yrs. Average 2 Yrs.
 Arrangements Satisfactory: Yes 1 No _____
 Yes Prime Factors: Geo Prox. 1

No Prime Factors: _____

7. Parking Policy

Yes 9 No 41 N/A 4
 Longest 10 Yrs. Shortest 1 Yrs. Average 3.6 Yrs.
 Arrangements Satisfactory: Yes 8 No _____
 Yes Prime Factors: Urgent Need 4
 Geo. Prox. 2

No Prime Factors: _____

8. Other Activities

Yes 13 No 22 N/A 2

TABLE 6

SUMMARY SHEET OF ACTIVITIES IN THE AREA
OF AUXILIARY ENTERPRISES

1. Insurance - PersonalYes 2 No 48 N/A 4Longest 12 Yrs. Shortest 6 Yrs. Average 9 Yrs.Arrangements Satisfactory: Yes 3 No Yes Prime Factors: Good Service 1

No Prime Factors: _____

2. Bookstore CooperationYes 6 No 39 N/A 5Longest 4 Yrs. Shortest 1 Yrs. Average 2.4 Yrs.Arrangements Satisfactory: Yes 3 No 3Yes Prime Factors: Geo. Prox. 2 Urgent Need 1Previous Facilities Inadequate 3Reduced Operating Costs 3No Prime Factors: Savings Not Realized 1Lack of Cooperation 1Limited Interest 1 Other 1

TABLE 6

SUMMARY SHEET OF ACTIVITIES IN THE AREA
OF INSTITUTIONAL OPERATIONS

1. Office Supplies

Yes <u> 2 </u>	No <u> 48 </u>	N/A <u> 4 </u>
Longest <u> 4 </u> Yrs.	Shortest <u> 5 </u> Yrs.	Average <u> 1.8 </u> Yrs.
Arrangements Satisfactory: Yes <u> 3 </u>		No <u> 1 </u>
Yes Prime Factors:	<u>Geo. Prox.</u>	<u> 1 </u>
	<u>Interest of Members</u>	<u> 2 </u>
<hr/>		
No Prime Factors:	<u>Savings not Realized</u>	<u> 1 </u>
	<u>Existing Purchasing Coops.</u>	<u> 1 </u>
<hr/>		

2. Special Services

Yes <u> 6 </u>	No <u> 39 </u>	N/A <u> 51 </u>
Longest <u> 10 </u> Yrs.	Shortest <u> 4 </u> Yrs.	Average <u> 7 </u> Yrs.
Arrangements Satisfactory: Yes <u> 3 </u>		No <u> </u>
Yes Prime Factors:	<u>Geo. Prox.</u>	<u> 2 </u>
	<u>Interest of Members</u>	<u> 2 </u>
	<u>Other</u>	<u> 1 </u>
<hr/>		
No Prime Factors:	<u> </u>	<u> </u>
	<u> </u>	<u> </u>
	<u> </u>	<u> </u>

TABLE 6

SUMMARY SHEET OF ACTIVITIES IN THE AREA
OF INSTITUTIONAL OPERATIONS

3. Insurance - Institution

Yes 2 No 47 N/A 4
 Longest 1 Yrs. Shortest 1 Yrs. Average 1 Yrs.
 Arrangements Satisfactory: Yes 2 No _____
 Yes Prime Factors: Economy 2

No Prime Factors: _____

4. Shared Computer Facilities

Yes 23 No 28 N/A 2
 Longest 10 Yrs. Shortest 2/3 Yrs. Average 3.5 Yrs.
 Arrangements Satisfactory: Yes 15 No 4
 Yes Prime Factors: Geo. Prox. 7 Legis. Mandate 2

Economy 7

Other 7

No Prime Factors: Unmanageable 1
 Facilities Inadequate 1
 Other 2

5. Shared Computer Facilities on Members' Campus

Yes 19 No 16 N/A 7

TABLE 6

SUMMARY SHEET OF ACTIVITIES IN THE AREA
OF INSTITUTIONAL OPERATIONS

6. Common Data Base

Yes 7 No 32 N/A 5

Longest 7 Yrs. Shortest .5 Yrs. Average 2.8 Yrs.

Arrangements Satisfactory: Yes 7 No _____

Yes Prime Factors: Geo. Prox. 3

 Economy 2

 Other 3

No Prime Factors: _____

7. Common Security Force

Yes 6 No 48 N/A 4

Longest _____ Yrs. Shortest _____ Yrs. Average _____ Yrs.

Arrangements Satisfactory: Yes _____ No _____

Yes Prime Factors: _____

No Prime Factors: _____

8. Other Cooperation in Institutional Operations

Yes 8 No 20 N/A 24

TABLE 6

SUMMARY SHEET FOR OTHER PROGRAMS

1. Consortium Published Listings

Yes 35 No 15 N/A 1

Academic Offerings 17

Graduate Education 12

Continuing Education 13

Joint Calendars 20

Admissions Pamphlets 16

Other 12

VI. DESIGN FOR A DEVELOPING CONSORTIUM

VI. DESIGN FOR A DEVELOPING CONSORTIUM

The major thrust of this thesis is the development of a plan to foster the growth of the existing consortia. Although much of the material is directed towards the Council for Higher Education in Newark, the general concepts are applicable to other consortia with varying degrees of modification. Outlined are five separate phases of development. Many of the points made in each of the phases represent an attempt to codify what is either an informal practice presently in use or an existing practice. Each phase will be explained in detail in succeeding sections.

To clearly identify when recommendations are meant to apply to consortia in general, the names "executive director" and "governing board" are used, while "Coordinator" and "Executive Committee" are used in discussing CHEN.

Before a major, detailed plan can be designed, it is necessary to obtain accurate data on which to base further actions. It is for this reason that Phase I is primarily devoted to a study of the consortium in its present status. Using the information gathered, Phase II calls for a "master plan" and its implementation. Also, those projects already in progress are discussed. Those areas which have been identified but not yet fully developed represent a separate problem which is addressed in Phase III. Another separate concern are those areas, although identified, which have not yet been actively pursued. Phase IV considers these. The final phase will consider

a review of what has been accomplished in the preceding four phases as well as to outline future actions based on the experience gained.

Phase I

Phase I is a realistic examination of the consortium's activities to date. A history would serve as a point of departure for this study, but it would require a great deal more of indepth analysis to examine the conditions that have come to exist. Many of the problems presently affecting a consortium's operation need to be more fully examined to determine their true cause and effect relationship as well as their ramifications on other programs within the consortium. Because of the complex set of inter-relationships that may exist between or among consortia and others, they are divided into major groups and are examined separately. Four groups which are generally applicable are as follows:

- A. Consortium - State Authorities
- B. Consortium - Internal Structure
- C. Consortium - Member Institutions
- D. Consortium - Community

While each is to be explored separately for the purposes of this paper, it should be remembered that there are also interactions among the four divisions as well.

A. The Consortium - State Authorities. Institutions of higher education all have some link with the state authorities. In the case of the public colleges, the connection is quite clear. The private institution, although not as strongly tied to the state, feels the influence of the state. The day of fully autonomous institutions is over.¹

There exists a strong push towards cooperative efforts. Some see direct executive control as the next move should coordination fail to materialize.² While this may be an extreme view, it does represent a factor that colleges have to seriously consider.

To illustrate the depth and variety of relationships that can exist, the following gives an examination of the interdependence of a consortium (CHEN) on the State.

All of the CHEN institutions are publicly supported; thus the State Board of Higher Education and the Department of Higher Education are the applicable state authorities with whom they relate. The State Department is headed by a Chancellor who is the chief executive officer and administrator. He is to enforce the rules and regulations prescribed by the board. The Board of Higher Education has the duty of long-range planning, coordination of the activities

¹Coordination or Chaos, Report #43, Task Force on Coordination, October, 1973, p 26.

²Ibid.

of individual institutions, and maintain general financial oversight. It is composed of the Chairman of the Board of Governors of Rutgers; the Chairman of the Board of Trustees of Newark College of Engineering; the Chairman of the Council of State Colleges; the Chairman of the Council of County Colleges; the President of the State Board of Education; a representative of the private colleges and universities of New Jersey; and 9 citizens, residents of the State, of whom at least 2 shall be women. The Chancellor and the State Commissioner of Education shall ex officio be additional members but without vote. Article I, Chapter 302, Public Law 1966, State of New Jersey which is an act concerning higher education, is reprinted as Appendix IX for more complete information.

It has been noted previously that the Council, although not legislatively mandated, was created by the State Board of Higher Education using an existing voluntary group as a basis. The State Board of Higher Education as well as the Department of Higher Education of the State of New Jersey need to establish clear goals which they expect CHEN to accomplish. To date, very little specific guidance has been received from the State. The position of the Coordinator needs also to be more clearly defined. The extent of his responsibility should be listed as well as the concomitant authority given to carry out these responsibilities. A further question that needs to be answered by the State with respect to the Coordinator is "To whom is he responsible?" In the Board Resolution appointing him, one of the functions enumerated was spokesman for

the Chancellor to the CHEN institutions. However, it was never indicated to what extent. Obviously, the possibilities range from an ambassador to an "omnipresent chancellor." In the case of CHEN, the dual role of the Coordinator requires special attention. On one hand he is the Chancellor's delegate; while on the other, he represents the Council.

It is necessary to develop a position description for the executive director of the consortium. Each point should not be enumerated, for the position would become totally inflexible. However, where the executive director is given specific responsibility or specific limitations, these should be noted in writing. In this manner, all parties involved will be better able to proceed on the same footing.

Financial assistance to many consortia has been generated by the Title III (Strengthening Developing Institutions) Higher Education Act of 1965. In other cases, consortium support is considered a line-item within the operating budgets of the members. The consortium should examine its position relative to the state to insure that it maintains a degree of fiscal autonomy.

The concept of a post-audit could be very effectively applied here. This post-audit would examine the achievements of the consortium using as a ruler the objectives listed the previous year with the budget request. This approach differs from the pre-audit where the group is required to show why they want the money and are not

questioned as to the results obtained from the previous year's appropriation. The Education Commission of the States in its study outlined this as one of the proper functions of a state-wide coordinating agency for higher education.³

It is clear, then, that a consortium and its members must take into account the relevant state authorities in developing its plan for future growth.

B. The Consortium - Internal Structure. The composition of the consortium is to undergo extensive study. This is necessary to determine how things are done and what forces currently are effectively operating within the consortium and what forces tend to detract from the consortium's effectiveness. The present personnel both permanent positions and grant-supported positions should be examined and their inter-relationships plotted. As has been noted in the history, there is at present no written organizational chart for CHEN, although the size of the staff does not truly warrant it at this time. A succeeding phase will show a suggested staff development, including an organization chart.

To clarify the situation, it is necessary to make distinctions among the various groups involved with the Council for Higher Education. Primarily, the Council is the four institutions of public

³Report of the Task Force of the Education Commission of the States, Chaired by Ex-Governor Scott of North Carolina, Education Commission of the States, Denver, Colorado.

higher education in Newark. Within that overall framework, there are many supported infra-structures. Each institution has its own board of trustees, students, faculty and staff. There is a coordinating staff presently consisting of a coordinator, administrative secretary, and two planners (supported partially by grants), as well as secretarial assistance and three Fellows. In addition, the task forces and committees that operate are composed of representatives of the institutions as well as a liaison from the CHEN operating staff.

In some cases, additional input from sources outside the academic community are included on several of the task forces. The two most notable examples are the Newark Public Library working with the Learning Resources Task Force and the Hospital and Health Planning Council of Metropolitan, New Jersey, Inc. and the Mount Carmel Guild of Newark working with the Allied Health Task Force. It is fair to say that CHEN projects include all those representatives which might be affected by CHEN or could effect a change.

This involvement with personnel and agencies not directly associated with the schools has many benefits. In addition to being a resource for the specific task, they become more aware of the general operations of the colleges. The utilization of these external resources should be considered by developing consortia to supplement their own staff.

Although the initial budget and that of the two succeeding years had monies allocated for the position of Deputy Coordinator, it has to date not been filled since there was no documented need for this person. It should be noted that the monies allocated for this position have been used effectively for such staff positions as to support three CHEN Fellows during the academic year, part-time personnel for special projects also during the academic year, as well as relatively full-time employment through the summer months. The decision not to fill the position of Deputy Coordinator was made to give the Council time to develop to the point where the position might be more effectively utilized.

The operations of CHEN have grown from a two-person payroll and a few office supplies to a staff of twenty-two "regular" employees and an aggregate budget exceeding \$400,000. This group includes ten from the CHEN-operated Day Care Center located several blocks from the CHEN office and three employees from the New Jersey Educational Media Consortium which is an outgrowth of the CHEN Learning Resources Planner's efforts. This expansion has taken place within only eighteen months. This rapid development has precluded a specific plan of development because so many areas were being examined at once.

The staff of a consortium can be categorized with respect to their contact with the executive director. This device permits an analysis to be made of the personnel more easily because a facet

of the relationship is defined. Specifically, the three groups are:

- (1). Daily Contact - For example, the administrative secretary, the planners, and those directly assisting the director generally discuss most of the activities of the consortium that are in progress.
- (2). Frequent Contact - Those persons who meet with the executive director regularly for specific purposes. Such people are the chairmen of the various task forces as well as additional staff members not included in (1) above.
- (3). Infrequent Contact - Those persons who meet with the executive director less frequently than those in group (2). These may be either "sporadic" as the need arises or "planned" as in the case of annual meetings.

It is important to note that the above groups are divided on the basis of their direct contact with the executive director and do not necessarily imply that one is more important than the other. These groupings do help to at least partially identify the relationships that exist within the structure of the consortium.

The existing staff should have assignments and a position

description. This position description would include specific duties and outline the qualifications necessary for the type of person to fill the position. Included in this position description is the line of command above and below the person. The staff is called upon to give leadership to various projects affecting one or more of the institutions. For this reason, the consortium staff needs to maintain its identity as an "unbiased, qualified consultant." This is a service of great value to the members, which must be realized.

To more effectively utilize the consortium staff, time should be devoted to examination of the types of projects that are undertaken. It is necessary to explore each of the activities to determine its stage of development. Once determined, it is an aid to establishing a set of priorities. This is discussed more fully in a subsequent section. The following six classes of projects are ranked in descending order with respect to the stage of development.

First Class - Those projects which are terminal in nature; thus no further work or expansion of this particular project is envisioned.

Second Class - Those projects which have been completed but have other elements which could be expanded upon or explored further as the development of the consortium permits.

Third Class - Those projects which are of a continuing nature. These types of projects would be essentially self-

sustaining once established, that is the mechanisms for their completion would be determined and no specific planning would be required each time. An example of this might be the semester publications of the graduate and continuing education offerings. Once the format for the presentation, the manner of distribution, and the source of the data are identified and the timetable established, one need only repeat the process twice a year to obtain the desired results.

Fourth Class - Those whose feasibility is currently being explored. A more precise examination of these should provide the following information: the expected completion date of the feasibility study. If the feasibility study has developed sufficiently, the proposed timetable for implementation should be available. Thus, within this category the projects would be rated according to their degree of completion, and this degree of completion will serve as one of the criteria in establishing the priority given to a particular project within the overall operations of the consortia.

Fifth Class - Those projects which have been identified as possible although no range of probability has yet been assigned to them. These kinds of projects can result from a multitude of inputs. These projects require

examination by the executive director to ferret out those suggestions which might appear to have a chance of producing results. The executive director would then be responsible for moving these projects into the mainstream of activities.

Sixth Class - Those projects not yet identified. It would be the responsibility of the entire staff of the consortium to be constantly aware so that they may recognize future projects where cooperative efforts might yield even greater results. Although this group is in reality a null set since once identified the project would move to the previous stage, it is necessary to identify this sixth step as a separate item to show its importance. The "cooperative attitude" in viewing all projects is necessary as a precondition for all other endeavors; that is, members of the consortium, both collectively and individually, must make this realistic commitment to cooperation. Thus, the sixth class would follow almost automatically from this.

The internal structure of a consortium requires careful examination to prevent the loss of resources, both men and material. It is for this reason that the preceding section is of importance.

C. The Consortium - Member Institutions. Although it has been correctly stated that the consortium is the four institutions,

it should be clearly understood that the central staff is a unit separate and apart from the operating staffs of any of the member institutions. Therefore, there is a distinction between the consortium staff and the staffs of the institutions although they are all part of the same consortium. Since there is this difference, there must exist some type of relationship between them. During Phase I of the study, this relationship must be examined and defined.

Each of the institutions as part of the development of its plans, should have a priority rating for projects under consideration. Members of the governing board should explore their own institutions to determine where the greatest needs as well as assets lie.

This examination should look closely at all aspects of the college including the "service operations." Such areas as special services, bookstore operation, and student personnel services should be explored. The goals for each department and the growth pattern to meet these goals should be established by each college.

The governing board led by the chairman with the assistance of the executive director should then develop the strategy which will result in an optimal plan for coordinating each of the institution's individual plans. This strategy would take into account the developmental stage of the project as outlined in the previous section to develop an overall "Program of Priorities." The governing board in developing its coordinated strategy would then be better able to

assign an overall priority rating to a project to meet the institutions' goals. It is the function of the governing board to "trade off" as necessary during the negotiations establishing the unified program. The needs and assets already identified also serve to assist the governing board in establishing its overall program.

The following serves to illustrate the manner than institutional goals can be met through cooperative efforts. If institutions have as a long-range goal the establishment of a full-time position of staff psychiatrist in their counselling center but have not yet reached the point in the developmental process that would warrant such an expenditure, they might easily share the time and expense of such a person between or among two or more of the institutions. In the preceding example, the goal was realized even earlier than would have been possible if one institution were to pursue it independently.

In addition to the members' goals, a consortium should utilize other resources to assist it in developing program priorities. The executive director has an educational resource the specific knowledge of other consortia. In addition to attending the national conferences on consortia, the executive director may have fostered research in a given area. For example, at CHEN, in anticipation of a coordinated health care effort, a survey of over one hundred universities and colleges in the United States was conducted to determine what other institutions were doing on an individual basis.

More recently, the Coordinator supported and endorsed the specific research of the author. Furthermore, the consortia themselves exchange information on a frequent basis. Newsletters, annual reports, and other such material are normally sent to other consortia as a matter of routine. Thus, the executive director can evaluate the goals of the consortium institutions in light of coordinated efforts being made on a nationwide basis.

The appropriate state authorities should also be consulted by the governing board. By definition, their position is not restricted to a few institutions but rather is focused on a wider range of activities. For example, pending legislation, possible sources of grant monies, as well as general knowledge give an added dimension. Furthermore, those who have responsibility for an entire state system of higher education would be in a better position to integrate the consortiums' institutions' objectives within the coordinated state effort.

Once the goals have been established, they must be communicated to all involved. Interinstitutional cooperation depends on as free a flow of information as possible.

The extent of direct communication that any member of an institution may have with either the consortium staff or that of another institution needs to be established. This is necessary so that the personnel of a given college know what lines of communication are already established. Where possible, the direct access to personnel

at another institution should be allowed to avoid unnecessary delays that can occur as a given project is passed through the bureaucratic channels. The designation of the lines of communication is presently done on a fairly informal basis. In some cases the executive director can identify those individuals within an institution with whom he would like to work on a specific project, and the president of the institution has concurred. In other cases, the nature of the committee generally indicates the person who should be representing the institution. For example, the Library Task Force's basic composition is quite naturally the school librarians.

Each of the institutions as well as a consortium itself should explore the activities and responsibilities of these committees to determine the extent of their responsibilities and authority. In addition the functions and goals of the committee should be sufficiently enumerated so that the administrator from each of the institutions might make a more appropriate appointment.

This definition will also benefit the Task Force in that they might better focus their attention and direction and efforts toward achieving those goals specifically outlined rather than following a random or sporadic pattern of events.

It is important that committee members and members of the governing board establish firm communications. Administrative support for a project cannot be fostered if the governing board is not made keenly aware of the situation by a member from his staff rather than

from the consortium staff.

In like manner, the consortium governing board should keep the boards of trustees of its member institutions apprised of the progress of the consortium.

Each of the institutions may have a different administrative structure with which the consortium must deal. Where all of the institutions involved in a consortium are relatively similar, this does not present as great a problem. For example, it has been noted in the discussion of the results of the survey that two consortia, which are very active, are composed of small, liberal arts, church-related colleges. This degree of similarity can serve to benefit the development of a consortium. However, since this is not always the case, the variances must be recognized.

Once recognized, the benefits that accrue from having a diverse membership can be realized. For example, having a medical school within the consortium affords the possibility that health care can be provided on a consortium-wide basis. This point is substantiated by the results of the survey conducted by the author and discussed in Chapter V.

The member institutions' own internal structures have to be considered. The management can be centralized with all decisions being made at one place, or decentralized, with decision-making powers delegated from the central administration. Most frequently,

the truer picture is a combination of both of the above.

The point of centralized/decentralized control is relevant to both multi-campus and single-campus institutions in that the multi-campus situation is an extension of the single-campus case. The main issue to consider is how much authority is delegated from the central power, not the mileage between them.

The extent to which the internal structure of the members can affect a consortium is shown by the following example drawn from the Council for Higher Education in Newark.

The four members of CHEN are the College of Medicine and Dentistry, Essex County College, Newark College of Engineering, and Rutgers-The State University-Newark. Each of them has a separate and distinct structure which is explored below.

Rutgers-New Brunswick is the main campus of the State University and maintains considerable control over the operations in Newark. In theory, the State University is organized into several colleges - (liberal arts, nursing, law, and business administration) - each having its own Dean. The office of Provost of Newark was established. When the New Jersey State Master Plan was developed, it was stated that greater autonomy should be given and would be given to the Newark campus,⁴ although it has not yet been fully realized. The

⁴Deborah Wolfe and William Baker; Wolfe-Baker Report, (Trenton, New Jersey: Board of Higher Education, August, 1971), p 2.

question of autonomy of Rutgers-Newark from Rutgers-New Brunswick has not yet been fully clarified.

When the Executive Committee meets, the Rutgers' representative is the Provost. However, decisions involving policy must be referred to the President's office in New Brunswick. Thus, it is difficult for CHEN to effectively move forward on some issues.

Newark College of Engineering has Deans for Architecture, Engineering, and Graduate Studies with an appropriate chairman structure reporting to the deans. The president is the member of the Executive Committee from NCE. The College is expanding its mission from engineering education to include architecture and technology. A commission has been established to determine a new name that will reflect this expansion.

The County College is presently in a state of reorganization with its structure essentially divided into areas such as academic affairs, instructional resources, and institutional development, each with its own dean. The Board of Trustees of the institution are appointed by the Essex County Board of Chosen Freeholders. Also, New Jersey State Law requires that the County provide at least half of the financial support necessary to maintain the College. Thus, Essex County College must deal with a Board that is subject to changes following a general election.

The College of Medicine and Dentistry of New Jersey presently

has a medical school and a graduate school of biomedical sciences located in Newark. A second medical school exists in the southern part of the State. The dental school is anticipated within the next year to complete its move into the Newark campus. Each of the schools has its own dean who reports to the President. However, the Executive Vice President is the representative of CMDNJ to the Executive Committee.

Thus, it is not always exactly clear with whom contact should be made to discuss a particular problem. There are not always exactly corresponding titles or levels of authority. For example, only two of the institutions have the position of academic dean separately identified as a specific title. Another point is that in two cases an entire institution is represented; while in the other two cases, only specific schools of the overall college or university are represented.

This example does illustrate the fact that the institutional structure must be examined and considered in the development of a consortium.

D. The Consortium and the Community. The activities of a consortium both those presently under consideration and future projects must be evaluated with respect to their impact on the surrounding community. Whether urban, suburban, or rural, there exists a relationship with the city that can be beneficial to both if attention is given to the details of the relationship.

The effect that the consortium and/or its members has on the local economy is one factor to be seriously considered. A model for determining the impact of an academic community has been developed. The mathematical model with specific parameters for the Claremont Colleges is exposed in Estimating the Impact of a College or University on the Local Economy.⁵ The Carnegie Commission in its report entitled The Campus and the City also gives an indepth treatment of the relationship and the problems of the urban campus.⁶ Both of these publications could serve as guideposts to the group doing the examination of the relationships between the consortium and the city.

One economic factor that becomes very apparent in any discussion regarding the city is the "tax exempt status" of any project involving the acquisition of additional real estate. The primary cost to the city is the loss of ratables. This may be a greater problem in the urban campus, but it is nonetheless a burden which all institutions must bear.

The loss of ratables in Newark, for example, is a problem of ever increasing magnitude. Various estimates claim that from 80% to 60% of the total land and improvements contribute nothing to the

⁵John Gaffrey and Herbert H. Isaacs; Estimating the Impact of a College or University on the Local Economy, (Washington, D. C.: American Council on Education, 1971).

⁶Carnegie Commission on Higher Education, The Campus and the City, (Hightstown, New Jersey: McGraw-Hill Book Company, 1972).

city coffers.⁷ A more exact evaluation of the assessed value is difficult to ascertain because of the tremendous number of parameters. These include the resale value, the state of disrepair, and the image of Newark that go into making the assessment. However, the Newark Tax Assessor has reported a number of enlightening and dramatic statistics in an article appearing in Newark magazine.⁸

Generally, as is the case in New Jersey, state laws do include tax exempt status for educational institutions, but do not provide for any reimbursements to be made. Tables 7, 8, and 9 are reprinted from the Newark Tax Assessor's report to illustrate the magnitude of the problem.

TABLE 7

DOLLAR VALUE OF PROPERTY IN NEWARK
TOTAL, TAXABLE, AND TAX EXEMPT

Total assessed value of all property in Newark:	\$2,110,171,800
Taxable:	1,290,760,500
Tax-exempt:	819,411,300

⁷"Tax Exemptions: Their Effect on Newark's Economy," Newark, Greater Newark Chamber of Commerce, Newark, New Jersey, August, 1972, p 13.

⁸Ibid.

TABLE 8

NEW JERSEY AVERAGE OF TAX-EXEMPT PROPERTY
WITHIN VARIOUS MUNICIPALITIES VERSUS NEWARK

Statewide average of tax-exempt property within various municipalities is about:	20 per cent
In Newark it is:	60 per cent

TABLE 9

ASSESSED VALUATION AND POTENTIAL REVENUE
FOR TAX-EXEMPT PROPERTY IN NEWARK

<u>Property</u>	<u>Assessed Valuation</u>	<u>Potential Revenue- If Taxable</u>
Public property	\$505,552,900	\$48,684,744
Churches and charities	95,347,300	9,181,945
Public schools	92,872,500	8,943,622
Newark and Federal housing	85,069,300	8,192,174
Other school property	33,190,800	3,196,274
Cemeteries and graveyards	7,378,500	710,550
TOTAL	\$819,411,300	\$78,909,308

However, the picture is not quite as bleak as it may appear. The City and the colleges have already recognized the potential of such a relationship. Future phases in the development of CHEN would bring to fruition the possibilities identified in this initial phase. The potential has been clearly recognized by the present Mayor of Newark, Kenneth A. Gibson. The following excerpt is from a speech delivered at a nationwide conference on library automation sponsored by CHEN. Referring specifically to higher education in Newark, the Mayor said:⁹

Newark and cities like Newark vitally need your ideas and talents to help solve the myriad of urban problems -- housing, education, economic development, transportation and pollution to name a few We need the special kinds of things that many cities cannot provide but that are a regular part of college and university life -- plays, exhibits, speakers and the cultural, intellectual and informational activities.

. . . We in the cities offer a more diverse and experienced pool from which to acquire students, faculty and administrators. . . . We offer a variety, a vitality, indeed a reality without which your perspective and potential is limited.

. . . It seems to me, that every department and component of higher education will be connected to the things that happen in the city, things that happen in real life. Every aspect of university life should be refined and applied within the city. This would be real education, real learning.

⁹"Gibson Speaks at CHEN Library Conference; Computerization Topic of National Gathering," Council for Higher Education in Newark, News Release, (4-1), Newark, New Jersey, April 10, 1974.

There can develop a symbiotic relationship rather than a parasitic one. The community can serve as the host for the institutions and in return receive the benefits that should accrue from the knowledge and expertise of the university, as the Mayor has noted.

There are many current projects which underscore the potential for interaction. Each of the institutions has within its academic structure programs specifically relating to the urban area. The business and industrial management curricula of the various institutions could benefit from real life experiences to complement the textbook knowledge for the students. The Small Business Administration with a regional office in Newark offers potential for student projects where the student can actually assist a businessman with some of his problems; thus not only the student but the community gain from such an interaction. This can be extended to health, social, political, engineering, legal and dozens of other areas.

The facilities that the institutions have might be made available to the community on an appropriate basis depending upon their availability.

None of the institutions presently has a facility capable of accommodating a large number of people for a cultural event or student activity. However, within the City there are several theatres which might be made available to the institutions with suitable financial agreements which might result in an improved theatre for the City and a suitable facility for the institutions.

The total financial commitment might well be less than that necessary to build even one additional facility for the exclusive use of the institutions much less one for each of the institutions.

One example of the type of interaction that CHEN is involved with is the examination of a science oriented high school for the City. Such a project requires close coordination among a great number of parties. For this reason, the composition of the task force includes representatives from the following: New Jersey State Department of Education, New Jersey State Department of Higher Education, Newark Board of Education, CHEN institutions, Greater Newark Chamber of Commerce, Mayor's Education Task Force, School-Within-A-School, and the CHEN Coordinator serving as chairman.

The development of CHEN has not gone unnoticed by the business community either. The Coordinator has been asked to serve on numerous projects. In the Spring of 1972, the Coordinator accepted appointment to the Greater Newark Chamber of Commerce Task Force on Regional Planning. More recently, an Energy Conservation Task Force was organized by the Chamber to meet the energy crisis. Again, the Coordinator was requested to assist and did so. Additional responsibilities for the Coordinator were incurred when the Mayor of the City of Newark appointed him to the Board of Trustees of both the Housing Development and Rehabilitation Corporation and the Newark Economic Development Corporation.

The preceding examination of the relationship between CHEN and Newark serves to identify the possibilities for interaction between or among a consortium, its members, and the community. Once these possibilities have been identified, the next order of business is to coordinate them with the overall development of the "Program of Priorities" for the consortium. The consortium and the community can then more effectively utilize their combined resources.

Phase II

Part I - Development of the Master Plan. The main purpose of Phase I was to gather the pertinent data so that a master plan for succeeding developmental stages might be designed. Once identified, the goals of the consortium become destinations that need be reached and the master plan will map out the direction to follow. It has the benefit of knowing the overall goals not only of the institution but of its relationship with both the state and nationwide patterns to utilize both existing and potential resources of the institutions.

Since each of the institutions has identified its own goals, resources, and directions, the master plan can effectively take these into account to provide a coordinated calendar for development. A point to be carefully noted is that since this identification has been made on a unit level, the institutions identity need not be lost nor its goals necessarily denied. There are existing consortia throughout the United States who have successfully undertaken to

coordinate efforts in many areas without having lost their identity.

In reviewing the analysis of the questionnaire discussed in a previous chapter, it noted that there is only a single activity listed that was not ongoing at one or more consortia. The patterns of development for programs that are being carried out by other consortia can serve as an input in the development of the master plan for other consortia.

The groups of consortia identified in Chapter V are based on the number of affirmative responses to the questions asked on the survey conducted by the author. One particular group had the most "yes" answers. For the purposes of developing a master plan, several of the characteristics should be especially noted. The most prominent feature of the consortia which are placed into the "yes" group is the geographic proximity. This was cited as a major factor leading to the successful operation of a great number of programs in most of the major sections. CHEN has an almost unique advantage over all other consortia in the United States with respect to geographic proximity. For example, the Associated Colleges of the Midwest takes the trouble to point out that all of their institutions are within a 35-mile radius, and they have successfully engaged in cooperative agreements for borrowing of library material, union lists, admissions, placement, housing, insurance, as well as publication of all academic offerings. Three of the four campuses of CHEN are contiguous with only a few blocks separating the campus

of those three from the Medical School.

Another factor that is apparent in a consortium is the variety of institutions involved. The Worcester Consortium which has membership that includes both large and small institutions and are both public and privately supported. Junior, polytechnic and medical schools are counted within the group. They presently are one of the most active consortium based on the number of cooperative programs in which they are engaged. On the basis of the survey, development of a consortium has not been greatly affected by the types of institutions involved in the consortium. Other consortia which are also active have a much different composition. This is drawn from cross-referencing the Consortium Directory, the Accredited Institutions of Higher Education, and the results of the author's survey.

Although it is not generally a factor, there are specific instances where the composition has added to the development of a particular program. In the area of health services, for example, two of the consortia surveyed which answered "yes" to this question had a medical school within the membership. It is clear, then, that certain benefits do accrue from having a diverse institutional membership.

The master plan for the developing consortium is in effect a "Program of Priorities" which takes into account the relationships that a consortium has, the goals of the members, the needs and

assets of the community, as well as the strengths of its members. The actual plan for the consortium can be written once all of the above has been established.

Part 2. Once the master plan has been developed, Phase II includes the initial implementation of the master plan, the completion of those projects nearly finished, as well as the development of the internal structure of the consortium.

One of the first steps in the implementation of the master plan will be to formalize the existing procedures for the more routine operations of the programs identified as Class 3 in the previous section. These are programs which once established require some type of periodic output. Because they are already in existence, this would not mean a change in operations but rather the establishing of a written Standard Operating Procedure (SOP).

One of the primary concerns of the executive director is the completion of those projects which are nearest maturation. Successful implementation of these projects serves two very useful purposes. The first outcome is to reduce the load of the executive director. By this is meant that once a given endeavor had been concluded, the executive director is freed to devote time, previously allotted to the question under consideration, to the completion of other projects underway or new projects that were in the early developmental stage. A second and equally important result would be realization of yet another solid point of coordination. The adage

"Nothing breeds success like success" might well have a multiplier effect in this case. Individuals from the institutions could proceed in the development of additional projects more securely once they had the knowledge that previous undertakings have proved not only beneficial but attainable. This renewed "spirit" could well serve to revive progress in a moribund project.

The order in which the projects are completed should result from a combination of factors. The relevant points to be considered are the degree to which a project has developed, the priority assigned to that particular project, and the availability of resources with which to implement the project. All parties involved in the consortium should take an active part in establishing the sequence of events.

The executive director should continue a very active role in bringing the projects considered in Phase II to a point where they may be implemented. It is important, therefore, that the committee considering a particular suggestion be given a relatively specific framework within which they will operate. A relevant time schedule for meetings convenient to most of the members of the committee should be chosen and kept constant for the duration of the project. This step would help to increase participation at the meetings since the members would know well in advance of the meetings and be able to plan their own schedule to more suitably take into account the assignment of the committee. A second guideline that

the committee should have is a refined and more specified goal.

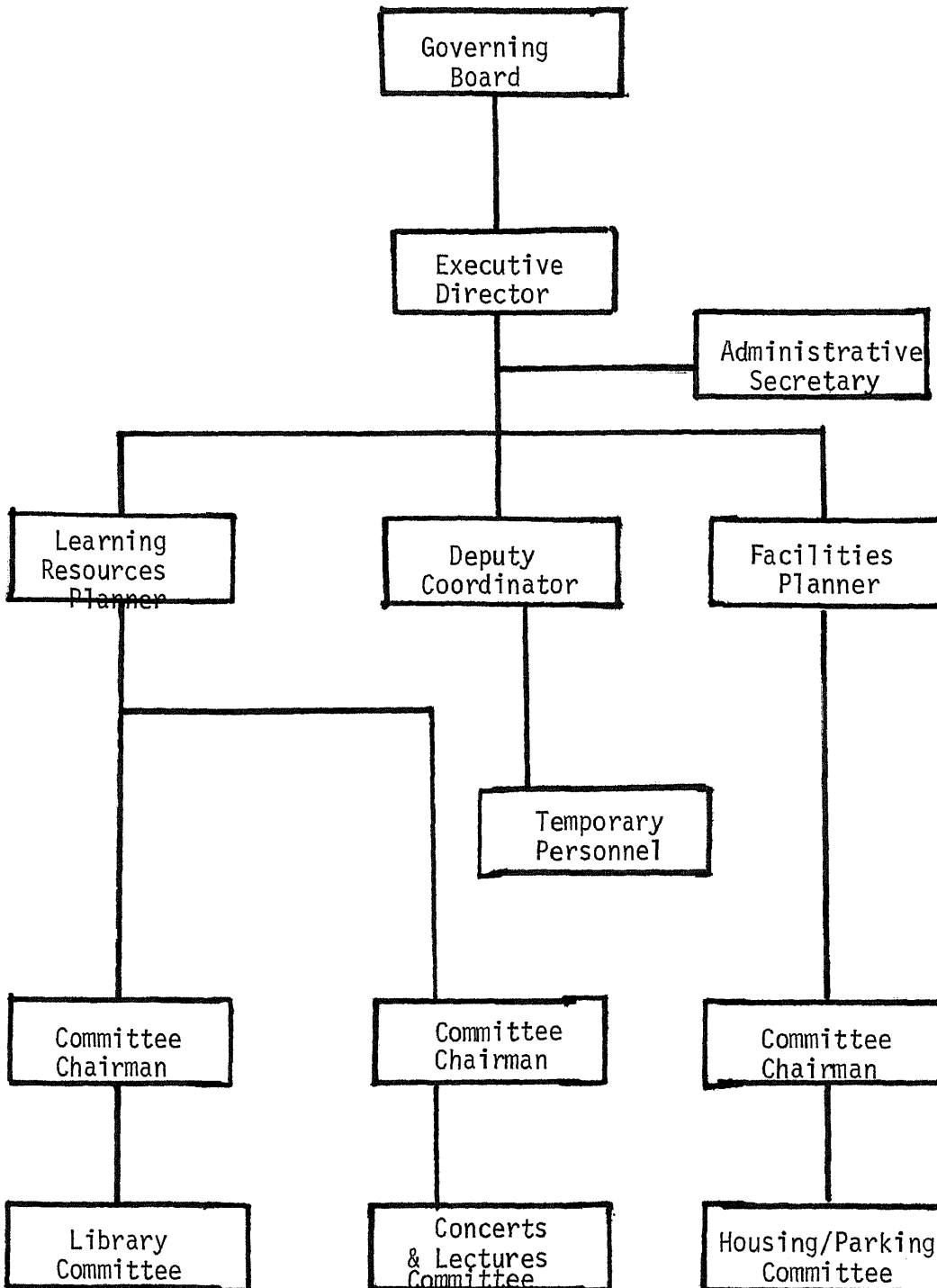
Once the two guidelines are established, the executive director has a basis for review of the progress of a project without waiting until the very end for a post-audit. This operational control of consortium activities is necessary to insure a continuing growth pattern. It also greatly reduces the possibilities of a "post-audit" becoming a "post-mortem."

As the project nears completion and the various factors have been considered, the executive director as well as the governing board should review the findings of the committee. In return the committee should be informed by them whether or not their efforts are proceeding in an acceptable manner. For example, the governing board might indicate to a committee that a given course of action which is being explored is not feasible because the resources were not available to pursue that particular avenue. However, the governing board might suggest an alternative approach to the committee to develop more fully.

The internal structure of the consortium is an aspect which is addressed in the master plan. A "central or core" staff is needed if the consortium is to provide a service to its members.

The staff may be supported by funds from a grant or some other external means. However, they should be considered as part of the consortium staff and not as outsiders. Table 10 is a general

TABLE 10
ORGANIZATION CHART



organization chart for a consortium. The function of each person listed on the chart follows.

The governing board establishes the broad policy and goals of the consortium. They are the representatives from the member institutions to the consortium at the highest administrative level possible. The board is ultimately responsible for the actions taken by the consortium.

The executive director implements the policy of the board and administers the consortium office. He possesses the academic credentials and management skills necessary to provide leadership for the consortium.

The deputy coordinator has two main functions -- directing the consortium's program development and managing the internal affairs of the consortium. Financial matters such as establishing budgeting procedures, financial statements, transfers of funds, etc., would be handled by the deputy coordinator. He has the specific responsibilities for the development of new programs. Routine operations of the office as well as coordination of activities of the consortium staff are handled by the deputy coordinator.

The administrative assistant has the direct responsibility for office management. This person would also have the specific responsibility for the supervision and production of all reports and documents developed by the consortium. By delegating these responsi-

bilities, the executive director is freed to devote more time to those projects which require his close supervision. Additional responsibilities for directly assisting the executive director in his daily activities warrant the position of administrative assistant.

The planners provide assistance to the executive director within their fields of expertise. Because the size of the staff of most consortia is limited (as shown by the author's survey), planners with a broad background are preferable. Specific areas such as learning resources and facilities planning are of continued importance to a consortium and, therefore, should be sought when possible. Flexibility and resourcefulness are key qualities for a planner.

The committee and its chairman work with the planner to achieve the goals set by the governing board. Generally, the term "committee" is used to denote a standing body organized for a general purpose. A "task force" is an ad hoc committee dealing with a specific target which, when met, completes its assignment and is disbanded.

Outside personnel, student assistants, and other short-term personnel are generally the responsibility of the deputy coordinator. These people join the consortium for the duration of specific projects and then leave. They may be faculty or administrators on release time. In this case, they would resume their original position at the institution. In the case of students, they can be

utilized for routine office matters or specific assignments. In the latter case, a graduate assistant or "consortium fellow" is generally involved. In the former instance, an undergraduate student may be employed.

Thus, there is a relatively small number of different people who carry out the operations. This builds a complex set of inter-relationships. These are beneficial to the consortium in that they permit a greater interchange of information to develop since the same person meets with more than one group.

Table 10 shows the proposed organization chart developed for the consortium utilizing the personnel previously introduced.

An additional point to consider in the staffing pattern of the consortium is the immeasurable resources contributed by the members through the time and talents of the staffs of the member institutions.

Phase III

In the continuing evolution of the consortium, Phase III concerns itself primarily with those projects which have been identified but have not yet been developed. This is a group separate from those considered in Phase II in that a structure was already in existence under which progress could be made. Rather than simply continuing to do things as previously accomplished simply because "That's the way they were always done.", this phase will concern itself with the activities necessary to plan for the development of a

new project.

All of the projects to be examined in this phase should be reviewed using the following procedure:

- (1). ranking within goals of the individual institutions;
- (2). present stage of development, and
- (3). availability of resources for this particular project.

The executive director and his staff should review all of the projects in light of the priorities established and begin to allocate the resources necessary. One of the primary factors in any undertaking is that sufficient manpower be available to carry on the needed work. This manpower usually takes the form of some type of professional, and may be either an in-house person or an outside consultant.

Budgetary restrictions are recognized as the projects are reviewed. For example, if the necessary expertise is not available housing, is there sufficient money available which would permit the engagement of a consultant? The inter-relation between manpower as a separate entity and as part of the available resources becomes clearly evident. Other types of restrictions that a budget might impose on a particular project are in the manner in which the research is to be carried out. For instance, if a nationwide survey of the status of a particular item is needed, is there

sufficient money available to either conduct an intensive mailing campaign or telephone canvass? Either of the two previously mentioned alternatives might well in turn be an alternative to onsite visits. These kinds of alternatives must be explored in the early developmental stages of any project, if false hopes are not to be raised.

Clearly a series of frustrations
can begin to turn the secure op-
timist into an insecure pessimist.¹⁰

The task forces and committees presently in operation should review any new projects that they wish to undertake in a manner similar to that outlined above. This information would then be forwarded to the governing board for their approval before the committee expends a great deal of its time on a project lacking the proper administrative support.

Utilization of this preliminary review of the project to establish the priorities and the manner in which it will be carried out in light of the available resources will produce a more efficient operation. Both the staff and the committees will have a better record if projects to be undertaken are carefully selected. This is not meant to preclude work on projects of a dubious outcome,

¹⁰Harold J. Leavitt; Managerial Psychology, Third Edition, (Chicago, Illinois: University of Chicago Press, 1972), p 34.

but rather to recommend that maximum effort be placed where success is most likely.

Once a particular project has been approved, the executive director should take the steps necessary to establish a committee to work on it. In those instances where the suggestion came from an already existing committee, the executive director confirms with the chairman of the group the plan as approved by the governing board. The chairman and the executive director decide whether the resources of the entire committee are needed to evaluate the project or would the use of a sub-committee produce the desired effect, thus freeing the other members of the group to pursue additional work. One of the advantages of establishing lines of communication and outlining responsibilities of the various personnel of an individual institution as previously developed in Phase I becomes apparent at this time. When a new committee is needed to work on a project, the executive director may submit names of individuals who appear most interested and best suited for the task for confirmation by the chief executive officer to insure that internal communications are maintained, or the institution may wish to make the nomination. Where necessary, members of the governing board would make the necessary arrangements within their own institutions for release time from existing responsibilities if this new assignment should warrant it. The expense of this may not always allow it, but release time is a possibility that should not be ignored without investigation as to sources of funding. Additional members for the committee should be

drawn from appropriate outside sources. It would be the function of the executive director to appoint a chairman and with him establish liaison with these additional members.

The initial charge to the committee should be made in the form of a resolution from the governing board. As Leavitt says, ". . . if someone wants two-way communication in his organization, he had better plan to work for it. It does not come naturally . . ." ¹¹ The contents of the resolution should include the following items:

- (1). recognizing the committee
- (2). confirming the chairman
- (3). outlining the general goals
- (4). a tentative timetable

The committee in its beginning meeting should review the charge from the governing board and examine carefully the goals to be attained. An initial plan of attack should be developed by the committee. The chairman and the executive director review this initial plan to insure that the necessary resources are available. If they are not, alternative methods should be suggested for the committee's consideration.

¹¹ Harold J. Leavitt; Managerial Psychology, Third Edition, (Chicago, Illinois: University of Chicago Press, 1972), p 122.

Once the initial plan of attack has been approved, the committee should enumerate each of the steps necessary along the path to completion. A good management tool to employ for this was developed by the United States Navy for their Polaris Project. PERT (Program Evaluation Review Technique) shows graphically those steps which may be taken concurrently and identifies those steps which must be independently resolved. Table 11 serves to illustrate this technique when applied to a particular task. The PERT system is preferable to the Critical Path Method (CPM) in this application for two reasons. First, the type project is more suitable. Generally, PERT has been the method used in research and development, whereas CPM has been employed in construction and maintenance projects. Secondly, the time estimates available do not necessarily have a high degree of certainty which is associated with using the Critical Path Method.¹²

In developing the PERT chart, the minimum and maximum dates for any given activity to be completed should be estimated. From this, the expected completion date can be established which agrees with the initial charge from the governing board. If it does not, the governing board should be informed that there is a significant variance from the initial proposal and decide if the project should continue. Development of the PERT chart serves a number of purposes.

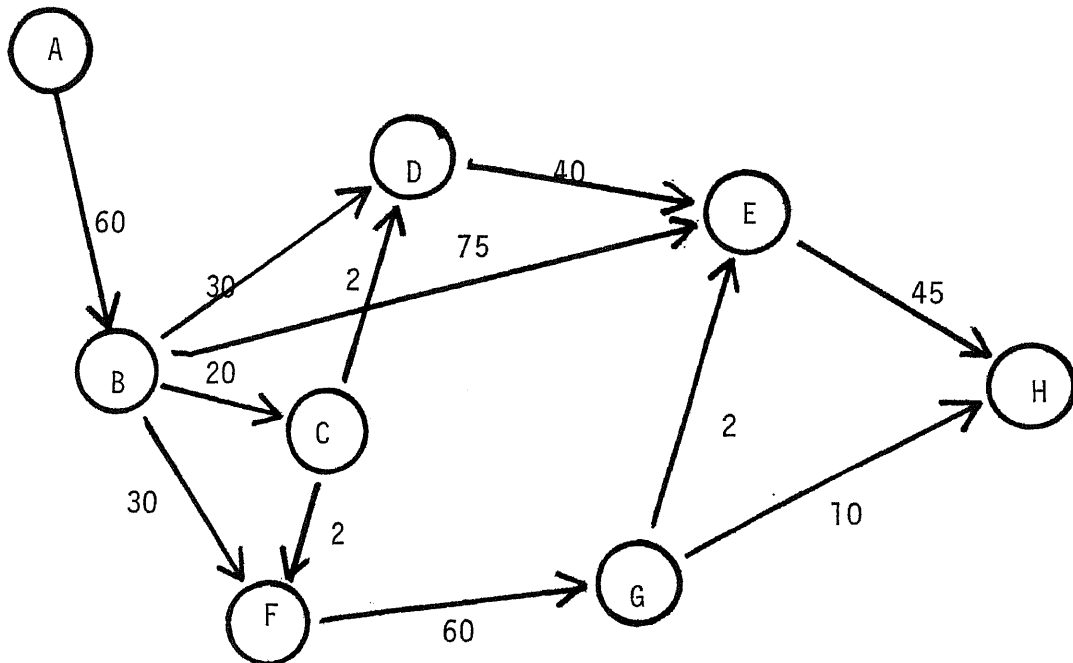
¹²H. B. Maynard, Editor-in-Chief; Industrial Engineering Handbook, Third Edition, (New York: McGraw-Hill Book Company, 1971), pp 8-75.

TABLE 11
PERT CHART

The following PERT Chart is taken from The Process of Management, Third Edition, written by William H. Newman, Charles E. Summer, E. Kirby Warren, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972), p 617.

In a simplified PERT Chart, events -- that is, the start or completion of a step -- are indicated by circles. Arrows show the sequence between events. Time between events shows on arrows.

Ⓐ Decision to add product	Ⓔ Production started
Ⓑ Engineering work completed	Ⓕ Sales campaign arranged
Ⓒ Financing arranged	Ⓖ Initial orders received
Ⓓ Material purchase orders placed	Ⓗ Initial orders shipped



The first is the establishment of a timetable based on a series of sequential steps.

Secondly, more specific dates for review can be detailed to coincide with appropriate junctions on the PERT chart as another point of operational control.

Thirdly, the graphic pictorial lends a continuum to the committee. This would enable new members to see at a glance what has already been accomplished and what yet remains to be done. This would alleviate much of the difficulties encountered when the membership of the committee undergoes change.

The limitations of the PERT chart should be recognized. The timetable is, after all, only an estimation of the time necessary to complete a particular activity. It is unfortunate, but there is nothing that guarantees that all the necessary activities have been identified. Thus, no time has been allotted for their completion within the original PERT chart. Revisions of the chart become necessary as new activities are identified or original time estimates prove to be inaccurate. These revisions form an essential part of the internal review mechanism of the consortium.

External review takes place at those points previously identified on the PERT chart and are considered as activities in planning. The time required to present matters to the governing boards of consortia as well as to the boards of trustees of the member institutions are

valid times to be considered in developing the schedule for program development. This is true because without the necessary administrative approval, no action to implement the plan developed by a committee can be taken.

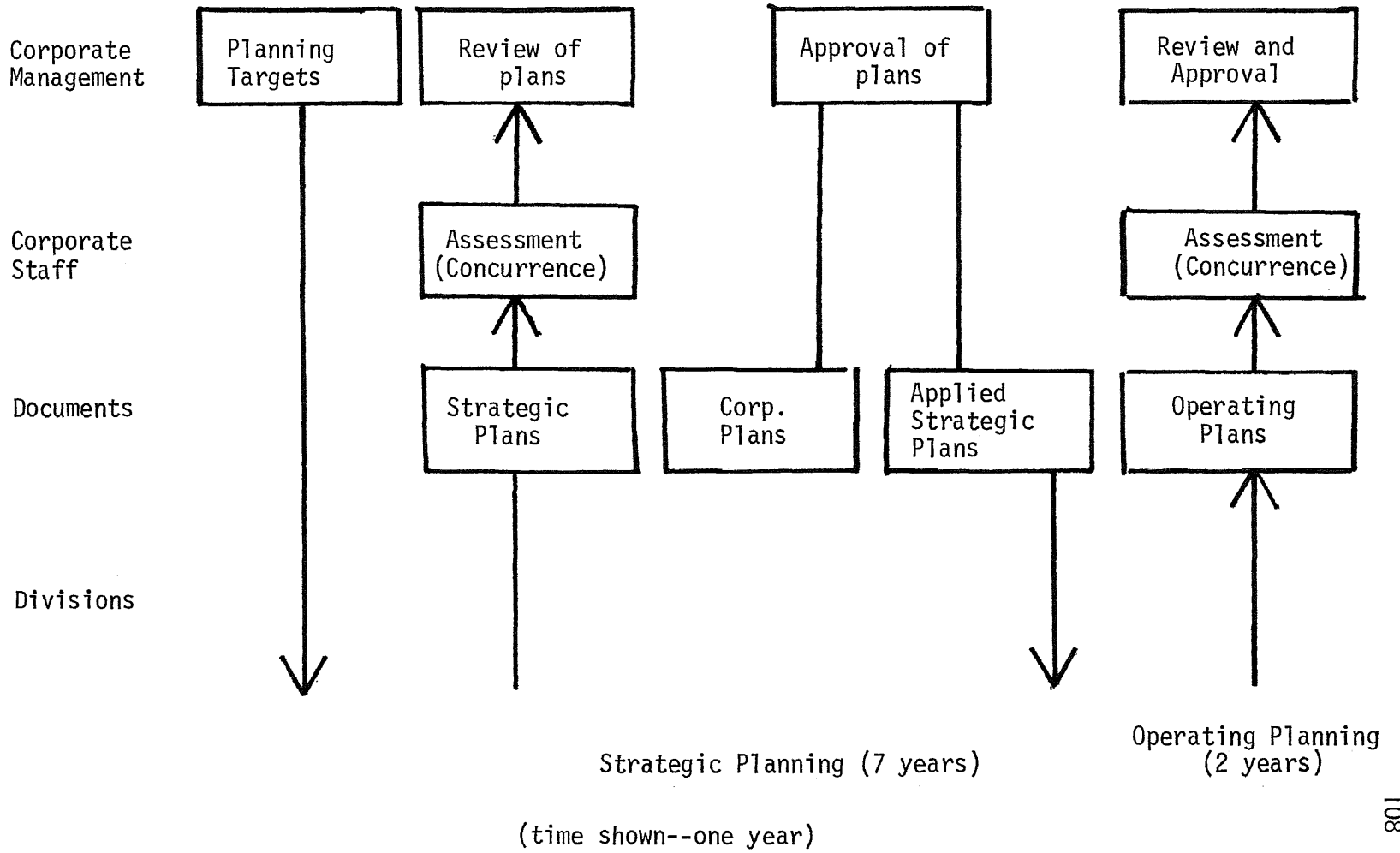
As the projects considered in this phase begin to develop, the executive director should start to integrate these newer projects with those that are already underway. Since there are limited resources for the entire operation, and reallocation may be necessary unless, for example, the development of a project includes a source of outside funding or other means of support. These contingencies are normally identified in the very early stages of development so that implementation is what is needed at this time.

The planning process outlined in this phase is an application to the academic world of a tool successfully utilized by the business world for numbers of years. IBM, as an example, has successfully used a corporate planning scheme involving the various levels and their interactions for many years¹³ and is shown in Table 12.

Much of the preceding is based on experiences of the author while at CHEN and also as a result of his discussion with directors of other consortia. For this reason, there are relatively few points that can be specifically referenced, but their general influence is reflected.

¹³Ernest Dale; Management: Theory and Practice, Second Edition, (New York: McGraw-Hill Book Company, 1969), p 345.

TABLE 12
 IBM CORPORATE PLANNING



Phase IV

The primary concern of Phase IV of the development of the consortium will be outlining the method for treatment of those projects which have been identified as a possibility but on which work has yet to begin. These correspond with those projects already identified as Class 5 projects during the analysis phase of the consortium. One of the essential differences between Phase III and Phase IV is the degree of development or lack thereof of the tasks to be considered.

It is important to identify this phase as a separate entity so that new projects are not lost under the pressure of existing programs. Without the ability to meet emerging opportunities, a consortium is liable to assume ". . . a measure of sterility . . ." and lose ". . . its greatest assets, a dynamism to motivate new approaches and new solutions."¹⁴

Time should be allocated for the review of all suggested projects at the time they are made. This initial review by the executive director would determine if the project had sufficient merit to award immediate action ahead of some existing program or should it be tabled to some specified future date and additional background material gathered for that time. This review should be made by the executive director since he is in the position to know not only the available

¹⁴Herbert H. Wood; "Cooperation Among Institutions," Liberal Education, Vol. LVII, May, 1971, p 245.

resources but how they apply within the stated objectives of the consortium.

A "status board" should be maintained in the consortium office for all projects. The progress of all those topics identified in classes 2 through 6 would be plotted. All of the projects which are underway, items such as report dates, grant evaluation fiscal year might be noted. A Gantt Chart that has been adapted to meet the needs might be well employed in this situation. A Gantt Chart contrasts the scheduled production quantities with the actual projection quantities.¹⁵ The status board would show those steps identified in the development of the PERT chart and indicate at what point along that development a given project is. This graphic presentation would afford all those concerned with the consortium the opportunity to see what is underway and give whatever input they desire. This would reinforce the communication network within the consortium.

After an initial review with the executive director, the deputy coordinator assumes the responsibility for the development of a project. At this point in time, the deputy secures as much background information as possible before proceeding further. This background information would take the form of answers to the following questions:

¹⁵Ernest Dale; Management: Theory and Practice, Second Edition, (New York: McGraw-Hill Book Company, 1969), p 448.

- (1). Does it duplicate services or facilities already in existence at one of the member institutions?
- (2). Is there anything already in existence within the consortium that covers the situation?
- (3). Are there existing programs in other consortia that have dealt with this problem?
- (4). What research has already been accomplished by others?
- (5). What are the established norms of performance for similar programs already in existence?

Based on his findings in response to the above questions, the deputy coordinator prepares a preliminary approach to be presented to the executive director/governing board. The planner or other personnel as applicable should assist the deputy in his presentation. The presentation may include alternative methods of research, possible sources of outside resources, and a tentative timetable for each option.

From this presentation, there are three possible alternatives that the governing board can recommend:

- (1). Proceed with the plan as presented;
- (2). Secure additional information; and
- (3). No further action is warranted.

Options (1) and (2) require action to be taken and will be explored further. Option (3) closes the matter at that time. The consortium should remain aware of those conditions which preclude further activity on this topic and should its conditions change, action on that topic should be reinstated.

Option (1). The original group with which the deputy coordinator worked can now be expanded by the executive director to include a broader membership. It would be the responsibility of the executive director in conjunction with his deputy to insure that all appropriate factors have been considered and are represented. Where particular expertise is already available within the consortium office, those persons should be assigned to work with the committee. From this expanded group, a chairman would be chosen who would be responsible to the deputy coordinator.

The deputy continues to coordinate the activities and handle the office routines as necessary for items such as agendas, meeting notices, and minutes. This differs from fully operational committees, for in those cases the chairman and his committee are responsible for the entire operation and answer to the executive director.

Option (2). In response to the comments of the governing board, the deputy coordinator as well as the

planners should continue gathering additional background material. In his efforts either at this point or in previous research, CHEN's deputy coordinator may utilize one or more of the CHEN Fellows as a research assistant(s).

Additionally, should a particular study be needed, a member institution may be contacted to arrange for a short-term research assistant. This assistant can be either a student or a faculty member on released time. The funds for the released time should be considered either within the consortium operating budget, or as additional contributions by the members within their institutional budget.

Once the necessary information has been gathered, a new presentation would be made to the governing board which would have the same three options available to it as when the proposal was initially presented.

In preparing the preliminary timetable, the deputy coordinator should consider a number of factors. For example, the outcome of an idea might be substantially different than it was originally proposed and still be valid. For this reason, a great deal of flexibility and an innovative attitude are required in the survey of a newly suggested idea.

A recent report clearly outlines this point. In the New Jersey Master Plan for Higher Education, Phase III, entitled "Health Professions Education Master Plan," one of the recommendations was to institute in Newark a high school of health sciences.¹⁶ From this as the opening topic, the task force has presented a report entitled "Report of the Task Force on a Science Oriented High School." In the discussions held by the committee, the emphasis was changed from that of a high school devoted solely to health professions to a more general one of science orientation. Thus, the outcome differs a good deal from the initial proposal.

This type of variation from the original concept should not be taken as a setback but rather as the expected result of closer examination of an initial proposal. The deputy coordinator should expect modifications in the complexion of an idea and his timetable should adequately reflect this position by allowing a good deal of variance between the earliest and latest completion dates for a particular activity.

Phase IV of the development is the most exciting of the phases in that it deals with "the new," "the unknown," and "the untried."

¹⁶New Jersey Master Plan for Higher Education, Phase III, "Health Professions Education Master Plan," Revised Draft, (Trenton, New Jersey: Board of Higher Education, December, 1972), p 30.

" . . . The faculties of the CHEN institutions should not only assist in the creation of appropriate curricula, but develop procedures to introduce such a high school's student body to the career challenges and opportunities available in the health professions."

While the projects to be considered have been classified quite clearly, the time frame for completion of this phase is dependent not on the calendar but rather on when the suggestions are made. As has been indicated, all of the new suggestions should receive some initial review. Therefore, it is a phase that in time transcends all others.

Phase V

Essentially, Phase V examines carefully the position of the consortium some three to five years following the completion of Phase I. At that time, the consortium would be subjected to a very careful self-audit to determine the effects of what has been achieved.

In many respects, it would be an extension of Phase I in that the relationship of the consortium to the various components would have to be re-examined. One important difference, however, is the historical perspective that the consortium has gained. This vantage point results not only from the passage of time but from the benchmarks established as a result of Phase I.

The executive director and the governing board of the consortium should carefully re-evaluate the goals identified in previous years. There are many changes that may have come about in that span that have altered the complexion of the original understanding. The actual representation to the governing board and the committees may have undergone some change. This re-examination would allow the new

individuals to assert their particular expertise and feelings into the future developments of the consortium.

The historical perspective gained in those years form a vital part of the decision-making criteria in outlining the future goals for the consortium. There are two reasons for this. Projects that were attempted and failed for some specified reason or because some set of conditions prevailed should not be attempted again until there have been changes that warrant such action. Secondly, where programs have been successfully carried out, their development should be explored to determine if future expansion is possible and desirable.

Using the goals and objectives developed as a result of Phase I and the Master Plan as the yardstick, measure the progress of all of the undertakings of the consortium. The following questions serve as a guide to evaluating the progress:

1. Were the stated objectives met?
2. What parts of the stated objectives produced the most results?
3. What areas still need substantial research?
4. Were the desired results achieved from the program?
5. How accurately were the timetables established?
6. Is another method of estimating progress desired?

7. Were there sufficient check points included within the review process?
8. Were the goals of the members met?
9. Should the consortium continue to operate?

The second part of the evaluation is to ascertain the cause and effect that is associated with each project. By this is meant what caused a particular project to be successful and what effects has the successful completion of the project had. All of the ramifications, both negative and positive, of the outcome of all projects should be listed so that a true evaluation becomes possible.

Although the post-audit procedure outlined is a comparison of the actual versus the projected, it does not take into account the effects that these results might have. It is one of the primary tasks of this phase to examine these effects and to make recommendations to the governing board regarding their findings.

Much of the work of this phase is to be conducted by the long-range planning committee which was also instrumental in developing the original master plan. Based on their findings, a continuing master plan can be developed.

Time as well as the other resources necessary to complete this phase should be provided for in the development of the master plan. It is a sad commentary, but one that many authors have made about

consortia is that they are too busy doing to spend time planning and reviewing.

The work of the long-range planning committee should be carefully recorded and documented. The information gathered will serve as a valuable resource not only for consortia involved but for the consortium movement as well. It is not beyond the realm of reasonable probability that the development of other consortia can proceed on as planned and organized a phase as has been outlined. The findings of the long-range planning committee verify the benefits that can accrue from such a unified and organized approach.

As long as institutions of higher education continue to exist, there will continue the need for cooperative arrangements. Phase V, if continued on a regular basis, helps insure that both the consortium and the institutions continue their progress along lines that are mutually agreeable and beneficial to all.

VII. SUMMARY AND CONCLUSIONS

VII. SUMMARY AND CONCLUSIONS

The relationship that exists between and among the consortium, its members, the surrounding community, and the applicable state agency must be examined to determine the assets and liabilities of each. A program of objectives and priorities which reflects this relationship must be developed for the consortium.

The governing body's main function is to establish the board policy for the consortium to follow. The representative from the institutions to the governing board of the consortium should be a sufficiently senior member of his institution to reflect the commitment of that institution to the consortium.

Community representation on the governing board of the consortium is recommended. This is especially true when two or more members of the consortium are located within the same municipality. Because of the importance of this position, the mayor or his deputy is the preferred representative. This is in keeping with the realization that there does exist a relationship between and among the consortium, its members, and the city.

To preserve continuity of the governing board, each of the representatives should have a named alternate who is familiar with the ongoing work. The alternates, however, must be used only when necessary. Decisions are more effectively made by those actually in authority.

A "core staff" with a varied background best suits the needs of a dynamic consortium. They should be included within the consortium's operating budget. The executive director, charged with implementation of the governing board's policy, should be experienced in college management.

In addition to the "core staff," additional short-term personnel should be employed to supply specific expertise. Use of students, faculty or staff on released time, and outside consultants enable the consortium to deal with a wide range of areas without developing a bureaucracy of its own. Also, the problems associated with budget restrictions are tempered.

Close communication between the constituent members and the consortium must be maintained. The executive director should be available at least annually to the faculty and boards of trustees of the members to present a report on their consortium.

The institutions must realize that a consortium is not necessarily a money-saver, but rather it provides services which would otherwise not be available.

Consortia appear to be avoiding certain areas of mutual concern to the member institutions. With the exception of the area of learning resources (which is more academic), few consortia responded positively to the non-academic areas such as student personnel services, institutional operations, and auxiliary enterprises in the

nationwide survey conducted by the author. The potential for development and expansion in these areas offer consortia a broader dimension for cooperation which should be explored carefully. Furthermore, the "service areas" do present a greater potential for dollar savings than the academic areas. The Claremont Colleges is an especially relevant model in the non-academic areas of inter-institutional cooperation.

The limitations imposed by geographic dispersion are acknowledged. However, technological progress; viz., computer terminals, advanced time-sharing techniques, and cable television facilitate cooperative activities despite the mileage separating the member campuses. Projects such as a common data base, shared computer facilities, "tele-lectures" and computerized libraries enable a consortium to share in the use of high-cost equipment and personnel, thus reducing the cost incurred by each institution involved.

Planning for consortium development needs to be given greater emphasis. Inter-consortium communication such as that started by the Kansas City Regional Council for Higher Education and Lewis Patterson should be continued. They are of great benefit to a developing consortium both as a source of specific information about consortia as well as bench-marks for evaluation.

The American Association for Higher Education has established a national office for consortium information. The expansion of this

office should be encouraged so that it can be continued beyond the time the Danforth Foundation's grant money presently allows.

The rapid growth of consortia indicates their present attractiveness. Consideration must be given to the permanence of such organizations, and a clear system for establishing the true costs and benefits of a consortium is needed.

The author concurs with his readers that a consortium should be a service to the members, not their competitor. The viability of a consortium is based to a great extent on its ability to provide an independent source of "consultant services." The consortium could also serve as a "clearinghouse" for information.

The consortium must be an independent, legally incorporated body. This insures that the consortium is free to carry out the policies of the governing board.

It is the conclusion of the author that interinstitutional cooperation can provide a new dimension to American higher education if the limitations and benefits are accepted. The organizational process developed by the author presents a methodology for applying management techniques to consortium design.

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APPENDIX I

LISTINGS IN 1973 CONSORTIUM DIRECTORY

LISTINGS IN 1973 CONSORTIUM DIRECTORY

ACADEMIC AFFAIRS CONFERENCE OF MIDWESTERN UNIVERSITIES (AACMU)
Terre Haute, Indiana 47809

ALABAMA CENTER FOR HIGHER EDUCATION, INC. (ACHE)
Birmingham, Alabama 35203

ALABAMA CONSORTIUM FOR THE DEVELOPMENT OF
HIGHER EDUCATION, INC. (ACDHE)
Demopolis, Alabama 36732

ANCHORAGE HIGHER EDUCATION CONSORTIUM (AHEC)
Anchorage, Alaska 99504

ASSOCIATED COLLEGES OF CENTRAL KANSAS (ACCK)
McPherson, Kansas 67460

ASSOCIATED COLLEGES OF THE MID-HUDSON AREA (ACMHA)
Poughkeepsie, New York 12601

ASSOCIATED COLLEGES OF THE MIDWEST (ACM)
Chicago, Illinois 60610

ASSOCIATED COLLEGES OF THE ST. LAWRENCE VALLEY
Potsdam, New York 13676

ASSOCIATION OF COLLEGES AND UNIVERSITIES FOR INTERNATIONAL-
INTERCULTURAL STUDY, INC. (ACUIIS)
Nashville, Tennessee 37022

ATLANTA UNIVERSITY CENTER, INC.
Atlanta, Georgia 30314

BOSTON THEOLOGICAL INSTITUTE (BTI)
Cambridge, Massachusetts 92138

CENTRAL PENNSYLVANIA CONSORTIUM (CPC)
Gettysburg, Pennsylvania 17325

CHICAGO CLUSTER OF THEOLOGICAL SCHOOLS
Chicago, Illinois 60615

CHICAGO CONSORTIUM OF COLLEGES AND UNIVERSITIES, INC. (THE)
Chicago, Illinois 60604

LISTINGS IN 1973 CONSORTIUM DIRECTORY

- CHRISTIAN COLLEGE CONSORTIUM (CCC)
Des Plaines, Illinois 60018
- CLAREMONT COLLEGES (THE)
Claremont, California 91711
- CLEVELAND COMMISSION ON HIGHER EDUCATION, INC.
Cleveland, Ohio 44114
- COLLEGE CENTER OF THE FINGER LAKES (CCFL)
Corning, New York 14830
- COLLEGES OF MID-AMERICA, INC. (CMA)
Sioux City, Iowa 51101
- COMMITTEE ON INSTITUTIONAL COOPERATION (CIC)
Evanston, Illinois 60201
- CONFERENCE OF RECTORS AND PRINCIPALS OF QUEBEC UNIVERSITIES, INC.
Montreal 249, Quebec, Canada
- CONRAD, INC.: THE CONSORTIUM FOR HIGHER EDUCATION
RELIGION STUDIES
Dayton, Ohio 45406
- CONSORTIUM FOR CONTINUING HIGHER EDUCATION IN
NORTHERN VIRGINIA (THE)
Fairfax, Virginia 22030
- CONSORTIUM OF UNIVERSITIES OF THE WASHINGTON METROPOLITAN AREA, INC.
Washington, D. C. 20036
- COOPERATING RALEIGH COLLEGES (CRC)
Raleigh, North Carolina 27611
- COOPERATING WINFIELD COLLEGES (CWC)
Winfield, Kansas 67156
- COUNCIL FOR HIGHER EDUCATION IN NEWARK (CHEN)
Newark, New Jersey 07102
- COUNCIL OF HIGHER EDUCATIONAL INSTITUTIONS IN NEW YORK CITY
New York, New York 10016
- COUNCIL FOR INTERCULTURAL STUDIES AND PROGRAMS (CISP)
New York, New York 10017
- COUNCIL OF ONTARIO UNIVERSITIES
Toronto, Ontario, Canada

LISTINGS IN 1973 CONSORTIUM DIRECTORY

- DAYTON-MIAMI VALLEY CONSORTIUM, INC. (DMVC)
Dayton, Ohio 45469
- EAST CENTRAL COLLEGE CONSORTIUM
Hiram, Ohio 44234
- FIVE COLLEGES, INC.
Amherst, Massachusetts 01002
- GREAT LAKES COLLEGES ASSOCIATION, INC. (GLCA)
Ann Arbor, Michigan 48108
- GREATER HARTFORD CONSORTIUM FOR HIGHER EDUCATION, INC.
West Hartford, Connecticut 06117
- GREENSBORO TRI-COLLEGE CONSORTIUM
Greensboro, North Carolina 27402
- GT/70 (GROUP TEN COMMUNITY COLLEGES FOR THE SEVENTIES)
Washington, D. C. 20008
- HIGHER EDUCATION CENTER FOR URBAN STUDIES, INC. (HECUS)
Bridgeport, Connecticut 06604
- HIGHER EDUCATION COORDINATING COUNCIL OF METROPOLITAN
ST. LOUIS, INC. (HECC)
St. Louis, Missouri 63110
- HUDSON-MOHAWK ASSOCIATION OF COLLEGES AND UNIVERSITIES (THE)
Latham, New York 12110
- INTERUNIVERSITY COUNCIL OF THE NORTH TEXAS AREA (IUC)
Dallas, Texas 75230
- *INTER-UNIVERSITY INSTITUTE OF ENGINEERING CONTROL
Wales, England
- KANSAS CITY REGIONAL COUNCIL FOR HIGHER EDUCATION, INC. (KCRCHE)
Kansas City, Missouri 64112
- KENTUCKIANA METROVERSITY, INC. (THE)
Louisville, Kentucky 40222
- LAKE SUPERIOR ASSOCIATION OF COLLEGES AND UNIVERSITIES
Duluth, Minnesota 55811

*Not Included in Survey

LISTINGS IN 1973 CONSORTIUM DIRECTORY

- LEAGUE FOR INNOVATION IN THE COMMUNITY COLLEGE
Los Angeles, California 90024
- LEHIGH VALLEY ASSOCIATION OF INDEPENDENT COLLEGES, INC. (LVAIC)
Bethlehem, Pennsylvania 18018
- MIDWEST UNIVERSITIES CONSORTIUM FOR INTERNATIONAL ACTIVITIES
(THE), INC. (MUCIA)
East Lansing, Michigan 48823
- NASHVILLE UNIVERSITY CENTER (NUC)
Nashville, Tennessee 37203
- NASSAU HIGHER EDUCATION CONSORTIUM (NHEC)
Hempstead, New York 11550
- NEW HAMPSHIRE COLLEGE AND UNIVERSITY COUNCIL, INC. (NHCUC)
Manchester, New Hampshire 03104
- NEW ORLEANS CONSORTIUM (NOC)
New Orleans, Louisiana 70125
- NORTHEAST FLORIDA COOPERATIVE EDUCATION CONSORTIUM
Jacksonville, Florida 32205
- NORTHERN PLAINS CONSORTIUM (NPC)
Jamestown, North Dakota 58401
- OREGON INDEPENDENT COLLEGES ASSOCIATION, INC. (OICA)
Portland, Oregon 97219
- PIEDMONT UNIVERSITY CENTER OF NORTH CAROLINA, INC.
Winston-Salem, North Carolina 27106
- PITTSBURGH COUNCIL ON HIGHER EDUCATION, INC. (PCHE)
Pittsburgh, Pennsylvania 15213
- QUAD-CITIES GRADUATE STUDY CENTER
Rock Island, Illinois 61201
- REGIONAL COUNCIL FOR INTERNATIONAL EDUCATION (RCIE)
Pittsburgh, Pennsylvania 15213
- ROCHESTER AREA COLLEGES, INC. (RAC)
Rochester, New York 14614
- SAN FRANCISCO CONSORTIUM ON HIGHER EDUCATION AND
URBAN AFFAIRS (SFC)
San Francisco, California 94105

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- SIX INSTITUTIONS' CONSORTIUM
Greensboro, North Carolina 27420
- SOUTH CAROLINA FOUNDATION OF INDEPENDENT COLLEGES, INC.
Greenville, South Carolina 29602
- SOUTHERN CONSORTIUM FOR INTERNATIONAL EDUCATION, INC. (SCIE)
Athens, Georgia 30601
- SOUTHWEST ALLIANCE FOR LATIN AMERICA (THE) (SALA)
Norman, Oklahoma 73069
- SUNY 4 CENTER
New York, New York 10017
- TEXAS ASSOCIATION OF DEVELOPING COLLEGES (THE), INC. (TADC)
Dallas, Texas 75235
- THE ASSOCIATION FOR GRADUATE EDUCATION AND RESEARCH
OF NORTH TEXAS (TAGER)
Richardson, Texas 75080
- TRIANGLE ASSOCIATION OF COLLEGES OF SOUTH CAROLINA
AND GEORGIA, INC.
Columbia, South Carolina 29204
- TRI-COLLEGE UNIVERSITY, INC.
Fargo, North Dakota 58102
- TWELVE COLLEGE EXCHANGE (TCE)
Norton, Massachusetts 02766
- TWIN CITIES INTER-COLLEGE COOPERATION
St. Paul, Minnesota 55105
- UNION FOR EXPERIMENTING COLLEGES AND UNIVERSITIES
Yellow Springs, Ohio 45387
- UNION OF INDEPENDENT COLLEGES OF ART, INC. (UICA)
Kansas City, Missouri 64111
- UNITED COLLEGES OF SAN ANTONIO (UCSA)
San Antonio, Texas 78212
- UNIVERSITY CENTER IN GEORGIA, INC.
Athens, Georgia 30601
- UNIVERSITY CENTER AT HARRISBURG, INC.
Harrisburg, Pennsylvania 17110

LISTINGS IN 1973 CONSORTIUM DIRECTORY

UNIVERSITY CENTER IN VIRGINIA, INC. (UCV)
Richmond, Virginia 23220

**WEST SUBURBAN INTERCOLLEGIATE COUNCIL
Lisle, Illinois 60532

WESTERN KANSAS COMMUNITY SERVICES CONSORTIUM
Dodge City, Kansas 67801

WORCESTER CONSORTIUM FOR HIGHER EDUCATION, INC.
Worcester, Massachusetts 01609

**Additional Listing (Not included in the 1973 Consortium Directory,
but to be included in next edition.)

APPENDIX II

RESOLUTION ADOPTING THE REPORT ON HIGHER EDUCATION IN
NEWARK AND URGING THE ESTABLISHMENT OF A COORDINATOR
OF THE COUNCIL OF HIGHER EDUCATION IN NEWARK

STATE OF NEW JERSEY

State Board of Higher Education

RESOLUTION ADOPTING THE REPORT ON HIGHER EDUCATION IN NEWARK
AND URGING THE ESTABLISHMENT OF A COORDINATOR OF
THE COUNCIL OF HIGHER EDUCATION IN NEWARK

- WHEREAS: The Board of Higher Education last year established a sub-committee to conduct a review of higher education in Newark, and
- WHEREAS: The review of this sub-committee has included a detailed analysis of the available resources and an assessment of the needs of the four public institutions of higher education in Newark, and
- WHEREAS: The sub-committee in preparing its Report has had the opportunity to meet at length with faculty and student representatives as well as the chief administrators from the Newark campus of Rutgers, the State University; the Newark College of Engineering; Essex County College; and the College of Medicine and Dentistry of New Jersey, and
- WHEREAS: The sub-committee has sought and duly considered the views of the governing boards of the four Newark institutions in formulating its Report, and
- WHEREAS: The establishment of a Coordinator of Higher Education in Newark as described in the Report would contribute to joint planning and cooperation among the four institutions, and
- WHEREAS: The Report of this sub-committee makes a valuable contribution to understanding the directions in which higher education should develop in Newark, now therefore be it
- RESOLVED: That the Board of Higher Education adopts the Wolfe-Baker Report on Higher Education in Newark and urges immediate implementations of the recommendation therein for the creation of a Coordinator of Higher Education in Newark.

August 6, 1971

APPENDIX III

RESOLUTION AUTHORIZING APPOINTMENT OF COORDINATOR
FOR COUNCIL OF HIGHER EDUCATION IN NEWARK

STATE OF NEW JERSEY

State Board of Higher Education

RESOLUTION AUTHORIZING APPOINTMENT
OF COORDINATOR FOR COUNCIL OF
HIGHER EDUCATION IN NEWARK

- WHEREAS: The Board of Higher Education at its meeting of August 6 adopted the recommendations of the Wolfe-Baker Report on Higher Education in Newark, and
- WHEREAS: The Wolfe-Baker Report recommends that there shall be established the position of Coordinator of the Council of Higher Education in Newark, and
- WHEREAS: The Report provides that the Coordinator shall be nominated by the four executive officers of the Newark institutions for appointment by the State Board of Higher Education for a term of three years, and
- WHEREAS: The four executive officers of the Newark institutions have nominated Dr. James B. Kelley for the position of Coordinator, and
- WHEREAS: Dr. Kelley is highly qualified to develop joint planning and cooperation among the four institutions in Newark, now therefore be it
- RESOLVED: That the Board of Higher Education approves the appointment of Dr. James B. Kelley as Coordinator of the Council of Higher Education in Newark.

December 17, 1971

APPENDIX IV

QUESTIONNAIRE USED IN SURVEY

QUESTIONNAIRE

SECTION I - GENERAL

- A. Name and Title of person filling out questionnaire: _____
- B. Consortium Total Budget: _____
- C. Staff size: Professional: _____ Clerical: _____
- D. How long has consortium been in existence? _____
- E. Are there any significant changes in your composition, program, or outlook than is currently listed in the 1973 CONSORTIUM DIRECTORY? _____

Yes	No	Not Applicable
_____	_____	_____

SECTION II - SPECIFIC AREAS

A. LEARNING RESOURCES MATERIAL

1. Do formal reciprocal borrowing agreements covering library materials exist among member institutions?
To whom is it available? (Graduate____/Undergraduate____/Faculty____/Staff____/Administration____)
 - a. Were the reciprocal borrowing agreements originated by the consortium?
the member institutions? _____
 - b. If yes, for how long have these agreements been in existence? _____
 - c. Are any major changes in policy to (initiate____/discontinue____)activity in the area of library materials (presently under study____/or have they been previously considered but rejected____)? _____
 - d. Have arrangements been generally satisfactory? _____
 - e. If yes, would you comment on what seem to be the prime factors leading to the successful operation?
(geographic proximity____/adequate funding____/urgent need____/result of computerization____/
other: _____)
 - f. If no, would you comment on what seemed to be the major source of the problem? (lack of support by members____/
project proved unmanageable/inefficient____/high dollar costs incurred due to loss of or damage to borrowed
material____/other: _____)
2. Are there reciprocal borrowing agreements concerning audiovisual software (films, tapes, slides, records)?
 - a. Were the reciprocal borrowing agreements originated by the consortium?
the member institutions? _____
 - b. If yes, for how long have these agreements been in existence? _____
 - c. Are any major changes in policy to (initiate____/discontinue____)activity in the area of audiovisual software (presently under study____/or have they been previously considered but rejected____)? _____
 - d. Have arrangements been generally satisfactory? _____
 - e. If yes, would you comment on what seem to be the prime factors leading to the successful operation?
(geographic proximity____/adequate funding____/urgent need____/result of computerization____/
other: _____)
 - f. If no, would you comment on what seemed to be the major source of the problem: (lack of support by members____/
project proved unmanageable/inefficient____/high dollar costs incurred due to loss of or damage to borrowed
material____/other: _____)
3. Are there reciprocal borrowing agreements concerning audiovisual hardware (projectors, sound equipment, video tape equipment)?
 - a. Were the reciprocal borrowing agreements originated by the consortium?
the member institutions? _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

LEARNING RESOURCES (Audiovisual Hardware)

.. 2 ..

Yes No Not Applicable

- b. If yes, for how long have these agreements been in existence? _____
 - c. Are any major changes in policy to (initiate_____/discontinue_____)activity in the area of audiovisual hardware (presently under study_____/or have they been previously considered but rejected_____)?
 - d. Have arrangements been generally satisfactory? _____
 - e. If yes, would you comment on what seem to be the prime factors leading to the successful operation? (geographic proximity_____/adequate funding_____/urgent need_____/result of computerization_____/other:_____)
 - f. If no, would you comment on what seemed to be the major source of the problem: (lack of support by members_____/project proved unmanageable/inefficient_____/high dollar costs incurred due to loss of or damage to borrowed material_____/other:_____)
4. Are there union lists of serials, periodicals, audiovisual material (hardware/software) available? _____
- a. If yes, on (serials_____/periodicals_____/audiovisual material - hardware_____/software_____) _____
 - b. If yes, when was the list(s) first established? _____
 - c. Are any major changes in policy to (initiate_____/discontinue_____)activity in the area of union lists of serials, etc. (presently under study_____/or have they been previously considered but rejected_____)?
 - d. Have the union lists been generally satisfactory? _____
 - e. If yes, would you comment on what seem to be the prime factors leading to the successful operation? (adequate funding_____/urgent need_____/legislative mandate_____/result of computerization_____/other:_____)
 - f. If no, would you comment on what seemed to be the major source of the problem: (lack of support by members_____/project proved unmanageable/inefficient_____/high cost of publishing union list_____/other:_____)
5. In addition to the above specified activities, has your consortium (begun_____/discontinued_____/or is it actively considering_____)any other cooperative programs in the area of Learning Resources? If so, please explain: _____

B. STUDENT PERSONNEL SERVICES

1. Are there cooperative programs to provide uniform physical health care facilities for (students_____/faculty_____/staff_____/administration_____) of the member institutions? _____
- a. If yes to any of the above, for how long have these agreements been in existence? _____
 - b. Were the cooperative programs to provide uniform physical health care originated by the consortium? the member institutions? _____
 - c. Are any major changes in policy to (initiate_____/discontinue_____)activity in the area of physical health care facilities (presently under study_____/or have they been previously considered but rejected_____)?
 - d. Have arrangements been generally satisfactory? _____
 - e. If yes, would you comment on what seem to be the prime factors leading to the successful operation? (geographic proximity_____/medical school member of the consortium/or nearby_____/adequate funding_____/urgent need_____/other:_____)
 - f. If no, would you comment on what seemed to be the major source of the problem? (discontinuance of funding_____/lack of use of facilities_____/insufficient funding to meet rising costs_____/project proved inefficient or unmanageable_____/other:_____)
2. Are there cooperative programs to provide uniform mental health care facilities and personnel for students? _____
- a. If yes, for how long have these programs been in existence? _____
 - b. Were the cooperative programs to provide uniform mental health care originated by the consortium? the member institutions? _____

STUDENT PERSONNEL SERVICES (Uniform Mental Health Care Facilities)

.. 3 ..

	Yes	No	Not Applicable
c. Are any major changes in policy to (initiate ___/discontinue ___) activity in the area of mental health care facilities (presently under study ___/or have they been previously considered but rejected ___)?	___	___	___
d. Have arrangements been generally satisfactory?	___	___	___
e. If yes, would you comment on what seem to be the prime factors leading to the successful operation? (geographic proximity ___/medical school member of the consortium/or nearby ___/adequate funding ___/urgent need ___/other: _____)	___	___	___
f. If no, would you comment on what seemed to be the major source of the problem? (discontinuance of funding ___/lack of use of facilities ___/insufficient funding to meet rising costs ___/project proved inefficient or unmanageable ___/other: _____)	___	___	___
3. Are there cooperative programs to provide uniform admissions requirements ___/procedures ___?	___	___	___
a. Were the cooperative programs to provide uniform admissions originated by the consortium? the member institutions?	___	___	___
b. If yes, for how long have these agreements been in existence? _____	___	___	___
c. Are any major changes in policy to (initiate ___/discontinue ___) activity concerning (admissions requirements ___/procedures ___) presently under study ___/or have they been previously considered but rejected ___?	___	___	___
d. Have arrangements been generally satisfactory?	___	___	___
e. If yes, would you comment on what seemed to be the primary factors involved? (enthusiastic support by personnel of member institutions ___/legislative mandate ___/declining enrollment ___/other: _____)	___	___	___
f. If no, would you comment on what seemed to be the major source of the problem? (project proved inefficient or unmanageable ___/high cost of project ___/other: _____)	___	___	___
4. Are there cooperative programs to provide for uniform placement advisement?	___	___	___
a. Were the cooperative programs to provide uniform placement advisement originated by the consortium? the member institutions?	___	___	___
b. If yes, for how long have these agreements been in existence? _____	___	___	___
c. Are any major changes in policy to (initiate ___/discontinue ___) activity in the area of uniform placement advisement (presently under study ___/or have they been previously considered but rejected ___)?	___	___	___
d. Have arrangements been generally satisfactory?	___	___	___
e. If yes, would you comment on what seem to be the prime factors leading to the successful operation? (declining job market ___/strong support by student body ___/interest by involved personnel of member institutions ___/other: _____)	___	___	___
f. If no, would you comment on what seemed to be the major source of the problem? (lack of acceptance by industry ___/lack of use by students ___/operation proved unmanageable ___/operational costs too high ___/other: _____)	___	___	___
5. Is there a program to coordinate various students' activities for each of the member institutions with the others; i.e., (athletic ___/cultural ___/charter flights ___/social ___/other _____)?	___	___	___
6. Has a policy to provide housing for (undergraduate students ___/graduate students ___/faculty ___/staff ___/administration ___) been formulated?	___	___	___
a. Was the policy to provide housing originated by the consortium? the member institutions?	___	___	___
b. If yes, for how long have these agreements been in existence? _____	___	___	___
c. Have specific actions been taken to implement this policy?	___	___	___

STUDENT PERSONNEL SERVICES (Housing)

.. 4 ..

Yes No Not Applicable

- d. Are any major changes in policy to (initiate____/discontinue____)activity in the area of housing (presently under study____/or have they been previously considered but rejected____)? ___ ___ ___
- e. Have arrangements been generally satisfactory? ___ ___ ___
- f. If yes, would you comment on what seemed to be the prime factors leading to the successful operation? (geographic proximity____/urgent need____/adequate funding possibilities____/additional facilities necessary to recruit out of area students____/other:_____)
- g. If no, would you comment on what seemed to be the major source of the problem? (local zoning laws____/not economically feasible____/lack of available land____/other:_____)
- 7. Has a policy to provide parking for (undergraduate students____/graduate students____/faculty____/staff____/ administration____) been formulated: ___ ___ ___
 - a. Was the policy to provide parking originated by the consortium the member institutions? ___ ___ ___
 - b. If yes, for how long have these agreements been in existence? _____
 - c. Have specific actions been taken to implement this policy? ___ ___ ___
 - d. Are any major changes in policy to (initiate____/discontinue____)activity in the area of parking (presently under study____/or have they been previously considered but rejected____)? ___ ___ ___
 - e. Have arrangements been generally satisfactory? ___ ___ ___
 - f. If yes, would you comment on what seem to be the prime factors leading to the successful operation? (geographic proximity____/urgent need____/adequate funding possibilities____/additional facilities necessary to recruit out of area students____/other:_____)
 - g. If no, would you comment on what seemed to be the major source of the problem? (local zoning laws____/not economically feasible____/lack of available land____/other:_____)
- 8. In addition to the above specified activities, has your consortium (begun____/discontinued____/or is it actively considering____)any other cooperative programs in the area of Student Personnel Services? If so, please explain: ___ ___ ___

C. AUXILIARY ENTERPRISES

- 1. Has a uniform policy of (student health insurance____/life insurance____) been underwritten for (any____/all____) of the member institutions? ___ ___ ___
 - a. Was the policy originated by the consortium the member institutions? ___ ___ ___
 - b. If yes, for how long have these agreements been in existence? _____
 - c. Are any major changes in policy to (initiate____/discontinue____)activity in the area of insurance(presently under study____/or have they been previously considered but rejected____)? ___ ___ ___
 - d. Have arrangements been generally satisfactory? ___ ___ ___
 - e. If yes, would you comment? _____
 - f. If no, would you comment on what seemed to be the major source of the problem? (lack of sufficient population to draw from____/other:_____)
- 2. Cooperative efforts for bookstore operation? ___ ___ ___
 - Purchasing____/Warehousing____/Sales____ ___ ___ ___

AUXILIARY ENTERPRISES (Bookstore)

.. 5 ..

Yes No Not Applicable

- a. Was the policy to provide cooperative efforts for bookstore operation originated by the consortium?
the member institutions?
 - b. If yes, for how long have these agreements been in existence? _____
 - c. Are any major changes in policy to (initiate_____/discontinue_____)activity in the area of bookstore operation
(presently under study_____/or have they been previously considered but rejected_____)?
 - d. Have arrangements been generally satisfactory?
 - e. If yes, would you comment on what seem to be the prime factors leading to the successful operation?
(geographic proximity_____/previous facilities inadequate_____/urgent need_____/reduced operating costs_____/ other: _____)
 - f. If no, would you comment on what seemed to be the major source of the problem?
(operation proved unmanageable_____/anticipated savings not realized_____/lack of use by students_____/ other: _____)
3. Are there cooperative efforts for the food services operation covering purchasing_____/warehousing_____/sales_____?
- a. Was the policy for food services operation originated by the consortium?
the member institutions?
 - b. If yes, for how long have these agreements been in existence? _____
 - c. Are any major changes in policy to (initiate_____/discontinue_____)activity in the area of food services operation
(presently under study_____/or have they been previously considered but rejected_____)?
 - d. Have arrangements been generally satisfactory?
 - e. If yes, would you comment on what seem to be the prime factors leading to the successful operation?
(geographic proximity_____/previous facilities inadequate_____/urgent need_____/reduced operating costs_____/ other: _____)
 - f. If no, would you comment on what seemed to be the major source of the problem?
(operation proved unmanageable_____/anticipated savings not realized_____/lack of use by students_____/ other: _____)
4. In addition to the above specified activities, has your consortium (begun_____/discontinued_____/or is it actively considering_____)any other cooperative programs in the area of Auxiliary Enterprises? If so, please explain: _____

D. INSTITUTIONAL OPERATIONS

1. Have cooperative agreements been reached concerning the (purchase_____/storage_____/distribution_____)of office supplies for in-house use at the various member institutions?
- a. Were the cooperative agreements concerning office supplies originated by the consortium?
the member institutions?
 - b. If yes, for how long have these agreements been in existence? _____
 - c. Are any major changes in policy to (initiate_____/discontinue_____)activity in the area of office supplies
(presently under study_____/or have they been previously considered but rejected_____)?
 - d. Have arrangements been generally satisfactory?
 - e. If yes, would you comment on what seem to be the prime factors leading to the successful operation?
(interest of member institutions_____/geographic proximity_____/economies of larger scale_____/other: _____)
 - f. If no, would you comment on what seemed to be the major source of the problem?
(anticipated savings not realized_____/operation proved unmanageable_____/lack of utilization of facilities_____/ other: _____)

INSTITUTIONAL OPERATIONS (Special Service Departments)

.. 6 ..

Yes No Not Applicable

2. Have cooperative agreements been reached concerning the joint use of "special service departments", i.e., printing, binding, graphics, etc.?
 - a. Were the cooperative agreements concerning "special service departments" originated by the consortium?
the member institutions? _____
 - b. If yes, for how long have these agreements been in existence? _____
 - c. Are any major changes in policy to (initiate_____/discontinue_____) activity in the area of "special service departments" (presently under study_____/or have they been previously considered but rejected_____)? _____
 - d. Have arrangements been generally satisfactory? _____
 - e. If yes, would you comment on what seem to be the prime factors leading to the successful operation?
(interest of member institutions_____/geographic proximity_____/economies of larger scale_____/ other: _____)
 - f. If no, would you comment on what seemed to be the major source of the problem?
(anticipated savings not realized_____/operation proved unmanageable_____/lack of utilization of facilities_____/ other: _____)
3. Has a uniform policy for (liability insurance_____/fidelity insurance_____/fire insurance_____/theft insurance_____) been underwritten for (any_____/all_____) of the member institutions?
 - a. Was the policy concerning insurance originated by the consortium?
the member institutions? _____
 - b. If yes, for how long have these agreements been in existence? _____
 - c. Are any major changes in policy to (initiate_____/discontinue) activity in the area of insurance (presently under study_____/or have they been previously considered but rejected_____)? _____
 - d. Have arrangements been generally satisfactory? _____
 - e. If yes, would you comment on what seem to be the prime factors leading to the successful operation?
(economies of larger scale_____/need of member institutions_____/member institutions now self-insured_____/ other: _____)
 - f. If no, would you comment on what seemed to be the major source of the problem?
(anticipated savings not realized_____/non-mandatory participation did not provide sufficiently large population_____/project proved unmanageable_____/other: _____)
4. Do (any_____/all_____) of the members share common computer facilities for academic work_____/data processing_____/ hardware_____/software_____/
 - a. Was the policy concerning common computer facilities originated by the consortium?
the member institutions? _____
 - b. If yes, for how long have these agreements been in existence? _____
 - c. Are any major changes in policy to (initiate_____/discontinue_____) activity in the area of computer facilities (presently under study_____/or have they been previously considered but rejected_____)? _____
 - d. Have arrangements been generally satisfactory? _____
 - e. If yes, would you comment on what seem to be the prime factors leading to the successful operation?
(geographic proximity_____/ "legislative" mandate_____/economies of larger scale_____/other: _____)
 - f. If no, would you comment on what seemed to be the major source of the problem?
(anticipated savings not realized_____/project proved unmanageable_____/single facility proved inadequate_____/ other: _____)
5. Are the shared facilities located at one_____/or more_____ of the member institutions or off campus_____? _____

INSTITUTIONAL OPERATIONS

.. 7 ..

Yes No Not Applicable

6. Do (any ___/all ___) of the member institutions use a common data base?
- a. Was the policy concerning a common data base originated by the consortium?
the member institutions? _____
- b. If yes, for how long have these agreements been in existence? _____
- c. Are any major changes in policy to (initiate ___/discontinue ___) activity in the area of a common data base
(presently under study ___/or have they been previously considered but rejected ___)? _____
- d. Have arrangements been generally satisfactory? _____
- e. If yes, would you comment on what seem to be the prime factors leading to the successful operation?
(geographic proximity ___/"legislative" mandate ___/economies of larger scale ___/other: _____)
- f. If no, would you comment on what seemed to be the major source of the problem?
(anticipated savings not realized ___/project proved unmanageable ___/single facility proved inadequate ___/
other: _____)
7. Do the member institutions share a common security force?
- a. Was the policy concerning a common security force originated by the consortium?
the member institutions? _____
- b. If yes, for how long have these agreements been in existence? _____
- c. Are any major changes in policy to (initiate ___/discontinue ___) activity in the area of a common security force
(presently under study ___/or have they been previously considered but rejected ___)? _____
- d. Have arrangements been generally satisfactory? _____
- e. If yes, would you comment on what seem to be the prime factors leading to the successful operation?
(geographic proximity ___/economies of larger scale ___/urgent need ___/interest of member institutions ___/
other: _____)
- f. If no, would you comment on what seemed to be the major source of the problem?
(project proved unmanageable ___/anticipated savings not realized ___/lack of support by member institutions ___/
other: _____)
8. In addition to the above specified activities, has your consortium (begun ___/discontinued ___/or is it actively
considering ___) any other cooperative programs in the area of institutional operations? If so, please explain: _____
- E. OTHER PROGRAMS
1. Does the consortium itself publish a general listing of all academic offerings ___/specialized offerings, i.e., grad-
uate ___/continuing education ___/joint calendars ___/joint admissions pamphlets ___/other: _____
2. If yes, are consortium staff personnel assigned (full-time ___/part-time ___) to work on such programs?
3. Briefly explain or attach material concerning any other cooperative agreements reached, especially in the non-academic
area.
4. Attached is a copy of your write-up in the 1973 CONSORTIUM DIRECTORY. Would you please review it and make any
necessary corrections or additions.

Thank You

Please return questionnaire to: Mr. Henry A. Mauermeier, Council for Higher Education in Newark
(Envelope Included) 240 High Street, Newark, New Jersey 07102

APPENDIX V

FIRST DRAFT OF QUESTIONNAIRE

(Mailing Label of Consortium)

QUESTIONNAIRE

(Please type all information)

Section I - General

- A. Name of Consortium: _____
 Address: _____
- B. Name and Title of person filling out questionnaire:

- C. Number of Institutions in your Consortium:
 2 year _____ 4 year _____
 Liberal Arts _____ Engineering _____ Medical/Dental _____
 Other _____
 Approximate geographic location to each other: _____
 Enrollment _____ Total Annual Budget _____
 Name of the Institution: _____
 Full-time day _____ Full-time evening _____
 Public _____ Private _____
- D. Consortia Total Budget _____
- E. Staff Size: Professional _____ Clerical _____
- F. How long has the consortia been in existence: _____

Section II - Specific Areas

- A. Learning Resources Material
1. Do Reciprocal borrowing agreements for libraries exist between
 member institutions: Yes _____ No _____
 Graduate _____ Undergraduate _____ Faculty _____
 Staff _____ Administration _____

QUESTIONNAIRE

.. Page Two.

2. Are there reciprocal borrowing agreements concerning audiovisual software (films, tapes, slides, records) Yes _____ No _____
- a. If yes, for how long have these agreements been in existence? _____
- b. Have the arrangements been generally satisfactory? Yes _____ No _____
- c. Please furnish regulations or procedures regarding these agreements.
3. Are there reciprocal borrowing agreements concerning audiovisual hardware (projectors, sound equipment, video tape equipment) Yes _____ No _____
- a. If yes, for how long have these agreements been in existence? _____
- b. Have the arrangements been generally satisfactory? Yes _____ No _____
- c. Please furnish regulations or procedures regarding these agreements.
4. Union list of serials, periodicals, audiovisual material (hardware/software) Yes _____ No _____
- If yes on any of the above, updated (annually) _____ semi-annually _____

B. Student Personnel Services

1. Are their cooperative programs to provide uniform physical health care facilities Yes _____ No _____ to students _____ faculty _____ staff _____ administration _____ of the member institutions?
- a. If yes to any of the above, for how long have these agreements been in existence? _____
- b. Have the arrangements been generally satisfactory? Yes _____ No _____
- c. Please furnish regulations or procedures regarding these agreements.
2. Are their cooperative programs to provide uniform mental health care facilities Yes _____ No _____ and personnel Yes _____ No _____ to students Yes _____ No _____.
- a. If yes to any of the above, for how long have these agreements been in existence? _____
- b. Have the arrangements been generally satisfactory? Yes _____ No _____
- c. Please furnish regulations or procedures regarding these agreements.
3. Are there cooperative programs to provide uniform admissions requirements/procedures? Yes _____ No _____

QUESTIONNAIRE

.. Page Three ..

- a. If yes, for how long have these agreements been in existence? _____
- b. Have the arrangements been generally satisfactory? Yes _____ No _____
- c. Please furnish regulations or procedures regarding these agreements.
4. Are there cooperative programs to provide for uniform placement advisement?
Yes _____ No _____
- a. If yes, for how long have these agreements been in existence? _____
- b. Have the arrangements been generally satisfactory? Yes _____ No _____
- c. Please furnish regulations or procedures regarding these agreements.
5. Is there a program to coordinate the various student activities programs of each of the member institutions with the others? Yes _____ No _____
If yes, please furnish regulations.
6. Has a policy to provide housing for all undergraduate students _____, graduate students _____, faculty _____ staff _____, administration _____ been formulated? Yes _____ No _____
- a. If yes, for how long have these agreements been in existence? _____
- b. Have specific actions been taken to implement this policy? _____
- (1). If yes, for how long have these agreements been in existence? _____
- (2). Have the arrangements been generally satisfactory?
Yes _____ No _____
- (3). Please furnish regulations or procedures regarding these agreements.
7. Has a policy to provide parking for all undergraduate students _____, graduate students _____, faculty _____, staff _____, administration _____ been formulated? Yes _____ No _____
- a. If yes, for how long have these agreements been in existence? _____
- b. Have specific actions been taken to implement this policy? _____
- (1). If yes, for how long have these agreements been in existence? _____
- (2). Have the arrangements been generally satisfactory?
Yes _____ No _____
- (3). Please furnish regulations or procedures regarding these agreements.

QUESTIONNAIRE

.. Page Four ..

C. Auxiliary Enterprises

1. Has a uniform policy of student health insurance _____ life insurance _____ been underwritten for any _____ all _____ of the member institutions? Yes _____ No _____
 - a. If yes, for how long have these agreements been in existence? _____
 - b. Have the arrangements been generally satisfactory? Yes _____ No _____
 - c. Please furnish regulations or procedures regarding these agreements.
2. Cooperative efforts for bookstore operation? Yes _____ No _____
 - a. Purchasing - Yes _____ No _____
 - b. Warehousing - Yes _____ No _____
 - c. Sale - Yes _____ No _____
 - (1). If yes, for how long have these agreements been in existence? _____
 - (2). Have the arrangements been generally satisfactory? Yes _____ No _____
 - (3). Please furnish regulations or procedures regarding these agreements.
3. Cooperative efforts for food services operation? Yes _____ No _____
 - a. Purchasing - Yes _____ No _____
 - b. Warehousing - Yes _____ No _____
 - c. Sale - Yes _____ No _____
 - (1). If yes, for how long have these agreements been in existence? _____
 - (2). Have the arrangements been generally satisfactory? Yes _____ No _____
 - (3). Please furnish regulations or procedures regarding these agreements.

D. Institutional Operations

1. Have cooperative agreements been reached concerning the purchase _____ storage _____, distribution _____ of office supplies for in-house use at the various member institutions? Yes _____ No _____

QUESTIONNAIRE

.. Page Five ..

- 2. Has a uniform policy for (1) liability insurance _____, (2) fidelity insurance _____, (3) fire insurance _____, (4) theft insurance _____ been underwritten for any _____ all _____ of the member institutions?
 Yes _____ No _____
 - a. If yes, for how long have these agreements been in existence? _____
 - b. Have the arrangements been generally satisfactory? Yes _____ No _____
 - c. Please furnish regulations or procedures regarding these agreements.

E. Other Programs

- 1. What kinds of activity does the consortium itself undertake to provide service to the member institutions?
 - a. Does the consortium publish a general listing of all academic offerings? Yes _____ No _____
 - b. Specialized offerings? Yes _____ No _____
 - c. Joint calendars? Yes _____ No _____
 - d. Joint admissions pamphlets? Yes _____ No _____
 - e. Other: _____

 - f. Are consortium staff personnel assigned full-time space _____, part-time space _____ to work on such programs?
 Yes _____ No _____

- 2. Briefly explain or attach material concerning cooperative agreements reached especially in the non-academic area.

Please return questionnaire to: Mr. Henry A. Mauermeier
 Council for Higher Education in Newark
 240 High Street
 Newark, New Jersey 07102

APPENDIX VI

COVERING LETTER USED IN SURVEY

February 8, 1974

Dear Consortium Director:

The Council for Higher Education in Newark, a consortium of Essex County College, The College of Medicine and Dentistry of New Jersey-New Jersey Medical School, Newark College of Engineering, and Rutgers-The State University-Newark, is supporting a nationwide survey of cooperative agreements among those listed in the 1973 CONSORTIUM DIRECTORY. As one of these consortia, your completion of the attached questionnaire will be of special value to the Council.

The enclosed questionnaire is designed to secure information concerning the cooperative arrangements that are either in operation or anticipated in areas such as learning resources material, student personnel services, and auxiliary enterprises. There are a number of specific questions asked about each of the areas of concern which are repeated to facilitate analysis of the questions. However, this does have the drawback of making the questionnaire appear to be more lengthy than it actually is. During pre-testing, it was found that this format will provide the maximum amount of information with a minimum expenditure of time on the part of respondents.

Analysis of the returns will be sent to those responding. While it is intended to adapt the information for Council uses here in Newark, you may find the general data of value to you.

May I request that you please return the attached questionnaire in the enclosed return envelope. In addition, please include any written regulations, documents, or pamphlets that you might have concerning cooperative agreements.

A prompt response will allow a more current picture to be presented. Therefore, a request is being made for replies to be received by February 28, 1974.

Thank you for your cooperation in this matter.

Sincerely yours,

Henry A. Mauermeyer

HAM:m
Enclosures

APPENDIX VII

REMINDER LETTER USED IN SURVEY

March 6, 1974

Dear Consortium Director:

I am writing in regard to our recent request for information concerning your consortium's activities. Although most of the consortia have responded, your reply has not yet been received.

In an effort to get as complete a picture as possible, I am enclosing a second copy which I am asking you to complete and return as soon as possible.

Your cooperation in this undertaking will provide a larger sample population from which more meaningful conclusions can be drawn.

While I realize that you may have received a number of questionnaires, I ask that you take a few minutes now to check off the applicable answers on our questionnaire.

Thank you for any assistance you may provide. If this office can be of any assistance to you, please do not hesitate to contact us.

Sincerely yours,

Henry A. Mauermeyer

HAM:m

Enclosure

APPENDIX VIII

RAW DATA REGARDING THE
ACTIVITIES OF CONSORTIA SURVEYED

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

A. LEARNING RESOURCES

Borrowing Agreements Regarding:

Consort. No.	Library Material							AV/Software							AV/Hardware						
	(1)	(a)	(b)	(c)	(d)	(e)	(f)	(2)	(a)	(b)	(c)	(d)	(e)	(f)	(3)	(a)	(b)	(c)	(d)	(e)	(f)
1	N							N							N						
2	Y	C	3	N	Y	C	N	N							N						
3	Y	C	8	I/P	Y	C		Y	C	5	I/P	Y	C		Y	C	5	I/P	C		
4	Y	C	9	N	Y	C		Y	C	4	N	Y	C		Y	C	4	N	Y		
5	Y	M	8	N	Y	C		Y	C	5	N	N		C	N						
6	Y	C	4	N	Y	C		Y	C	4	P	N		C	N						C
7	N							N							N						
8	Y	M	6	N	Y	C		Y	M	6	N		C		N						
9	N							Yc	C	2	N	Y	C		N						
10	Y	C	4	I/P	Y	C		N			I/P			C	N						C
11	Y	C	4	N	Y	C		Yc	C	3	N	Y	C		N						
12	Y	C	4	N	Y	C		N			I/P			N							
13	Y	M	24	I/P	Y	C		Y	C	4		Y	C		N						
14	Y	C/M	2	I/P	Y	C		N					I/A	N				I/A			
15	Y	C	6	N	Y	C		Y	C	6		Y	C		N						
16	N							Y	C	6	N	Y	C		N						
17	Y	C/M	2	I/P	Y	C		N						N							
18	Y	C	6	N	Y	C		Yc	C	1	N	Yc	C		N						
19	Y	*	8	I/P	Y	C		Y	*	8	I/P	N		C	N						C
20	Y	C	5	A/P	Y	C		Y	C	5	A/P	Y	C		N						
21	Y	C	3	I/P	Y	C		N						N							
22	Y	C/M	1	I/P	N		N	N						Y	M	3	Y	Y	C		
23	Y	M	5	I/P	Y	C		Y	C	2	I/P	Y	C		N						
24	Yc			N	Y			Yc			N	Y		Y				N	Y		
25	Yc			I/P	N		C	N			I/P			N				I/P			
26	Yc	M	10	I/P	Y	C		N			I/P			N				I/P			
27	Y	C	6	N	Y	C		Y	C	6		Y	C		N						
28	Y	C	10	N	Y	C		Y	C	10	N	Y	C		N						C

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

A. LEARNING RESOURCES

Borrowing Agreements Regarding:

Consort. No.	Library Material						AV/Software						AV/Hardware								
	(1)	(a)	(b)	(c)	(d)	(e)	(f)	(2)	(a)	(b)	(c)	(d)	(e)	(f)	(3)	(a)	(b)	(c)	(d)	(e)	(f)
29	N			I/P				N				N			N				N		
30	N			I/P				Y	C	10		Y			N				N		
31	Y	O			Y	C		Y	C	1/2		Y	C		Y	C	1/2	N	Y	C	
32	Y	M		N	Y	C		Y	M	10	N	Y	C		Y	M		N	Y	C	
33	Y	C	4	N	Y	C		N							N						C
34	Y	C	5	I/P	Y	C		Y	C	4	I/P	N		C	Y	C	2	N	Y	C	
35	Yc	C	3	N	Y	C		Y	C	1	N	Y	C		N						
36	Y	M	6	N	Y	C		N							N						
37	Y	C	5	I/P	Y	C		N			I/P		C		N						C
38	Y	C	5	I/P	Y	C		Y	C	5	N	N		C	**			I/P			
39	N/A							N/A							N/A						
40	N/A							Y	C	1	N/A	Y	C		N						C
41	N							N							N						
42	N							N							N						
43	Y	M	5	N	Y	C		Y	C	2	N	Y	C		Y	C	2	N	Y	C	
44	N							N					U/S		N						
45	N							N							N						
46	N							N			I	Y	C		N						
47	Y	C/M	4	N	Y	C		N							N						
48	N							Y	C		I	Y			N						
49	Yc	C	9	D/P		C		N							N						
50	Yc	C	1	I/P	Y	C		Y	C	1	I/P	Y	C		Y	C	1	I/P	Y	C	
51	Yc	M		I/P		C		N						C	N						C
52	Yc	M		I/P	Y	C		Y	C	4	I/P	N		C	N			I/P			
53	N							N							N						
54	Yc	M	9	N	Y	C		N			I/P				N			I/P			C

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

A. LEARNING RESOURCES

Consort. No.	Union Lists						Other	
	(4)	(a)	(b)	(c)	(d)	(e)	(f)	(5)
1	N							N
2	Y		2	Y	N		C	Yc
3	Y	C	3	I/P	Y	C		Yc
4	Y	C		N		C		Yc
5	Y	C	2	N	Y	C		N
6	Y	C	2	N	Y			Y
7	N							N
8	Y	C	6	N	Y	C		N
9	N							Yc
10	Y	C	2		Y	C		Nc
11	Y	C	7	N	Y	C		Yc
12	N							N
13	Y	C	1	I/P	Y	C		Yc
14	Y	C	4	I/P	Y	C		N
15	Y	C	1/2	N	Y	C		Y
16	Y	C	C	N/A	Y	C		Yc
17	Y	C	1		Y	C		
18	Y	C	6	N			C	Yc
19	Y	C	8	N	Y	C		N
20								
21	N							N
22	Nc							Yc
23	Y	C	3		Y	C		Yc
24	N/A							N
25	N							N
26	Y	C		N	N/A			N
27	Y	C	3	I		C		
28	Y	C	9	N	Y	C		N

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

A. LEARNING RESOURCES

Consort. No.	Union Lists						Other (5)
	(4)	(a)	(b)	(c)	(d)	(e)	
29	N			I/P			
30	Y	C	11	N			N
31	Y	C	4	N	Y	C	Yc
32	N/A						N
33	Y	C	3		Y	C	Yc
34	Y	C	3	N	Y	C	Yc
35	Y	C	5	N	Y	C	Yc
36							
37	Y	C	4		Y		Yc
38	Y	C		I/P	Y	C	Yc
39	Y	C	3	N	Y		N/A
40	N					C	N
41	N						Yc
42							
43	Y	C	4	N	Y	C	Yc
44	N						
45	N						
46	N						N
47	Y	C	2	N	Y		Yc
48	N						N
49	Y	C	5	N	Y	C	N
50	Y	C	2	I/P	Y	C	N
51	Y	C	19	N	N	C	N
52	Nc						Yc
53	N						Yc
54	Y	C	7	I/P		C	Yc

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

B. STUDENT PERSONNEL SERVICES

Consort. No.	Physical Health Care						Mental Health Care						Admissions								
	(1)	(a)	(b)	(c)	(d)	(e)	(f)	(2)	(a)	(b)	(c)	(d)	(e)	(f)	(3)	(a)	(b)	(c)	(d)	(e)	(f)
1	N							N							N						
2	N							N							Y	C	2.5	N	Y	C	
3	N						C	Nc						C	Y	C	6	N	Y	C	
4	Y	7	M	Yc	Y	C		N		N			C	N				N			
5	N				N			N													
6	N							N													
7	N							N										I/P			
8	N							N													
9	N							N													N
10	N						C	N					C	N			Yc				
11	N							N													
12	N							N										Nc	Y	C	
13	N							N						Y	C	*	N	Y	C		
14	N							N													
15	N			P				N					C	N			P				
16	N							N													
17	N			I/P				N										I/P			
18	N							N													
19	N						C	N					C	N							C
20	N																				
21	N			I/P				N			I/P										
22	N							N													
23	N							N													
24	N/A							N/A						N/A							
25	Y		C					Y	5	M		Y	C	N				N			
26	Yc	2	M	I/P	Y	C		N			I/P			Nc	N/A		I/P	N/A			
27	N							N													
28	N						C	N					C	N							C

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

B. STUDENT PERSONNEL SERVICES

Consort. No.	Physical Health Care						Mental Health Care						Admissions					
	(1)	(a)	(b)	(c)	(d)	(e) (f)	(2)	(a)	(b)	(c)	(d)	(e) (f)	(3)	(a)	(b)	(c)	(d)	(e) (f)
29	N		I/P				N		I/P				N		Yc			
30	N						N						N					
31	N	N	I	Y	C		Yc	C/M	I	N	C		N					C
32	N/Ac						N/A						Y	0		N	Y	C
33	N						N						N					
34	N						Y	4	M	N	Y	C	Y	C	12	I/Pc	Y	C
35	N						N						N					
36	Yc	2	M		Y	C	N						N					
37	N			P			Y	3	C	N	Y	C	N					
38	US			P		C	US			P		C	Nc					C
39	N/A						N/A						N/A					
40	N						N/A						Y	C	2	N/A	Y	C
41	N						N						N					
42	N						N						N					
43	Y	1	M	N	Y	C	N						N					
44	N						N						N					
45	N						N						N					
46	N			N			N			N			N			N		
47	N						N						N					
48	N						N						N					
49	N			N			N			N/A			Y	M	7	N	Y	C
50	Nc			I/P			N			N			N					
51	N						N						N					
52	N						N						C					
53	N						N						N					
54	N						Y	1/2	M	I/P	Y	C	N			N		

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

B. STUDENT PERSONNEL SERVICES

Consort. No.	Placement							Students' Affairs (5)	Housing							
	(4)	(a)	(b)	(c)	(d)	(e)	(f)		(6)	(a)	(b)	(c)	(d)	(e)	(f)	(g)
1	Y	C	D	I	N/A			Yc								N
2	Y	C	1	N	Y	C		Yc								N
3	Yc	N/A	N/A	N/A	N/A			Yc								N
4	Nc		2	N				Yc								N
5	N							Y								N
6	N							Yc								N
7	N			I/P				Y								N
8	Y	M	3	N	Y	C		N								N
9	N							N								
10	N							Yc								N
11	Y	C	1/2	N/A	Y	C		N								N
12	N							N								N
13	N							N								N
14	N							Yc								N
15	N			P				Yc								N
16	N							N								N
17	N			I/P				N					I/P			N
18	N							N								N
19	Y	C	5	N	Y	C		N								N
20	N															
21	Y	C	1.5	N	Y	C		Yc								N
22	N							N								N/A
23	N							N								N
24	N/A							Yc								N/A
25	N			N				Yc								N
26	N	N/A	N/A	I/P	N/A			US								Yc
27	Y	C	2	I	Y	C		N								M
28	N						C	Y								N

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

B. STUDENT PERSONNEL SERVICES

Consort. No.	Placement						Students' Affairs (5)	Housing								
	(4)	(a)	(b)	(c)	(d)	(e)		(f)	(6)	(a)	(b)	(c)	(d)	(e)	(f)	(g)
29	Y	C	1		Y	C	N									
30	N						N									
31	N			P	N		Y									C
32	Nc						Nc									
33	N						Yc									
34	Y	M	5	N	Y	C	Yc									
35	N						N									
36	Y	C	2		Y	C	N									N/A
37	N						Yc									
38	Nc						Yc									C
39	N/A						N/A									
40	Y					C	N/A									
41	N						N									
42	N						N									
43	N						N									
44	N						N									
45	N			N			Yc					N		N		
46	N						Yc									
47	N						N									
48	N						N									
49	Y	C	1	I/P	C	C										
50	N						N									
51	Yc	C	3		C		N									
52	N						Yc									
53	N			I/P			N									I/P
54																

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

B. STUDENT PERSONNEL SERVICES

Consort. No.	Parking (7)	(a)	(b)	(c)	(d)	(e)	(f)	(g)	Other (8)
1	N								Yc
2	N								
3	Nc								Yc
4	N								
5	Y	M	4	Y	N	Y	C		Yc
6	N								
7	N				N				N
8	N								Yc
9	N								
10	N								
11	N								N
12	Yc	C	4	Y	N	Y	C		Y
13	N								N
14	N								N
15	N							C	Yc
16	N								Yc
17	Yc	C	1	Y		Y			
18	N								Yc
19	N								Yc
20	N								
21	N								
22	N				I/P				Yc
23	N								N
24	N/A								N/A
25	N				N				
26	N				I/P				Nc
27	N								N
28	N								N

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

B. STUDENT PERSONNEL SERVICES

Consort. No.	Parking (7)	(a)	(b)	(c)	(d)	(e)	(f)	(g)	Other (8)
29	N				N				N
30	N/A								Yc
31	N							C	Yc
32	Y	Nc	10	Y	N	Y	C		
33	Y	C	4	Y	N	Y	C		N
34	Y	C	2	Y	N	Y	C		N
35	N								N
36	Y	C	3		N	Y			
37	Yc	M	2			Y			
38	Nc								Yc
39	N/A								N/A
40	N/A								
41	N								N
42	N								N
43	N								N
44	N								
45	N								
46	N				N				N
47	N								N
48	N								N
49	N								N
50	Yc	C	2	Y	I/P				N
51	N								N
52	N								C
53	N								N
54	N								

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

C. AUXILIARY ENTERPRISES

Consort. No.	Insurance						Bookstore												
	(1)	(H)	(L)	(a)	(b)	(c)	(d)	(e)	(f)	(2)	(P)	(W)	(S)	(a)	(b)	(c)	(d)	(e)	(f)
1	N									N									
2	N									N									
3	N								C	Y	x	x	x	C	2	N	Y	C	
4	N	C				Yc	N/A			Nc	N/A	N/A	N/A	N/A	N/A	N	N/A		
5	N									Y			x	C	4	C		C	
6	N																		
7	N					N				N						N			
8	N									N									
9	N									N									
10	N					I/P				N									
11	N									N									
12	N									N									
13	N									N									
14	N									N									
15	N									N						P			
16	N									N									
17	N									N									
18	N									Y	x	x	x	M	1	N	Y	C	
19	N								C	Y	x			C	4		N		C
20	N																		
21	Y	C		C	6	N	Y	C		N	C			C	N	I/R	N/A		
22	N/A									N/A									
23	N									N									
24	N/A									N/A									
25	N							N		N						N			
26	N	x	x	N/A	N/A	I/P	N/A			Nc						I/P			
27	N									C									
28	N								C	N									C

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

C. AUXILIARY ENTERPRISES

Consort. No.	Insurance						Bookstore												
	(1)	(H)	(L)	(a)	(b)	(c)	(d)	(e)	(f)	(2)	(P)	(W)	(S)	(a)	(b)	(c)	(d)	(e)	(f)
29	N					I/P				N						N			
30	N									N/A									
31	N					I/P	Y	C		N						N			C
32	N																		
33	N									N									
34	N					N				N						N			
35	N									N									
36	N					I				N									
37	N									Yc				M	I	P	Y	C	
38	Nc	x	x	C		I/P				C									C
39	N/A									N/A									
40	N/A									N/A									
41	N									N									
42	N									N									
43	N								C	Y	N	N	N	C	C				
44	N																		
45	N									N									
46	N					N				N						N			
47	N									N									
48	N									N									
49	Y		xc	C	12	N	Y			N									
50	N			C		I/P				N	x	x	x	C		I/P			
51	N									N									
52	N							C		Nc									
53	N									N									
54	N					I/P				N						N			

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

C. AUXILIARY ENTERPRISES

Consort. No.	Food Services										Other (4)	
	(3)	(P)	(W)	(S)	(a)	(b)	(c)	(d)	(e)	(f)		
1	N											
2	N											
3	Nc									C		Nc
4	N											
5	Y	x	x	x	Mc	4	N	Y	C			C
6	Y				C	2	N	Y	C			Yc
7	N						I/P					N
8	N											N
9	N											N
10	N											N
11	N											N/A
12	N											N
13	N											N
14	N											Yc
15	N						N					C
16	N											N
17	N											N
18	N											N
19	N											N
20	N											N
21	N						I/R	N/A		C		N
22												
23	N											
24	N/A											N/A
25	N									Nc		
26	N						I/P					N
27	N											
28	N									C		Yc

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED
C. AUXILIARY ENTERPRISES

Consort. No.	Food Services										Other (4)
	(3)	(P)	(W)	(S)	(a)	(b)	(c)	(d)	(e)	(f)	
29	N										N
30	N/A										C
31	N					I			C		
32											
33	N										
34	N					N					N
35	N										N
36	N										
37	N								C		Yc
38	N										
39	N/A										N/A
40	N/A										Yc
41											
42	N										N
43	Yc										N
44	N										N
45	N										
46	N					N					N
47	N										N
48	N										N
49	N										N
50	N										N
51	N										N
52	Nc										Nc
53	N										
54	N					N					N

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

D. INSTITUTIONAL OPERATIONS

Consort. No.	Office Supplies						Special Services										
	(1)	(P)	(S)	(D)	(a)	(b)	(c)	(d)	(e)	(f)	(2)	(a)	(b)	(c)	(d)	(e)	(f)
1	N										N						
2	Y	x	x	x	C	C	N			C	N						
3	N										N						
4	Nc						N				N		N				C
5	N										Y	M	C	N	Y	C	
6	N										N						
7	N										N		N				
8	N										N						
9	N										C						
10	N						I/P				N		I/P				
11	Y				C	1/2	N/A	Y	C		N						
12	N										N						
13	N										N						
14	N										N						
15	N						N				N		P				
16	N										N						
17	N										N						
18	N										N						
19	N									C	N						
20	N										N						
21	N						Y/R			C	N		N				
22	N						I/P				N/A						
23	N										N						
24	N/A										N/A						
25	Y	x	x		C	1	N	Y	C		N		R				
26	N						I/P				Nc		I/P				
27	C										N						
28	N								C		N						C

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

D. INSTITUTIONAL OPERATIONS

Consort. No.	Office Supplies						Special Services										
	(1)	(P)	(S)	(D)	(a)	(b)	(c)	(d)	(e)	(f)	(2)	(a)	(b)	(c)	(d)	(e)	(f)
29	N						N				N			N			
30	N/A										Y	C	10	N	Y	C	
31	N						N			C	N			N			C
32	Nc																
33	N										N						
34	N						N				N			I/P			
35	N										N						
36	N						I				N						
37	N										Yc						
38	Nc						I/P		C		N						
39	N/A										N/A						
40	N/A										N/A						
41	N										N						
42	N										N						
43	Y	x			C	4	N	Y			Y	C	4	N	Y	C	
44	N										N						
45	N										N						
46	N										N						
47	N										N						
48	N										N						
49	N										N						
50	N										N			N			
51	N										N						
52	Nc										Nc						
53	N										N						
54	N						I/P				N			I/P			

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

D. INSTITUTIONAL OPERATIONS

Consort. No.	Insurance											Computer Usage						Computer Location (5)			
	(3)	(L)	(Fi)	(F)	(T)	(a)	(b)	(c)	(d)	(e)	(f)	(4)	A n Y	A 1 1	(a)	(b)	(c)		(d)	(e)	(f)
	1	N											N								
2	N											C									
3	N											Y	Xc	C	7	I/P	Y	C			0c
4	N							N				Nc				Y	N			C	N/A
5	N											N				I	N/A				N/A
6	N											N									C
7	Y	X	Xc	X	X	C	I	N	Y	C		N									
8	N											Y	Xc	M	6	N	C	C	C		Yc
9	N											N									N
10	N									I/P		N				I/P					N/A
11	N											Y		C	2	N/A	Y	C			C
12	N											Y	Xc	M	2	I/P	N/A				Yc
13	N											Y	Xc	C/M	1	I/P	Y	C			Yc
14	N											Y	Xc	C/M	3	N	Y	C			Yc
15	N									P		N				P					Yc
16	N											Y		M	6	N	Y	C			Nc
17	N											Yc		C	1	I/P	Y	C			Yc
18	N											N				I/R				C	
19	N									I/P		Y	X	C	3-5	N	Y	C			N
20	N											Y	Xc		2					C	Yc
21	N									Yc		N				N					C
22	N/A											Y	Xc	M	2	N	N			C	Yc
23	N											Yc		C	3	N	Y	C			Yc
24	N/A											N/A									N/A
25												C									
26	C	X	X	X	X					I/P		Y	Xc	Mc	3	I/P					Yc
27	N											Y		X	C/M	3	I	Y	C		Yc
28	N											Yc		C	10	N	Y	C			C

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

D. INSTITUTIONAL OPERATIONS

Consort. No.	Insurance						Computer Usage						Computer Location								
	(3)	(L)	(Fi)	(F)	(T)	(a)	(b)	(c)	(d)	(e)	(f)	(4)		A n	A 1	(a)	(b)	(c)	(d)	(e)	(f)
29	N							N				N	X				N				
30	N/A											Y	Xc		M		N	Y			Yc
31	N	X	X	X	X			I/P													
32																					
33	N											N									
34	N							N									I/P				N/A
35	N																				N
36	N											Y	Xc		3		N				Yc
37	N											Y		Xc	M	3		Y		C	Yc
38	N							I/P		C							I/P		C		C
39	N/A											Y	Xc								Yc
40	N											Nc									Yc
41	N											N									
42	N											N									
43	N											Y	Xc		M	5		N		C	Yc
44	N											N									N
45	N											N									N
46	N											Y	Xc		M		N	Y			N
47	N											Y	Xc		M	2/3					Yc
48	N											N									N
49	N											N									N
50	N											N					I/P				N
51	N											Y	Xc		C		N	N/A			Yc
52	Nc											N					I/Pc				
53	N											N									N/A
54	N							I/P				N					I/P				N/A

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

D. INSTITUTIONAL OPERATIONS

Consort. No.	Common Data Base							Security						Other	
	A	A						(7)	(a)	(b)	(c)	(d)	(e)	(f)	(8)
	n	1	(a)	(b)	(c)	(d)	(e)	(f)	(a)	(b)	(c)	(d)	(e)	(f)	(8)
1								N							
2	N							N							N
3	Y	X	C	3	I/P	Y	C	Nc							
4	N				N			N			N				
5	N							N							
6	N							N							
7	N				I			N							N
8	N							N							Yc
9								N							
10	N							N							
11	N							N							N
12	N							N							N
13	N						O	N							N/A
14	N							N							
15	Y		O	7	P			N			N				Yc
16	Y		M	C	N	Y	C	N							Yc
17	N							N							
18	N							N							
19	Yc		M	3	N	Y	C	N							
20								N							
21	N				N			N							N
22	N/A							N			N				
23	Y	X	C	3		Y	C	N							N
24	N/A							N/A							N/A
25	C							C							C
26	N				I/P			N			I/P				Yc
27	N							N							N
28	N							N						C	N

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

D. INSTITUTIONAL OPERATIONS

Consort. No.	Common Data Base								Security						Other		
	(6)	A n y	A 1 1	(a)	(b)	(c)	(d)	(e)	(f)	(7)	(a)	(b)	(c)	(d)	(e)	(f)	(8)
29	N									N		I/P					N
30										N/A							
31																	
32																	
33										N							
34	Y	X	C	3	I/P	Y	C			N							N
35										N							N
36	N									N				C			N
37	Y	X	C	1/2		Y	C			N							
38	N									N				C			
39	N/A									N/A							
40	N/A									N/A							Yc
41	N									N							C
42	N									N							N
43	N									N				C			N
44	N									N							N
45										N							
46	N									N							N
47	N									N							
48	N									N							Yc
49	N									N							N
50	N									N							N
51	N/A									N							Yc
52										N							
53	N									N							Yc
54	N				I/P					N		N					

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

E. OTHER PROGRAMS

Consort. No.	Consortium's Publications									
	(1)	(Y)	(N)	(N/A)	(AO)	(G)	(CE)	(JC)	(AP)	(O)
1			X							
2			X							
3	X				X		X	X	X	X
4	X						X	X	X	X
5	X				X	X		X	X	
6	X					X	X	X		
7	X				X					
8	X								X	X
9										
10	X					X	X	X		
11	X				X	X		X	X	
12	X				X		X	X		X
13			X							
14	X					X		X		
15	X									X
16			X							
17	X				X			X	X	
18	X								X	
19	X				X	X	X	X	X	X
20			X							
21	X				X	X			X	
22	X						X	X		
23			X							
24					X					
25	X									X
26			X							
27	X				X	X	X	X		
28			X							

RAW NUMERICAL DATA REGARDING THE ACTIVITIES OF CONSORTIA SURVEYED

E. OTHER PROGRAMS

Consort. No.	Consortium's Publications									
	(1)	(Y)	(N)	(N/A)	(AO)	(G)	(CE)	(JC)	(AP)	(O)
29			X							
30	X				X					X
31	X						X			
32			X							
33	X				X			X		
34	X							X	X	X
35	X				X			X	X	
36	X							X	X	
37	X							X	X	
38	X					X	X			X
39	X				X	X	X			
40										
41	X									X
42			X							
43	X				X		X	X		
44	X				X	X				
45			X							
46	X							X		X
47			X							
48			X							
49	X				X				X	
50	X					X	X			
51			X							
52	X				XC			X	XC	
53										
54	X									X

APPENDIX IX

RESPONDENTS TO AUTHOR'S SURVEY

RESPONDENTS TO AUTHOR'S SURVEY

ACADEMIC AFFAIRS CONFERENCE OF MIDWESTERN UNIVERSITIES
ALABAMA CENTER FOR HIGHER EDUCATION
ASSOCIATED COLLEGES OF CENTRAL KANSAS
ASSOCIATED COLLEGES OF THE MIDWEST
ASSOCIATED COLLEGES OF THE ST. LAWRENCE VALLEY (THE)
ATLANTA UNIVERSITY CENTER
BOSTON THEOLOGICAL INSTITUTE
CENTRAL PENNSYLVANIA CONSORTIUM
CHICAGO CLUSTER OF THEOLOGICAL SCHOOLS
CHRISTIAN COLLEGE CONSORTIUM
COLLEGES OF MID-AMERICA
COMMITTEE ON INSTITUTIONAL COOPERATION
CONFERENCE OF RECTORS AND PRINCIPALS OF QUEBEC UNIVERSITIES
CONRAD
CONSORTIUM FOR CONTINUING HIGHER EDUCATION IN NORTHERN VIRGINIA
CONSORTIUM OF UNIVERSITIES OF THE WASHINGTON METROPOLITAN AREA
COOPERATING RALEIGH COLLEGES
COUNCIL FOR HIGHER EDUCATION IN NEWARK
COUNCIL OF ONTARIO UNIVERSITIES
DAYTON-MIAMI VALLEY CONSORTIUM
FIVE COLLEGES
GREAT LAKES COLLEGES ASSOCIATION
GREATER HARTFORD CONSORTIUM FOR HIGHER EDUCATION
GREENSBORO TRI-COLLEGE CONSORTIUM

RESPONDENTS TO AUTHOR'S SURVEY

GT/70 (GROUP TEN COMMUNITY COLLEGES FOR THE SEVENTIES)
HIGHER EDUCATION CENTER FOR URBAN STUDIES
HIGHER EDUCATION COORDINATING COUNCIL OF METROPOLITAN ST. LOUIS
HUDSON-MOHAWK ASSOCIATION OF COLLEGES AND UNIVERSITIES (THE)
INTERUNIVERSITY COUNCIL OF THE NORTH TEXAS AREA
KANSAS CITY REGIONAL COUNCIL FOR HIGHER EDUCATION
KENTUCKIANA METROVERSITY (THE)
LAKE SUPERIOR ASSOCIATION OF COLLEGES AND UNIVERSITIES
LEHIGH VALLEY ASSOCIATION OF INDEPENDENT COLLEGES
MIDWEST UNIVERSITIES CONSORTIUM FOR INTERNATIONAL ACTIVITIES (THE)
NASHVILLE UNIVERSITY CENTER
NASSAU HIGHER EDUCATION CONSORTIUM
NEW HAMPSHIRE COLLEGE AND UNIVERSITY COUNCIL
NORTHEAST FLORIDA COOPERATIVE EDUCATION CONSORTIUM
PIEDMONT UNIVERSITY CENTER OF NORTH CAROLINA
PITTSBURGH COUNCIL ON HIGHER EDUCATION
QUAD-CITIES GRADUATE STUDY CENTER
REGIONAL COUNCIL FOR INTERNATIONAL EDUCATION
ROCHESTER AREA COLLEGES
SAN FRANCISCO CONSORTIUM ON HIGHER EDUCATION AND URBAN AFFAIRS
SOUTHERN CONSORTIUM FOR INTERNATIONAL EDUCATION
SOUTHWEST ALLIANCE FOR LATIN AMERICA (THE)
THE ASSOCIATION FOR GRADUATE EDUCATION AND RESEARCH OF NORTH
TEXAS (TAGER)

RESPONDENTS TO AUTHOR'S SURVEY

TRI-COLLEGE UNIVERSITY

TWIN CITIES INTER-COLLEGE COOPERATION

UNITED COLLEGES OF SAN ANTONIO

UNIVERSITY CENTER AT HARRISBURG

UNIVERSITY CENTER IN VIRGINIA

WEST SUBURBAN INTERCOLLEGIATE COUNCIL

WORCESTER CONSORTIUM FOR HIGHER EDUCATION

APPENDIX X

STATE OF NEW JERSEY
CHAPTER 302, P. L. 1966

STATE OF NEW JERSEY

CHAPTER 302, P. L. 1966

AN ACT concerning higher education, establishing a Department of Higher Education as a principal department in the Executive Branch of State Government and providing an appropriation therefor.

BE IT ENACTED BY THE SENATE AND GENERAL ASSEMBLY OF THE STATE OF NEW JERSEY:

ARTICLE I

1. There is hereby established in the Executive Branch of the State Government a principal department which shall be known as the Department of Higher Education. Such department shall consist of a Board of Higher Education, a chancellor, and such divisions, bureaus, branches, committees, officers and employees as are specifically referred to in this act and as may be constituted or employed by virtue of the authority conferred by this act or by any other law.

As used in this act, unless the context clearly indicates otherwise, the following words and phrases shall have the following meaning:

"Board" means the Board of Higher Education.

"Chancellor" means the chancellor of the Department of Higher Education.

"Department" means the Department of Higher Education.

"Higher education" means that education which is provided by any or all of the public institutions of higher education as herein defined and any or all equivalent private institutions.

"Public institution of higher education" means Rutgers, The State University; Newark College of Engineering; the New Jersey College of Medicine and Dentistry; the 6 State colleges; the College Aeronautical and Air-space Science established in Atlantic county pursuant to chapter 285 of the laws of 1964; the county colleges; the public junior colleges; the industrial schools; and any other public universities, colleges, county colleges and junior colleges now or hereafter established or authorized by law.

2. The Board of Higher Education shall be composed of the Chairman of the Board of Governors of Rutgers; the Chairman of the Board of Trustees of Newark College of Engineering; the Chairman of the Council of State Colleges; the Chairman of the Council of County Colleges; the President of the State Board of Education; a

representative of the private colleges and universities of New Jersey, to be designated by the Association of Independent Colleges and Universities in New Jersey, with the approval of the Governor; and 9 citizens, residents of the State, of whom at least 2 shall be women. The chancellor and the State Commissioner of Education shall ex officio be additional members but without vote. The Chairman of the Board of Governors at Rutgers; the Chairman of the Board of Trustees of Newark College of Engineering; the Chairman of the Council of State Colleges; the Chairman of the Council of County Colleges; the President of the State Board of Education and the representatives of the private colleges and universities in New Jersey may each designate in writing another member of their respective boards, councils and associations as an alternate to attend in their absence and vote at the meetings of the board; provided, however, that such alternate shall be selected from among the membership of the group from which the member's status on the board arises and further that where the member is a lay member of such a group, his alternate must likewise be a lay member of said group.

The citizen members of the board shall be appointed by the Governor with the advice and consent of the Senate and shall be selected, as far as may be practicable, on the basis of their knowledge of, or interest or experience in, problems of higher education and without regard to political belief or affiliation. They shall be subject to removal by the Governor, for cause, upon notice and opportunity to be heard. The term of office of appointed members, except for the first appointments, shall be for 6 years. Each member shall serve until his successor shall have been appointed and qualified and vacancies shall be filled in the same manner as the original appointment for the remainder of the unexpired term. Members shall serve without compensation but shall be entitled to be reimbursed for all reasonable and necessary expenses.

In the case of the initial appointments of the citizen members, 2 members shall be appointed for terms expiring June 30, 1967; 2 for terms expiring June 30, 1968; 2 for terms expiring June 30, 1969; one for a term expiring June 30, 1970; one for a term expiring June 30, 1971; and one for a term expiring June 30, 1972.

They shall hold public meetings at least once each month at such times as its rules and regulations prescribe and at such other times and such places within the State as in its judgment may be necessary.

The board shall organize annually at its regular July meeting by the election of a chairman, vice-chairman and such other officers as the board shall determine. Such officers shall serve until the following July meeting and until their successors are elected and qualified. Vacancies in such offices shall be filled in the same manner for the unexpired term only.

3. It shall be the duty of the Board of Higher Education to advance long-range planning for the system of higher education as a whole in the State; establish general policy for the governance of the separate institutions; co-ordinate the activities of the individual institutions which, taken together, make up the system of higher education in New Jersey; and maintain general financial oversight of the State system of higher education. The board shall not administer the individual institutions of higher education, its own administration being specifically reserved unto each of such institutions.

Within the limitations imposed by general legislation applicable to all agencies of the State and the provisions of this act, the board is hereby granted exclusive jurisdiction over higher education in this State and its constituent parts and the requisite power to do all things necessary and proper to accomplish the aims and carry out the duties provided for in this act.

4. The Board of Higher Education shall:

- a. Conduct research on higher educational needs;
- b. Develop and maintain a comprehensive master plan which shall be long range in nature and be regularly revised and updated;
- c. Establish new colleges, schools, units, divisions, institutes, departments, branches, campuses, as required by the master plan, provided that provision is made therefor in the annual or a supplemental or special appropriation act of the Legislature or otherwise;
- d. Establish minimum admission standards for all public institutions of higher education, except that nothing in this act shall be construed to prevent individual institutions from establishing higher minimum admission requirements;
- e. Establish minimum standards for all public institutions of higher education for degree granting, approve new programs and degrees and approve discontinuance of degrees and educational programs as required. Nothing, however, in this act shall be construed to prevent individual institutions from establishing higher minimum standards for degree granting; "programs" as used in this subparagraph means areas or fields in which degrees or nondegree certificates might be granted and shall not include individual courses nor course content nor shall it include the course composition of areas or fields already in existence;
- f. Receive all budget requests from the institutions, co-ordinate and balance such requests, and submit a combined request for appropriations annually to the Governor;
- g. Be an agency of communication with the Federal Government on public funds available to the State for higher education, and receive and recommend the disbursement of such funds by the State.

- h. Set policy on salary and fringe benefits, and establish general personnel policies for the public institutions of higher education;
- i. Co-ordinate with the State Board of Education and the commissioner to effectuate and advance public education at all levels;
- j. Encourage harmonious and co-operative relationship between public and private institutions of higher education;
- k. Review periodically existing programs of instruction, research, and public service in the public institutions of higher education, and advise them of desirable change;
- l. Keep the Governor and Legislature, and the public informed of the needs and accomplishments, both qualitative and quantitative, of public higher education in New Jersey through published reports, releases, conferences, and other means;
- m. License institutions of higher education pursuant to the authority of sections 18:20-5 to 18:20-7 of the Revised Statutes;
- n. Approve the basis or conditions for conferring degrees pursuant to the authority of sections 18:20-8 to 18:20-10 of the Revised Statutes;
- o. Exercise enforcement powers as provided by sections 18:20-11, 18:20-13 and 18:20-16 of the Revised Statutes;
- p. Have the power to issue subpoenas compelling the attendance of witnesses and the production of books, papers, and records in any part of the State before it or before any of its committees, the chancellor, or any of his assistants;
- q. Require from institutions of higher education such reports as may be necessary to enable the board to perform the duties imposed upon it by statute;
- r. Make the Governor and the Legislature such recommendations as the board deems necessary with regard to appropriations that may be required for services, lands, buildings, and equipment to be furnished by institutions of higher education other than the State University of New Jersey and make contracts in behalf of the State with such institutions in accordance with legislative appropriations; provided that no disbursement of moneys so appropriated shall be made to any such institution or institutions utilized by the State for the purpose of public higher education, except on recommendation of the board; and the board shall see to the application of the money for such purposes;
- s. Exercise visitorial general powers of supervision and control over such institutions of higher education as may be utilized by the State. Its visitorial general powers of supervision and control are hereby defined as visiting such institutions of higher education to examine into their manner of conducting their affairs and to enforce an observance of the laws of the State;

t. To fix and determine tuition rates and other fees to be paid by students at the State colleges;

u. Adopt by-laws and make and enforce, alter and repeal rules for its own government and for implementing and carrying out this act.

5. The chief executive officer and administrator of the department shall be known as the chancellor and shall be a person qualified by training and experience to perform the duties of his office. The chancellor shall be appointed by the Board of Higher Education subject to the approval of the Governor, and shall serve for a term of 5 years and until the chancellor's successor has been appointed and has qualified. He shall be selected without regard to residence within or without this State and shall receive such salary as shall be provided by law. The chancellor may be removed from office by the Governor, for cause, upon notice and opportunity to be heard. In the case of the initial appointment of the first chancellor, the chancellor shall be appointed by the Governor with the advice and consent of the Senate, and shall serve for a term of 5 years and until the chancellor's successor has been appointed and has qualified.

6. The chancellor, as chief executive officer of the department, subject to the approval of the board, shall:

a. Enforce all rules and regulations prescribed by the board and administer the work of the department;

b. Appoint and remove officers and other personnel employed within the department, subject to the provisions of Title 11, Civil Service, of the Revised Statutes, and other applicable statutes, except as herein otherwise specifically provided;

c. Perform, exercise and discharge the functions, powers and duties of the department through such divisions as may be established by this act or otherwise by law;

d. Organize the work of the department in such divisions, not inconsistent with the provisions of this act, and in such bureaus and other organizational units as he may determine to be necessary for efficient and effective operation;

e. Adopt, issue and promulgate, in the name of the department, such rules and regulations as may be authorized by law;

f. Formulate and adopt rules and regulations for the efficient conduct of the work and general administration of the department, its officers and employees;

g. Make an annual report to the Governor and to the Legislature of the department's operations, and render such other reports as the Governor shall from time to time request or as may be required by law;

h. Co-ordinate the activities of the department, and the several divisions and other agencies therein, in a manner designed to eliminate overlapping and duplicating functions;

i. Integrate within the department, so far as practicable, all staff services of the department and of the several divisions and other agencies therein;

j. Maintain suitable headquarters for the department and such other quarters within the State as he shall deem necessary to the proper functioning of the department; and

k. Perform such other functions as may be prescribed in this act or by any other law.

7. The chancellor shall be the secretary of the board and have custody of its official seal. With the approval of the board, he may designate an employee in the department to perform such duties of the secretary and such other services as the board shall designate.

8. The chancellor may delegate to subordinate officers or employees in the department such of his powers as he may deem desirable, to be exercised under his supervision and direction.

9. The chancellor may, subject to the approval of the board, appoint vice-chancellors and fix their compensation. He shall from time to time designate one of the vice-chancellors to serve as acting chancellor in his place and stead during his absence or in the case of a vacancy in the office. Any such designation shall be in writing, signed by the chancellor and filed with the Secretary of State.

10. The department shall, in addition to other powers and duties invested in it by the act, or by any other law;

a. Assist in the co-ordination of State and Federal activities relating to higher education;

b. Advise and inform the Governor on the affairs and problems of higher education and make recommendations to the Governor for proposed legislation pertaining thereto;

c. Stimulate programs relating to higher education through publicity, education, guidance and technical assistance concerning Federal and State programs;

d. Encourage co-operative programs by institutions of higher education; and

e. Maintain an inventory of data and information and act as a clearing house and referral agency for information on State and Federal services and programs.

11. The department, or any of the divisions established hereunder, may subject to the approval of the Governor and the board, apply for and accept grants from the Federal Government or any agency thereof, or from any foundations, corporation, association or

individual, and may comply with the terms, conditions and limitations thereof, for any of the purposes of the department, or such division. Any money so received may be expended by the department, or such division, subject to any limitations imposed in such grants to effect any of the purposes of the department, or of such division, as the case may be, upon warrant of the Director of the Division of Budget and Accounting of the Department of the Treasury on vouchers certified and approved by the chancellor.

12. All of the functions, powers and duties of the existing Department of Education pertaining to higher education including but not necessarily limited to those deriving from the following acts are hereby transferred to and vested in the Department of Higher Education established hereunder; provided however that the grant of such functions, powers and duties contained in such acts as are inconsistent with the specific provisions of this act are hereby repealed;

a. Article 3 of chapter 16 of Title 18 of the Revised Statutes and chapter 124 of the laws of 1946 (C. 18:16-37 to 18:16-41);

b. Articles 2 and 3 of chapter 20 of Title 18 of the Revised Statutes;

c. Chapter 18 of Title 18 of the Revised Statutes;

d. Chapter 22 of Title 18 of the Revised Statutes; and

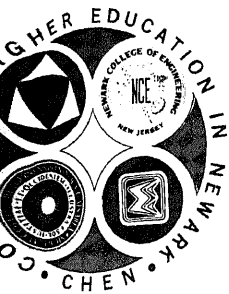
e. Chapter 121 of the laws of 1959 (C. 18:22A-1, et seq.).

13. All of the duties, functions and powers of the existing Department of Education pertaining to Rutgers, the State University, are hereby transferred to and vested in the Department of Higher Education established hereunder and, notwithstanding any provision of this act, the Department of Higher Education shall have no duties, functions or powers with respect to Rutgers, the State University, except for those transferred as aforesaid.

14. All of the duties, functions and powers of the existing Department of Education pertaining to Newark College of Engineering are hereby transferred to and vested in the Department of Higher Education established hereunder and, notwithstanding any provision of this act, the Department of Higher Education shall have no duties, functions or powers with respect to Newark College of Engineering except for those transferred as aforesaid.

APPENDIX XI

LETTERS FROM READERS



COUNCIL FOR HIGHER EDUCATION IN NEWARK

240 High Street / Newark, New Jersey 07102

(201) 645-5551

May 22, 1974

Professor James L. Rigassio, Chairman
Department of Industrial & Management
Engineering
Newark College of Engineering
323 High Street
Newark, New Jersey 07102

Dear Professor Rigassio:

I have read Henry Mauermeyer's thesis entitled Design for a Developing Consortium in its original draft form and also in its final form. It meets with my approval.

The recommendations made in the section on "Summary and Conclusions" fit in very well with many of the problems facing cooperative efforts among colleges and universities. The point, I think, is well made when Mr. Mauermeyer said that most of the cooperative effort so far has been in the field of academic programs with little work having been done in student services and multiple use of facilities, except for libraries.

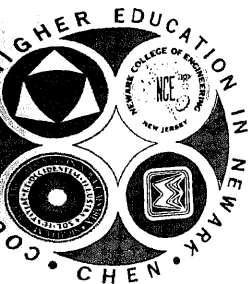
It is my feeling that this is a subject well worth continuing study and probably there will never be any one form of structure which will work for every consortium. However, the general outline indicated here will certainly fit the majority of cases.

With best wishes,

Sincerely,

James B. Kelley
Coordinator

JBK:m



COUNCIL FOR HIGHER EDUCATION IN NEWARK

240 High Street / Newark, New Jersey 07102

(201) 645-5551

May 22, 1974

Professor James L. Rigassio, Chairman
Department of Industrial & Management
Engineering
Newark College of Engineering
323 High Street
Newark, New Jersey 07102

Dear Professor Rigassio:

This is in response to the letter dated May 22, 1974 from
Dr. James B. Kelley regarding my thesis Design for a Developing
Consortium.

I wish to express my thanks to Dr. Kelley for his support
and guidance in developing my thesis. In addition, the time
spent in reviewing the drafts is acknowledged and sincerely
appreciated.

Sincerely yours,

Henry A. Mauermeyer

HAM:m

May 20, 1974

Professor James L. Rigassio
Chairman
Department of Industrial & Management Engineering
Newark College of Engineering
Newark, N. J. 07102

Re: Master's Thesis - Henry A. Mauermeyer

Dear Professor Rigassio:

I have read in detail the rough draft of the thesis Mr. Mauermeyer will submit in partial fulfillment of the requirements for a Master's degree from the Newark College of Engineering. I believe this thesis satisfactorily meets those requirements in terms of content and extent. My principal concern which I discussed with Mr. Mauermeyer is his tendency to develop a more complicated management structure than I believe is warranted. During our discussion he did, however, clarify some of the confusion which I found in the first rough draft.

I believe the approach he is suggesting to be valid. During our discussion I brought up what I believe to be a very important point, namely, care must be taken to not place the consortium in competitive position with its constituents. This caution seems particularly appropriate in that section of the thesis dealing with the appointment of task force members. Mr. Mauermeyer suggests that such appointments are the responsibility of the coordinator with the approval of the member institutions. I indicated to him that I believe the appointments should come from the member institutions.

All in all, he clearly has thought extensively and worked very hard to produce this thesis. It has my approval.

Professor James L. Rigassio
Page Two
May 20, 1974

If you have any questions or wish to obtain additional comments from me, please do not hesitate to call or write. I greatly appreciate this opportunity to read the rough draft and to discuss this interesting thesis with Mr. Mauermeyer.

Sincerely yours,

William M. Heston,
Executive Director

WMH/mw



COUNCIL FOR HIGHER EDUCATION IN NEWARK

240 High Street / Newark, New Jersey 07102

(201) 645-5551

May 22, 1974

Professor James L. Rigassio, Chairman
Department of Industrial & Management
Engineering
Newark College of Engineering
323 High Street
Newark, New Jersey 07102

Dear Professor Rigassio:

The following is in response to the letter of May 20, 1974 from Dr. William Heston regarding my thesis, "Design for a Developing Consortium."

I concur with Dr. Heston's comment that appointments to consortium committees be made by the member institution rather than the consortium director. The thesis now reflects this recommendation.

His comments regarding the high degree of management structure included in the design, while having some basis in fact, do limit the model unnecessarily. The lack of a structured approach for consortium development has been identified. For this reason, the attention given the management structure is warranted in the general model. A given consortium director may choose not to utilize the model in its entirety because his particular circumstance does not warrant it. However, the consortium director, not the author, should make that decision.

I recognize the difficulties encountered in reviewing a rough draft and am indebted to Dr. Heston for his efforts.

Sincerely yours,

Henry A. Mauermeyer

HAM:m