Date: July 19, 1978

From: Office of the Chancellor

Subject: Sharing the University’s Resources

The need to encourage the kinds of sharing which are reported in the attached article is fairly obvious. Any examination of the various relationships which already exist among the University’s campuses would provide many other examples of institutions finding ways cooperatively to extend our instructional, research, and service resources. I believe that there could be many more.

In the face of tight fiscal circumstances, campus self-interest requires new initiatives to take greater advantage of the unmatched human and physical resources available within the University. Obstacles to intercampus cooperation seem to arise from time to time, however, out of actual or perceived constraints. One of the major services which the central staff can provide is to assist campuses in finding ways to provide the maximum possible services to the people of the State using the resources of the University’s staff, facilities, and finances that are entrusted to our direction.

If a campus finds an impediment to sharing resources across campuses or to the full utilization of its own resources in the service of the University’s purposes, I ask you to call upon the staff to assist you in finding a legitimate way to remove or to minimize the difficulty.

Clifton R. Wharton, Jr.
Chancellor

Attachment

This memorandum addressed to:

- Presidents, State-Operated Campuses
- Presidents, Community Colleges
- Deans, Statutory Colleges

Copies for information to:
- President Rose
- Vice President Cook
The Rhode Island School of Design wants to accept more students but does not have the space. The Santa Fe, N.M., campus of St. John's College of Maryland has some empty dormitory rooms. Wouldn't it be nice if the design school could send some students to Santa Fe?

That is precisely what will happen next September under an unusual agreement worked out in recent weeks by trustees of the two institutions.

Despite the geographic distance and the widely divergent goals of the colleges involved, 40 to 60 art and design students will spend their freshman year working among the humanists of St. John's. The Rhode Island school will also send along one liberal arts professor and two studio-art professors to help with the teaching.

The arrangement, while unique in many ways, is indicative of a new flexibility that is developing among private colleges. Anxious to make the best possible use of expensive physical resources, many are entering into cooperative efforts with other institutions.

"The word is 'share'—not 'build,'" said Lee Hall, the painter who is president of the Rhode Island School of Design. "Many private colleges are shackled by their size and need more scale to operate efficiently. So at any time you can find a compatible arrangement of this kind, it is worth a try."

The design school, situated in Providence, has 1,400 students in 19 programs ranging from printing and apparel design to painting and architecture.

Although it has a substantial waiting list, Dr. Hall said it needed more freshmen to spread out the cost of the programs, but had no room for them on campus.

St. John's has the opposite problem. Like the main campus in Annapolis, Md., the Santa Fe branch specializes in teaching liberal arts through a highly structured "Great Books" program that revolves entirely around seminars and independent study projects. It came into being in the early 1960's when the Annapolis campus grew beyond the 300 or so students that St. John's considers the ideal learning environment.

In the last few years, however, enrollment at Santa Fe has dipped from 300 to 250.

The unlikely new cooperative arrangement resulted from a longtime friendship between Dr. Hall and Dr. Richard Weigle, who worked it out and have now sold it to their respective boards of trustees.

While the particular mix of the Rhode Island School of Design and St. John's is unique, the idea of cooperation among private colleges for mutual benefit is not. In an effort to get the most possible mileage out of their facilities and physical plants, independent institutions are entering into a growing number of cooperative deals ranging from the use of classrooms to joint degree programs.

New York University, for example, has cooperative arrangements with 16 other institutions involving more than two dozen academic disciplines, as well as a library-sharing arrangement with Cooper Union and the New School. Its graduate school of arts and sciences, for example, has an arrangement with Columbia University under the New School's Ibero-American studies, Near East studies, and Portuguese, Turkish and Slavic languages.

In September, New York University and Manhattanville College in Purchase, N.Y., implemented an agreement under which the university in Washington Square would offer master of science degrees in biology, chemistry, computer science and mathematics at Manhattanville. New York University's Graduate School of Business has a similar arrangement, which calls for joint administration by the two institutions, and others are expected to be developed in the future.

Public institutions are also moving toward new types of cooperative arrangements. In September, the State University of New York initiated a new "Inter-Campus Doctoral Fellowship Program" under which students at one campus can now study under the tutelage of scholars at other State University institutions.

The City University of New York will become part of the program in September, and its Graduate Center is now in the process of developing possible coordination of doctoral programs with New York University, Columbia and other local private colleges and universities.