

STUDY COMMISSION
CASE INSTITUTE OF TECHNOLOGY-WESTERN RESERVE UNIVERSITY

2009 ADELBERT ROAD
CLEVELAND, OHIO 44106

TELEPHONE: 791-5575
AREA CODE 216

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INTERIM REPORT BY THE COMMISSION TO THE BOARDS OF TRUSTEES
OF CASE AND WESTERN RESERVE UNIVERSITY

The Study Commission on possibilities for closer cooperation between the Case Institute of Technology and Western Reserve University is well launched on its inquiry and wishes to submit an interim summary report to the two Boards of Trustees.

The Commission early decided that it wished to proceed pragmatically. Accordingly, it has been examining the two institutions function by function, and unit by unit, in order to deepen its understanding of the character, achievements and potentialities of the two institutions separately and collectively. In some cases where these preliminary inquiries indicated that interdepartmental, interdisciplinary, or interinstitutional cooperation seemed especially promising, the Commission has sponsored explorations of the possibilities for such cooperation. Thus, interdepartmental committees have been set up to look into possibilities of increased cooperation between the Case and W.R.U. Physics, Chemistry and Mathematics Departments. An informal task force on the Behavioral Sciences has inspired a survey of existing efforts and interests in this broad area and two faculty members are carrying out the inquiry under the Commission's auspices. The Commission will also sponsor an examination by qualified consultants of opportunities for creative cooperation between the Case and W.R.U. Libraries. The Commission staff is examining other areas of interest, such as Urban Studies, which might generate further cooperative effort and the Commission is supporting an inquiry, initiated by Case, into opportunities for program development in Urban Studies. It is also looking into opportunities for strengthening management services and efficiency through cooperative arrangements. It has also been examining the scale and effort of nearby educational institutions supported by state and other governmental funds.

Despite the Commission's determination to begin pragmatically and to postpone to the later stages of its inquiry any formulation of overall patterns of cooperation, there are preliminary observations which it seems appropriate to set forth at this time.

The first is that the Commission's studies have greatly strengthened its belief that, at both institutions, progress toward higher standards of academic quality and achievement will be enhanced by extension

of the cooperation that already exists, and indeed depends upon such growth of cooperation. The record of achievement under the existing programs of academic cooperation is impressive. The Commission believes that both institutions have profited in various ways and that, in some cases, opportunities for significant academic achievement have been opened up that would not have been possible without cooperative programs. These promising beginnings convince us that other experiments in cooperation can be tried and that the area of cooperation should be extended.

Hence, the Commission considers that its mission is to inquire into ways in which the two institutions can best reinforce each other, both as to programs and as to organization, in the interest of higher standards of academic attainment, and to make recommendations growing out of such inquiries. In doing so, the Commission holds no preconceived beliefs as to how such mutual reinforcement can best be achieved. It is, however, moved by the conviction that the fullest feasible development of such reinforcement is essential to the attainment by Case and Western Reserve of the standards of academic excellence and leadership toward which the Commission believes both institutions aspire.

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