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A Study of the Attitudes of the Chief Administrators of the Small Private Liberal Arts Colleges in Illinois Toward Programs of Inter-Institutional Cooperation

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A STUDY OF THE ATTITUDES OF THE CHIEF ADMINISTRATORS OF THE
SMALL PRIVATE LIBERAL ARTS COLLEGES IN ILLINOIS TOWARD
PROGRAMS OF INTER-INSTITUTIONAL COOPERATION

by
Rev. David L. Brecht, O.S.A.

A Dissertation Submitted to the Faculty of the
Graduate School of Loyola University of
Chicago in Partial Fulfillment of
the Requirements for the Degree
of Doctor of Philosophy

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Inspiration for undertaking the doctoral program and for developing an interest in inter-institutional cooperation must be credited to Robert E. Burns, President of Tolentine College from 1966 through 1971. His gentle prodding "in season and out of season" bears its fruit in this study and in the doctoral degree.

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	iv
LIST OF FIGURES	x
Chapter	
I. INTRODUCTION	1
II. REVIEW OF RELATED LITERATURE	36
III. EXPLANATION OF THE HYPOTHESES	57
IV. DESCRIPTION OF PROCEDURES	84
V. REPORT ON SURVEY RESULTS	100
VI. CONCLUSIONS	201
VII. RECOMMENDATIONS	211
BIBLIOGRAPHY	219
APPENDIX	226
APPROVAL SHEET	241

LIST OF TABLES

Table	Page
1. Trends in Higher Education	2
2. Public and Private College and University Enrollments, 1940-1970 .	6
3. Enrollment in Institutions of Higher Learning in the State of Illinois	19
4. Illinois Institutions Participating in or Interested in Inter- Institutional Cooperative Programs	60
5. Distribution of the Three Types of Private Colleges Among States Having at Least 50 Higher Educational Institutions	73
6. The Form of Agreement Existing Among Institutions Participating in Cooperative Arrangements	78
7. Age of the Institutions	101
8. Enrollment for 1972-1973 Against Previous Enrollments	101
9. Evidence of Plant and Grounds Upkeep and Maintenance	102
10. Distribution of Responses Indicating Degree of Interest in Establishing or Expanding Programs of Inter-Institutional Cooperation in the Category "Administration"—e.g. Shared Computers and Data Processing, Cooperative Purchasing	103
11. Distribution of Means and Medians for the Three Groups in Responses to Item 1, 1) Administration	105
12. Distribution of Responses Indicating Degree of Interest in Establishing or Expanding Programs of Inter-Institutional Cooperation in the Category "Facilities"—e.g. Major Facilities Sharing, Audio-Visual Pool and Closed Circuit TV, Inter-Library Borrowing Privileges	105
13. Distribution of Means and Medians for the Three Groups in Responses to Item 1, 2) Facilities	107

Table	Page
14. Distribution of Responses Indicating Degree of Interest in Establishing or Expanding Programs of Inter-Institutional Cooperation in the Category "Services"—e.g. Shared Student Counseling and Medical Services, Inter-Campus Cultural Events Privileges	107
15. Distribution of Means and Medians for the Three Groups in Responses to Item 1, 3) Services	109
16. Distribution of Responses Indicating Degree of Interest in Establishing or Expanding Programs of Inter-Institutional Cooperation in the Category "Personnel"—e.g. Faculty Rotation Plan, Joint Faculty Contracts	109
17. Distribution of Means and Medians for the Three Groups in Responses to Item 1, 4) Personnel	111
18. Distribution of Responses Indicating Degree of Interest in Establishing or Expanding Programs of Inter-Institutional Cooperation in the Category "Enrichment Academic"—e.g. Limited Credit and Course Reciprocity to Allow Greater Variety for Course Selection; Contractual Interchange with Specialized Courses; Shared Courses in Course Areas Where Enrollment Would Be Very Small at One Institution; Joint Continuing Education Programs	111
19. Distribution of Means and Medians for the Three Groups in Responses to Item 1, 5) Enrichment Academic	113
20. Distribution of Responses Indicating Degree of Interest in Establishing or Expanding Programs of Inter-Institutional Cooperation in the Category "Extensive Cooperation"—e.g. Joint Operation of a Single School (School of Music, e.g.) or Department Instead of Each Institution Operating its Own; Extensive Credit and Course Reciprocity; One School Supplying a Department for All Cooperating Schools with Elimination of Respective Departments in Other Cooperating Schools	113
21. Distribution of Means and Medians for the Three Groups in Responses to Item 1, 6) Extensive Cooperation	115
22. Reasons Given for Private Liberal Arts Schools Having an Advantage over State Schools Relative to Experimenting with Programs of Inter-Institutional Cooperation	118
23. Programs in which Schools are Currently Involved	119
24. Degree of Interest in Establishing or Expanding Programs of Cooperation	119

Table	Page
25. Reasons Given for Willingness to Sacrifice Some Institutional Autonomy in a Mutual Pooling of Educational Resources	125
26. Ranking of Desire to Retain Complete Autonomy Relative to Programs of Inter-Institutional Cooperation in the Category "Administration-Facilities-Services-Personnel"	127
27. Distribution of Means and Medians for the Three Groups in Responses to Item 16, 1) Administration-Facilities-Services-Personnel	129
28. Ranking of Desire to Retain Complete Autonomy Relative to Programs of Inter-Institutional Cooperation in the Category "Enrichment Academic"	129
29. Distribution of Means and Medians for the Three Groups in Responses to Item 16, 2) Enrichment Academic	131
30. Ranking of Desire to Retain Complete Autonomy Relative to Programs of Inter-Institutional Cooperation in the Category "Extensive Cooperation"	131
31. Distribution of Means and Medians for the Three Groups in Responses to Item 16, 3) Extensive Cooperation	133
32. Programs in which Schools are Currently Involved	134
33. Comments on Inter-Institutional Cooperation: as Enrichment for an Institution's Own Integral Program vs. Cooperation as an Inauguration of a Vastly Expanded New Delivery System	134
34. Programs in which Schools are Currently Involved	143
35. Degree of Interest in Establishing or Expanding Programs of Cooperation	143
36. Attitudes Toward Cooperation with State Institutions (Private/Public or Church/Public)	144
37. Fear for the Preservation of Autonomy Relative to Inter-Institutional Cooperation	145
38. Areas Listed Where Financial Disadvantage is Felt for Inaugurating Programs of Inter-Institutional Cooperation with Four-Year State Schools	150
39. Number of Respondents who Feel Their Institutions Barter from a Position of Weakness in Arranging Programs of Inter-Institutional Cooperation with Four-Year State Schools	151

Table	Page
40. Number of Respondents Who Feel Their Institutions Would be the Chief Gainers in Programs of Inter-Institutional Cooperation with Four-Year State Schools	151
41. The Nature of Gain Expected by Representatives of Private Schools Who Expect Their Institutions to be the Chief Gainers in Programs of Inter-Institutional Cooperation with Four-Year State Schools	152
42. List of Private College Offerings for Barter in Arranging Programs of Inter-Institutional Cooperation with Four-Year State Schools	156
43. List of Private College Services of Which Nearby State Schools are Thought to Have Need	157
44. Sense of Inferiority in Approaching State Schools for Cooperative Programs	158
45. Number of Respondents who Rank Student Programs Over Programs of the Institutions as Primary in Order of Consideration for Determining Specifics of Programs of Inter-Institutional Cooperation	162
46. Respondents Who Ranked Student Programs Over Institutional Programs and Who Also Ranked Desire to Retain Complete Autonomy as Merely "Mild" or Lower	165
47. Respondents Who Ranked Student Programs Over Institutional Programs and Who Also Believe that Inter-Institutional Cooperation Does Not Weaken the Prestige of One's School	165
48. Respondents Who Ranked Student Programs Over Institutional Programs and Who Expressed Willingness to Sacrifice Some Autonomy for Cooperation	166
49. Fear for the Preservation of Autonomy Relative to Inter-Institutional Cooperation	166
50. Feelings as to the Relative Importance to be Attached to the Programs of Individual Students and the Programs of the Institution in the Establishment of Cooperative Arrangements	167
51. Evidence of Direct, Positive Relationship Between Central Concern for Student Programs in Establishing Cooperative Arrangements and Little Fear for Autonomy	167
52. Identification of Levels of Structure Believed Essential for Programs of Inter-Institutional Cooperation	171

Table	Page
53. Respondents Who Expressed Desire to Retain Complete Autonomy as "Strong" or Higher and Who Also Believe that Structure of "Contract" or Higher is Essential for Programs of Cooperation .	176
54. Respondents Who Expressed Desire to Retain Complete Autonomy as "Strong" or Higher and Who Also Believe All Details of Cooperative Programs Must be Worked Out in Advance	177
55. Respondents Who Expressed Desire to Retain Complete Autonomy as "Strong" or Higher and Who Also Believe that Administrative Structures and Staff Must be Added to Existing Structures and Staff for Operating Cooperative Programs	177
56. Respondents Who Believe that Cooperation with Other Schools Weakens the Prestige of One's School and Who Also Believe that Structure of "Contract" or Higher is Essential for Programs of Cooperation	178
57. Respondents Who Believe that Cooperation with Other Schools Weakens the Prestige of One's School and Who Also Believe that All Details of Cooperative Programs Must be Worked Out in Advance	178
58. Respondents Who Believe that Cooperation with Other Schools Weakens the Prestige of One's School and Who Also Believe that Administrative Structures and Staff Must be Added to Existing Structures and Staff for Operating Cooperative Programs	179
59. Fear for the Preservation of Autonomy Relative to Inter-Institutional Cooperation	179
60. Preferences for Formality of Governance Structures of Cooperative Arrangements Relative to Institutional Autonomy	180
61. Positive Relationship Between Fear for Autonomy and Attitudes Revealing Belief in Formality of Governance Structures for Cooperative Arrangements	180
62. Aspects Under Which Programs of Cooperation are Believed to be Helpful for Survival	186
63. Identification of Ways in Which Programs of Inter-Institutional Cooperation are Thought to be Essential to the Survival of Respondents' Schools	188
64. Attitudes on the Relationship of Cooperation to Survival	189
65. Number of Respondents Who Claim that Programs of Inter-Institutional Cooperation Would be (are) a Cost Saving Factor for Their Schools	194

Table	Page
66. Identification of Basis for Holding that Programs of Inter-Institutional Cooperation Would be (are) a Cost Saving Factor or Would Not be (are not) a Cost Saving Factor	194
67. Number of Schools Which Have Entered Into Programs of Inter-Institutional Cooperation with Cost Analysis Studies	196
68. Number of Institutions Which Have Done Cost Analysis Studies for Programs of Inter-Institutional Cooperation	196
69. Attitudes Toward Cost Analysis Studies for Programs of Inter-Institutional Cooperation	197
70. Money Saving Aspects of Cooperation	197
71. Number of Cooperative Programs Compared with Programs with Cost Analysis	198

LIST OF FIGURES

Figure	Page
1. Percent of Total On Campus Enrollment in Public Institutions and Percent in Private Institutions	16
2. Projected Illinois On-Campus Degree Headcount Enrollment	18
3. Map of Illinois, Showing Locations of Institutions of Higher Education by Standard Metropolitan Statistical Area, Excluding the Chicago Area	22
4. Chicago SMSA, Showing Locations of Institutions of Higher Education	25
5. Graph of Distribution of Table 10, Comparing the Three Groups . .	104
6. Graph of Distribution of Table 12, Comparing the Three Groups . .	106
7. Graph of Distribution of Table 14, Comparing the Three Groups . .	108
8. Graph of Distribution of Table 16, Comparing the Three Groups . .	110
9. Graph of Distribution of Table 18, Comparing the Three Groups . .	112
10. Graph of Distribution of Table 20, Comparing the Three Groups . .	114
11. Graph of Percentages of Respondents Who Indicated Willingness to Experiment with Programs of Inter-Institutional Cooperation . .	116
12. Graph of Percentages of Respondents Who Indicated Belief that Private Liberal Arts Schools Have an Advantage Over State Schools Relative to Experimenting with Programs of Inter-Institutional Cooperation	117
13. Graph of Percentages of Respondents Who Indicated Willingness to Sacrifice Some Institutional Autonomy in a Mutual Pooling of Educational Resources	124
14. Graph of Distribution of Table 26, Comparing the Three Groups . .	128

Figure	Page
15. Graph of Distribution of Table 28, Comparing the Three Groups . .	130
16. Graph of Distribution of Table 30, Comparing the Three Groups . .	132
17. Graph of Percentages of Respondents Who Indicated Belief in <u>Principle</u> that Programs of Inter-Institutional Cooperation Should be Primarily Enrichment Adjuncts to a School's Independent Academic Program	133
18. Graph of Percentages of Respondents Who Indicated Fear of Church/State "Entanglement" Risks in Cooperation with Public Colleges and Universities	139
19. Graph of Percentages of Respondents Who Fear that Programs of Inter-Institutional Cooperation Between Their Institutions and State Institutions Might Weaken the Unique Character of Their Private Institutions	140
20. Graph of Percentages of Respondents Who Fear Undesirable Control Over Private Schools by the State or Federal Government as a Result of Inter-Institutional Cooperation Between Private and Public Schools	141
21. Graph of Percentages of Respondents Who Hesitate to Involve Their Schools in Programs of Inter-Institutional Cooperation Which Will Couple Them in Joint Financial Contracts with Public Institutions	142
22. Graph of Percentages of Respondents Who Feel Their Schools are at a Financial Disadvantage for Inaugurating Programs of Inter-Institutional Cooperation with Four-Year State Schools	149
23. Graph of Percentages of Respondents Who Believe that Nearby State Schools Have Need of Some of Their Schools' Services	153
24. Graph of Percentages of Respondents Who View Their Schools as Inferior to the Four-Year State School	154
25. Graph of Percentages of Respondents Who Feel that Partnership with Another School in a Program of Inter-Institutional Cooperation Weakens the Prestige of One's School	164
26. Graph of Percentages of Respondents Who Believe that All Details of Programs of Inter-Institutional Cooperation Should be Worked Out in Advance of the Initiation of the Programs	173
27. Graph of Percentages of Respondents Who Believe that Administrative Structures and Staff Must be Added to Existing Administrative Structures and Staff to Manage Programs of Inter-Institutional Cooperation	174

Figure	Page
28. Graph of Percentages of Respondents Who Feel that Partnership with Another School in a Program of Inter-Institutional Cooperation Weakens the Prestige of One's School	175
29. Graph of Percentages of Respondents Who Feel that Partnership with Another School in a Program of Inter-Institutional Cooperation Weakens the Prestige of One's School	184
30. Graph of Percentages of Respondents Who Feel that Programs of Inter-Institutional Cooperation Would be Helpful to the Survival of Their Schools	185
31. Graph of Percentages of Respondents Who Feel that Programs of Inter-Institutional Cooperation May Well be Essential to the Survival of Their Schools	187
32. Graph of Percentages of Respondents Who Plan on Establishing or Contracting for Cost Analysis Studies Relative to Plans for New or Expanded Programs of Inter-Institutional Cooperation	193

CHAPTER I

INTRODUCTION

The State of Higher Education

In the Carnegie Commission sponsored work Efficiency in Liberal Education, A Study of Comparative Instructional Costs for Different Ways of Organizing Teaching-Learning in a Liberal Arts College, Bowen and Douglass pointed out that American higher education in 1970 was a "thriving, going concern."¹ From 1955 to 1970 enrollments rose 179%, total expenditures increased more than 400%, and cost per student doubled.² (Table 1) But the "thriving, going concern" has recently awakened to the fact that it is in serious trouble. "Higher education is clearly on notice that a fiscal plateau has been reached. An enrollment peak is but a decade away."³ The financial and enrollment crises have been documented by a number of studies and are rapidly becoming matter for grave concern.⁴

The Twelve College Cost-Quality Study accepts as valid the principle

¹Howard R. Bowen and Gordon K. Douglass, Efficiency in Liberal Education, A Study of Comparative Instructional Costs for Different Ways of Organizing Teaching-Learning in a Liberal Arts College (St. Louis: McGraw-Hill Book Company, 1971), p. 1.

²Ibid., p. 1.

³The Illinois Board of Higher Education, Fiscal 1973 Budget Recommendations for Higher Education Programs (Springfield, Illinois: The Illinois Board of Higher Education, 1972), p. 1.

⁴McKinsey and Company, Inc., The Twelve College Cost-Quality Study (Washington: McKinsey and Company, Inc., 1972); p. 1.

TABLE 1
TRENDS IN HIGHER EDUCATION^a

	1955-56	1969-70	Projected 1980-81
Total expenditures (billions of dollars)	4.1	22.5	39.0 ^b
Total expenditures as percent of GNP	1.0%	2.4%	2.8%
Enrollment (millions)	2.8	7.8	11.5
Educational and general expenditure per student (dollars)	929	1,865	2,857 ^b

^aHoward R. Bowen and Gordon K. Douglass, Efficiency in Liberal Education, A Study of Comparative Instructional Costs for Different Ways of Organizing Teaching-Learning in a Liberal Arts College (St. Louis: McGraw-Hill Book Company, 1971), p. 1.

^bAssumes constant dollars after 1968-69.

that the deteriorating financial condition of higher education is a consequence of a fundamentally changed economic environment rather than of temporary aberrations such as high inflation or a falling stock market.⁵ Bowen firmly believes that the American people could, if they chose, provide enough money for good higher education, even in times of declining economic activity. He places the rising problem in a changed scale of public and private priorities relative to education and fiscal management.⁶

Accepting these facts as given, the Newman Report on Higher Education challenges higher education as an integral part of a changed society to face as a primary issue: effective use of resources.⁷

The Private Sector

Were the system of higher education in the United States of one unified fabric, the task at hand would be greatly simplified. However, a dual system of higher education gravely complicates an already complex problem.

If public institutions of higher learning are in serious trouble with finances and the allocation of resources, private institutions are in for more serious trouble. In the report "The Red and the Black: A Preview," Jellema stated:

Statistically summarized and arranged in five enrollment level categories, the financial condition of all private colleges and universities from 1967-68 through 1968-69 and 1969-70 has steadily worsened. By 1968-69, private colleges and universities in every enrollment level category but one, taken as a statistical average,

⁵Ibid., p. 1.

⁶H. R. Bowen, "Does Private Education Have a Future," Liberal Education, LVII (May, 1971), p. 282.

⁷Frank Newman et al., Report on Higher Education (Washington: U. S. Government Printing Office, 1971), p. 28.

were showing a deficit. Not a contrived "deficit", not an indirect student aid "deficit" (which all private institutions have been running for years), not the kind of "deficit" administrators sometimes submit to their boards to stimulate giving, not the "deficit" sometimes sported before annual gift money or contributed services provided by a religious order are included as income, but an actual current fund deficit: akin to the kind you and I have when our total expenditures are larger than our total actual income.⁸

In his report on Project SEARCH, Paul Reinert cited the Association of American Colleges as making the prediction: "Some two hundred [private institutions] will exhaust their liquid assets before the end of 1972."⁹ Jenny and Wynn in their study of income and expenditure in private colleges The Turning Point, A Study of Income and Expenditure Growth and Distribution of 48 Private Four-Year Liberal Arts Colleges, 1960-1970 concluded: "The colleges in the sample have experienced more inflation—substantially more—than the economy as a whole and in the aggregate only a little more real growth. And because of their peculiar pricing habits, the cost to the unsubsidized buyer has been rising at more than three times the annual rate of the FTES real cost or output improvement!"¹⁰

Jellema refers to two studies with respect to cost of education at the private college. The data for one study were supplied by Professor Baumol of Princeton. They project a rise in cost per student of sixteen times the 1968 level in the next forty years. A study conducted in Texas in 1968 indicated that in 1985 the student at a private university would be paying

⁸William W. Jellema, "The Red and the Black: A Preview," Liberal Education, LVII (May, 1971), p. 149.

⁹Paul C. Reinert, S.J., To Turn The Tide (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972), p. 15.

¹⁰Hans H. Jenny and Richard G. Wynn, The Turning Point, A Study of Income and Expenditure Growth and Distribution of 48 Private Four-Year Liberal Arts Colleges, 1960-1970 (Wooster, Ohio: The College of Wooster, 1972), p. 14.

\$17,324 per year tuition.¹¹

According to Cartter, the ratio of major college costs in private institutions to those in public institutions had remained stable from 1928 until 1960. In the decade of the 1960's that ratio changed from a 1.6:1 constant to 2:1 and was projected to increase to 2.5:1.¹²

As for enrollments, in the early twentieth century, the private sector of American higher education still took in over two-thirds of all college and university students. The public sector's share began to rise steadily to about 50 percent by the 1930's. By 1965, 67.8 percent of college and university students were enrolled in public institutions.¹³ Enrollment for the academic year 1970-1971 indicated that nearly 75 percent of students reported in the Higher Education General Information Survey were attending public institutions.¹⁴ (Table 2) In an address to a Section meeting of the National Conference on Higher Education in March, 1972, Harry A. Marmion predicted that by 1980 no more than 10 to 15 percent of higher education students will be enrolled in private schools.¹⁵

Strange as it may seem, while public institutions are straining to accomodate ever expanding student bodies, in many States private schools

¹¹Jellema, op. cit., p. 147.

¹²R. O. Berdahl, "Private Higher Education and State Governments," Educational Record, LI (Summer, 1970), p. 286, quoting Allan M. Cartter, "Some Financial Implications of An Enlarged Federal Aid Program," (unpublished MS., Chancellor's Office, New York University, 1969).

¹³Berdahl, op. cit., p. 286.

¹⁴George H. Wade, Fall Enrollment in Higher Education, 1970 (Washington: U. S. Government Printing Office, 1971), p. 3.

¹⁵Harry A. Marmion, "The Private College: Alternatives for Survival," address delivered at the National Conference on Higher Education, Chicago, Illinois, March 7, 1972, p. 1.

TABLE 2
PUBLIC AND PRIVATE COLLEGE AND UNIVERSITY ENROLLMENTS,
1940-1970

Year	Approximate Enrollment	Private		Public	
		Number	Percent	Number	Percent
1940 ^a	1,500,000	700,000	46.7	800,000	53.3
1950	2,700,000	1,100,000	40.7	1,600,000	59.3
1960	3,500,000	1,500,000	42.9	2,000,000	57.1
1965	5,900,000	1,900,000	32.2	4,000,000	67.8
1970 ^b	8,700,000	2,200,000	25.3	6,500,000	74.7

^aSource for 1940, 1950, 1960, 1965: R. O. Berdahl, "Private Higher Education and State Governments," Educational Record, LI (Summer, 1970), p. 286.

^bSource for 1970: George H. Wade, Fall Enrollment in Higher Education, 1970 (Washington: U. S. Government Printing Office, 1971), p. 5.

struggle with declining enrollments and empty classroom seats. For 1970-1971, the State of Illinois reported unfilled capacity in the private institutions at 13,419 places.¹⁶ In the fall of 1970, a Governor's Task Force on the Role of Private Higher Education in Missouri reported 9,000 undergraduate vacancies in the private sector for Missouri, while the University of Missouri at St. Louis turned away 500 qualified applicants.¹⁷ A study directed by McFarlane in Virginia revealed 5,000 unoccupied student places in the private institutions of that State for the year 1970-1971.¹⁸ A study sponsored by the Association of Independent Colleges and Universities of Ohio revealed the same sort of situation in the private sector for Ohio.¹⁹

Some prophets of doom read the demise of the private college in the facts and projections of increasing costs and declining enrollments. Bowen wrote in May, 1971: "Many informed people seriously predict the demise of most independent institutions and expect them to be absorbed into the public systems or to go the way of the private preparatory academy."²⁰ The Association of Independent Colleges and Universities of Ohio issued a public statement in December of 1970 which reveals a somewhat pessimistic outlook for the

¹⁶The Illinois Board of Higher Education, A Master Plan for Higher Education in Illinois—Phase III (Springfield, Illinois: The Illinois Board of Higher Education, 1971), p. 34.

¹⁷Reinert, op. cit., p. 78.

¹⁸W. H. McFarlane and J. L. Chronister, Virginia's Private Colleges and the Public Interest, The Case for a Pluralistic System (Durham, North Carolina: National Laboratory for Higher Education, 1971), p. 9.

¹⁹Alvin C. Eurich et al., Toward An Effective Utilization of Independent Colleges and Universities by the State of Ohio (Columbus, Ohio: The Association of Independent Colleges and Universities of Ohio, 1971), pp. 51-52.

²⁰Bowen, "Does Private Education Have a Future," op. cit., p. 280.

future of private higher education for Ohio: "Under such conditions [that the State should establish new four-year public institutions], the proposal that the state should offer to absorb any of the private colleges or universities in Ohio desiring to be part of the state system of higher education should be considered as public policy."²¹ Berdahl quotes Cartter as estimating that if present trends continue, "only a handful of extremely well endowed private institutions will remain as viable quality institutions."²² Reinert states of the future of America's private education in his report on Project SEARCH: "Overmatched against the arch-villain inflation, in concert with lessening support (both financial and attitudinal), and demands from all directions . . . the system of independent colleges and universities, which today educates one-fourth of our young, may topple. Some experts predict it will."²³

Others are not as pessimistic. Jellema does not believe private higher education taken as a collective whole is yet in desperate straits.²⁴

In May, 1971, Bowen wrote:

Also, the present financial crisis is by no means the first one in the history of American higher education. Private higher education did, in fact, survive the Great Depression, World War II, and the early 1950's after the departure of the GI's. Indeed, I can't remember the time when one could be sure where the money was coming from next year, let alone five or ten years hence. In fact, except for the last year or two, I have been continually astonished that my wildest expectations have not only been realized but even surpassed. I have faith that our private colleges will survive the present crisis primarily

²¹Eurich et al., op. cit., p. 53, citing a statement of the Association of Independent Colleges and Universities of Ohio at the Public Hearing on the Master Plan for State Policy in Higher Education—1971, as presented by Dr. Ivan E. Frick, December 7, 1970.

²²Berdahl, op. cit., p. 286.

²³Reinert, op. cit., p. 108.

²⁴Jellema, op. cit., p. 158. However, Jellema warns in the same paragraph that private higher education is not a collective whole.

because the private sector is so valuable a part of our social fabric that the nation cannot afford to let it die.²⁵

Validity of a Dual System

The plight of higher education in general and the peculiar crises of private higher education in particular have driven many serious scholars to re-examine the validity of a dual system of higher education for the United States. The Newman Report on Higher Education concluded:

American higher education is renowned for its diversity. Yet, in fact, our colleges and universities have become extraordinarily similar. . . . The traditional sources of differentiations between public and private, large and small, secular and sectarian, male and female—are disappearing. Even the differences in character of individual institutions are fading.²⁶

On the other hand, numerous studies have attested to the value of the dual system. The Bundy and McConnell Commissions established respectively by the New York and Illinois legislatures both concluded that strong private institutions were important to society and that any deterioration of the private sector would be harmful to the public good.²⁷ Numerous studies conducted by Alexander Astin were drawn upon and coordinated with new research data for the Carnegie Commission supported report The Invisible Colleges, A Profile of Small Private Colleges With Limited Resources to delineate very specifically the researched differences between the public and the private sectors of higher education and the assets of the private sector.²⁸

Bowen believes that "The role of the private sector is to provide

²⁵Bowen, "Does Private Education Have a Future," op. cit., p. 282.

²⁶Newman et al., op. cit., p. 12.

²⁷Summarized by Berdahl, op. cit., pp. 287-288.

²⁸Alexander W. Astin and Calvin B. T. Lee, The Invisible Colleges, A Profile of Small Private Colleges With Limited Resources (St. Louis: McGraw-Hill Book Company, 1972).

diversity and leadership and in so doing to serve the public sector of higher education as well as the society at large."²⁹ In his Project SEARCH report, Reinert takes a conclusion of the Carnegie Commission for Higher Education and reinterprets it. The Commission stated that, "It is extremely important to preserve and strengthen private institutions because they innovate imaginative approaches." It went on to specify the freedom of private institutions which contributes to the general preservation of academic freedom. Reinert admits that the private schools are not living up to their billings at the moment, but he states that they did so in the past and that they have potentiality to do so again in the future.³⁰ Bowen underscores some of the contributions of the private college or university when he writes:

The private college or university contributes to diversity when it offers differentiated styles of education suited to particular clienteles. A private college contributes by serving a particular area, a particular vocation, a particular ethnic or religious group. It may offer small, personalized community life; it may appeal to those who place importance on the transmission of values through higher education; it may cater to those of exceptional ability, or alternatively to those of low ability; it may offer unusual methods of instruction; it may provide opportunities for off-campus study or social service; it may appeal to adult learners; etc. . . .³¹

Of special concern today in the general move toward homogenization of higher education is the secularization of the private sector, once almost wholly church-related. Advocates of the Christian college are strongly supporting an effort to reverse the trend toward secularization. McGrath believes that, "Unless the objectives and functions of these institutions differ from their secular counterparts, there is nothing particular to say about their future." And, "It is no exaggeration to say that the ability and wil-

²⁹Bowen, "Does Private Education Have a Future," op. cit., p. 280.

³⁰Reinert, op. cit., pp. 31-32.

³¹Bowen, "Does Private Education Have a Future," op. cit., pp. 280-81.

lingness of the Christian colleges to establish and sustain a unique set of purposes will in large measure determine their chances for survival. The very adjective used to identify these institutions, Christian, signifies that their peculiar purposes must be derived from religion."³² William McNamara makes a similar plea for the Catholic school: "If a Catholic College or University does not clearly admit and proclaim these goals [in-structuring of Christian values] as its end and does not create a curriculum and atmosphere to serve this end, it has no right to exist."³³

Although the Newman Report on Higher Education clearly proclaims that going to college today typically means attending a large, public institution and this will be even more true in the future,³⁴ there certainly are substantial minorities in the student population who require the options made possible in the different schools of the private sector.³⁵

Efficient Use of All Resources

The public and private sectors of education should not be pitted one against the other. In his annual report as President of the Association of American Colleges, January, 1972, Frederic Ness stressed the interdependency of the two systems, although presently threatened by competition for funds.³⁶

³²E. J. McGrath, "What Will the Future Demand of the Christian College: Consortium for Experimentation," Liberal Education, LVII (December, 1971), p. 436 and p. 430.

³³William McNamara, O.C.D., "To Educators With Love: Can Catholic Colleges Justify Their Existence?," Religious Education, LXV (July-August, 1970), p. 364.

³⁴Newman et al., op. cit., p. 14.

³⁵McGrath, op. cit., entire article.

³⁶Frederic W. Ness, "Report of the President," 1972 Annual Report of the Board of Directors and of the President (Washington: Association of American Colleges, 1972), p. 24.

The conclusions of studies³⁷ and the recommendations of State boards³⁸ are pressing the obvious in these times when they urge the assessment of all educational resources and planned efficient utilization.

Many experts are suggesting that States might aid a foundering private educational system as an alternative to absorbing large numbers of new students at public schools for full cost to the State coffers. As an example, writing on the stress caused by the increasing enrollments in public colleges and universities, D. Parker Young said in October of 1971: "This has caused many states to study the possibility of aiding the private institutions as a means of relieving enrollment pressures and offering educational opportunities to more students at less cost per student. The reasoning, of course, is that it would be far less expensive for a state to aid an existing private institution than to expand state institutions or to construct new ones."³⁹ The McFarlane/Chronister study in Virginia made a clear case for this position relative to that State.⁴⁰ Reinert presents similar data relative to Missouri in the Project SEARCH report.⁴¹

³⁷e.g. Astin and Lee, op. cit., p. 103.

³⁸e.g. a) The Illinois Board of Higher Education, A Master Plan for Higher Education in Illinois—Phase III, op. cit., p. 14.

b) Letter from Ewald B. Nyquist, Commissioner of Education, the University of the State of New York, to the Chancellor of the City University of New York, August 20, 1971.

c) Ohio Board of Regents, "Part a—Introduction," The Ohio Master Plan—1971, reproduced by Eurich, Toward An Effective Utilization of Independent Colleges and Universities by the State of Ohio, op. cit., pp. 43-44.

³⁹D. Parker Young, "Legal Considerations Concerning Public Support for Private Higher Education," Peabody Journal of Education, XLIX (October, 1971), p. 60.

⁴⁰McFarlane and Chronister, op. cit., p. 9.

⁴¹Reinert, op. cit., p. 78.

There is another side to this issue, however. Both the Bundy and McConnell Commissions questioned the savings advocated by Allan M. Cartter through the maneuvers described above. The New York Commission produced evidence that acquisition of the University of Buffalo was preferable to subsidizing a private operation there. The Illinois Commission doubted comparability of unit costs as these were presented to it in the course of its research.⁴²

By September of 1971, twenty-four States had worked out comprehensive programs for higher education within their territories—programs which involved financial aid in various forms to the private sector.⁴³ Several other States are currently working on Master Plans which will furnish financial assistance to private institutions. Certainly one of the leaders in this country for taking action toward a more efficient and effective mustering of higher educational resources in a coordinated effort between public and private schools has been the State of Illinois.

Illinois Master Plans

In 1943 the General Assembly of the State of Illinois created the first of several study commissions on coordinating and planning the higher educational enterprise for the State. Studies were commissioned in 1950, 1954, and in 1957. Finally, in 1961 the General Assembly established the

⁴²Commission to Study Non-Public Higher Education in Illinois, Strengthening Private Higher Education in Illinois (Springfield, Illinois: The Illinois Board of Higher Education, 1969), pp. 41-42.

Also: Select Committee on the Future of Private and Independent Higher Education in New York State, New York State and Private Higher Education (Albany: The New York State Education Department, 1968), p. 53.

⁴³Reinert, op. cit., p. 80.

Board of Higher Education as a permanent coordinating, planning agency.⁴⁴

The Board was mandated to prepare a "Master Plan" for the State, "taking into account the various roles that can be performed by the public universities, the nonpublic colleges and universities, the two-year colleges, public and private, and other educational enterprises."⁴⁵ The Board was also commissioned to engage in continuous research and planning and to recommend as needed such changes in the Master Plan as may become desirable.

The first edition of the Master Plan was ready in July of 1964. It was presented to the General Assembly in 1965 and accepted enthusiastically. At the time of the preparation of the first Master Plan, the private sector enrolled 47% of the college population in the State. Concern was sharp over limited physical facilities and qualified staff in State schools and efforts had to be made to eliminate duplication, waste and uneconomic use of resources.⁴⁶ Since the private sector was flourishing at the time of the original Master Plan and State schools were in need of help, the Plan contains very little relative to the private sector. It strongly praises the private schools as being capable of offering society many educational advantages which public education can not offer and it expresses the desire to include the private sector in all of the future research of the Board.⁴⁷

As soon as the recommendations of the original Master Plan were accepted by the General Assembly in 1965 planning began for a new phase. By

⁴⁴The Illinois Board of Higher Education, A Master Plan for Higher Education in Illinois (Springfield, Illinois: The Illinois Board of Higher Education, 1964), p. 3.

⁴⁵Ibid., p. 3.

⁴⁶Ibid., p. 6.

⁴⁷Ibid., pp. 69-70.

December of 1966 A Master Plan for Higher Education in Illinois—Phase II was ready. The new Plan focused upon the greatly expanding enrollments in the State. However, studies had indicated a drastic shift of the burden of higher education from the shoulders of the private sector to those of the public sector. (Figure 1) Nevertheless, this shift of percentages of total State enrollments did not represent a weakening of the nonpublic sector in decreasing enrollments. The second edition of the Master Plan made the following statement: "There is absolutely no evidence that the nonpublic colleges are being weakened or that their decimation is just around the corner as some of the nonpublic educators believe."⁴⁸ The new Plan flatly rejected the notion that aid to the nonpublic institutions would be of advantage to the Illinois taxpayer, but it reasserted commitment to the private sector and urged expenditure of State revenues in that sector as a sound investment.⁴⁹

The document listed the following four reasons as justifying added expenditure from State general revenues and thus making for a "sound investment":

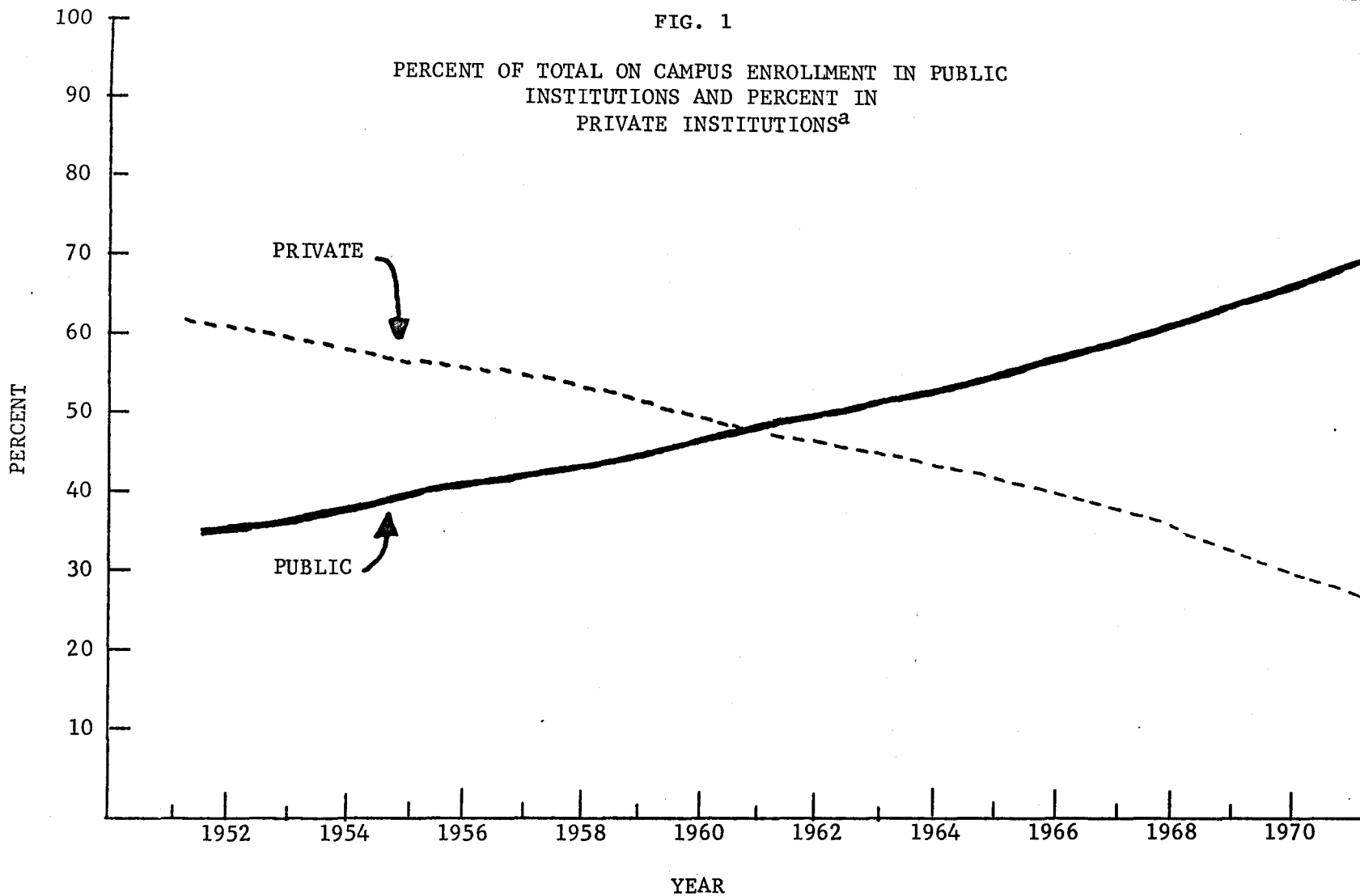
- "1. A student receiving a grant will have a freer choice of institution, one most appropriate for providing the educational program desired.
- "2. A state grant used by the student may offset possible institutional funds reserved to aid that particular student, thus allowing the institution to serve several other worthwhile purposes with the funds thus saved. For example,

⁴⁸The Illinois Board of Higher Education, A Master Plan for Higher Education in Illinois—Phase II (Springfield, Illinois: The Illinois Board of Higher Education, 1966), p. 27.

⁴⁹Ibid., pp. 26-28.

FIG. 1

PERCENT OF TOTAL ON CAMPUS ENROLLMENT IN PUBLIC
INSTITUTIONS AND PERCENT IN
PRIVATE INSTITUTIONS^a



^aG. J. Froelich and A. R. Lewandowski, Enrollment in Institutions of Higher Learning in Illinois (Champaign, Illinois: University Bureau of Institutional Research, University of Illinois, 1971), p. 25.

"a. More top Illinois students now leaving the state may be encouraged to remain in Illinois.

"b. More high quality students from out-of-state may be attracted to Illinois institutions and perhaps subsequently stay in Illinois.

"3. The institutions will be able to refuse admittance to low quality but financially able students in favor of better students having state grants.

"4. Any possible unused capacity in the nonpublic institutions would be used."⁵⁰

Finally, in May 1971 the Board of Higher Education published A Master Plan for Higher Education in Illinois—Phase III. This latest version of the Master Plan had as its subtitle "An Integrated State System." The Plan begins with a reference to impending crisis: "Today, after the first two master plan phases, higher education is confronted by an array of demands and constraints that signal the great need to utilize more effectively all existing resources available to the people of this State."⁵¹ Listed in an enumeration of critical factors demanding urgent resolutions were the following:

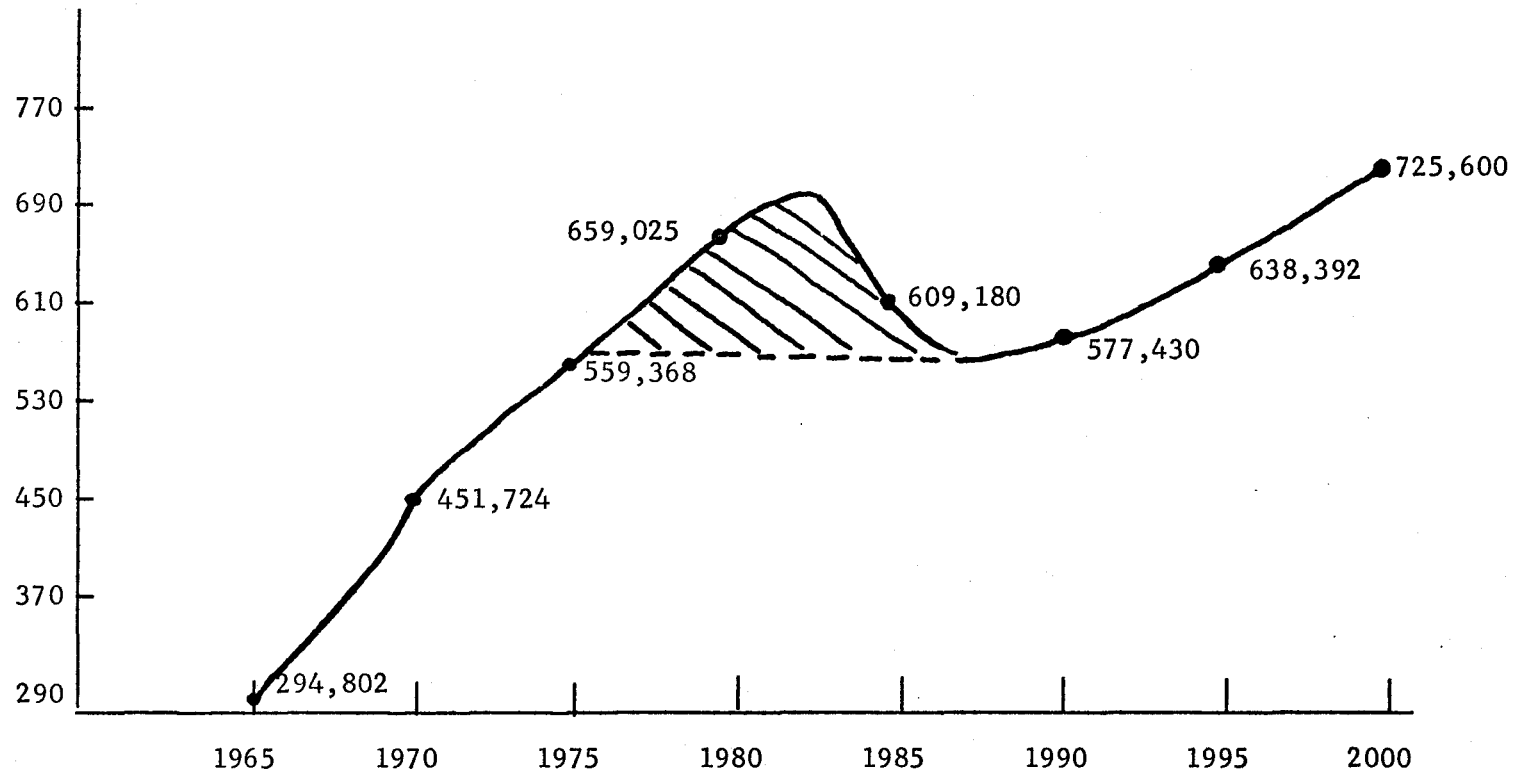
1. The growing realization that financial resources, State and federal, will be limited in the 1970's.
2. The fact that 1980 marks an enrollment peak in a curve that by 1986 will have dipped to 1976 levels. (Figure 2)
3. The almost universal financial and enrollment shortages of the private colleges and universities. (Table 3)

⁵⁰Ibid., pp. 27-28.

⁵¹The Illinois Board of Higher Education, A Master Plan for Higher Education in Illinois—Phase III, op. cit., p. 3.

FIG. 2

PROJECTED ILLINOIS ON-CAMPUS DEGREE HEADCOUNT
ENROLIMENT (ALL INSTITUTIONS)^a



^aThe Illinois Board of Higher Education, A Master Plan for Higher Education in Illinois—Phase III (Springfield, Illinois: The Illinois Board of Higher Education, 1971), p. 30.

TABLE 3

ENROLLMENT IN INSTITUTIONS OF HIGHER LEARNING IN THE STATE OF ILLINOIS^a

Fall of	Name of Institution	On Campus					Off Campus Head Count	Total Deg Cr Head Count	Home Study Head Count	Grand Total			
		Head Count	% Of State Total	Index Base 1962	% Dif Prev Year	FTE Student				Head Count	% of State Total	Index Base 1962	% Dif Prev Year
1951	All Public Institutions	45550	35.99	38									
1952		47030	36.38	39	3.25								
1953		48251	37.86	40	2.60								
1954		54775	39.47	46	13.52								
1955		62671	41.04	52	14.42								
1956		68411	41.97	57	9.16								
1957		71149	42.17	59	4.00								
1958		80484	44.52	67	13.12								
1959		85670	46.02	72	6.44								
1960		96246	48.10	80	12.35								
1961		108943	50.24	91	13.19								
1962		119668	51.70	100	9.84		5167	124835	3458	128293	51.80	100	
1963		129096	52.91	108	7.88		5540	134636	3896	138532	53.22	108	7.98
1964		146414	54.71	122	13.41	113150	5414	151828	4433	156261	55.14	122	12.80
1965		168657	57.18	141	15.19	135612	5787	174444	4098	178542	56.98	139	14.26
1966		182582	58.10	153	8.26	148561	6396	188978	4577	193555	58.15	151	8.41
1967		208912	60.83	175	14.42	167952	7265	216177	4630	220807	60.81	172	14.08
1968		244021	64.49	204	16.81	193456	8239	252260	4602	256862	64.50	200	16.33
1969		274737	67.22	230	12.59	217891	10197	284934	4564	289498	67.11	226	12.71
1970		307258	69.96	257	11.84	242262	13693	320951	4676	325627	70.03	254	12.48
1971		326409	71.13	273	6.23	255578	11897	338306	4398	342704	70.92	267	5.24

TABLE 3--Continued

Fall of	Name of Institution	On Campus				FTE Student	Off Campus Head Count	Total Deg Cr Head Count	Home Study Head Count	Grand Total				
		Head Count	% Of State Total	Index Base 1962	% Dif Prev Year					Head Count	% Of State Total	Index Base 1962	% Dif Prev Year	
1951	All Private Institutions	81027	64.01	72										
1952		82229	63.62	74	1.48									
1953		79181	62.14	71	-3.71									
1954		83993	60.53	75	6.08									
1955		90052	58.96	81	7.21									
1956		94570	58.03	85	5.02									
1957		97570	57.83	87	3.17									
1958		100314	55.48	90	2.81									
1959		100471	53.98	90	.16									
1960		103846	51.90	93	3.36									
1961		107885	49.76	97	3.89									
1962		111793	48.30	100	3.62		2393	114186	5189	119375	48.20	100		
1963		114879	47.09	103	2.76		2058	116937	4846	121783	46.78	102	2.02	
1964		121199	45.29	108	5.50	92111	2779	123978	3164	127142	44.86	107	4.40	
1965		126313	42.82	113	4.22	98814	5299	131612	3170	134782	43.02	113	6.01	
1966		131674	41.90	118	4.24	104810	4402	136076	3224	139300	41.85	117	3.35	
1967 ^a		134538	39.17	120	2.18	109147	4661	139199	3125	142324	39.19	119	2.17	
1968	134392	35.51	120	-.11	109941	3702	138094	3309	141403	35.50	118	-.65		
1969	133968	32.78	120	-.32	110291	4288	138256	3616	141872	32.89	119	.33		
1970	131930	30.04	118	-1.52	108303	4616	136548	2759	139307	29.97	117	-1.81		
1971	132478	28.87	119	.42	109740	5199	137677	2559	140236	29.08	117	.67		

^aG. J. Froehlich and A. R. Lewandowski, Enrollment in Institutions of Higher Learning in Illinois (Champaign, Illinois: University Bureau of Institutional Research, University of Illinois, 1971), p. 31.

^bSince the peak year in 1967, enrollment in the private sector has shown a downward trend. To this must be added the fact that an increase in capacity in the private sector in the late 1960's resulted in 13,419 empty student places in private Illinois colleges and universities for the academic year 1970-1971.

4. The duplication of effort and programs among all institutions.⁵²

Illinois Common Market

A Master Plan for Higher Education in Illinois—Phase III established as its first two recommendations the following:

1. Develop recommendations to establish an integrated system of higher education, one statewide network calling upon and utilizing to the fullest extent possible the resources of public and private colleges and universities.
2. Establish a task force to study and, to the extent possible, recommend implementation of a collegiate common market to facilitate the sharing among institutions of programs, facilities, and staff, with maximum ease of transferability throughout the system.⁵³

The Plan goes on to delineate the collegiate Common Market:

A Collegiate Common Market is one mechanism for the operation of the integrated system. It does not suggest that individual colleges and universities yield their local and particular distinctions. . . . The fact that different institutions do different things well and no institution does all things superlatively makes it appropriate to develop one educational marketplace among the many campuses. . . . Inherent to the common market concept is the diminution of traditional barriers among the institutions. . . . Ideally, the student in the Illinois integrated system . . . would have access to the resources of the entire system.⁵⁴

The Master Plan makes a special point of the closeness to one another of the institutions of higher education across the State. (Figures 3 and 4)

The Collegiate Common Market Task Force was organized into three permanent committees. It did its work effectively during the 1971-1972

⁵² Ibid., p. 3.

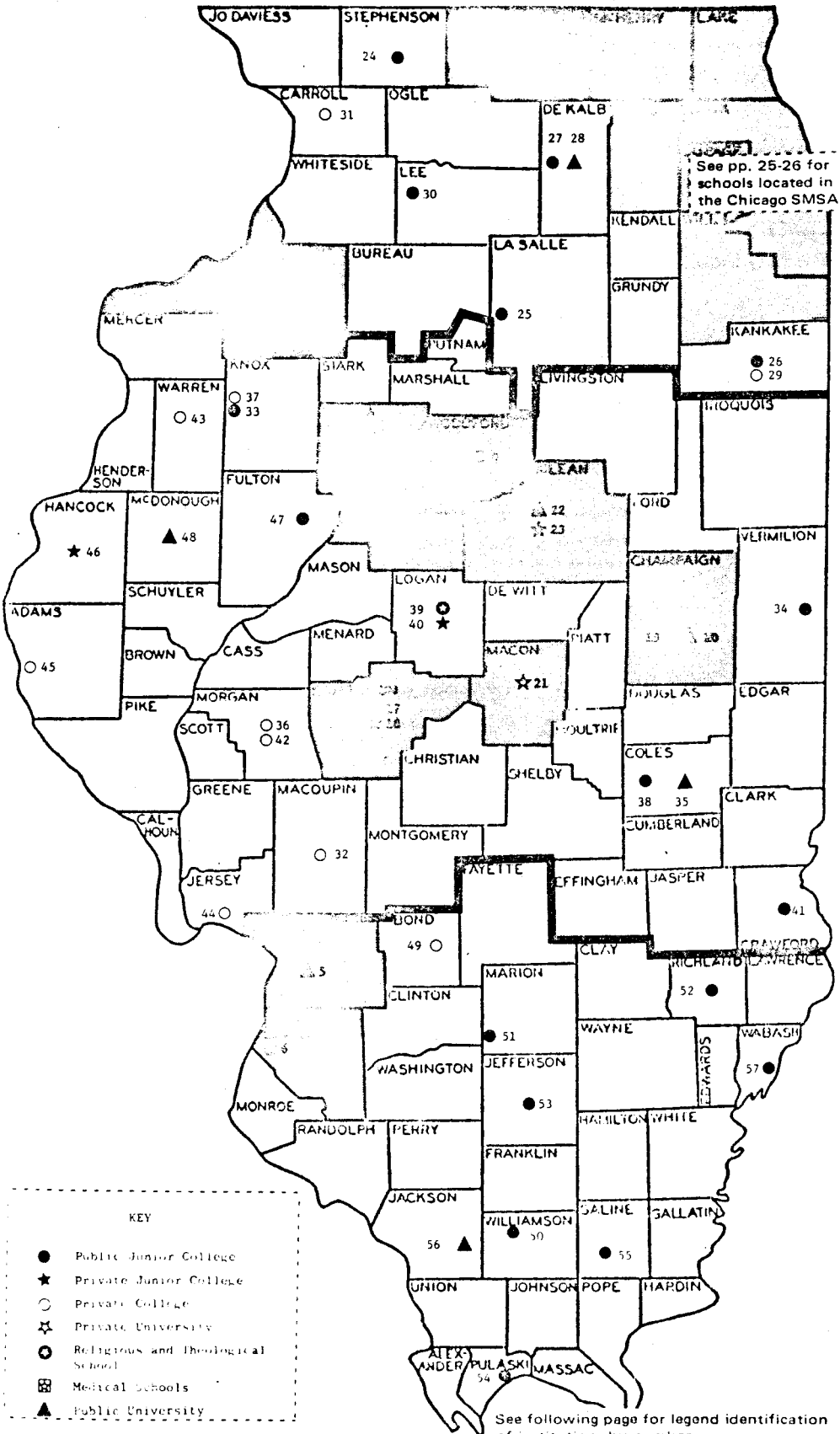
⁵³ Ibid., p. 9.

⁵⁴ Ibid., p. 14.

FIG. 3

MAP OF ILLINOIS, SHOWING LOCATIONS OF INSTITUTIONS OF HIGHER
EDUCATION BY STANDARD METROPOLITAN STATISTICAL
AREA, EXCLUDING THE CHICAGO AREA^a

^aG. J. Froehlich and A. R. Lewandowski, Enrollment in Institutions
of Higher Learning in Illinois (Champaign, Illinois: University Bureau of
Institutional Research, University of Illinois, 1971), pp. 10-11.



- KEY
- Public Junior College
 - ★ Private Junior College
 - Private College
 - ★ Private University
 - Religious and Theological School
 - ☒ Medical Schools
 - ▲ Public University

See following page for legend identification of institutions by number.

LOCATIONS OF INSTITUTIONS OF HIGHER EDUCATION IN ILLINOIS BY STANDARD METROPOLITAN
STATISTICAL AREA - EXCLUDING THE CHICAGO AREA
(Number indicates location on map)

East St. Louis SMSA

- 1 Belleville Area College, Belleville
- 2 Lewis and Clark Community College,
Godfrey
- 3 McKendree College, Lebanon
- 4 Parks College of St. Louis University,
Cahokia
- 5 Southern Illinois University,
Edwardsville
- 6 State Community College of East St. Louis,
East St. Louis

Peoria SMSA

- 7 Bradley University, Peoria
- 8 Illinois Central College, East Peoria
- 9 Eureka College, Eureka

Rockford SMSA

- 10 Rockford College, Rockford
- 11 Rock Valley College, Rockford

Rock Island SMSA

- 12 Augustana College, Rock Island
- 13 Black Hawk College, Moline
- 14 Black Hawk College East, Kewanee

Springfield SMSA

- 15 Concordia Theological Seminary, Springfield
- 16 Lincoln Land Community College, Springfield
- 17 Sangamon State University, Springfield
- 18 Springfield College in Illinois, Springfield

Champaign-Urbana SMSA

- 19 Perikland College, Champaign
- 20 University of Illinois, Urbana

Decatur SMSA

- 21 Millikin University

Bloomington-Normal SMSA

- 22 Illinois State University, Normal
- 23 Illinois Wesleyan University, Bloomington

LOCATIONS OF INSTITUTIONS OF HIGHER EDUCATION IN ILLINOIS NOT WITHIN AN SMSA
(Number indicates location on map)

Northern Counties

- 24 Highland Community College, Freeport
- 25 Illinois Valley Community College, Oglasby
- 26 Kankakee Community College, Kankakee
- 27 Kishwaukee College, Malta
- 28 Northern Illinois University, DeKalb
- 29 Olivet Nazarene College, Kankakee
- 30 Sauk Valley College, Dixon
- 31 Shimer College, Mt. Carroll

Central Counties

- 32 Blackburn College, Carlinville
- 33 Carl Sandburg College, Galesburg
- 34 Danville Junior College, Danville
- 35 Eastern Illinois University, Charleston
- 36 Illinois College, Jacksonville
- 37 Knox College, Galesburg
- 38 Lake Land College, Mattoon
- 39 Lincoln Christian College, Lincoln
- 40 Lincoln College, Lincoln
- 41 Lincoln Trail College, Robinson
- 42 MacMurray College, Jacksonville
- 43 Monmouth College, Monmouth
- 44 Principia College, Elsh
- 45 Quincy College, Quincy
- 46 Robert Morris College, Carthage
- 47 Spoon River College, Canton
- 48 Western Illinois University, Macomb

Southern Counties

- 49 Greenville College, Greenville
- 50 John A. Logan College, Carterville
- 51 Kaskaskia College, Centralia
- 52 Olney Central College, Olney
- 53 Rend Lake College, Mt. Vernon
- 54 Shawnee Community College, Ullin
- 55 Southeastern Illinois College, Harrisburg
- 56 Southern Illinois University, Carbondale
- 57 Wabash Valley College, Mt. Carmel

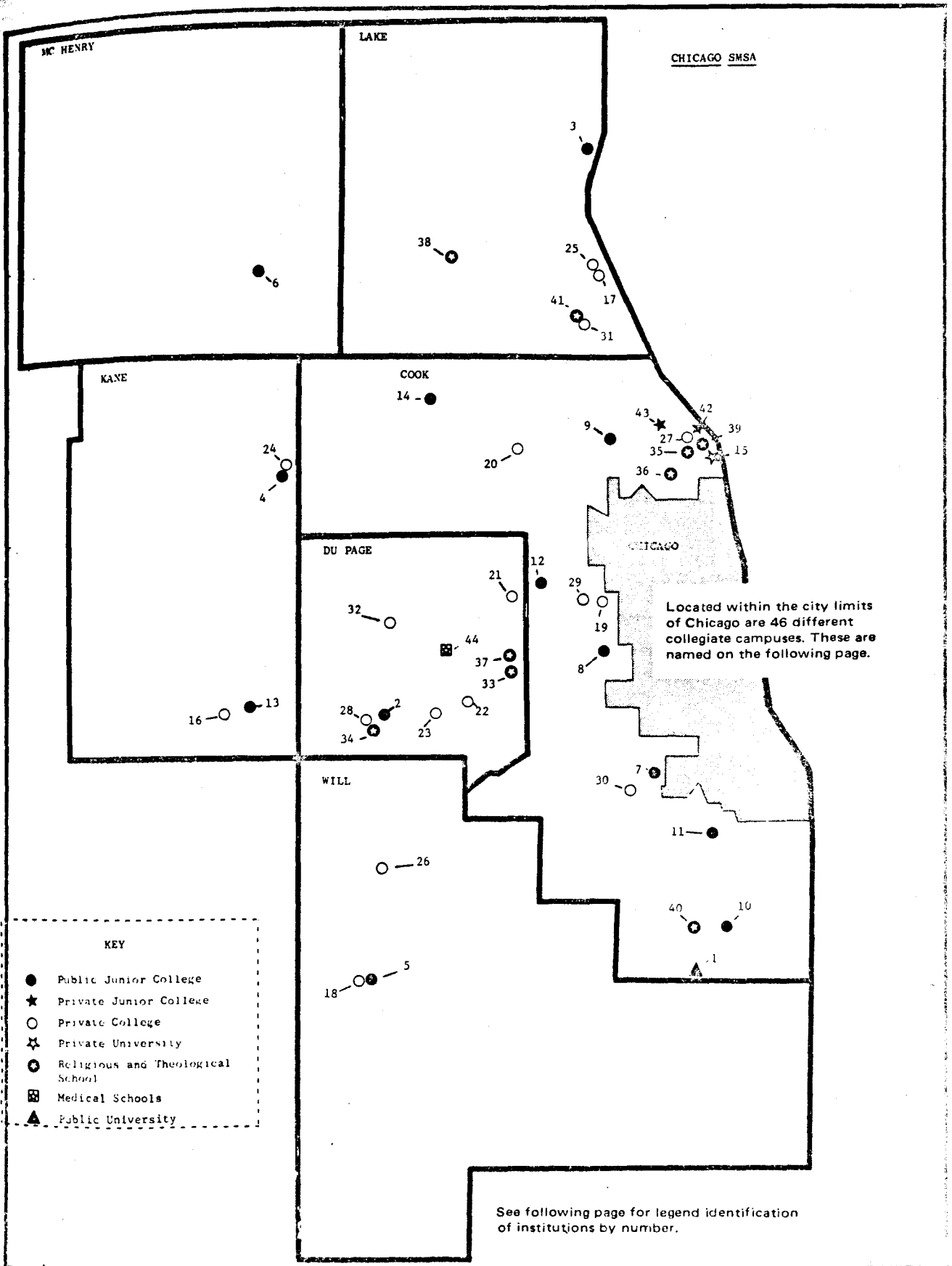
Key

- Public Junior College
- ▲ Public University
- ★ Private Junior College
- Private College
- ☆ Private University
- ⊙ Religious and Theological School
- Private Technical School

FIG. 4

CHICAGO SMSA, SHOWING LOCATIONS OF
INSTITUTIONS OF HIGHER EDUCATION^a

^aG. J. Froehlich and A. R. Lewandowski, Enrollment in Institutions of Higher Learning in Illinois (Champaign, Illinois: University Bureau of Institutional Research, University of Illinois, 1971), pp. 8-9.



LOCATIONS OF INSTITUTIONS OF HIGHER EDUCATION IN THE CHICAGO STANDARD METROPOLITAN STATISTICAL AREA
CITY OF CHICAGO

I. Public Universities

Chicago State University
Northeastern Illinois University
University of Illinois - Chicago Circle
University of Illinois - Medical Center

II. Public Junior Colleges

Chicago City Colleges
Amundsen-Mayfair College
Kennedy-King College
Loop College
Malcolm X College
Olive-Harvey College
Southwest College
Wilbur Wright College

III. Private Universities

DePaul University
Illinois Institute of Technology
Loyola University
Roosevelt University
University of Chicago

IV. Private Colleges

Columbia College
Mundelein College
National College of Education - Urban Campus
North Park College and Theological Seminary
St. Xavier College
Spertus College of Judaica

V. Schools of Theology and Religious Education

Chicago Theological Seminary
Lutheran School of Theology at Chicago
McCormick Theological Seminary
Meadville Theological Seminary
Moody Bible Institute

VI. Private Fine Arts Schools

American Conservatory of Music
Chicago Conservatory College
Schools of the Art Institute of Chicago
Sherwood Music School
Vandercook College of Music

VII. Private Medical Schools

Chicago College of Osteopathic Medicine
Chicago Medical School
Illinois College of Optometry
Illinois College of Podiatric Medicine
Rush Medical College

VIII. Private Law Schools

John Marshall Law School

IX. Private Technical Schools

Aero-Space Institute
Chicago Technical College

X. Private Junior Colleges

Central YMCA Community College
Felician College
McCormac College

XI. Proprietary Institutions

American Academy of Art
Chicago Academy of Fine Arts
DeVry Institute of Technology

INSTITUTIONS IN THE CHICAGO STANDARD METROPOLITAN STATISTICAL AREA
OTHER THAN SCHOOLS LOCATED IN CHICAGO

I. Public Universities

1 Governors State University, Park Forest South

II. Public Junior Colleges

2 College of Dupage, Naperville
3 College of Lake County, Grayslake
4 Elgin Community College, Elgin
5 Joliet Junior College, Joliet
6 McHenry County College, Crystal Lake
7 Moraine Valley Community College, Palos Hills
8 Morton College, Cicero
9 Oakton Community College, Morton Grove
10 Prairie State College, Chicago Heights
11 Thornton Community College, Harvey
12 Triton College, River Grove
13 Waubesa Community College, Sugar Grove
14 William Rainey Harper College, Elk Grove Village

III. Private Universities

15 Northwestern University, Evanston

IV. Private Colleges

16 Aurora College, Aurora
17 Barat College, Lake Forest
18 College of St. Francis, Joliet
19 Concordia Teachers College, River Forest
20 DeLourdes College, Des Plaines
21 Elmhurst College, Elmhurst
22 George Williams College, Downers Grove
23 Illinois Benedictine College, Lisle

24 Judson College, Elgin
25 Lake Forest College, Lake Forest
26 Lewis College, Lockport
27 National College of Education, Evanston
28 North Central College, Naperville
29 Rosary College, River Forest
30 Trinity Christian College, Palos Heights
31 Trinity College, Bannockburn
32 Wheaton College, Wheaton

V. Schools of Theology and Religious Education

33 Bethany Theological Seminary, Oak Brook
34 Evangelical Theological Seminary, Naperville
35 Garrett Theological Seminary, Evanston
36 Hebrew Theological College, Skokie
37 Northern Baptist Theological Seminary,
Oak Brook
38 Saint Mary of the Lake Seminary, Mundelein
39 Seabury-Western Theological Seminary, Evanston
40 Tolentine College, Olympia Fields
41 Trinity Evangelical Divinity School,
Bannockburn

VI. Private Junior Colleges

42 Kendall College, Evanston
43 Mallinckrodt College, Wilmette

VII. Medical Schools

44 National College of Chiropractic, Lombard

academic year and presented for hearing its "Working Paper and Recommendations: Report of the Collegiate Common Market Task Force" in May, 1972. The Report explains that cooperation and emphasis on institutional mission may be directed to any of the following ends:

1. Improving the quality and scope of education.
2. Extending the accessibility of higher education through inter-institutional cooperation.
3. Broadening the scope of higher education through inter-institutional cooperation.
4. Effecting economy and efficiency.⁵⁵

At the same time the Report offers guidelines for the development of inter-institutional cooperative programs.

1. Common market arrangements must be made with an eye to the enhancement of existing institutional strengths.
2. Cooperative arrangements are to be viewed as a way of enhancing specialization and diversity and not as a means for imposing or encouraging uniformity among the State's institutions of higher learning.
3. Attention should be devoted to voluntary regional approaches and facilities in higher education.
4. The common market concept must be developed at the grass roots or operational level.⁵⁶

⁵⁵Collegiate Common Market Task Force, "Working Paper and Recommendations: Report of the Collegiate Common Market Task Force" (unpublished report, The Illinois Board of Higher Education, Springfield, Illinois, May, 1972), pp. 7-9.

⁵⁶Ibid., pp. 9-12.

History of Cooperation

Inter-institutional cooperation is not a new concept on the scene of American higher education. But the educational ecumenism of the past decade and the squeeze for efficiency of the past few years have caused an old concept to become an imperative for these times. Writing in May of 1971, Herbert Wood went so far as to claim:

The questions facing many institutions of higher education these days have less to do with whether or not they should participate in cooperative relationships with other colleges and universities. Rather, they have to do with the selection of the most promising programs or projects, a better understanding of the financial aspects of costs of cooperation, and ways in which cooperative efforts can be most effective.⁵⁷

Cooperative enterprises in American higher education can be traced back to a contractual arrangement between Cornell University and New York State in 1894.⁵⁸ Beginning in 1925 small liberal arts colleges at Claremont, California, began a union to eliminate unnecessary duplication of facilities and to utilize staff more efficiently.⁵⁹ Most of the literature sees this latter bond as the formal beginning of the cooperative movement in the United States. A noticeable acceleration in the formation of inter-institutional cooperatives began in 1961.⁶⁰ A study conducted for the New York State Education Department and published in 1970 revealed, for example,

⁵⁷Herbert H. Wood, "Cooperation Among Institutions," Liberal Education, LVII (May, 1971), p. 242.

⁵⁸W. M. Malloy, "Interinstitutional Cooperation Among Selected Institutions in North Carolina: An Attitude Perception Study" (unpublished Ph.D. dissertation, Department of Higher Education, The Ohio State University, 1969), p. 23.

⁵⁹Timothy C. Coss, "Consortiums," American Education, IV (June, 1968), p. 28.

⁶⁰Fritz H. Grupe, Interinstitutional Cooperation at the Departmental Level (Potsdam, New York: Associated Colleges of the St. Lawrence Valley, 1972), p. 3.

that over 429 different cooperative arrangements were operative in New York State during 1969-1970 involving two or more colleges. Ninety percent of the institutions in that State participated in such ventures.⁶¹

Inter-institutional arrangements can be classified in various ways. Fundamentally, they are either statutory or voluntary. Statutory arrangements are established by political bodies and are limited by predetermined political boundaries. Naturally, statutory cooperatives embrace primarily public institutions. Some of the most obvious examples of statutory cooperative programs are: The Southern Regional Education Board and The Western Interstate Commission on Higher Education.⁶² Voluntary arrangements are formed by mutual consent of the members and involve a large number of private institutions. These voluntary cooperative efforts encompass numerous forms of cooperation, from relatively informal agreements to separately incorporated consortia with twenty to thirty member colleges.⁶³ Although no constant terminology is evidenced in the literature, generally the term "consortium" applies to an incorporated collegiate cooperative center which takes in three or more institutions. The 1971 edition of the Directory of Voluntary Academic Cooperative Arrangements in Higher Education listed sixty-six formal consortia in U. S. higher education.⁶⁴ The number of less formally organized programs

⁶¹College Center of the Finger Lakes, Interinstitutional Cooperative Arrangements in Higher Education in New York State (Albany: Office of Management Services in Higher Education, 1970), p. 15.

⁶²Lewis D. Patterson, "The Potential of Consortia," Compact, V (October, 1971), p. 19, and Malloy, "Interinstitutional Cooperation Among Selected Institutions in North Carolina: An Attitude Perception Study," op. cit., p. 28.

⁶³Grupe, op. cit., p. 3.

⁶⁴Ibid., pp. 22-23, lists taken from Lewis D. Patterson, Directory of Voluntary Academic Cooperative Arrangements in Higher Education (Kansas City, Missouri: Kansas City Regional Council for Higher Education, 1971).

across the country is uncatalogued and probably so vast as to escape accurate listing.

Inter-Institutional Cooperation
in Illinois

No recent comprehensive survey of programs of inter-institutional cooperation in the State of Illinois was conducted until 1972. Murray, Lundgren, and Webb attempted to compile data and present the demonstrated commitment of the colleges and universities of the State to the activities of inter-institutional programs which characterize the common market concept. The results of that important survey were published April 4, 1972. They revealed 230 unduplicated programs, 190 in operation and 40 in the planning state.⁶⁵ The survey included public and private institutions.

In his work "A Descriptive Study of the Governance of Selected Voluntary Academic Cooperative Arrangements in Higher Education," Patterson identified the following four fundamental principles which supply the basic impetus for cooperative ventures:

1. to improve the quality of institutional operations and programs
2. to expand educational opportunities by broadening programs or offering new ones
3. to achieve economies

⁶⁵The Illinois Board of Higher Education, Executive Director's Report #105: Survey of Interinstitutional Cooperation in Illinois (Springfield, Illinois: The Illinois Board of Higher Education, 1972), p. 4. However, the survey was not inclusive. Numerous programs are operative which were not reported in the survey. Also many planned programs were not included. (See Report, p. 5.)

4. to relate member institutions more effectively to the outside community.⁶⁶

An examination of the Illinois A Master Plan for Higher Education in Illinois—Phase III reveals the operation of these same principles in the six recommendations with which Chapter I begins.⁶⁷ These principles certainly sum up the thrust also of the May, 1972, "Report of the Collegiate Common Market Task Force."⁶⁸

Problems with Inter-Institutional Cooperation

However, the initiation and operation of programs of inter-institutional cooperation is not a cure-all, nor are such activities without problems. Cooperative efforts will probably save very few dying institutions and successful cooperative efforts are in effect creative steps forward rather than marks of cowardly retrenchment.

The most alarming problems connected with the entrance upon a collegiate common market is certainly the fear of loss of institutional autonomy. The Collegiate Common Market Task Force in Illinois at an early meeting was given a paper outlining work objectives. That paper stated: "The Issue of Autonomy vs. Effectiveness: this is the perceived dilemma which the task

⁶⁶Lewis D. Patterson, "A Descriptive Study of the Governance of Selected Voluntary Academic Cooperative Arrangements in Higher Education," (unpublished Ph.D. dissertation, Department of Educational Administration, University of Missouri—Kansas City, 1971), p. 126.

⁶⁷The Illinois Board of Higher Education, A Master Plan for Higher Education in Illinois—Phase III, op. cit., p. 11.

⁶⁸Collegiate Common Market Task Force, "Working Paper and Recommendations: Report of the Collegiate Common Market Task Force," op. cit., Parts I and II.

force must make its highest priority."⁶⁹ The issue of autonomy vs. effectiveness strikes deeply into the heart of the possibility of relationships between the public and the private sectors and between the Church-related and the public sectors of higher education.

Other problems center upon the fundamental philosophical stances of each institution, especially private schools. How much importance does a total learning experience bear for each school as it contemplates the "fragmentation" which is a part of inter-institutional cooperation? Where might the fine line lie which separates fringe enrichment from essential core?

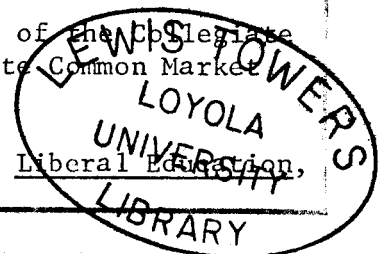
Finally, in the area of economics, questions must be asked and answered with respect to the financial advantages of cooperation. No less an expert than Henry Acres recently wrote: "The consortia arrangement, however, has not yet proved its ability to relieve members of their immediate cash squeeze, and institutions about to enter—or already in—consortia should be realistic about their expectations."⁷⁰ Complex questions arise relating survival, enrollment and cooperative possibilities.

Need for Research in Private Sector in Illinois

Through several distinct legislative enactments in 1971, the Illinois General Assembly mandated the Board of Higher Education to foster and support inter-institutional cooperation. The Governor indicated strong support for the Board's efforts in inter-institutional planning and programming in his 1972 budget message. On March 16, 1972, he stated at the annual meeting of

⁶⁹Agenda notes: "Suggested Structures and Functions of the Legislative Common Market Task Force," for fall meeting of the Collegiate Common Market Task Force, 1971.

⁷⁰Henry A. Acres, "Consortia and Fiscal Efficiency," Liberal Education, LVII (May, 1971), p. 252.



the Federation of Independent Colleges and Universities: "This is the prevailing philosophy of the common market concept developed by the Board of Higher Education and it is the principle which guides all our state planning these days."⁷¹

To carry out its mandates, the Board of Higher Education needs analyzed data. To carry out its mandates the Collegiate Common Market Task Force needs analyzed data. To establish significant and valuable programs of cooperation, individual colleges and universities need analyzed data.

Herbert H. Wood wrote in May, 1971: "The state of the art of inter-institutional cooperation is primitive and consortia are well short of realizing their potential in almost every case."⁷²

The 1972 Executive Director's Report #105: Survey of Interinstitutional Cooperation in Illinois marked a beginning of significant research particular to the current state of affairs in Illinois. New York has a history of such research sponsored or supported by the State. Other States, such as North Carolina, Connecticut, and Pennsylvania, have seen careful recent research projects on programs of inter-institutional cooperation within their borders. For the State of Illinois, which has committed itself wholeheartedly and as a leader in American higher education to the common market principle, it is imperative that the void of research be filled.

Of special concern in these trying days for the private sector is an incisive assessment of the attitude of that sector toward the efforts of the Board of Higher Education to promote the Common Market, or more radically,

⁷¹Quoted from: The Illinois Board of Higher Education, Executive Director's Report #105: Survey of Interinstitutional Cooperation in Illinois, op. cit., p. 1.

⁷²Wood, op. cit., pp. 242-43.

toward the whole principle of inter-institutional cooperation and the Common Market. The survey of inter-institutional cooperation in Illinois revealed that the private sector is de facto heavily involved in cooperative ventures. It also suggested that in nearly all cases, the private schools reported that they experience no threat to autonomy in the face of cooperative programs.

However, attendance at the public hearings and Board-sponsored meetings on the issues reveals concern over the whole prospect of cooperation relative to the autonomy of the private institutions. The representatives of some of these private institutions look with caution upon relationships with the public sector. The private sector is concerned very much about cost savings, enrollment, and long range survival; and representatives cautiously express lack of clear insights as to the precise place of cooperation in the future well-being of their institutions.

Clearly a target of immediate importance for research in Illinois is an inclusive in-depth survey of the private sector: a survey which studies and analyzes the real attitudes of the representatives of that sector underneath the general and fact items sampled in the excellent Murray, Lundgren, and Webb survey—a survey which organizes the consequences of the analyses made. It is to help provide this attitude survey that the present project was undertaken, as an outgrowth of studies done preparatory to the establishment of a cooperative program between Governors State University and Tolentine College, a small Church-related liberal arts school.

CHAPTER II

REVIEW OF RELATED LITERATURE

General Sources on Cooperation

Beginning several years ago in conjunction with his position at the Kansas City Regional Council for Higher Education, Lewis D. Patterson worked to research and prepare a Comprehensive Bibliography on Interinstitutional Cooperation, published in 1971.¹ That document lists some 550 books, articles, speeches, and book chapters which deal directly or indirectly with some aspect of inter-institutional cooperation. Grupe sorted the entries into the following categories: (1) public relations; (2) organizational concepts; (3) inter-consortium communications; (4) surveys of cooperative practices; (5) philosophical statements; (6) overviews of recent developments in the consortium movement.²

Patterson wrote in 1971 that he had discovered no document, including seven related dissertations, which contained a comprehensive review of the literature on inter-institutional cooperation. He cited papers published by Howard and Anzalone in 1967 as describing the available literature in general

¹Lewis D. Patterson, Comprehensive Bibliography on Interinstitutional Cooperation (Kansas City, Missouri: Kansas City Regional Council for Higher Education, 1971). Lewis Patterson is currently engaged in preparing a second edition of his 1971 Comprehensive Bibliography. He hopes to have that document ready for publication sometime in 1973. (Personal letter, July 31, 1972.)

²Fritz H. Grupe, Interinstitutional Cooperation at the Departmental Level (Potsdam, New York: Associated Colleges of the St. Lawrence Valley, 1972), p. 1.

and reviewing the literature on joint admissions programs respectively.³

A document entitled Coordination of Higher Education: An Annotated Bibliography was prepared by Wattenbarger, Roberts, Stuckman and Hanson and published by the Institute of Higher Education, University of Florida, in 1970. That bibliography provided an overview of the current literature dealing with coordination and control of institutions of higher education. There were 120 entries in the document. Emphasis was on State-wide planning and coordination for higher education.⁴

The dearth of extensive and complete bibliographies, or even of comprehensive bibliographies in the various subdivisions of the whole field of inter-institutional cooperation, is cited by all dissertations related to the subject and by authors of studies or articles which take the trouble to mention bibliographical sources. Patterson summarized the most common explanation for the lack of source lists: the difficulty of locating the literature, because the various educational indices have not developed standardized main entries and cross references.⁵ However, a second important explanation lies in the fact that a great deal of the available literature has been privately printed and distributed and is, therefore, not on the open market, where it could be readily catalogued and acquired for libraries.

³Lewis D. Patterson, "A Descriptive Study of the Governance of Selected Voluntary Academic Cooperative Arrangements in Higher Education" (unpublished Ph.D. dissertation, Department of Educational Administration, University of Missouri—Kansas City, 1971), p. 32.

⁴James L. Wattenbarger et al., Coordination of Higher Education: An Annotated Bibliography (Gainesville, Florida: Institute of Higher Education, University of Florida, 1970).

⁵Patterson, "A Descriptive Study of the Governance of Selected Voluntary Academic Cooperative Arrangements in Higher Education," op. cit., p. 33.

In preparing his Comprehensive Bibliography, Patterson examined some 800 published writings and other printed materials, but he reduced his final listing to about 550 references. More than two-thirds of those were produced between 1963 and 1970, and 52% were produced in the five years 1966 through 1970.⁶ The relevance of the topic of inter-institutional cooperation is thus specified by the density of publication during the past few years. Yet, this very concentration of production belies a topic so new that the volatility of its literature becomes a concern for extreme caution. Much of the literature produced in the flurry of the late sixties is rhetoric or the faltering attempts of novices unsupported by hard data.⁷ In a study published in 1972, Grupe still complained of the "dog and pony show" variety of program descriptions.⁸ Only within the past couple of years have scientific studies begun to be published in any number, supplying the data against which assessment and future planning can be validly established.

Daniel Sanford of Columbia University undertook the first national survey of voluntary cooperative agreements in 1934.⁹ A second national study was conducted four years later by the American Council on Education.¹⁰ In 1957 Merton Ertell made a survey of cooperative arrangements in the State of

⁶Ibid., pp. 35-36 and 38.

⁷Ibid., p. 37.

⁸Grupe, op. cit., p. 1.

⁹Daniel S. Sanford, Jr., Inter-Institutional Agreements in Higher Education (New York: Bureau of Publication, Teachers College, Columbia University, 1934).

¹⁰Clarence S. Marsh, Cooperation and Coordination in Higher Education (Washington: The American Council on Education, 1938).

New York.¹¹ Ertell's research was comprehensive and historically significant; it is cited in most reviews of literature on the topic of cooperation. The next significant published study was a very celebrated research conducted on a national level by the U. S. Office of Education in 1965-1966. That study included the following divisions: Recent History and Rationale of the Consortium Movement, Facts and Figures on 1017 Consortia, Interrelationship of Variables, Evaluation of Existing and Discontinued Consortia, and Recommendations for Future Studies.¹²

By the beginning of the decade of the 1970's literature begins to appear which inspires greater confidence as it examines and promotes in a general way the subject of inter-institutional cooperation. An excellent case in point is a report drawn up by Patterson, published by ERIC in November, 1970, which presents the history, concept, practical considerations and problems involved in the consortium movement and the establishment of cooperative agreements. That report, "Consortia in American Higher Education," contains a fine annotated bibliography of 52 items.¹³ An even more valuable reference, in some respects, of the same type is "The Potential of Consortia," also by Patterson, published in Compact in October, 1971. In that article, the author succinctly and accurately examines in detail the reality of financial savings possibilities through consortia and relates that reality to broader potenti-

¹¹Merton W. Ertell, Interinstitutional Cooperation in Higher Education (Albany: The University of the State of New York, 1957).

¹²Raymond S. Moore, Consortia in American Higher Education, 1965-66 (Washington: U. S. Government Printing Office, 1968).

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

alities for the whole concept of cooperation.¹⁴

Fritz Grupe, in company with Patterson, has become one of the foremost authorities in the country today on cooperation in higher education. He has produced solid general articles which give a realistic overview of the entire field, including developments, changes in perspective, practical considerations, future directions, etc., e.g. "Founding Consortia: Idea and Reality," Journal of Higher Education, December, 1971.¹⁵ Of special value is his recently published study Interinstitutional Cooperation at the Departmental Level, 1972.¹⁶ The title would certainly be misleading for the bibliographer in search of an excellent overview of inter-institutional cooperative possibilities. The included survey of consortia even leads to an appendix listing of all incorporated consortia in the United States, complete with mailing addresses.

Another good presentation of the benefits of cooperation relative to the present financial and resource squeeze of higher education in terms of the "philosophy of cooperation" is "Cooperation Among Institutions" by Herbert H. Wood.¹⁷ Significant too, not for breadth of treatment but for prestige of source, is the brief consideration of inter-institutional cooperation in the June, 1972, Carnegie Commission Report The More Effective Use of Resources: An Imperative for Higher Education. That document sets forth the following recommendation: "The Commission recommends the development and

¹⁴Lewis D. Patterson, "The Potential of Consortia," Compact, V (October, 1971), pp. 19-22.

¹⁵Fritz H. Grupe, "Founding Consortia: Idea and Reality," Journal of Higher Education, XLII (December, 1971), pp. 747-62.

¹⁶Grupe, Interinstitutional Cooperation at the Departmental Level, op. cit.

¹⁷Herbert H. Wood, "Cooperation Among Institutions," Liberal Education, LVII (May, 1971), pp. 242-51.

strengthening of consortia in higher education. It also welcomes developments that are occurring in several states in the direction of increased cooperation and sharing of facilities by public and private institutions of higher education, and urges that such collaboration be considered in all states."¹⁸

Selected States

Beginning with the Ertell survey of cooperative arrangements in the State of New York, that State has been the object of important and extensive studies. In November of 1969 the New York State Education Department contracted with the College Center of the Finger Lakes "for the purpose of implementing a study to assess and analyze interinstitutional cooperative arrangements across New York State." Particular attention was to be given to the relationship of those arrangements to the resolution of the priority concerns identified by the Board of Regents in the Statewide Plan. After studying more than 425 arrangements Dr. Grupe and his staff published Interinstitutional Cooperative Arrangements in Higher Education in New York State in April of 1970.¹⁹ Of special importance in the finished study is a comprehensive presentation of the implications of the findings in terms of recommendations for a more effective and efficient realization of the State master plan.

Only one year after the Grupe survey was published the Office of Institutional Research of the State University of New York undertook its own study, an "inventory—directory of the formal cooperative arrangements in-

¹⁸The Carnegie Commission on Higher Education, The More Effective Use of Resources: An Imperative for Higher Education (St. Louis: McGraw-Hill Book Company, 1972), pp. 128-129.

¹⁹The College Center of the Finger Lakes, Interinstitutional Cooperative Arrangements in Higher Education in New York State (Albany: The University of the State of New York, 1970).

volving the institutions under the program of the State University of New York." Only a portion of the data collected were listed in the Inventory of Selected Interinstitutional Arrangements As of January 1971.²⁰ Only those arrangements which involved cooperation with other institutions of higher education, either public or private, and which resulted in a sharing and extension of the academic resources of the colleges involved were included in the Inventory.²¹ The Inventory represents a vast catalogue of identifying information and descriptions of hundreds of cooperative programs. An important conclusion of the researchers was: "It would seem that the bases of these arrangements are common interests and problems which prompt the colleges to seek appropriate partners regardless of the sector to which they may belong."²² A cursory review of the incidence of various cooperative programs categorized by type reveals heavy concentrations in: Academic Enrichment, Consultation, Faculty and Student Exchange, Program and Course Sharing, and Research. In other words the concentration stands firmly on academic cooperation.²³

To cite one more example of research in New York: The New York Board of Regents issued a planning bulletin relative to its production of the Regents Statewide Plan for the Development of Higher Education, 1972. That planning document set the framework within which all sectors of higher education, public and private, were to formulate their respective plans for future development for possible incorporation into the 1972 Statewide Plan. The Citizens'

²⁰Office of Institutional Research, Inventory of Selected Interinstitutional Cooperative Arrangements as of January 1971 (Albany: State University of New York, 1971).

²¹Ibid., p. 4.

²²Ibid., p. 5.

²³Ibid., p. 6.

Commission on the Future of the City University of New York consequently requested the Board of Regents to establish a task force to explore closer relationships and sharing of the resources among public and private institutions of higher education in New York City.²⁴ That Citizens' Commission subsequently studied and issued a report on "Inter-Institutional Relationships." The report carefully related the financial and enrollment problems of the City University of New York and the twenty private higher education institutions in New York City.²⁵

William Kaliden made the first survey on inter-institutional cooperation in the State of Pennsylvania. His data and conclusions were issued in 1971 under the title: "Interinstitutional Cooperation: A Descriptive and Evaluative Analysis of Its Status and Potentiality, In the Commonwealth of Pennsylvania, 1970-1971."²⁶ Kaliden codified, charted and diagramed a vast amount of descriptive data obtained from 98 of the 149 independent and publicly supported institutions of higher education in the State. From an "Exploratory Survey," he received responses from 138 of the 149 institutions; these responses indicated that 71% of the higher education institutions of the Commonwealth were participating then in inter-institutional cooperative arrangements.²⁷

²⁴Information Bulletin issued with a letter of August 20, 1971, to the Chancellor of the City University of New York by Ewald B. Nyquist, Commissioner of Education, The University of the State of New York.

²⁵Unpublished manuscript of the section of the Citizens' Commission Report dealing with inter-institutional relationships, Citizens' Commission on the Future of the City University of New York, 1972.

²⁶William G. Kaliden, Jr., "Interinstitutional Cooperation: A Description and Evaluative Analysis of Its Status and Potentiality, In the Commonwealth of Pennsylvania, 1970-1971" (unpublished Ph.D. dissertation, Department of Higher Education, University of Pittsburgh, 1971).

²⁷Ibid., p. 21.

An excellent study of the potentiality for cooperative efforts relative to a State plan for higher education was sponsored by the Commission for Higher Education in the State of Connecticut. That report represented an early study for a far-sighted Commission. Published in 1968, the report was titled: Higher Education Center: The Potential for Sharing Facilities Among Institutions of Higher Education in Connecticut.²⁸ The data and interpretations of the report focus upon the advisability of establishing a higher education cooperative center in the Central Naugatuck Valley Region. The philosophical consistency which pulls the document together makes it a strong convincing piece of research and planning.

In 1969 William Malloy completed an attitude perception study of faculties and administrators who were actively participating in two large North Carolina consortia.²⁹ Malloy studied the fifteen-member Association of Eastern North Carolina Colleges and the nineteen-member Piedmont University Center. Of significance in the conclusions of Malloy's work were the following items:

1. General strong favorable attitude toward the basic tenets of inter-institutional cooperation.
2. Lack of knowledge in many areas or mechanics of inter-institutional cooperation.
3. Lack of realization of the potential of cooperative programs.³⁰

²⁸Commission for Higher Education, Higher Education Center: The Potential for Sharing Facilities Among Institutions of Higher Education in Connecticut (Hartford, Connecticut: Commission for Higher Education, State of Connecticut, 1968).

²⁹William M. Malloy, "Interinstitutional Cooperation Among Selected Institutions in North Carolina: An Attitude Perception Study" (unpublished Ph.D. dissertation, Department of Higher Education, The Ohio State University, 1969).

³⁰Ibid., Chapter IV.

The Southern Regional Education Board has expended a great deal of money and effort in the research of efficiency and effectiveness in higher education. For example: In an effort to clarify the important inter-relationships between the two sectors of higher education and a State support program, the Board commissioned William McFarlane to write State Support For Private Higher Education? in 1969, an excellent succinct treatment of the issues.³¹ That same year the Board published Expanding Opportunities: Case Studies of Interinstitutional Cooperation, 1969.³² These studies involved five cooperative arrangements which contributed significantly to the expansion of higher educational opportunities for Negroes in the South.

One of the most recent published studies on the problems of private higher education is the report on Project SEARCH by Paul Reinert, entitled To Turn The Tide.³³ In that the reference point of the research is always St. Louis University in its setting in Missouri higher education, the work is an oblique commentary on the Missouri private sector and its problems.

Two fine reports on State systems of private colleges and universities were published in 1971 following extensive research. The Association of Independent Colleges and Universities of Ohio issued: Toward an Effective Utilization of Independent Colleges and Universities by the State of Ohio.³⁴

³¹William H. McFarlane, State Support For Private Higher Education? (Atlanta: Southern Regional Education Board, 1969).

³²Richard C. Langford et al., Expanding Opportunities: Case Studies of Interinstitutional Cooperation, 1969 (Atlanta: Southern Regional Education Board, 1969).

³³Paul C. Reinert, S.J., To Turn The Tide (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972).

³⁴Academy for Educational Development, Inc., Toward an Effective Utilization of Independent Colleges and Universities by the State of Ohio (Columbus, Ohio: The Association of Independent Colleges and Universities of Ohio, 1971).

The Council of Independent Colleges in Virginia arranged for the publication of: Virginia's Private Colleges and the Public Interest.³⁵ Both works build a mighty case for a dual system in American higher education.

State of Illinois

In 1961 the General Assembly of the State of Illinois established the Board of Higher Education as a permanent coordinating and planning agency. During its ten year history, the Board has published three editions of A Master Plan for Higher Education in Illinois: July, 1964; December, 1966; and May, 1971.³⁶ These three editions of the Master Plan adequately reflect the developments in higher education in the State over the past decade. The Master Plan—Phase III represents a more careful research base than the two previous editions. It addresses itself to the present and projected problems of enrollment and finances with bold and sweeping recommendations. It is the first edition of the Master Plan which attempts an outline of a wholly integrated State program which is aimed at maximum efficiency in the deployment of all educational resources in the area of higher education.

Master Plan—Phase III created the Illinois Common Market in higher education. It listed the following recommendation in its first chapter:

³⁵W. H. McFarlane and J. L. Chronister, Virginia's Private Colleges and the Public Interest (Durham, North Carolina: National Laboratory for Higher Education, 1971).

³⁶The Illinois Board of Higher Education, A Master Plan for Higher Education in Illinois (Springfield, Illinois: The Illinois Board of Higher Education, 1964).

The Illinois Board of Higher Education, A Master Plan for Higher Education in Illinois—Phase II (Springfield, Illinois: The Illinois Board of Higher Education, 1966).

The Illinois Board of Higher Education, A Master Plan for Higher Education in Illinois—Phase III (Springfield, Illinois: The Illinois Board of Higher Education, 1971).

"Establish a task force to study and to the extent possible recommend implementation of a Collegiate Common Market that utilizes the existing and developing resources of the public and private sectors to broaden and maximize educational opportunities and reduce duplication.

"A. The Board of Higher Education will give high priority, in its review of new and existing programs, to those programs that reflect efforts toward interinstitutional cooperation.

"B. The task force will consider alternative mechanisms for the operation of the Collegiate Common Market including as one alternative, the establishment of regional councils."³⁷

Exactly one year from the publication of Master Plan—Phase III, the Collegiate Common Market Task Force issued its preliminary draft of the report on its research.³⁸ While establishing a general set of guidelines for voluntary cooperation at "grass roots level," the report focused attention on a Cooperative University for the State and on large voluntary Regional Councils. The document reflects the special interests and fears of at least three groups: the private schools, the giant State universities, liberal educators who have no special affiliation with any one institution. The preliminary draft will undoubtedly undergo drastic refinement and revision before it will finally be

³⁷The Illinois Board of Higher Education, A Master Plan for Higher Education in Illinois—Phase III, op. cit., p. 11.

³⁸Collegiate Common Market Task Force, "Working Paper and Recommendations, Report of the Collegiate Common Market Task Force" (unpublished report, The Illinois Board of Higher Education, Springfield, Illinois, May, 1972).

approved by the Board of Higher Education and accepted for recommendations to the General Assembly.

The Murray, Lundgren, Webb survey of inter-institutional cooperation in Illinois was published in April of 1972 under the title Executive Director's Report #105: Survey of Interinstitutional Cooperation in Illinois.³⁹ That study was the first such research project in recent years for Illinois. Volume I of the report presents general descriptive materials on 230 unduplicated programs. Volume II presents statistical data on the cooperative programs under study. General analysis is presented in terms of such categories as: areas of preference for new arrangements, inhibiting factors relative to cooperative programs, complexity of cooperative programs, etc.

Finally, mention must be made of the famous McConnell Commission Report. The Seventy-fifth General Assembly authorized a commission to study non-public higher education in Illinois. The Governor appointed an all-star committee under the chairmanship of T. R. McConnell of the University of California, Berkeley. Other Commission members were: Merrimon Cuninggim, Edward Eddy, Samuel Gould, and Abram Sachar. Merton Ertell served as Staff Director of the research project. The Report was delivered to the next Governor in March, 1969.⁴⁰ Research which formed the data for the Report was extensive and the end product represents as complete a picture of Illinois private higher education in 1969 as could be drawn. Many of the Commission recommendations have already been implemented, including that of establishing

³⁹The Illinois Board of Higher Education, Executive Director's Report #105: Survey of Interinstitutional Cooperation in Illinois (Springfield, Illinois, The Illinois Board of Higher Education, 1972).

⁴⁰The Commission to Study Non-Public Higher Education in Illinois, Strengthening Private Higher Education in Illinois, A Report on the State's Role (Springfield, Illinois: The Illinois Board of Higher Education, 1969).

an integrated Statewide program for higher education which includes in full stature the private sector. Financial and enrollment crises predicted by the Report, however, are becoming realities, and State implementations of Commission recommendations have not been adequate to put these off.

Selected Topics

Several important studies have been published in recent years relative to the problems with which the hypotheses of this dissertation deal.

As early as 1967 Carl Trendler researched the nature and the rationale for inter-institutional cooperation for academic development among small Church-related liberal arts colleges.⁴¹ That project centered upon the twelve colleges in the Central States College Association, considering them as representative samples of his subject. Trendler's conclusions are basically a rather lengthy list of principles which provide a very logical philosophical foundation for programs of cooperation in terms of the viability of the small liberal arts school. Much of the essential material in those principles touches the issue: autonomy/effectiveness.

Indispensable to background study relative to the topic at hand is the 1972 Carnegie Commission sponsored work The Invisible Colleges, A Profile of Small, Private Colleges With Limited Resources.⁴² This research project draws a rather complete picture of the small, private colleges in these days of stress. The work reduces to and clarifies by fact what seems frequently

⁴¹Carl A. Trendler, "Inter-Institutional Cooperation for Academic Development Among Small Church-Related Liberal Arts Colleges" (unpublished Ed.D. dissertation, Department of Educational Administration, Indiana University, 1967).

⁴²Alexander W. Astin and Calvin B. T. Lee, The Invisible Colleges, A Profile of Small, Private Colleges With Limited Resources (St. Louis: McGraw-Hill Book Co., 1972).

to be mere rhetoric in the many books, articles, and speeches which extol the small private college. Astin incorporated a vast amount of his previous research on related topics into the report for the Carnegie Commission.

Of importance also in the same vein is Efficiency in Liberal Education, A Study of Comparative Instructional Costs for Different Ways of Organizing Teaching-Learning in a Liberal Arts College by Bowen and Douglass, published in 1971.⁴³ Those researchers present alternatives to present "delivery systems" for the private liberal arts college of 1,200 students that would render such an institution financially viable and academically solid.

Related to the cost/quality type of research done by Bowen and Douglass in the above-cited project were three other projects. Working for the Ford Foundation and The College of Wooster, Hans Jenny and G. Richard Wynn produced The Golden Years, A Study of Income and Expenditure Growth and Distribution of 48 Private Four-Year Liberal Arts Colleges, 1960-1968, and The Turning Point, A Study of Income and Expenditure Growth and Distribution of 48 Private Four-Year Liberal Arts Colleges, 1960-1970. The Golden Years, published in 1970, is an exhaustive study of income and expenditure growth and distribution of 48 private liberal arts colleges which are supposed to be a representative sample of the small private liberal arts college across the United States.⁴⁴ Although some objection might be taken to the sampling efforts in The Golden Years, certainly the authors must be credited with a

⁴³Howard R. Bowen and Gordon K. Douglass, Efficiency in Liberal Education, A Study of Comparative Instructional Costs for Different Ways of Organizing Teaching-Learning in a Liberal Arts College (St. Louis: McGraw-Hill Book Co., 1971).

⁴⁴Hans H. Jenny and G. Richard Wynn, The Golden Years, A Study of Income and Expenditure Growth and Distribution of 48 Private Four-Year Liberal Arts Colleges, 1960-1968 (Wooster, Ohio: The College of Wooster, 1970).

monumental accomplishment. Enrollment and financial crises for private higher education could be intimated from the data of this project. The Turning Point represented an updating of the previous research through the school year 1969-1970.⁴⁵ The conclusions of this revised study are blunt and realistic with regard to the viability of the private liberal arts college and possible means toward establishing viability. Jenny and Wynn place a great deal of stress on the necessity of lessening long range cost inflation trends, primarily through increased efficiency, e.g. bigger student-faculty ratios.

Also, published in 1972 by McKinsey and Company, Inc., was The Twelve College Cost-Quality Study.⁴⁶ Commissioned by and directed toward twelve Pennsylvania private colleges and universities, the project represented a joint effort to allay concerns of the participating institutions regarding financial stress and academic quality and, at the same time, to explore different patterns of resource utilization employed by these institutions with an eye toward possibilities for greater efficiency.

A general, but very brief, overview of the contribution of cooperative arrangements to fiscal efficiency was presented in "Consortia and Fiscal Efficiency" by Henry Acres.⁴⁷ Acres plainly shows that the consortium movement has not yet demonstrated itself as a cure for financial pressures.

Since most of the small, private liberal arts colleges are Church-related, the movement toward cooperative arrangements in State-wide or inter-

⁴⁵Hans H. Jenny and G. Richard Wynn, The Turning Point, A Study of Income and Expenditure Growth and Distribution of 48 Private Four-Year Liberal Arts Colleges, 1960-1970 (Wooster, Ohio: The College of Wooster, 1972).

⁴⁶McKinsey and Company, Inc., The Twelve College Cost-Quality Study (Washington: McKinsey and Company, Inc., 1972).

⁴⁷Henry A. Acres, "Consortia and Fiscal Efficiency," Liberal Education, LVII (May, 1971), pp. 232-34.

State programs necessarily involves the Church/State relationship issue.

Much was written about this issue prior to June, 1971. A sample research project on the subject was that commissioned by Fordham University and published under the title The Sectarian College and the Public Purse, Fordham—A Case Study.⁴⁸ Walter Gellhorn and R. Kent Greenawalt established as their primary focus: What kinds of alterations must Fordham and other sectarian colleges undertake in order to be "considered" nonsectarian and thus capable of participating in public funds?

With the Tilton Decision in June, 1971, a victory was gained by the sectarian colleges, but it was Pyrrhic, since the new issue of excessive entanglement was introduced into an already-too-complex situation. Certainly one of the finest commentaries on the Tilton Case and the present state of affairs is that prepared for the Association of American Colleges by Charles H. Wilson, Jr.. Tilton V. Richardson: The Search for Sectarianism in Education represents an interpretation written by a man who was responsible for the legal research of the firm of Williams, Connolly and Califano as it represented the colleges under fire in the case.⁴⁹ Perhaps the work's only flaw is that Wilson's emotional reactions frequently color his objective purposes.

The conflict between autonomy and efficiency is another issue, in fact the chief issue, in any discussion of inter-institutional cooperation. Way back in 1966 Daniel G. Aldrich, Jr. presented a paper at the Annual College Self-Study Institute, University of California, Berkeley, entitled "Maintain-

⁴⁸Walter Gellhorn and R. Kent Greenawalt, The Sectarian College and the Public Purse, Fordham—A Case Study (Dobbs Ferry, New York: Oceana Publications, Inc., 1970).

⁴⁹Charles H. Wilson, Jr., Tilton V. Richardson: The Search for Sectarianism in Education (Washington: The Association of American Colleges, 1971).

ing Institutional Identity and Autonomy in Coordinated Systems."⁵⁰ Aldrich concluded that students, faculty, and staff, not the administration, are the primary resources for achieving and preserving institutional identity and autonomy. A 22-item annotated bibliography was affixed to the paper.

In March, 1970, Lyman Glenny strongly defended State-wide coordination and planning against charges that such activity would impair institutional autonomy. In a paper presented at the National Conference on Higher Education, he proclaimed that coordination has successfully broken autonomy which proved to abuse the very public institutions are intended to serve.⁵¹

An exhaustive research on this topic was conducted by Mary Agnes Jordan and submitted to the University of Notre Dame as a doctoral dissertation in the summer of 1970.⁵² Jordan did her research on the Claremont University Center and on the Associated Colleges of the Midwest. She concluded:

"1. Structural conflict resulted when substantive cooperative interdependence and a strong desire for autonomy existed simultaneously.

"2. No structural conflict existed when:

- a) cooperative interdependence was of a marginal nature; and
- b) this marginal type of cooperative interdependence was satisfactory to all the members; and

⁵⁰Daniel G. Aldrich, Jr., "Maintaining Institutional Identity and Autonomy in Coordinated Systems," paper presented at 8th Annual College Self-Study Institute, University of California, Berkeley, 1966.

⁵¹Lyman A. Glenny, "Institutional Autonomy for Whom?," paper presented at the 25th National Conference on Higher Education, Chicago, 1970.

⁵²Mary Agnes Jordan, "The Functions of the Forces of Autonomy, Cooperative Interdependency and Conflict in Two Confederations of Higher Education" (unpublished Ph.D. dissertation, Department of Higher Education, University of Notre Dame, 1970).

c) a strong desire for autonomy was present.

"3. Structural conflict was functional when the members of a confederation valued their cooperative relationship."⁵³

However, it is doubtful whether the two samples for the project can support generalized conclusions.

A similar dissertation was copyrighted by Richard Lancaster in 1970. His work entitled "Interdependency and Conflict in a Consortium for Cooperation in Higher Education: Toward a Theory of Interorganizational Behavior" is a report on the testing of an organizational theory.⁵⁴ The research data demonstrated that the small private colleges studied had organized cooperative programs to create inter-dependency. The growth in cooperation led to conflict in the face of threatened traditional autonomy, but the conflict was not destructive. Naturally Lancaster's model requires research on more than a single consortium for verification, but indications are strong that such verification would readily be forthcoming were the research to be conducted.

In March, 1970, Lancaster presented similar material at an Academic Consortium Seminar at Loyola University, Chicago.⁵⁵

As for the many pitfalls involved in the development of cooperative programs, Fritz Grupe also presented a paper dealing in a general way with

⁵³ Ibid., pp. 315-316.

⁵⁴ Richard B. Lancaster, "Interdependency and Conflict in a Consortium for Cooperation in Higher Education: Toward a Theory of Interorganizational Behavior" (unpublished Ph.D. dissertation, Department of Higher Education, The University of Michigan, 1969).

⁵⁵ Richard B. Lancaster, "Conflict in Interinstitutional Cooperation," paper delivered at the Academic Consortium Seminar, Loyola University, Chicago, March 1, 1970.

these at the March 1, 1970, Seminar at Loyola University.⁵⁶ He stressed the big difference between the theoretical and idealistic notions of cooperative programs and the actual, smoothly-functioning programs themselves. Grupe's paper was based upon a great deal of research which went into his doctoral dissertation, submitted to the State University of New York at Albany in the same year. Grupe formulated, tested and revised a set of procedural guidelines for the establishment of collegiate cooperative centers.⁵⁷

Finally, a research titled "Academic Consortium Effectiveness: An Investigation of Criteria" by Allan Bradley, Jr. is significant for its findings on need satisfactions of member institutions of two consortia.⁵⁸

The following significant implications are deduced:

1. The expansion of student and faculty opportunities, while still important, is no longer the raison d'etre for consortia.
2. Independent liberal arts colleges seem ready to consider seriously cooperating in areas of central concern.
3. The cost of promotion of interpersonal contacts among the members is money well-spent.
4. The sharp delineation of consortium priorities by the structural body responsible for this area is essential.

⁵⁶Fritz H. Grupe, "Toward Realism in Initiating Collegiate Cooperative Centers," paper delivered at the Academic Consortium Seminar, Loyola University, Chicago, March 1, 1970.

⁵⁷Fritz H. Grupe, "The Establishment of Collegiate Cooperative Centers" (unpublished Ed.D. dissertation, Department of Higher Education, State University of New York at Albany, 1970).

⁵⁸Allan P. Bradley, Jr., "Academic Consortium Effectiveness: An Investigation of Criteria" (unpublished Ph.D. dissertation, Department of Higher Education, The University of Michigan, 1971).

5. The way a consortium organizes may determine what it can do.⁵⁹

Again, the monitum on Bradley's work must be that generalizations can not be strongly maintained where they have been derived from only two cooperative programs.

⁵⁹Ibid., pp. 215-18.

CHAPTER III

EXPLANATION OF THE HYPOTHESES

The research project at hand is concerned with the private sector of higher education in Illinois. More precisely it deals with the attitudes of the representatives of the small institutions of that sector toward the Illinois Common Market and the whole principle of inter-institutional cooperation. It is intended to be inclusive and in-depth. Moreover, it takes the factual data of the Murray, Lundgren, Webb Executive Director's Report #105: Survey of Interinstitutional Cooperation in Illinois¹ as a point of departure, and thus duplicates those data in no way. Rather it attempts to further specify attitudinal elements which are presented as generalities in the data of the Survey of Interinstitutional Cooperation in Illinois.

Given these parameters, the task has been to delineate a series of hypotheses which would characterize the attitudes of the chief administrators of the small private liberal arts schools beyond that level of specificity which the Murray, Lundgren, Webb data were potent to generate. Eight hypotheses were thus developed, dependent upon an analysis of current literature in the field, including recent doctoral dissertations, and upon consultation offered by State and regional experts. The literature surveyed

¹The Illinois Board of Higher Education, Executive Director's Report #105: Survey of Interinstitutional Cooperation in Illinois, prepared by Michael Murray, Ralph Lundgren, and Robert Webb (Springfield, Illinois: The Illinois Board of Higher Education, 1972). Hereafter this item will be referred to as Survey of Interinstitutional Cooperation in Illinois.

(a) the present and projected problems of small private liberal arts colleges, (b) State-wide coordination efforts for efficiency, (c) inter-institutional cooperation as a saving help for private higher education, (d) attitudes toward and problems with inter-institutional cooperation. Topics of concern were discussed with central office directors or representatives of the following organizations: (a) Illinois Board of Higher Education, (b) Illinois Collegiate Common Market Task Force, (c) Associated Colleges of the Midwest, (d) Committee on Institutional Cooperation. In addition some administrators of Illinois State institutions of higher learning were consulted regarding their perceptions on inter-institutional cooperation, especially as related to working with the private sector.

The eight hypotheses are not intended as definitive and complete in their characterization of the attitudes of the chief administrators toward inter-institutional cooperation. However, they are regarded as obvious and fundamental. Here follows a list of the hypotheses to be tested on the Illinois institutions upon which this project focuses:

Hypotheses

- I. There is a high degree of interest among chief administrators of small private liberal arts schools in establishing or expanding programs of inter-institutional cooperation.
- II. Chief administrators of small private liberal arts schools prefer to conceive of programs of inter-institutional cooperation as adjuncts to their own independent programs rather than as possible components of a bigger enterprise of which the schools in question are merely a part.
- III. Chief administrators of small private liberal arts schools fear more-than-token programs of inter-institutional cooperation with public institutions.
- IV. Chief administrators of small private liberal arts schools approach programs of inter-institutional cooperation with public four-year schools, especially in terms of the Collegiate Common Market, with a sense of inferiority.

- V. The more importance the chief administrators of small private liberal arts schools attach to the programs of the individual students as opposed to the programs of the institutions, the less they fear for the preservation of their institutions' autonomy when considering plans for programs of inter-institutional cooperation.
- VI. The fear for preservation of school autonomy among chief administrators of small private liberal arts schools considering programs of inter-institutional cooperation is greater insofar as those administrators envision more formalism in the structures of the programs of inter-institutional cooperation.
- VII. Chief administrators of small private liberal arts schools believe that programs of inter-institutional cooperation are ultimately unessential to the survival of their institutions.
- VIII. There is a neglect in interest in cost analysis studies relative to programs or plans for programs of inter-institutional cooperation among chief administrators of small private liberal arts schools.

In the following pages Hypotheses I through VIII will be examined individually for the purposes of justifying the inclusion of each and of clarifying the meaning of each.

Hypothesis I

There is a high degree of interest among chief administrators of small private liberal arts schools in establishing or expanding programs of inter-institutional cooperation.

The Survey of Interinstitutional Cooperation in Illinois indicated that a very large percentage of public and private institutions in the State are currently participating in one or more cooperative programs. An even larger number of institutions are interested in "seeking new or expanded interinstitutional cooperative relationships."² (See Table 4) Also, the Survey of Interinstitutional Cooperation in Illinois presented a list of programs in which respondents to the original questionnaire expressed interest. But, two elements require further delineation: intensity of interest and

²Ibid., p. 67.

TABLE 4

ILLINOIS INSTITUTIONS PARTICIPATING IN OR INTERESTED
IN INTER-INSTITUTIONAL COOPERATIVE PROGRAMS^a

Is this institution currently participating in one or more interinstitutional cooperative arrangements as defined in the instructions or planning to initiate such a program during the next school year?^b

	<u>YES</u>	<u>NO</u>
Public	34	10
Private	32	12
TOTAL	66	22

Is your institution interested in seeking new or expanded interinstitutional cooperative relationships?^b

	<u>YES</u>	<u>NO</u>
Public	44	0
Private	39	5
TOTAL	83	5

LEVEL:

2 Graduate
65 Undergraduate
16 Both graduate and undergraduate
83

^aThe Illinois Board of Higher Education, Executive Director's Report #105: Survey of Interinstitutional Cooperation in Illinois, prepared by Michael Murray, Ralph Lundgren, and Robert Webb (Springfield, Illinois: The Illinois Board of Higher Education, 1972), p. 67.

^bA total of 88 institutions returned the questionnaire: 44 returns came from public institutions and 44 returns came from private institutions.

that in terms of level of involvement in programs of cooperation. Interest is one thing, but high or low interest is something else. Also, interest in terms of leasing classroom space is one thing, but interest in terms of joint operation of a single academic department is something else. Hypothesis I locates the general interest level as "high" on a seven-point scale running: outright rejection, dislike, cool, indifferent, mild, high, very high. This "high" interest should be evidenced in all levels of involvement in programs of cooperation except for very extensive and far-reaching programs of inter-institutional cooperation.

On the national scene Herbert Wood has stated that cooperative programs are so necessary today and so common that the question of whether or not schools are interested should become secondary; interest should be taken for granted.³ Lewis Patterson implies the same thing when he writes: "But both private and public institutions of higher education can no longer be accorded the luxuries of privileged sanctuaries set apart from the larger environment. When engulfed by great forces, institutions have historically either altered their nature in responding to demands for change or perished."⁴ Grupe has projected that nearly half of the nation's colleges and universities have already committed themselves to programs of inter-institutional cooperation.⁵

In Illinois 90% of the 44 public and 44 private schools which responded to the researchers in 1972 "indicated that they are interested in

³Herbert H. Wood, "Cooperation Among Institutions," Liberal Education, LVII (May, 1971), p. 242.

⁴Lewis D. Patterson, "The Potential of Consortia," Compact, V (October, 1971), p. 19.

⁵F. H. Grupe, "Founding Consortia: Idea and Reality," Journal of Higher Education, XLII (December, 1971), p. 748.

seeking new or expanded interinstitutional cooperative relationships."⁶ (See Table 4) Considering the enrollment and financial omens brooding over the State's private colleges and the possibilities offered by the theory of inter-institutional cooperation, it must be concluded that the intensity of interest in the private sector of the State is "high."

Nevertheless, Grupe has found that intensity of interest varies with depth of involvement: "In this regard programs that strengthen existing departments will be accepted readily, but programs that require the elimination of departments are likely to languish without support."⁷ Certainly, given the attraction of autonomy, it is reasonable to assume that very extensive cooperation will not meet the same high interest among the private schools in Illinois as cooperative efforts which demand lesser degrees of involvement. Yet, Bradley did find in his research on Midwestern colleges that "independent liberal arts colleges seem ready to consider seriously cooperating in areas of central concern."⁸

Another factor that should elicit strong interest among the small private schools is their traditional role as experimenters. The Illinois Collegiate Common Market Task Force brought attention to the fact that any considerable cooperative arrangements much be considered experimental. The Task Force pointed out that some institutions must be willing to experiment and thus experience the failure of some arrangements and the success of

⁶Illinois Board of Higher Education, Journal of the Illinois Board of Higher Education, No. 14 (April, 1972), p. 1.

⁷Grupe, op. cit., p.753.

⁸Allan P. Bradley, Jr., "Academic Consortium Effectiveness: An Investigation of Criteria" (unpublished Ph.D. dissertation, Department of Higher Education, The University of Michigan, 1971), p. 216.

others.⁹ Harry Marmion asked at the 1972 National Conference on Higher Education why the private liberal arts colleges could not take advantage of opportunities to try things that State colleges and universities might be slow to do because of "lack of flexibility."¹⁰ Howard V. Evans hurled a strong challenge at the small private school in this regard in an article published in October 1970: "Even more disastrous has been the failure of the liberal arts college to exploit the advantages inherent in its smallness and independence. Instead of seeking uniqueness it has emulated the more prestigious universities, whose rigid and impersonalized programs are shaped more by factors of size and politics than by design."¹¹

Hypothesis II

Chief administrators of small private liberal arts schools prefer to conceive of programs of inter-institutional cooperation as adjuncts to their own independent programs rather than as possible components of a bigger enterprise of which the schools in question are merely a part.

In one of its first meetings the Illinois Collegiate Common Market Task Force had a paper presented to it: "Suggested Structures and Functions of the Collegiate Common Market Task Force." That paper stated that the "highest priority" of the task force would be an attempt to resolve the

⁹Collegiate Common Market Task Force, "Working Paper and Recommendations, Report of the Collegiate Common Market Task Force" (unpublished report, The Illinois Board of Higher Education, Springfield, Illinois, May, 1972), p. 9.

¹⁰Harry A. Marmion, "The Private College: Alternatives for Survival," address delivered at the National Conference on Higher Education, Chicago, March 7, 1972, p. 5.

¹¹Howard V. Evans, "The Liberal Arts College in an Age of Increasing Nihilism," Liberal Education, LVI (October, 1970), p. 401.

perceived dilemma: autonomy vs. effectiveness.¹² The paper went on to state: "In its boldest form, the question is how do you share and increase efficiency without losing institutional control."¹³

The issue of autonomy is thus at the very heart of any discussion about inter-institutional cooperation. And the specification of the issue of preservation of autonomy (the pro's and con's and acceptable degrees of relinquishing the same) determines an institution's stance on a continuum which describes possible approaches to cooperation for efficiency. At one end of the continuum is an educational arrangement which provides for the granting of degrees according to credits earned, regardless of where or how they were earned. Such an arrangement is the proposed University of the State of Illinois, supported and endorsed in the initial draft of the Collegiate Common Market Task Force Report.¹⁴ At the opposite end of the continuum is an educational arrangement based upon a firm belief in the inviolable integrity of a total educational experience within the walls of a single institution.

In between the two extremes there are all sorts of possible arrangements which combine various shades and degrees of autonomy with various shades and degrees of cooperative uses of resources. The literature is nearly unanimous in showing that autonomy and cooperation for efficiency need not exclude one another, but can complement one another. Thus, for example, Frederic Ness, President of the Association of American Colleges, decried a

¹²"Suggested Structures and Functions of the Collegiate Common Market Task Force," agenda notes for Fall Meeting of the Collegiate Common Market Task Force, Illinois, 1971, p. 2.

¹³Ibid., p. 2.

¹⁴Collegiate Common Market Task Force, op. cit., p. 13 et. seq.

false snobbishness on the part of small liberal arts schools and called for a realistic creativity that requires planning within a unified academic community.¹⁵ In an interview with the researcher in June, 1972, the President of the Associated Colleges of the Midwest expressed strong belief that autonomy can be increased through cooperation, because the participating institutions are thereby enabled to expend more discretionary funds on specialization.¹⁶ The Illinois Collegiate Common Market Task Force took a similar position.¹⁷ Jordan also discovered in her research that structural conflict in a struggle between autonomy and efficiency can be functional in programs of inter-institutional cooperation.¹⁸

Authors like Wood¹⁹ and Grupe²⁰ have called attention to the fact that in planning cooperative programs the hold on autonomy is strong. Interestingly enough the Newman Report on Higher Education went so far as to recommend study of less consolidation in higher education rather than of more

¹⁵Frederic W. Ness, "Issues and Problems of the Small Colleges in the Seventies," Development, A Team Approach, Papers presented at the National Institute of the U. S. Office of Education EPDS Institute for In-Service Training for Administrators and Trustees of Small Colleges (Washington: The Council for the Advancement of Small Colleges, 1970), p. 9.

¹⁶Interview with Dr. Dan M. Martin, President of the Associated Colleges of the Midwest, June 23, 1972.

¹⁷Collegiate Common Market Task Force, op. cit., pp. 9-10.

¹⁸Mary Agnes Jordan, "The Functions of the Forces of Autonomy, Cooperative Interdependence and Conflict in Two Confederations of Higher Education" (unpublished Ph.D. dissertation, Department of Higher Education, University of Notre Dame, 1970), pp. 315-316.

¹⁹Herbert H. Wood, "Cooperation Among Institutions," Liberal Education, LVII (May, 1971), p. 248.

²⁰Fritz H. Grupe, "Founding Consortia: Idea and Reality," op. cit., p. 753.

centralization within the States.²¹ The agonized cry of John Bernhard, President of Western Illinois University, against the efforts of the Illinois Board of Higher Education to marshal State resources more efficiently is added to substantiate the strong will for autonomy—with a will to cooperate on a voluntary grass roots basis.²²

In spite of the fact that the Survey of Interinstitutional Cooperation in Illinois indicated little fear for loss of autonomy in cooperative ventures²³ and that "99.5% of returns state: institutional autonomy not eroded as a result of cooperation,"²⁴ it was hypothesized that small private colleges in the State lean toward the preservation of autonomy in preference to the supermarket end of the autonomy-efficiency continuum. This hypothesis must be understood in the sense that the schools in question prefer to conceive of programs of inter-institutional cooperation as adjuncts to their own independent programs. These schools are not believed to be willing to perform in very extensive cooperative ventures which tend to blur institutional lines in the quest for efficiency. The data of the Murray, Lundgren, Webb survey are believed to give a naive picture of the attitudes toward autonomy in cooperation simply because the data were very general.

Studies of existing cooperative programs across the nation clearly indicate that enrichment is the common end of such programs rather than extensive cooperation. An example in point is a presentation by Mr. John E.

²¹Frank Newman et al., Report on Higher Education (Washington: U. S. Government Printing Office, 1971), p. 28.

²²John T. Bernhard, "Mission and Crisis," Office of the President of Western Illinois University (Macomb, Illinois: By the author, 1972).

²³Survey of Interinstitutional Cooperation in Illinois, op.cit., pp.71-73.

²⁴Illinois Board of Higher Education, Journal of the Illinois Board of Higher Education, No. 14 (April, 1972), p. 1.

Bevan published in College and University in 1971 regarding the Washington Consortium. Bevan stated: "The primary objective was the enrichment of student programs. . . . From the first the objective of enrichment has been vindicated many times over."²⁵ Bradley's finding that independent liberal arts colleges were ready to consider seriously cooperating in areas of central concern is believed valid, but to be understood as cooperative ventures that involve some minor loss of autonomy but not a substantial amount.²⁶ Certainly Bradley's data could not be construed to promise more than this.

Hypothesis III

Chief administrators of small private liberal arts schools fear more-than-token programs of inter-institutional cooperation with public institutions.

Inter-institutional cooperation on the scale proposed by the Illinois Board of Higher Education, A Master Plan for Higher Education in Illinois—Phase III, involves the encouragement of cooperative programs which would join private schools and State schools in common arrangements.²⁷ It also involves the assisting support of programs in private schools by the State of Illinois.²⁸ Thus the issue of autonomy is raised by the fear that use of public monies directly or indirectly will involve State control.

²⁵John C. Bevan, contributor to "Inter-Institutional Programs—Some Examples," College and University, XLVI (Summer, 1971), pp. 472-473.

²⁶Bradley, op. cit., p. 216.

²⁷The Illinois Board of Higher Education, A Master Plan for Higher Education in Illinois—Phase III (Springfield, Illinois: The Illinois Board of Higher Education, 1971), pp. 14-16. Hereafter this item will be referred to as Master Plan—Phase III.

²⁸Collegiate Common Market Task Force, op. cit., p. 27.

Cfr. also the Master Plan—Phase III, op. cit., recommendations throughout the document.

In his study for the Southern Regional Education Board, William McFarlane warned: "Should private institutions become involved to any great extent in state support programs, the same issues of institutional autonomy and governmental responsibility would arise, perhaps with greater intensity. The relationship between public colleges and state governments is, after all, a rather intimate one in the nature of the case; whereas in the case of private institutions, freedom from all but the most minimal of governmental relationships has been one of their most carefully guarded traditions."²⁹ In 1972 Hans Jenny wrote in the study The Turning Point, A Study of Income and Expenditure Growth and Distribution of 48 Private Four-Year Liberal Arts Colleges, 1960-1970: ". . . Accountability for the quality as well as for the cost of higher education has become a major issue in the early 1970's. If the private colleges insist on more lavish funding by public treasuries they will not be able to elude the pressures and the challenge."³⁰

C. Stanley Lowell wrote in Church and State that he predicted that the Churches would lose most of their institutions of higher education—if not through withdrawal, then by the slow but inevitable permeation with public purpose and concerns which comes through the public directives and controls attached to public funds.³¹ In The Invisible Colleges, A Profile of Small, Private Colleges With Limited Resources, Astin and Lee raised the enigmatic question of how to obtain state funds and establish cooperative ventures

²⁹William H. McFarlane, State Support for Private Higher Education? (Atlanta: Southern Regional Education Board, 1969), p. 13.

³⁰Hans H. Jenny and G. Richard Wynn, The Turning Point, A Study of Income and Expenditure Growth and Distribution of 48 Private Four-Year Liberal Arts Colleges, 1960-1970 (Wooster, Ohio: The College of Wooster, 1972), p. 3.

³¹C. Stanley Lowell, "Will Churches Give Up Their Colleges?," Church and State, XXIV (July-August, 1971), p. 10.

and at the same time preserve the distinctive characteristics of the small private schools.³² Frederic Ness has warned again and again about the grave and certain danger of more and more public controls in private higher education, with the resulting invasion of privacy and violence to academic freedom and institutional autonomy.³³

A few voices represent private higher education as being unconcerned about its uniqueness. Sister Gannon, President of Mundelein College, Chicago, has stated: "In saying that each institution should determine its identity in the field of higher education and especially in Catholic higher education, I would like to state unequivocally that I do not believe that each institution should try to prove that it is in some way unique."³⁴ However, Sister Gannon herself has fought battles with the State of Illinois for the preservation of institutional integrity in the private sector.

The federal government has consistently tried to calm fears of governmental control. Peter Muirhead said in 1971:

Let me move to the last point on my list; the question of whether federal support need necessarily mean increased federal control of postsecondary education. I think, first of all, that the threat of federal control is more mythical than real. It is sometimes used as a subterfuge to avoid fiscal responsibility. But having said that, I think you would agree with me that in order to keep that so called threat mythical, we have to main-

³²Alexander W. Astin and Calvin B. T. Lee, The Invisible Colleges, A Profile of Small, Private Colleges With Limited Resources (St. Louis: McGraw-Hill Book Company, 1972), p. 102.

³³e.g. Frederic W. Ness, "Issues and Problems of the Small Colleges in the Seventies," Development, A Team Approach, *op. cit.*, p. 2 and p. 12.

Also Frederic W. Ness, "Report of the President," 1972 Annual Report of the Board of Directors and of the President (Washington: Association of American Colleges, 1972), p. 22.

³⁴Ann Ida Gannon, "The Future of the Church-Related Colleges: The Impact of Vatican II," Liberal Education, LVIII (May, 1972), p. 277.

tain eternal vigilance. I thought Frank Keppel, when he was Commissioner of Education, addressed this question effectively: 'Will the increased federal support for higher education lead to federal control?' He answered: 'No, I don't think so. We are pursuing a course of benevolent influence rather than malevolent control.' I think the constructive attitude for the federal government should be to use the federal resources to influence innovations and reform of postsecondary education but to avoid anything further than that which would smack of federal control.³⁵

Sidney Marland, Jr., also recently reaffirmed that, "We feel that very large steps have been taken to advance the national commitment to higher education, without undue Federal intrusion."³⁶

On the State level, the extensive concern for private colleges by the offices of the State of Illinois has not involved any overbearing threat of control. The Survey of Interinstitutional Cooperation in Illinois discovered no significant fear among the private schools in this regard.

However, again the survey data were too general to plumb the depths of attitudes relative to fears of extensive involvement with the State institutions. There is no reason to believe that Illinois colleges differ from the schools throughout the country as regards the fears under discussion.

One further point requires discussion for this hypothesis: the Church/State issue. The Tilton V. Richardson case has caused a great stir among Church-related institutions across the country. "The Tilton decision has put church-related colleges on notice that their religious functions and activities will be analyzed and evaluated in the future if they hope to par-

³⁵Peter P. Muirhead, "The Major Decisions in Postsecondary Education During the Decade of the Seventies," Final Report, Seventh Annual Conference on Higher Education General Information Survey (Washington: U. S. Department of Health, Education, and Welfare, Office of Education/National Center for Educational Statistics), p.11.

³⁶Sidney P. Marland, Jr., letter to all Chancellors and Presidents of colleges and universities, June 23, 1972.

ticipate in educational assistance programs."³⁷

Recent statements by Paul Reinert and others indicate a belief on the part of some that there are acceptable ways of avoiding legal and political issues in the relationships of sectarian schools with the State and federal governments where the factor of public funds is involved.³⁸

However, a survey of Protestant Colleges conducted by E. D. Farwell in the winter of 1971-1972 indicated a great amount of apprehension and ambiguity over the future implications of the Church/State issue relative to involvement with public funds.³⁹

Hypothesis IV

Chief administrators of small private liberal arts schools approach programs of inter-institutional cooperation with public four-year schools, especially in terms of the Collegiate Common Market, with a sense of inferiority.

In their work for The Carnegie Commission on Higher Education, The Invisible Colleges, A Profile of Small, Private Colleges With Limited Resources, Astin and Lee established an operational definition of an "invisible" college. They defined such an institution as one whose students have combined SAT scores of less than 1,000, and an institutional enrollment of less than 2,500. The authors of that study isolated 494 "invisible" four-year colleges—representing more than half of the private four-year colleges in the country, one-third of all institutions offering at least a bachelor's degree,

³⁷Charles H. Wilson, Jr., Tilton V. Richardson, The Search for Sectarianism in Education (Washington: Association of American Colleges, 1971), p. 44.

³⁸Paul C. Reinert, S.J., To Turn The Tide (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972), p. 81.

³⁹E. D. Farwell, "The Future of Church-Related Colleges: Implications of Tilton V. Richardson," Liberal Education, LVIII (May, 1972), pp. 280-285.

and 21.5 percent of all institutions of higher learning in the United States.⁴⁰ Table 5 indicates the distribution of the "invisible" colleges by State. It should be noted that nearly half of the private colleges in Illinois are "invisible" and the State is listed as having no "elite" four-year colleges.

Astin and Lee make the following points about the "invisible" college:

Because the invisible college is private, it gets only limited support from the state. Because it is unknown, it suffers in the competition for federal grants. Because its financial resources are pitifully scant, it cannot make attractive offers to students needing financial help. . . . Because the invisible college is often church-related in a society that is increasingly secular, it must grapple with the question of retaining affiliation or severing the bonds with its parent church. These are problems the public colleges never encounter.⁴¹

In addition the research of these two authors indicated that the "invisible" colleges: (1) are having difficulty attracting students at all,⁴² (2) attract students from low socioeconomic backgrounds,⁴³ (3) have low percentages of doctoral recipients on their faculties.⁴⁴ In a rhetorical question at a section meeting of the National Conference on Higher Education, Marmion in 1972 challenged his audience of private college administrators to admit the facts of which Astin and Lee wrote: "Are we talking selectivity and yet taking 95% of those who apply?"⁴⁵

⁴⁰Astin and Lee, op. cit., p. 10.

⁴¹Ibid., p. 11.

⁴²Ibid., p. 94.

⁴³Ibid., p. 94.

⁴⁴Ibid., pp. 38-39.

⁴⁵Harry A. Marmion, "The Private College: Alternatives for Survival," address delivered at the National Conference on Higher Education, March 7, 1972, Chicago, p. 7.

TABLE 5

DISTRIBUTION OF THE THREE TYPES OF PRIVATE COLLEGES AMONG STATES
HAVING AT LEAST 50 HIGHER EDUCATIONAL INSTITUTIONS^a

State	Total institutions in state	Percent institutions in state that are:		
		Invisible colleges	Elite colleges	Other 4-year private colleges
(All states)	(2,319)	(21.3)	(1.9)	(16.4)
California	174	15.5	2.3	17.2
Florida	51	15.7	2.0	13.7
Illinois	104	20.2	0.0	24.0
Indiana	50	36.0	0.0	24.0
Iowa	55	30.9	1.8	14.5
Massachusetts	97	14.4	6.2	21.6
Michigan	80	26.3	0.0	12.5
Minnesota	52	15.4	1.9	26.9
Missouri	61	31.1	0.0	14.8
New York	184	13.0	3.3	29.3
North Carolina	77	24.7	1.3	7.8
Ohio	93	23.7	3.2	25.8
Pennsylvania	148	15.5	4.7	29.1
Tennessee	50	46.0	0.0	12.0
Texas	105	20.0	0.0	7.6
Virginia	59	13.6	0.0	16.9
Wisconsin	53	32.1	1.9	9.4

^aAlexander W. Astin and Calvin B. T. Lee, The Invisible Colleges, A Profile of Small, Private Colleges With Limited Resources (St. Louis: McGraw-Hill Book Company, 1972), p. 27, information U.S. Office of Education, 1968.

Surely there are degrees of "invisibility." An examination of such documents as the "Fact Sheet, Federation of Independent Illinois Colleges and Universities (FY 1971)" indicates that Illinois' "invisible" colleges and middle colleges are not by any means at the bottom of the national scales.⁴⁶ But, the small private colleges of the State are dwarfed by the big four-year State schools, all of which have now been accorded the status of "university." That dwarfing, and not just population-wise, is believed to engender a sense of inferiority in the private school administrator as he approaches the State university for the establishment of cooperative programs. The questions he might well ask of himself are: "Have I come for a handout? What do I have to offer the State institution?" Or perhaps he may feel that in this time of crisis the State school needs his empty seats to carry it over a temporary period of high enrollment in an effort of pure pragmatic efficiency.

One other point to consider for this hypothesis relative to programs of cooperation is the cost of cooperation. In general, cooperation costs money. Patterson, for example, states: "The majority of consortium programs involve additional efforts and investments on the part of member institutions."⁴⁷ The Survey of Interinstitutional Cooperation in Illinois revealed the great importance attached to funding for institutions contemplating programs of cooperation. "Financial" was listed by private schools as the most serious obstacle to initiating or expanding cooperative arrangements. "Provide funding for planning" was listed as the most important action the Board of Higher Education could do to stimulate the private sector toward cooperation. "Limited financial resources to undertake new programs" was the most

⁴⁶"Fact Sheet, Federation of Independent Illinois Colleges and Universities (FY 1971)" (privately printed, May, 1972).

⁴⁷Patterson, op. cit., p. 20.

common inhibiting factor listed by the private sector regarding involvement in Common Market cooperation.⁴⁸ These financial considerations would only augment a feeling of inferiority among the chief administrators of the small private liberal arts schools.

Hypothesis V

The more importance the chief administrators of small private liberal arts schools attach to the programs of the individual students as opposed to the programs of the institutions, the less they fear for the preservation of their institutions' autonomy when considering plans for programs of inter-institutional cooperation.

Although economics are influential as motivating factors in the establishment of programs of inter-institutional cooperation, at the grass roots level most programs view providing better services to participating institutions and their students as their primary objective.⁴⁹ Patterson holds that the achievement of economics is a secondary consideration in planning cooperative programs, but that this does not mean that such achievement is unimportant. However, the greater advantages of cooperation are gained from a priority emphasis on academic programs.⁵⁰

It would seem to go without saying, then, that all contemplated programs should be examined primarily for their potential impact on the enhancement of the learning experience of students, directly or indirectly.⁵¹ However, academic structures frequently get in the line of vision and make proper sighting extremely difficult. Grupe focuses the problem in these words:

⁴⁸Survey of Interinstitutional Cooperation in Illinois, op. cit., pp. 71-72.

⁴⁹Wood, op. cit., p. 244.

⁵⁰Patterson, op. cit., p. 20.

⁵¹Cfr. Wood, op. cit., p. 250.

The stress higher education has placed on institutional autonomy has been a necessary element in building a strong tradition of academic freedom. At the same time, the concentration on individual campus action has restricted the emergence of less formal arrangements for improving education and research. A major re-orientation is often needed to distinguish the difference between what is good for student A, and what is good for department B or professor C, and indeed to determine whether there is a clear difference at all. To engage in a joint program with another college may demand a reassessment of the standard operating procedures and institution functions through [sic]. It may require the re-evaluation of objectives being discussed, as well as the means by which these objectives can be achieved.⁵²

"Is the typical liberal arts faculty going to be able to move beyond the hangups of disciplines, departments, the uncertainty of their future, to do what needs to be done to educate future students well but also give them hope for a useful life's work in the future?" asks Harry Marmion.⁵³

Hypothesis V establishes a negative correspondence between two continua: (1) importance of student program ↔ importance of institutional program, (2) fear for preservation of autonomy ↔ little or no concern for preservation of autonomy. The first continuum does not imply that at one extreme the student is disregarded; rather, it defines the object of direct focus as being: satisfaction of student needs regardless of institution as an institution ↔ satisfaction of student needs through fulfillment of *raison d'etre* of institution as an institution.

Hypothesis VI

The fear for preservation of school autonomy among chief administrators of small private liberal arts schools considering programs of inter-institutional cooperation is greater insofar as those administrators envision more formalism in the structures of the programs of inter-institutional cooperation.

⁵²Fritz H. Grupe, Interinstitutional Cooperation at the Departmental Level (Potsdam, New York: Associated Colleges of the St. Lawrence Valley, 1972), p. 7.

⁵³Marmion, op. cit., p. 5.

This hypothesis also deals with the strength of attachment to autonomy in the establishment of programs of inter-institutional cooperation. It relates the continuum describing fear for the preservation of autonomy with the degrees of formalism envisioned in the structures of cooperative arrangements. This correspondence is deduced to be positive. The significance of the hypothesis lies in its ability to shed more light on the facilitating and inhibiting factors for progress in the realization of common market ideals in the State of Illinois.

Grupe discovered in a survey he conducted that more than 80% of the consortia reporting were found to have been formed without having developed precise plans for administering the programs they eventually undertook.⁵⁴ At the same time, in contrasting his study of all cooperative arrangements among colleges and universities in New York State with Ertell's 1957 study, he discovered a relative increase in formalization of cooperative ventures.⁵⁵

Wood has attempted to warn against focusing too much attention upon and expending too much energy on matters of charters, bylaws and formal jurisdictional questions in the planning of programs of inter-institutional cooperation. He believes that "Such structural matters are indeed benchmarks of progress and useful as points for gathering in present progress before moving on." He further holds that "The reality of inter-institutional cooperation is found, however, in the dynamics of working relationships between individuals and the kinds of support that sustain them such as mutual confidence, manpower for follow-up of decisions, and mutual stimulation or motivation for creative new

⁵⁴Grupe, "Founding Consortia: Idea and Reality," op. cit., p. 755.

⁵⁵Ibid., p. 760.

approaches to problems."⁵⁶

Murray, Lundgren, and Webb discovered that the cooperative programs in Illinois matched those of New York (in Grupe's survey) with regard to the prevalence of informality. By far the majority of Illinois programs were established and are operating on a ground of informal exchange of letters among participants. (See Table 6) In addition, the Survey of Interinstitutional Cooperation in Illinois demonstrated that the "Great majority (109 of 135) are formed around voluntary institutional based governance schemes."⁵⁷ Of significance too was the fact that the same Survey reported "99.5% of returns state: Institutional autonomy not eroded as a result of cooperation."⁵⁸

TABLE 6

THE FORM OF AGREEMENT EXISTING AMONG INSTITUTIONS PARTICIPATING IN COOPERATIVE ARRANGEMENTS^a

Exchange of Letters - Informal	67
Memoranda of Agreement	46
Contract	34
Verbal	26
Incorporation	9
Other	5
Charter	3
TOTAL	190

^aThe Illinois Board of Higher Education, Executive Director's Report #105: Survey of Interinstitutional Cooperation in Illinois, prepared by Michael Murray, Ralph Lundgren, and Robert Webb (Springfield, Illinois: The Illinois Board of Higher Education, 1972), p. 78.

The hypothesis considers a continuum of types of structure, drawn from the data of the Survey of Interinstitutional Cooperation in Illinois: i.e.

⁵⁶Wood, op. cit., p. 243.

⁵⁷Journal of the Illinois Board of Higher Education, op. cit., p. 1.

⁵⁸Ibid., p. 1.

verbal agreement, exchange of letters, mutual agreement embodied in a document, contract, incorporation, charter. It presumes the operation of one of two principles: (1) Administrators demand protective structure when they fear for loss of autonomy. (2) Administrators distrust structures as possible infringements upon autonomy.

In regard to the former, Lancaster's research demonstrated that as conflict and competition develop in a cooperative program, these serve the function of forcing increasing definitions of boundaries in efforts to allow each participant to maintain its sense of autonomy.⁵⁹

One wonders if it should not be the nature of the private liberal arts school to launch out into the deep, where the State institution can not easily go, to experiment unbound by the anchors of formalism. This is Howard Evans' contention in "The Liberal Arts College in an Age of Increasing Nihilism."⁶⁰

Hypothesis VII

Chief administrators of small private liberal arts schools believe that programs of inter-institutional cooperation are ultimately unessential to the survival of their institutions.

In 1972 no less an authority than Fritz Grupe wrote: "To be certain, some institutions are in such critical financial condition that their primary concern is economic survival. Nonetheless, there is virtually no documentation to show that cooperation has ever saved a college's academic life."⁶¹

⁵⁹Richard B. Lancaster, "Interdependency and Conflict in a Consortium for Cooperation in Higher Education: Toward a Theory of Interorganizational Behavior" (unpublished Ph.D. dissertation, Department of Higher Education, The University of Michigan, 1969), p. 133.

⁶⁰Evans, op. cit., pp. 401-402.

⁶¹Grupe, Interinstitutional Cooperation at the Departmental Level, op. cit., p. 6.

And in another place that same expert stated: "There are many critical concerns that will probably never be amenable to cooperative effort, no matter how valiantly executed. To take an obvious example, few if any dying institutions will be saved by cooperation. Consortia have never and do not now have the resources, staff, or capacity to avert a problem of this magnitude."⁶² Henry Acres, too, has stated unequivocally that inter-institutional cooperation has not yet proved its ability to relieve participants of their immediate cash squeeze in any substantial amount.⁶³

At the same time, cooperation is certainly related to survival in indirect ways. Through extensive inter-institutional cooperation a given school can become more competitive and, in the long run, financially more sound.⁶⁴ Cooperation brings significant benefits in the form of improved quality, efficiency and relevancy, and thus provides a means for an institution to get much more for the money it expends than would be possible in isolation.⁶⁵ Many financial advantages through cooperation efforts have been documented in such reports as Putting Cooperation to Work: A Survey of How Voluntary Cooperation is Helping Colleges and Universities.⁶⁶

Paul Reinert's plan for rescuing the crisis-caught private colleges is realistic in that it is not based upon cooperative programs.⁶⁷ However,

⁶²Grupe, "Founding Consortia: Idea and Reality," op. cit., p. 761.

⁶³Henry A. Acres, "Consortia and Fiscal Efficiency," Liberal Education, LVII (May, 1971), p. 252.

⁶⁴Wood, op. cit., p. 247.

⁶⁵Patterson, op. cit., p. 20.

⁶⁶Barry Schwenkmeyer and Mary Ellen Goodman, Putting Cooperation to Work: A Survey of How Voluntary Cooperation is Helping Colleges and Universities (New York: Academy for Educational Development, Inc., 1972).

⁶⁷Reinert, op. cit., pp. 107-108.

he has generalized from his experience with a big private university. Surely the small private college can not depend upon cooperative programs as direct means of survival, but it can depend upon the indirect and long-term advantages of cooperative programs as significant aids to survival.

The hypothesis theorizes that the chief administrators are realistic in the appraisal of the worth of programs of inter-institutional cooperation as not representing the deus ex machina which will insure survival by bringing immediate financial relief. At that same time it supposes that the chief administrators are not realistic in their appraisal of the indirect worth of programs of inter-institutional cooperation relative to survival.

Hypothesis VIII

There is a neglect in interest in cost analysis studies relative to programs or plans for programs of inter-institutional cooperation among chief administrators of small private liberal arts schools.

Certainly one of the strongest indictments against higher education for its lack of interest in cost analysis study is that contained in the first paragraph of Chapter 7 of the Newman Report on Higher Education: "The measure of cost and performance in higher education is somehow regarded as illegitimate. A typical case of the lack of interest in comparative costs is the recent study, sponsored by the Carnegie Commission, of plans for self-reform at 11 institutions. Not once in the entire book is the subject mentioned."⁶⁸

Making cost analysis studies is not a question of reducing higher education to a pure economic business operation. But higher education does cost money; money is tight; accountability is being demanded. Only a fool would dismiss cost analysis as illegitimate to a discussion of higher education.

⁶⁸Newman et al., op. cit., p. 28.

Granted its legitimacy, the amount of interest devoted to it is abysmally insignificant. The Turning Point, A Study of Income and Expenditure Growth and Distribution of 48 Private Four-Year Liberal Arts Colleges, 1960-1970 by Jenny and Wynn cries for more efficiency and productivity. At the same time the authors of that vast study conclude: "From experience in several colleges, however, we should venture the conclusion that small liberal arts colleges in general have made little use of equipment and facilities in an effort to increase human productivity."⁶⁹

If cost analysis study is neglected in higher education in general and in small liberal arts colleges, to name but one specific category, it has been neglected also in terms of planning and evaluating programs of inter-institutional cooperation. Patterson has brought attention to this lacuna in the gathering of data that could be very significant for the cooperative movement.⁷⁰ Acres too has admitted that a focus of serious and scientific attention on the economic "phase" of inter-institutional cooperation is more aspiration than achievement.⁷¹ At the same time Patterson has hinted that only when programs of cooperation have fully bloomed and individual programs can be related to a larger totality will adequate appraisal be possible.⁷²

Too much "logic" and too many presumptions are responsible for the inauguration of cooperative arrangements which are not ultimately of benefit to the participating institutions relative to the resources invested. And as for evaluation of existing arrangements, Wood has pointed out: "Instead of

⁶⁹Jenny and Wynn, op. cit., p. 59.

⁷⁰Patterson, op. cit., p. 22.

⁷¹Acres, op. cit., p. 254.

⁷²Patterson, op. cit., p. 22.

careful cost/benefit evaluation, what generally happens is that for diverse reasons a pleased membership decides to keep the consortium going for another year."⁷³

The hypothesis presumes that small private liberal arts schools in Illinois are representative of the trend in disinterest in cost analysis relative to programs of cooperation across the country and are unlike such groups as the substantial number of private colleges in Pennsylvania who have devoted a great deal of attention to such work.

⁷³Wood, op. cit., p. 247.

CHAPTER IV

DESCRIPTION OF PROCEDURES

Institutions studied

This research took as its object the small private four-year liberal arts colleges in the State of Illinois.

The question of the precise point at which to divide the small schools from large schools was easily resolved because of the peculiar enrollment statistics in the private sector of higher education in the State. There are seven large private universities in Illinois with 1971 enrollments ranging from 5,760 students at Bradley University, Peoria, to 16,602 students at Loyola University, Chicago. Among the institutions of the private sector ranking below Bradley University in student population, an enrollment spread ranges from 103 to 2,970 students. Thus, the private institutions are naturally grouped into substantial universities and small schools.

All enrollment figures listed in this chapter are figures recorded on the 1971 opening fall enrollment as reported by G. J. Froelich and A. R. Lewandowski, Enrollment in Institutions of Higher Learning in Illinois (Champaign, Illinois: University Bureau of Institutional Research, 1971).

It might be noted that two of the small schools have the title of "University," i.e. Illinois Wesleyan University and Millikin University. The designation "University" in these two titles is not indicative of institutional complexity nor of size. Both designations are explained historically.

For example: Illinois Wesleyan University was chartered as a university over 100 years ago, in 1850.

In an attempt to further homogenize the sample, only institutions recognized by the North Central Association of Colleges and Secondary Schools were included. Recognition by the Regional Association was taken in its broadest sense so as not to artificially exclude institutions which are certainly very much like fully accredited colleges. Thus, recognition includes:

- a) Officially Accredited Institutions.
- b) Recognized Candidates for Accreditation.
- c) Correspondents of the Association.

The designation "liberal arts college" was adhered to strictly to unify the respondent field. Thus, an institution like Concordia Teachers College was not included in the study, because, although that College offers a program very much akin to a liberal arts program, the institution has no desire to be considered a liberal arts school, but rather a professional school.

When the parameters had been established adequately, there were found thirty-six colleges scattered across the State of Illinois which met the description: private, four-year liberal arts college, with an opening 1971 fall enrollment of less than 3,000 students, recognized by the North Central Association of Colleges and Secondary Schools.

Here follows the list of schools studied:

Augustana College

Rock Island 61201. Private (Lutheran in America) liberal arts.
Enrollment: 2,261

Aurora College

Aurora 60507. Private (Advent Christian) liberal arts.
Enrollment: 1,094

Barat College

Lake Forest 60045. Private (Roman Catholic) liberal arts for women.
Enrollment: 539

Blackburn College
Carlleville 62626. Private (United Presbyterian) liberal arts.
Enrollment: 627

College of St. Francis
Joliet 60435. Private (Roman Catholic) liberal arts for women.
Enrollment: 824

Columbia College
Chicago 60611. Private liberal arts.
Enrollment: 928

Elmhurst College
Elmhurst 60126. Private (United Church of Christ) liberal arts.
Enrollment: 2,762

Eureka College
Eureka 61530. Private (Disciples of Christ) liberal arts.
Enrollment: 564

George Williams College
Downers Grove 60515. Private liberal arts and professional.
Enrollment: 931

Greenville College
Greenville 62246. Private (Free Methodist) liberal arts.
Enrollment: 838

Illinois Benedictine College
Lisle 60532. Private (Roman Catholic) liberal arts primarily for men.
Enrollment: 1,022

Illinois College
Jacksonville 62650. Private (United Presbyterian and United Church
of Christ) liberal arts.
Enrollment: 872

Illinois Wesleyan University
Bloomington 61701. Private (United Methodist) liberal arts.
Enrollment: 1,727

Judson College
Elgin 60120. Private (American Baptist) liberal arts.
Enrollment: 326

Knox College
Galesburg 61401. Private liberal arts.
Enrollment: 1,439

Lake Forest College
Lake Forest 60045. Private (United Presbyterian) liberal arts.
Enrollment: 1,223

Lewis College
Lockport 60441. Private (Roman Catholic) liberal arts for men.
Enrollment: 2,536

McKendree College
Lebanon 62254. Private (United Methodist) liberal arts.
Enrollment: 474

MacMurray College
Jacksonville 62650. Private (United Methodist) liberal arts;
coordinate colleges for men and women.
Enrollment: 980

Millikin University
Decatur 62522. Private (Presbyterian, U.S.) liberal arts and
professional college.
Enrollment: 1,755

Monmouth College
Monmouth 61462. Private (United Presbyterian) liberal arts.
Enrollment: 1,208

Mundelein College
6363 Sheridan Road, Chicago 60626. Private (Roman Catholic) liberal
arts primarily for women.
Enrollment: 1,362

National College of Education
Evanston 60201. Private liberal arts and teachers'.
Enrollment: 2,970

North Central College
Naperville 60540. Private (United Methodist) liberal arts.
Enrollment: 932

North Park College
5125 North Spaulding Avenue, Chicago 60625. Private (Evangelical
Covenant) liberal arts and theology.
Enrollment: 1,294

Olivet Nazarene College
Kankakee 60901. Private (Church of Nazarene) liberal arts.
Enrollment: 1,800

Principia College
Elsah 62028. Private (Christian Science) liberal arts.
Enrollment: 841

Quincy College
Quincy 62301. Private (Roman Catholic) liberal arts.
Enrollment: 2,164

Rockford College
Rockford 61101. Private liberal arts.
Enrollment: 1,433

Rosary College
River Forest 60305. Private (Roman Catholic) liberal arts primarily
for women.
Enrollment: 1,199

Saint Xavier College
103rd and Central Park Avenue, Chicago 60655. Private (Roman
Catholic) liberal arts primarily for women.
Enrollment: 1,091

Shimer College
Mt. Carroll 61053. Private liberal arts.
Enrollment: 375

Tolentine College
Olympia Fields 60461. Private (Roman Catholic, Order of St.
Augustine) liberal arts.
Enrollment: 103

Trinity Christian College
Palos Heights 60463. Private (Christian Reformed) liberal arts.
Enrollment: 407

Trinity College
Deerfield 60015. Private (Evangelical Free Church) liberal arts.
Enrollment: 796

Wheaton College
Wheaton 60187. Private liberal arts.
Enrollment: 2,079

Definition of terms

Chief Administrators.—The research at hand is intended to determine attitude. It was decided that the best representatives of the schools in question for attitude sampling would be their Presidents. Unlike the Presidents of large universities, the Presidents of small colleges set the tone for their institutions. They are the leaders of their staff, faculty, and students; and they generally exercise moral leadership over the Boards of Trustees of their institutions. The focus of the research, therefore, was centered on the Presidents of the Colleges.

Attitudes.—The project analyzed attitudes toward inter-institutional cooperation and organized conclusions from the analyses made. A standard definition of "attitude" was taken from the field of industrial psychology and employed in this research: i.e.

A kind of mental set representing a predisposition to form certain opinions; a frame of reference that influences the individual's views or opinions on various topics, and that influences his behavior.¹

Inter-Institutional Cooperation.—In order to preserve continuity and comparability among data, the definition of "inter-institutional cooperation" which was employed in the Murray, Lundgren, Webb research on cooperative programs in Illinois was retained: i.e.

- "a) An inter-institutional program, plan, compact, federation, association, consortium, or any other joint arrangement or activity involving two or more independently administered institutions (public or private) of Higher Education in Illinois which has been formalized through correspondence or contact by their presidents or their authorized representatives for purposes deemed appropriate by the participating institutions. Such arrangements may range from a simple agreement between two institutions for a single purpose to a complex or multi-purpose agreement involving several colleges and universities.
- "b) The definition above specifically omits projects which join institutions of higher education with other kinds of educational, health and cultural organizations; projects which are an outgrowth of the coordinating function of the Central Administration of a multi-campus district; and projects between colleges or departments of the same institution or a main and branch campus. Athletics, debate, music contests and similar activities are not involved."²

Study.—This research tracked down and sought out attitudes, identified and categorized them, and organized them into quantified data. Thus

¹Joseph Tiffin and Ernest J. McCormick, Industrial Psychology (5th ed. rev.; Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), p. 320, based upon N. R. J. Maier, Psychology in Industry.

²"Interinstitutional Cooperative Arrangements Questionnaire," The Illinois Board of Higher Education, winter, 1971, p. 1.

brought into focus as material for analysis the defined attitudes were subjected to the following operations:

1. Identification of component elements.
2. Distinction of facts from suppositions.
3. Delineation of interrelationships.
4. Identification of patterns.

Finally, from the analyses summary conclusions were drawn and recommendations made in the light of the same.

Methods of gathering data

A review of recent related dissertation research in the field of inter-institutional cooperation in higher education revealed the following list of topics and respective research techniques:

<u>Author</u>	<u>Dissertation Title</u>
1. Bradley	- "Academic Consortium Effectiveness: An Investigation of Criteria."
(School)	- University of Michigan, Ph.D., 1971.
(Technique)	- Interview and questionnaire which employs rating scales (only three degrees in most of these).
2. Grupe	- "The Establishment of Collegiate Cooperative Centers."
(School)	- State University of New York, Ed.D., 1970.
(Technique)	- Interview and brief fact-gathering instrument.
3. Jordan	- "The Functions of the Forces of Autonomy, Cooperative Interdependence and Conflict in Two Confederations of Higher Education."
(School)	- University of Notre Dame, Ph.D., 1970.
(Technique)	- Interview and examination of documents.
4. Kaliden	- "Interinstitutional Cooperation: A Descriptive and Evaluative Analysis of Its Status and Potentiality, In the Commonwealth of Pennsylvania, 1970-1971."

- (School) - University of Pittsburg, Ph.D., 1971.
- (Technique) - Two fact-gathering questionnaires.
5. Lancaster - "Interdependency and Conflict in a Consortium for Cooperation in Higher Education: Toward a Theory of Inter-organizational Behavior."
- (School) - University of Michigan, Ph.D., 1969.
- (Technique) - Structured interview and examination of documents.
6. Malloy - "Interinstitutional Cooperation Among Selected Institutions in North Carolina: An Attitude Perception Study."
- (School) - The Ohio State University, Ph.D., 1969.
- (Technique) - Survey questionnaire which employed a five-point Likert Scale.
7. Patterson - "A Descriptive Study of the Governance of Selected Voluntary Academic Cooperative Arrangements in Higher Education."
- (School) - University of Missouri—Kansas City, Ph.D., 1971.
- (Technique) - Examination of documents.
8. Trendler - "Inter-Institutional Cooperation for Academic Development Among Small Church-Related Liberal Arts Colleges."
- (School) - Indiana University, Ed.D., 1967.
- (Technique) - Interview on attitudes. (Rejected use of questionnaire)

For research such as the topic demands, it is obvious that two techniques are commonly employed: the questionnaire or the structured interview. A third technique, the examination of documents, can only provide an oblique assessment of attitudes, and might well prove to be inconclusive in an area of research where a substantial percentage of evidence has not been committed to formal documents.

Allen L. Edwards in Techniques of Attitude Scale Construction identified three methods which might be employed to discover a subject's attitudes: (1) direct observation of behavior, (2) direct questioning, (3) the utiliza-

tion of attitude statements intended to solicit reactions from the subject.³ The first technique is obviously unmanageable for the project at hand. However, it was actually employed indirectly in interviews with the college Presidents, since they were asked to spell out the cooperative programs in which their schools were currently involved. Combinations of the second and third methods were employed in two instrumentalities: the structured interview and the questionnaire.

The use of both the structured interview and a questionnaire designed to plumb attitudes assured a comprehensive data gathering process. The two methods were designed to validate and complement the data generated respectively by one another.

The questionnaire.—A questionnaire was drawn up as an instrument which would yield categorized and quantifiable data relative to the eight hypotheses discussed in the preceding chapter. (See Appendix for "Questionnaire on Administrative Attitudes Toward Programs of Inter-Institutional Cooperation.") The guidelines employed in the construction of the instrument were:

1. Items were to generate data in the most direct way possible.
2. Items were to vary in form so as to best suit the generation of particular data being sought.
3. Items were to contain many subdivisions so that they would generate specific data and avoid generalizations.
4. Insofar as possible "yes" and "no" forced choices were to be deemed more valuable than scaled choices because of the relatively small "N" in the study.

³Allen L. Edwards, Techniques of Attitude Scale Construction (New York: Appleton-Century Crofts, Inc., 1957), p. 3.

5. Clarity and specificity were to be of great concern.
6. Only truly necessary data were to be sought.
7. The format was to be as simple as possible, requiring the respondent to merely check boxes.
8. The time required to complete the questionnaire was to be as short as possible.

The method of employing attitude statements becomes more difficult to validate as it moves farther away from direct questioning. Therefore, a form of item structure was devised for the questionnaire which approached the direct question as closely as possible. The instrument thus was able to be checked for content or face validity by refining and testing the items for clarity. Proof of construct validity was irrelevant. However, the free interview was designed to help validate the data produced by the questionnaire, since reluctance to commit oneself in a response to a direct question can invalidate data generated by that attitude sampling technique.

A Likert technique was employed for Items 1 and 16 in the questionnaire because the data to be generated by those items required a ranking procedure. The Likert method is certainly acceptable. For example, A. N. Oppenheim states: "Likert scales tend to perform very well when it comes to a reliable, rough ordering of people with regard to a particular attitude."⁴

Perhaps the most important device employed in the design of the questionnaire was the establishment of three or six subdivisions for nearly all of the items. Thus a client was not merely asked if he would be willing to experiment with programs of inter-institutional cooperation, in a general question. Instead, he was asked to respond to that question six different

⁴A. N. Oppenheim, Questionnaire Design and Attitude Measurement (New York: Baser Books, Inc., 1966), p. 141.

times, taking "programs of inter-institutional cooperation" applied to:

(1) Administration, (2) Facilities, (3) Services, (4) Personnel, (5) Enrichment Academic, (6) Extensive Cooperation. The various categories were defined by means of examples. The categories had been derived from studies of the types of programs mentioned by respondents to the questionnaire employed by Murray, Lundgren, and Webb for the Executive Director's Report #105: Survey of Interinstitutional Cooperation in Illinois.

The following list indicates which questionnaire items were intended to generate data relative to which hypotheses:

- Hypothesis I - Items 1, 2, 12.
- Hypothesis II - Items 9, 16, 25.
- Hypothesis III - Items 14, 17, 20, 23.
- Hypothesis IV - Items 13, 15, 18, 22, 24.
- Hypothesis V - Items 9, 10, (11), (16).
- Hypothesis VI - Items 3, 4, 5, (11), (16).
- Hypothesis VII - Items 11, 19, 21.
- Hypothesis VIII - Items 6, 7, 8.

() Indicates related in a secondary way.

Questionnaires were distributed to the Presidents in the context of a personal office call. In these days of the proliferation of the survey via questionnaires, an instrument received through the mail has little chance of being filled in unless it comes from some superior authority. However, a personal involvement is potent to generate interest, cooperation, and a willingness to put oneself out for the researcher. These first office appointments were well received and frequently lasted for a full hour. The Presidents welcomed the opportunity to help shed more light on a problem with which they wrestle constantly, but all too frequently with little guiding

light because the task is too new for most of them.

During the first meeting with each of the college Presidents, some factual information was also sought which might prove helpful in interpreting the various data of the project and in qualifying those data and marshaling them into conclusions and recommendations. The Presidents were asked to supply the following material:

1. A brief history of the institution.
2. Assessment of the general well-being of the college.
- 3. Relationship of prospective enrollment for 1972-1973 to recent enrollment trends at the school.

In addition, the researcher toured each campus, taking notes on the conditions of the grounds and buildings and the general state of maintenance. Careful note was made of all recent or current construction. Frequently students and staff were interviewed about the good points and bad points of the colleges and their facilities.

The structured interview.—Each of the Presidents of the thirty-six colleges included in the research was interviewed personally in an open-ended and informal discussion. That discussion was so directed as to bring the Presidents to air their opinions on various aspects of inter-institutional cooperation. The aspects presented were basically the same elements presented in the questionnaire; however, the subjects being interviewed, free from the questionnaire categories and restrictions, were able to make their own points of emphasis, interpretations, qualifications, etc. Also, it was supposed that the informal atmosphere of the interview might well elicit more frank reactions than the formal commitment required by the printed questionnaire.

The guidelines for the interviewer were drawn up after the questionnaire was reduced to its final form. The guide questions for the interview

treat all of the general topics of the questionnaire and, therefore, are designed to supply data for the substantiation of the eight hypotheses. (See Appendix for the "Form for Interviews with College Presidents.") The following list indicates which items in the interview guide are intended to generate data relative to which hypotheses:

Hypothesis I - Items 1, 2.

Hypothesis II - Items 1, 3.

Hypothesis III - Items 1, 4.

Hypothesis IV - Item 5.

Hypothesis V - Items 1, 6, 7.

Hypothesis VI - Items 6, 8.

Hypothesis VII - Item 9.

Hypothesis VIII - Item 10.

Presidents were interviewed after a number of completed questionnaires had been received by the researcher. The purpose of this delay in beginning the interviews was to allow the interviewer to come to his work aware of general trends and problem areas in the generation of data. He was thus enabled to make the interviews better serve their purpose of control device aimed at checking and validating the data which the questionnaire was capable of producing and of complementing those data.

A separate copy of the interview form was employed for each appointment, and notes were made right on the form as the discussions progressed. The interviews lasted approximately forty-five minutes each, although many exceeded an hour; and a few exceeded two full hours.

Use of controls

Two control devices were employed to check and validate the data

supplied by the Presidents in their responses to the structured interview and the questionnaire. These devices involved the gathering of data from two separate groups: the Academic Deans of the institutions, and sampled members of the Boards of Trustees.

The employment of these two distinct and quite different control groups established a means of proving the veracity, representative characteristics, and practical significance of the data supplied by the Presidents. The data supplied by the Deans and Board Members were intended to verify honesty in that these two knowledgeable sources should agree with the Presidents in most data which relate to institutional facts rather than to pure personal opinion. The Deans and Board Members were employed to verify the representative characteristics of the Presidential data in that these other two groups are representative of the institutions on a level just below that of the Presidential level. The data of the Deans and Board Members were intended to verify the practical significance of the data supplied by the Presidents in that the Presidential data for given institutions would have little significance if those responsible to help carry off programs were opposed to the attitudes represented by the data in terms of programs planned.

The Academic Deans were selected as a control group because the Academic Dean in a small college holds a position immediately below the President and is considered the right hand of the President. The Academic Dean exercises a leadership role nearly on a par with that of the President, and he is certainly as knowledgeable as his President on most college matters. In fact, in the matter of inter-institutional cooperation, he is occasionally more knowledgeable than his President.

Members of the Boards of Trustees were selected as a control group because they are the legal policy makers and thus responsible for ultimate

decisions on guidelines for programs of inter-institutional cooperation. Their data shed light on the Presidential data from a different perspective than do the data supplied by the Academic Deans. Board Members speak from outside of the administrative family of a college and from outside of the day-in-day-out life of an institution.

The Presidents of the thirty-six colleges in the project were asked to give a packet to their Academic Deans with the request that the Deans complete the enclosed questionnaire and return the same to the researcher. The packets given the Deans contained a letter of explanation of the project (See Appendix.), a copy of the questionnaire which was distributed to the Presidents, and a stamped envelope addressed to the researcher.

The procedure for distributing the same questionnaire to sampled members of the Boards of Trustees was somewhat different. On the researcher's first visit to a President, he asked permission to send a copy of the questionnaire to one of the Board Members of the institution. Upon receiving this permission, he requested the names of three active Board Members who would understand the material of the questionnaire. When three names were produced, the researcher selected the second name in alphabetical order and asked for that person's address. Later the researcher sent a copy of the questionnaire to the Board Member along with a personal letter explaining the project and soliciting cooperation, together with a self-addressed stamped envelope. (See Appendix for a sample letter.)

Analysis of data

The data yielded by each item of the questionnaire were tallied for descriptive analysis with respect to the Presidents, Deans, and Board Members separately, and for all together. Mean and median scores were reported for

the two items which employed rating scales in their respective subdivisions. Percentages were used to summarize alternate-response item data and check-list data as far as possible. Miscellaneous other data generated by the instrument were tallied in descriptive fashion as the data lent themselves to such summarization. Results from the three separate groups were compared with one another for analysis of correspondence.

Interview notes derived through the "Form for Interviews with College Presidents" were summarized and tallied in a crude way, so as not to destroy the principal value of each interview record—namely its individuality and uniqueness—and at the same time to allow for some quantitative analysis and comparability with questionnaire data.

The supporting data for each of the eight hypotheses were then marshaled together from the three groups of questionnaires and from the interview results. Data from a summary of "factual information" were employed in assessing the significance of some of the data to various hypotheses. The attitudes specified by the hypotheses were tested through analysis of the attitudes revealed in the research data. Such analysis involved the following operations:

1. Identification of component elements.
2. Distinction of facts from suppositions.
3. Delineation of interrelationships.
4. Identification of patterns.

When all eight hypotheses had been tested, summary conclusions were drawn from the full spectrum of analyses.

Finally, practical recommendations were made for the promotion and implementation of programs of inter-institutional cooperation, with a view to a possible realistic fulfillment of A Master Plan for Higher Education in Illinois—Phase III, and especially its Common Market goals.

CHAPTER V

REPORT ON SURVEY RESULTS

The research for the project at hand focused on the thirty-six colleges scattered across Illinois which met the description: private, four-year liberal arts college, with an opening 1971 fall enrollment of less than 3,000 students, recognized by the North Central Association of Colleges and Secondary Schools. Response to the instruments employed in the collection of the data was as follows:

Completed questionnaires returned:

Presidents - - - - - 33, or 92% of 36.

Academic Deans - - - - - 30, or 83% of 36.

Selected Board Members - 27, or 75% of 36.

Structured interviews completed:

Presidents - - - - - 36, or 100% of 36.

Two of the people interviewed in the group of 36 were officially designated Acting Presidents, since the Presidents of two institutions were on extended leaves of absence during the months in which the survey was made.

During the first meeting with each of the college Presidents, factual information was sought which might prove helpful in interpreting the various data of the project.

Here follows a summary of significant material gleaned from:

1. Information thus supplied by the Presidents.
2. Inspection of the campuses.
3. Interviews with students and staff members.

TABLE 7

AGE OF THE INSTITUTIONS

Date of foundation	Number of institutions	Percentage of total N = 36
Over 100 years ago	19	53%
Between 50 and 100 years ago	10	28%
Between 25 and 50 years ago	4	11%
Within the last 25 years	3	8%

TABLE 8

ENROLLMENT FOR 1972-1973 AGAINST
PREVIOUS ENROLLMENTS

Projection	Number of institutions	Percentage of total N = 36
Projected increase	15	42%
Projected stable enrollment	5	14%
Projected decrease	16	44%

TABLE 9
EVIDENCE OF PLANT AND GROUNDS
UPKEEP AND MAINTENANCE

Level	Number of institutions	Percentage of total N = 36
Excellent	9	25%
Good	17	47%
Adequate	8	22%
Poor	2	6%

Other facts

1. Eighty-three percent of the institutions are church-related.
2. Ninety percent of the institutions have completed significant construction projects within the last ten years.
3. Eighty-three percent of the institutions were thought to be currently in a state of reasonably good general health—by their Presidents.

Data yielded by the questionnaire and the structured interview are marshaled below for each of the eight hypotheses separately. In the report on the supporting data for the respective hypotheses, the attitudes specified by the hypotheses are tested through analysis of the attitudes revealed in the research data.

Hypothesis I

There is a high degree of interest among chief administrators of small private liberal arts schools in establishing or expanding programs of inter-institutional cooperation.

TABLE 10

DISTRIBUTION OF RESPONSES INDICATING DEGREE OF INTEREST IN ESTABLISHING OR EXPANDING PROGRAMS OF INTER-INSTITUTIONAL COOPERATION IN THE CATEGORY "ADMINISTRATION"—E.G. SHARED COMPUTERS AND DATA PROCESSING, COOPERATIVE PURCHASING (TAKEN FROM QUESTIONNAIRE ITEM 1)
(LIKERT SCALE)

	Outright Rejection -3	Dislike -2	Cool -1	Indifferent 0	Mild +1	High +2	Very High +3
Presidents N = 32 % of N	0 0%	0 0%	0 0%	1 3%	4 13%	20 63%	7 22%
Deans N = 30 % of N	0 0%	0 0%	3 10%	1 3%	4 13%	12 40%	10 33%
Board Members N = 27 % of N	0 0%	0 0%	2 7%	1 4%	6 22%	8 30%	10 37%
All Groups N = 88 % of N	0 0%	0 0%	5 6%	3 3%	14 16%	39 44%	27 31%

Note: Because of rounding, percentages may not total 100% throughout this report.

GRAPH OF ABOVE DISTRIBUTION, COMPARING THE THREE GROUPS
(LIKERT SCALE)

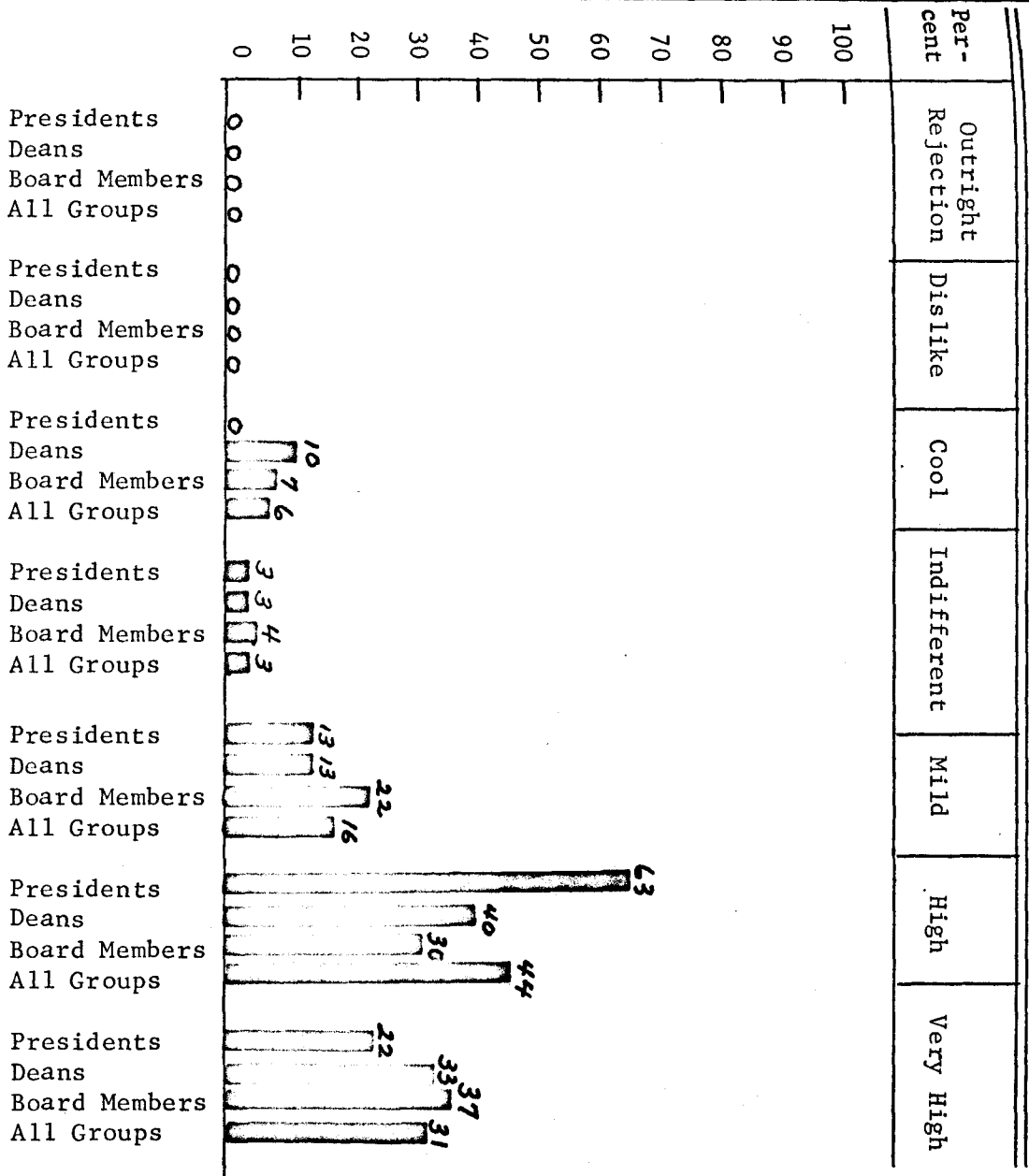


TABLE 11

DISTRIBUTION OF MEANS AND MEDIANS FOR THE THREE GROUPS
IN RESPONSES TO ITEM 1, 1) ADMINISTRATION
(LIKERT SCALE)

Presidents	Deans	Board Members	All Groups
Mean 2.03 Median 2.00	Mean 1.83 Median 2.00	Mean 1.85 Median 2.00	Mean 1.91 Median 2.00

TABLE 12

DISTRIBUTION OF RESPONSES INDICATING DEGREE OF INTEREST IN ESTABLISHING OR
EXPANDING PROGRAMS OF INTER-INSTITUTIONAL COOPERATION IN THE CATEGORY
"FACILITIES"—E.G. MAJOR FACILITIES SHARING, AUDIO-VISUAL POOL
AND CLOSED CIRCUIT TV, INTER-LIBRARY BORROWING PRIVILEGES
(TAKEN FROM QUESTIONNAIRE ITEM 1)
(LIKERT SCALE)

	Outright Rejection -3	Dislike -2	Cool -1	Indifferent 0	Mild +1	High +2	Very High +3
Presidents N = 32 % of N	0 0%	0 0%	0 0%	0 0%	8 25%	13 41%	11 34%
Deans N = 30 % of N	0 0%	0 0%	0 0%	1 3%	7 23%	13 43%	9 30%
Board Members N = 27 % of N	0 0%	0 0%	1 4%	1 4%	6 22%	12 44%	7 26%
All Groups N = 88 % of N	0 0%	0 0%	1 1%	2 2%	21 24%	37 42%	27 31%

GRAPH OF ABOVE DISTRIBUTION, COMPARING THE THREE GROUPS
(LIKERT SCALE)

FIG. 6

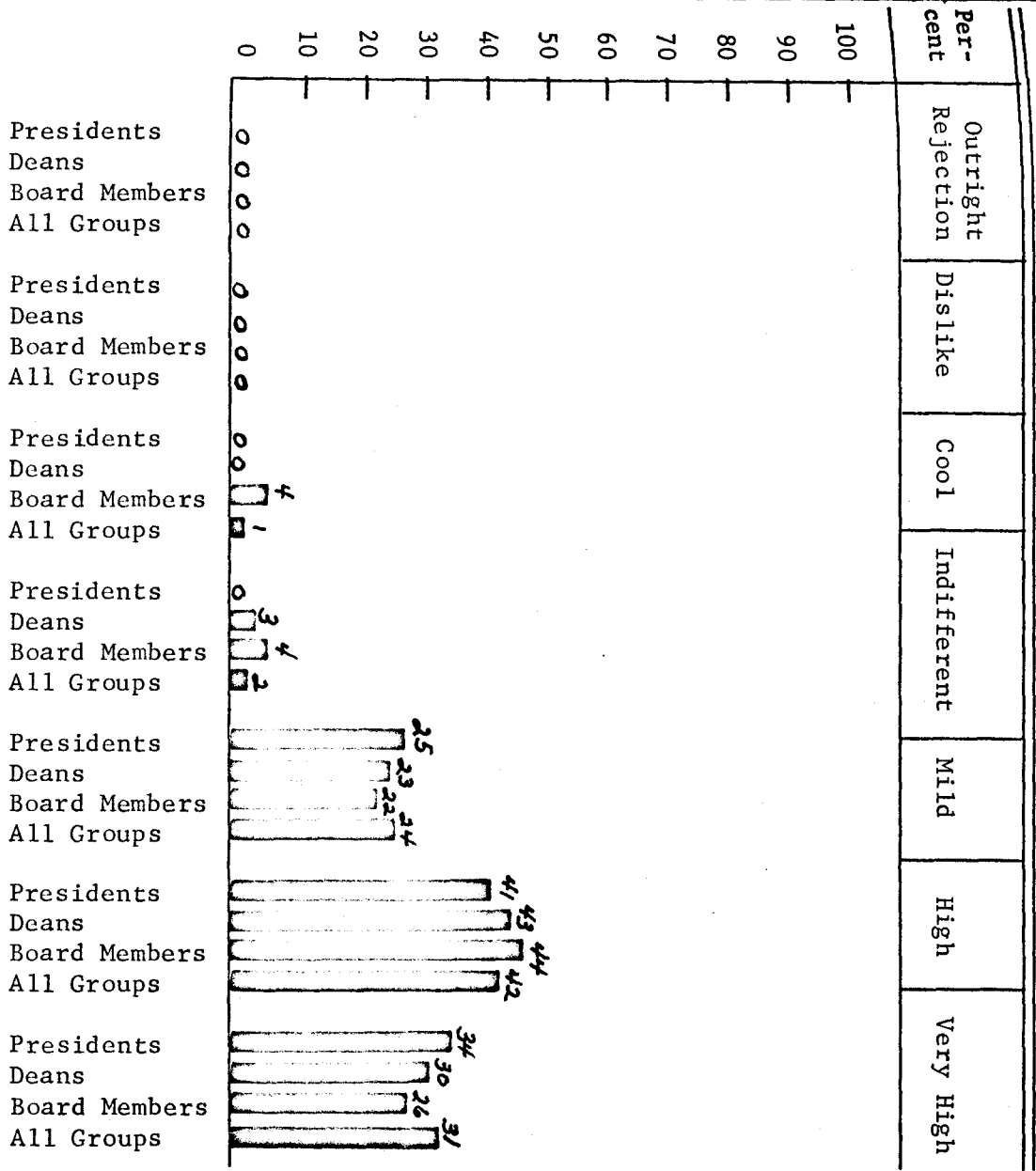


TABLE 13

DISTRIBUTION OF MEANS AND MEDIANS FOR THE THREE GROUPS
IN RESPONSES TO ITEM 1, 2) FACILITIES
(LIKERT SCALE)

Presidents	Deans	Board Members	All Groups
Mean 2.09 Median 2.00	Mean 2.00 Median 2.00	Mean 1.81 Median 2.00	Mean 1.99 Median 2.00

TABLE 14

DISTRIBUTION OF RESPONSES INDICATING DEGREE OF INTEREST IN ESTABLISHING OR
EXPANDING PROGRAMS OF INTER-INSTITUTIONAL COOPERATION IN THE CATEGORY
"SERVICES"—E.G. SHARED STUDENT COUNSELING AND MEDICAL SERVICES,
INTER-CAMPUS CULTURAL EVENTS PRIVILEGES
(TAKEN FROM QUESTIONNAIRE ITEM 1)
(LIKERT SCALE)

	Outright Rejection -3	Dislike -2	Cool -1	Indifferent 0	Mild +1	High +2	Very High +3
Presidents N = 32 % of N	1 3%	0 0%	0 0%	2 6%	8 25%	14 44%	7 22%
Deans N = 30 % of N	0 0%	1 3%	1 3%	0 0%	8 25%	11 34%	9 28%
Board Members N = 27 % of N	1 4%	0 0%	3 11%	2 7%	4 15%	13 48%	4 15%
All Groups N = 88 % of N	2 2%	1 1%	4 5%	4 5%	20 23%	37 42%	20 23%

FIG. 7
 GRAPH OF ABOVE DISTRIBUTION, COMPARING THE THREE GROUPS
 (LIKERT SCALE)

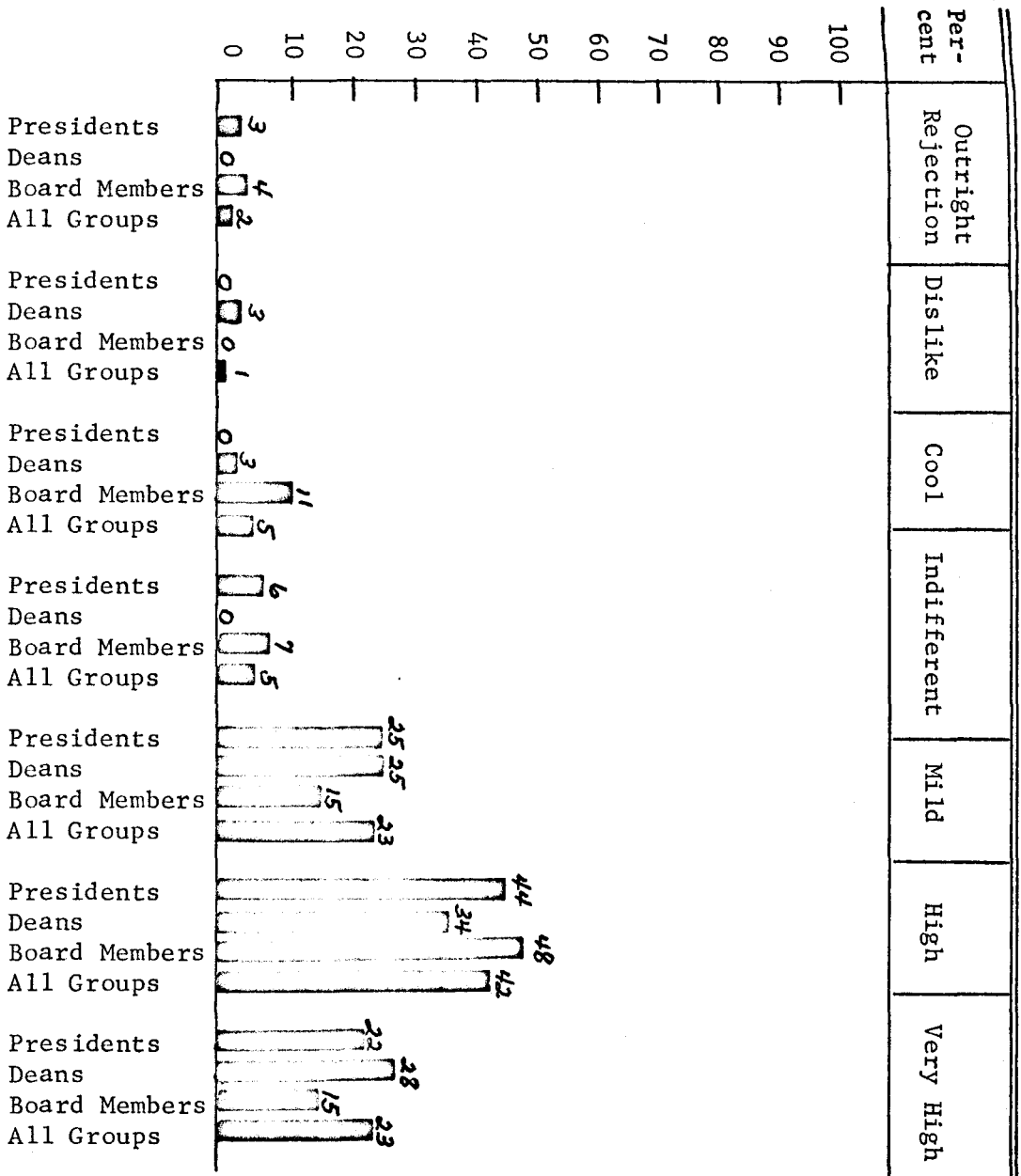


TABLE 15

DISTRIBUTION OF MEANS AND MEDIANS FOR THE THREE GROUPS
IN RESPONSES TO ITEM 1, 3) SERVICES
(LIKERT SCALE)

Presidents	Deans	Board Members	All Groups
Mean 1.69 Median 2.00	Mean 1.83 Median 2.00	Mean 1.33 Median 2.00	Mean 1.61 Median 2.00

TABLE 16

DISTRIBUTION OF RESPONSES INDICATING DEGREE OF INTEREST IN ESTABLISHING OR
EXPANDING PROGRAMS OF INTER-INSTITUTIONAL COOPERATION IN THE CATEGORY
"PERSONNEL"—E.G. FACULTY ROTATION PLAN, JOINT FACULTY CONTRACTS
(TAKEN FROM QUESTIONNAIRE ITEM 1)
(LIKERT SCALE)

	Outright Rejection -3	Dislike -2	Cool -1	Indifferent 0	Mild +1	High +2	Very High +3
Presidents N = 32 % of N	3 9%	1 3%	4 13%	1 3%	11 34%	10 31%	2 6%
Deans N = 30 % of N	2 7%	2 7%	4 13%	1 3%	10 33%	8 27%	3 10%
Board Members N = 27 % of N	1 4%	3 11%	5 19%	4 15%	8 30%	4 15%	2 7%
All Groups N = 88 % of N	6 7%	6 7%	13 15%	6 7%	28 32%	22 25%	7 8%

FIG. 8
 GRAPH OF ABOVE DISTRIBUTION, COMPARING THE THREE GROUPS
 (LIKERT SCALE)

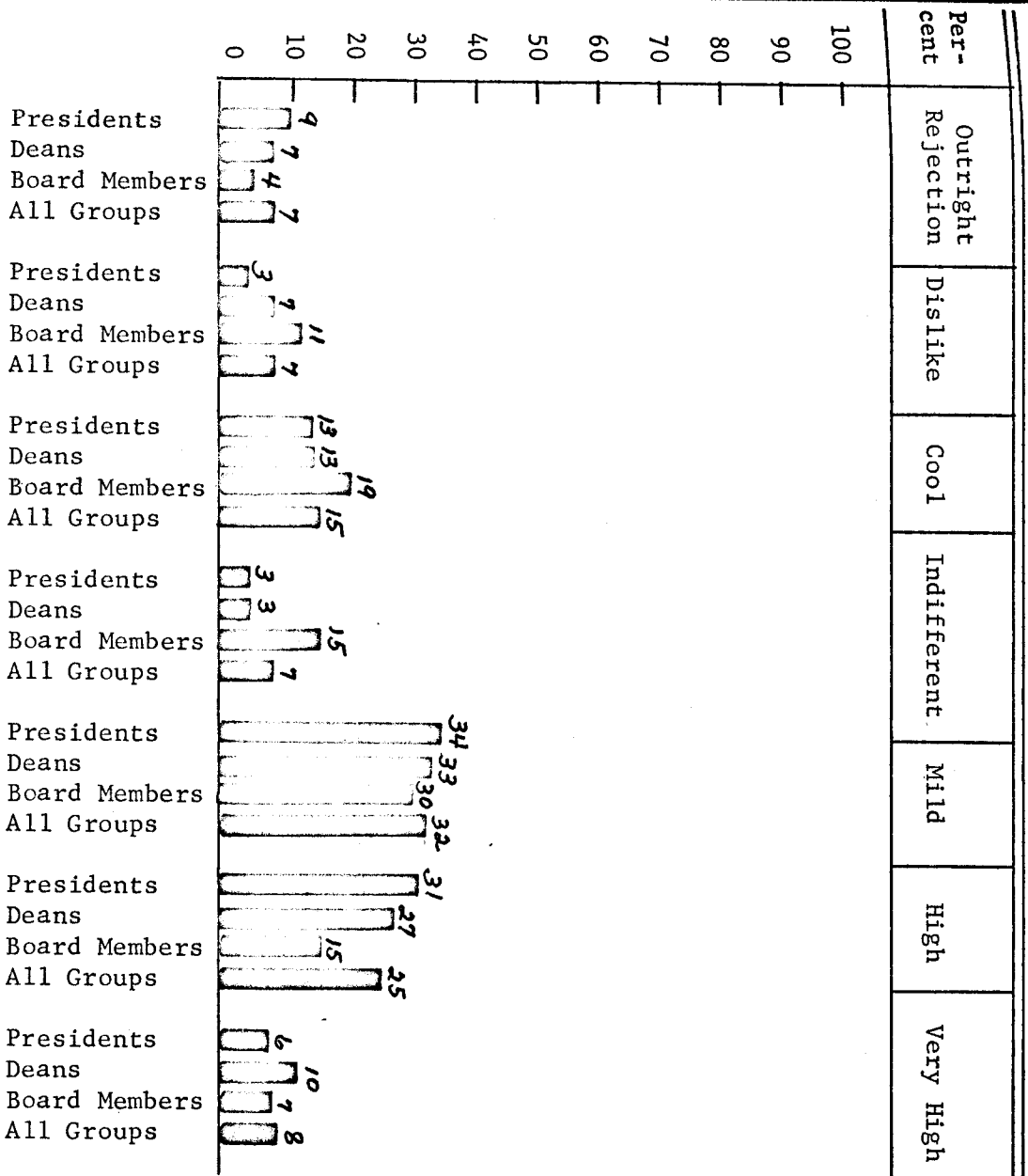


TABLE 17

DISTRIBUTION OF MEANS AND MEDIANS FOR THE THREE GROUPS
IN RESPONSES TO ITEM 1, 4) PERSONNEL
(LIKERT SCALE)

Presidents	Deans	Board Members	All Groups
Mean .69 Median 1.00	Mean .70 Median 1.00	Mean .30 Median 1.00	Mean .57 Median 1.00

TABLE 18

DISTRIBUTION OF RESPONSES INDICATING DEGREE OF INTEREST IN ESTABLISHING OR EXPANDING PROGRAMS OF INTER-INSTITUTIONAL COOPERATION IN THE CATEGORY "ENRICHMENT ACADEMIC"—E.G. LIMITED CREDIT AND COURSE RECIPROCITY TO ALLOW GREATER VARIETY FOR COURSE SELECTION; CONTRACTUAL INTER-CHANGE WITH SPECIALIZED COURSES; SHARED COURSES IN COURSE AREAS WHERE ENROLLMENT WOULD BE VERY SMALL AT ONE INSTITUTION; JOINT CONTINUING EDUCATION PROGRAMS
(TAKEN FROM QUESTIONNAIRE ITEM 1)
(LIKERT SCALE)

	Outright Rejection -3	Dislike -2	Cool -1	Indifferent 0	Mild +1	High +2	Very High +3
Presidents N = 32 % of N	1 3%	0 0%	1 3%	0 0%	5 16%	12 38%	13 41%
Deans N = 27 % of N	0 0%	0 0%	1 3%	0 0%	4 14%	13 45%	11 38%
Board Members N = 27 % of N	1 4%	0 0%	1 4%	0 0%	2 7%	17 63%	6 22%
All Groups N = 87 % of N	2 2%	0 0%	3 3%	0 0%	11 13%	41 47%	30 34%

FIG. 9
 GRAPH OF ABOVE DISTRIBUTION, COMPARING THE THREE GROUPS
 (LIKERT SCALE)

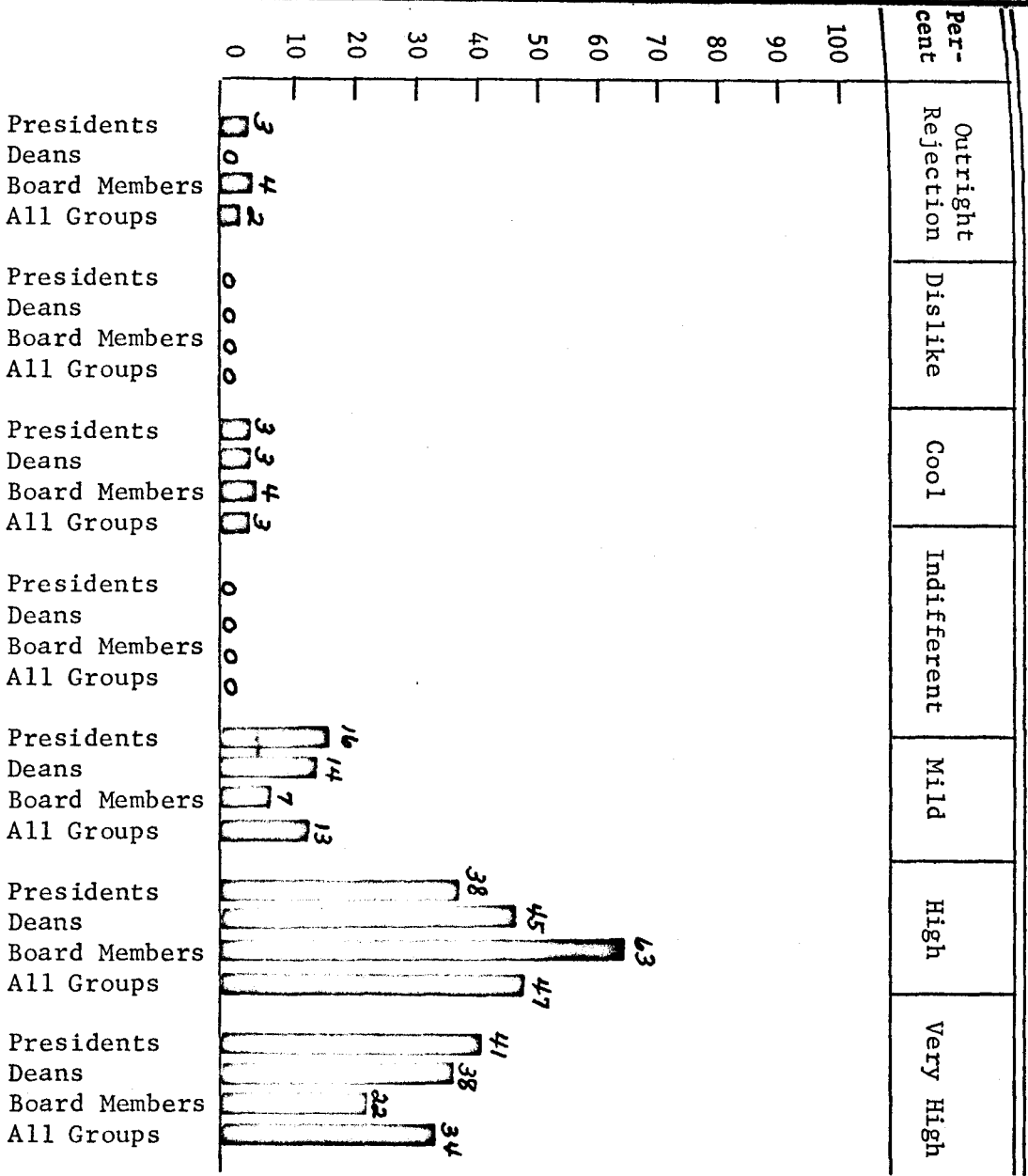


TABLE 19

DISTRIBUTION OF MEANS AND MEDIANS FOR THE THREE GROUPS
IN RESPONSES TO ITEM 1, 5) ENRICHMENT ACADEMIC
(LIKERT SCALE)

Presidents	Deans	Board Members	All Groups
Mean 2.00 Median 2.00	Mean 2.14 Median 2.00	Mean 1.85 Median 2.00	Mean 2.00 Median 2.00

TABLE 20

DISTRIBUTION OF RESPONSES INDICATING DEGREE OF INTEREST IN ESTABLISHING OR EXPANDING PROGRAMS OF INTER-INSTITUTIONAL COOPERATION IN THE CATEGORY "EXTENSIVE COOPERATION"—E.G. JOINT OPERATION OF A SINGLE SCHOOL (SCHOOL OF MUSIC, E.G.) OR DEPARTMENT INSTEAD OF EACH INSTITUTION OPERATING ITS OWN; EXTENSIVE CREDIT AND COURSE RECIPROCITY; ONE SCHOOL SUPPLYING A DEPARTMENT FOR ALL COOPERATING SCHOOLS WITH ELIMINATION OF RESPECTIVE DEPARTMENTS IN OTHER COOPERATING SCHOOLS (TAKEN FROM QUESTIONNAIRE ITEM 1)
(LIKERT SCALE)

	Outright Rejection -3	Dislike -2	Cool -1	Indifferent 0	Mild +1	High +2	Very High +3
Presidents N = 32 % of N	4 13%	1 3%	4 13%	0 0%	11 34%	10 31%	2 6%
Deans N = 30 % of N	1 3%	3 10%	7 23%	0 0	6 20%	10 33%	3 10%
Board Members N = 27 % of N	1 4%	1 4%	3 11%	2 7%	7 26%	10 37%	3 11%
All Groups N = 88 % of N	6 7%	5 6%	14 16%	2 2%	23 26%	30 34%	8 9%

FIG. 10
 GRAPH OF ABOVE DISTRIBUTION, COMPARING THE THREE GROUPS
 (LIKERT SCALE)

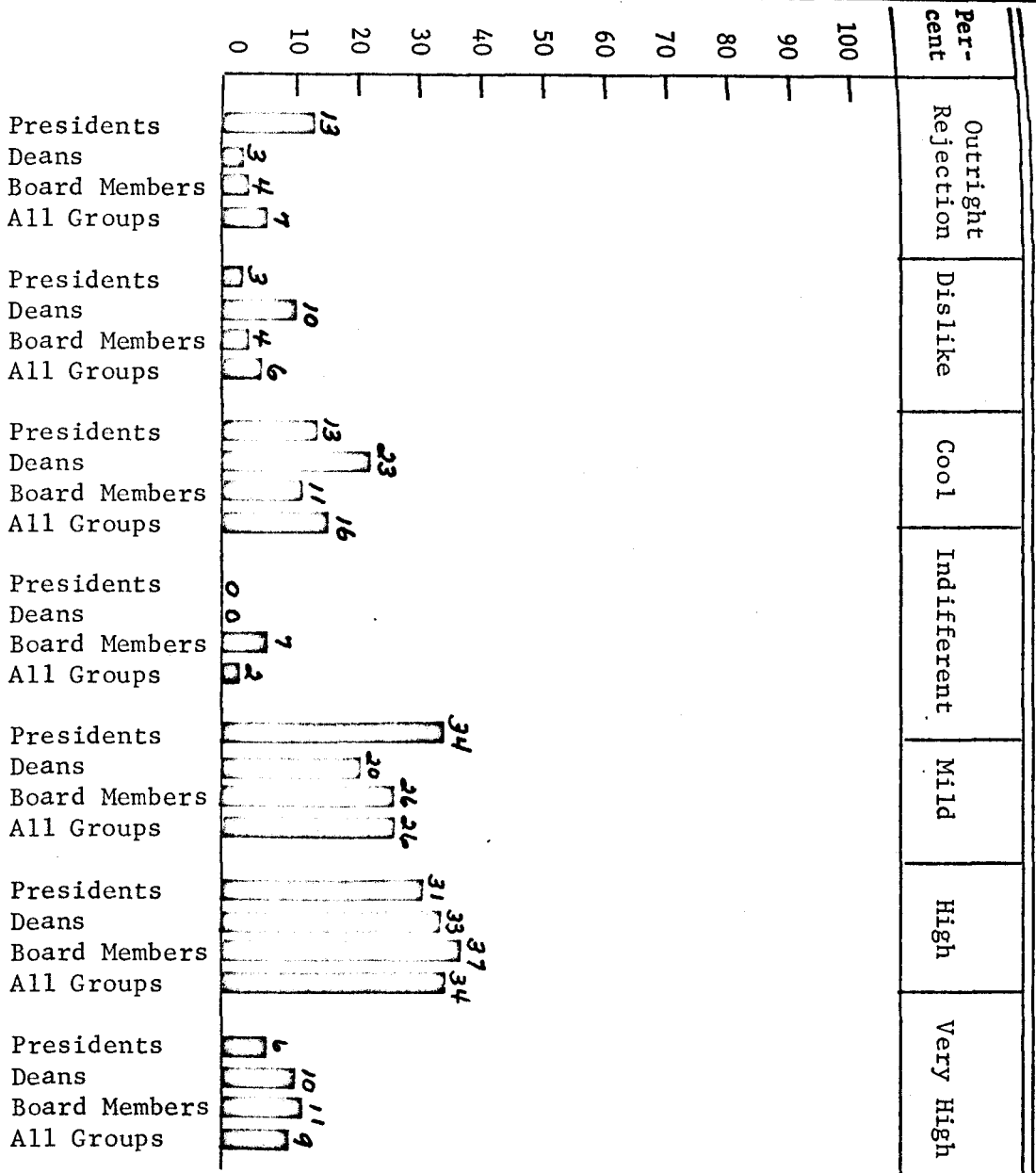


TABLE 21

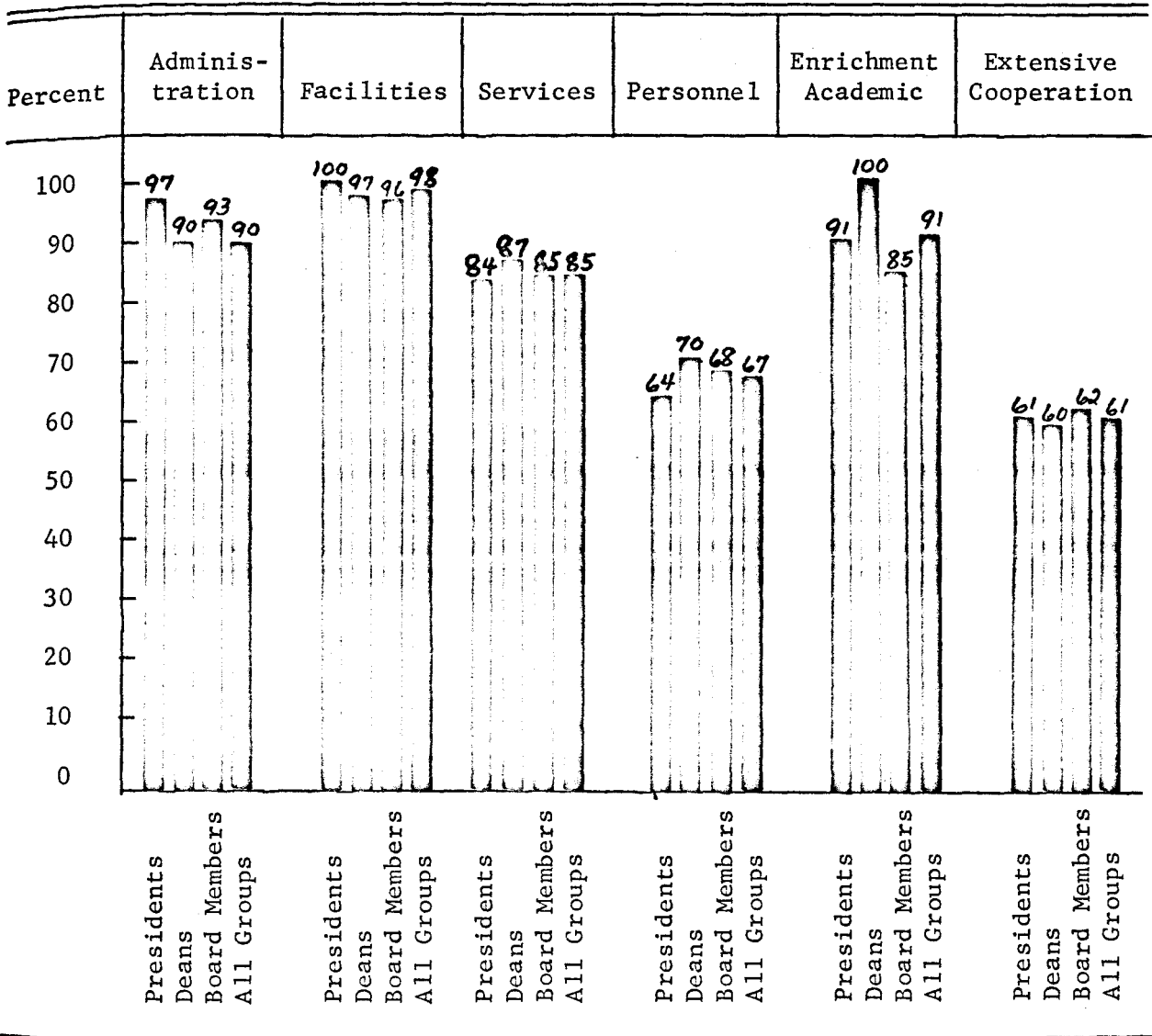
DISTRIBUTION OF MEANS AND MEDIANS FOR THE THREE GROUPS
IN RESPONSES TO ITEM 1, 6) EXTENSIVE COOPERATION
(LIKERT SCALE)

Presidents	Deans	Board Members	All Groups
Mean .59 Median 1.00	Mean .63 Median 1.00	Mean 1.04 Median 1.00	Mean .74 Median 1.00

Note: Definitions for the various categories of cooperation ("Administration", "Facilities", etc.) were given above for Questionnaire Item 1. These definitions are constant and will not be repeated for other Questionnaire Items in the data report.

FIG. 11

GRAPH OF PERCENTAGES OF RESPONDENTS WHO INDICATED WILLINGNESS TO EXPERIMENT WITH PROGRAMS OF INTER-INSTITUTIONAL COOPERATION (TAKEN FROM QUESTIONNAIRE ITEM 2)



Note: In computing percentages, N represents the full complement of questionnaires returned, or nearly the full complement in cases where one or another respondent may have missed or passed over an item. Where the number of "no answers" is significant, note is made of this.

FIG. 12

GRAPH OF PERCENTAGES OF RESPONDENTS WHO INDICATED BELIEF THAT PRIVATE LIBERAL ARTS SCHOOLS HAVE AN ADVANTAGE OVER STATE SCHOOLS RELATIVE TO EXPERIMENTING WITH PROGRAMS OF INTER-INSTITUTIONAL COOPERATION (TAKEN FROM QUESTIONNAIRE ITEM 12)

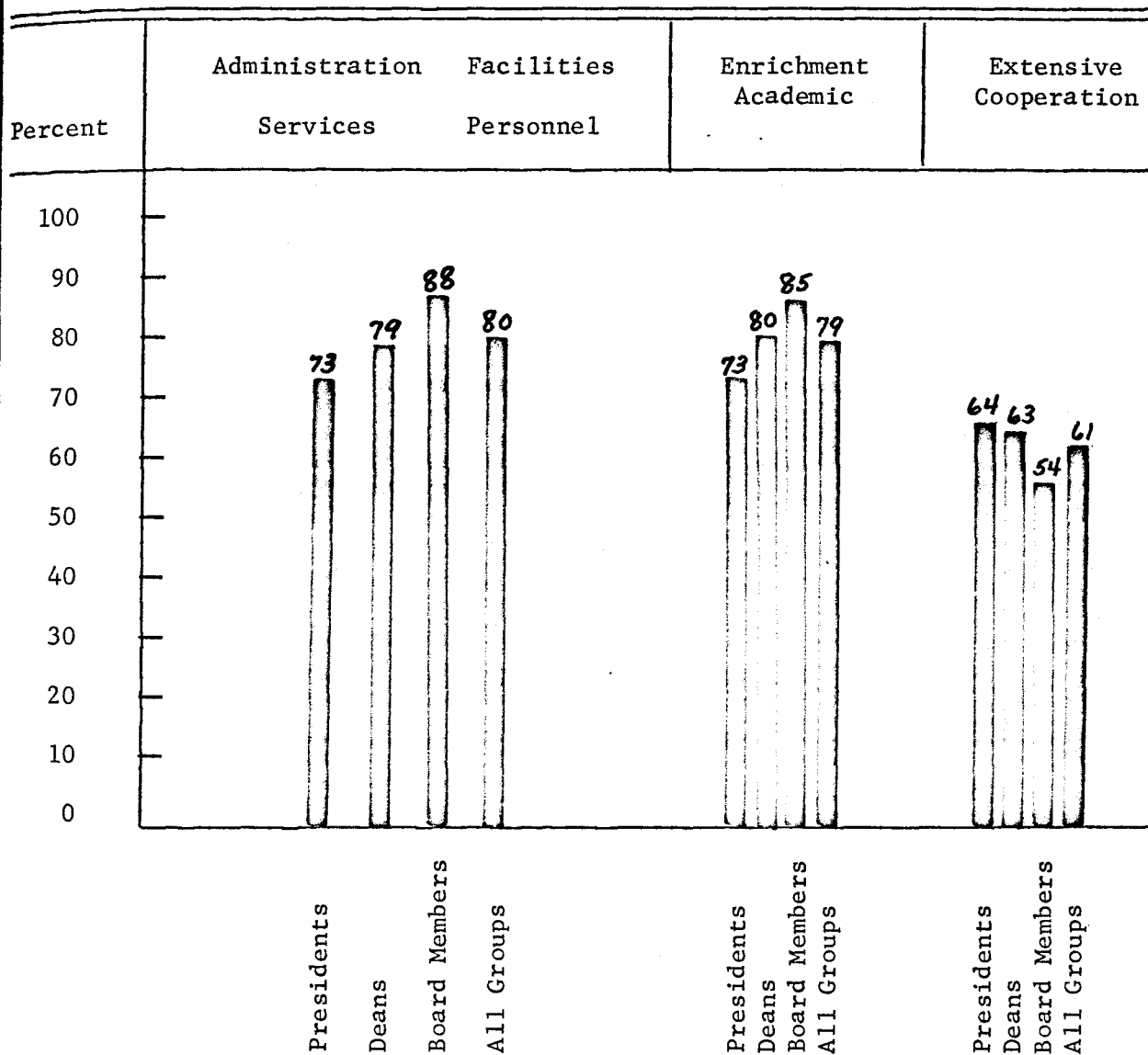


TABLE 22

REASONS GIVEN FOR PRIVATE LIBERAL ARTS SCHOOLS HAVING AN ADVANTAGE OVER STATE SCHOOLS RELATIVE TO EXPERIMENTING WITH PROGRAMS OF INTER-INSTITUTIONAL COOPERATION

Administration Services	Facilities Personnel	Presidents	Deans	Board Members	All Groups
1. Broad liberal arts Philosophy.		2	8	4	14
2. Close relations among board, administration, faculty, students.		10	15	11	36
3. Small size.		15	20	15	50
4. Flexibility; not rigid red-tape procedures for change.		20	22	15	57
5. Pressures for financial efficiency.		7	13	9	29
6. Pressures to compete for student market.		7	9	6	22
Enrichment Academic		Presidents	Deans	Board Members	All Groups
1. Broad liberal arts Philosophy.		2	14	8	24
2. Close relations among board, administration, faculty, students.		8	15	11	34
3. Small size.		17	24	15	56
4. Flexibility; not rigid red-tape procedures for change.		18	23	14	55
5. Pressures for financial efficiency.		7	10	8	25
6. Pressures to compete for student market.		6	9	9	24
Extensive Cooperation		Presidents	Deans	Board Members	All Groups
1. Broad liberal arts Philosophy.		1	6	2	9
2. Close relations among board, administration, faculty, students.		4	15	3	22
3. Small size.		13	18	9	40
4. Flexibility; not rigid red-tape procedures for change.		16	18	5	39
5. Pressures for financial efficiency.		7	11	7	25
6. Pressures to compete for student market.		6	6	3	15

TABLE 23

PROGRAMS IN WHICH SCHOOLS ARE CURRENTLY INVOLVED
(TAKEN FROM INTERVIEW QUESTION 1)

	Adminis- tration	Facilities	Services	Personnel	Enrichment Academic	Extensive Cooperation
Number of Schools	9	21	5	12	18	21
Percentage of Total Schools N = 36	25%	58%	14%	33%	50%	58%

TABLE 24

DEGREE OF INTEREST IN ESTABLISHING OR EXPANDING PROGRAMS OF COOPERATION
(TAKEN FROM INTERVIEW QUESTION 2)

Indicating very strong interest or commitment - 7 Presidents
 Indicating strong interest - 18 Presidents
 Indicating serious interest - 8 Presidents
 Indicating slight interest - 2 Presidents
 Indicating minimal interest - 1 President

Areas of Particular Interest	Elements Hindering Programs
Insurance and purchasing Meeting needs of local community Library Computer use Community college Specialized programs of State schools Cultural events	Difficulty in specifying advantageous programs - great majority Need for seed money - many Religious Philosophy - 6 schools Previous bad experience - 5 schools Lack of proximity - 3 schools (Two of these represent perceived rather than real problems.)

Analysis:

In four of the six categories for which intensity of interest was tested by the questionnaire, the data firmly supported the hypothesis that interest is high. Within those four categories the following rank order exists, grading from strong interest to less strong:

1. Enrichment Academic
2. Facilities
3. Administration
4. Services.

Actually, in the category Services, interest ranked high, but barely so. On the contrary, for the other three categories, interest was very solidly high, with nearly a third of the All Groups population claiming very high interest. Negative interest responses were extremely rare within the four categories for which interest is high.

On the other hand, the categories Personnel and Extensive Cooperation were not supported by data indicating high interest. It had been anticipated that the category Extensive Cooperation would not be a popular object for cooperation, but the mild reaction to cooperation involving the exchange of faculty had not been expected. Although the data might seem to indicate that faculty exchange and such types of cooperation are even less favored than extensive cooperative programs, actually the ranking should be reversed. The reason for this is that both Presidents and Deans indicated higher interest for programs involving personnel than for programs involving extensive cooperation. A reversal of this position on the part of Board Members blurs the focus for the All Groups figures. Of note is the fact that nearly a third of the respondents indicated negative reactions to the categories Personnel and

Extensive Cooperation, but a third indicated high or very high interest in the category Personnel, and some forty percent indicated high or very high interest in Extensive Cooperation.

Thus interest is unquestionably and unanimously high in these areas:

1. Enrichment Academic
2. Facilities
3. Administration
4. Services.

There is a broad spread of opinion in the areas:

1. Personnel
2. Extensive Cooperation.

But in these two categories, interest is significantly less intense in any summary view of the colleges.

In the structured interviews Presidents substantiated the data yielded by the questionnaire, stressing cooperation in administration. No Presidents rejected the importance of cooperation in the interviews.

Ironically enough, however, the facts reported by Presidents in the interviews indicate a lack of correspondence between reported interests and programs de facto in operation. Few institutions are actually involved in cooperative programs which involve administration and even fewer in the area of student services. Well over half of the thirty-six colleges included in the survey are presently involved in programs of extensive cooperation.

The discrepancy in the categories Administration and Services is easily explained by the fact that desires have not been readily translated into operational programs. The discrepancy in the category Extensive Cooperation is more complex. Presidents are unwilling, as demonstrated by the questionnaire data, to subscribe wholeheartedly and unanimously to programs of

extensive cooperation, but programs of this type are tolerated and encouraged at nearly sixty percent of the schools because such programs at present involve only very small and insignificant numbers of students.

In comparisons of the three groups' responses for the categories of Item 1 of the questionnaire determining intensity of interest, the following observations must be made. Presidents showed a higher interest in programs of cooperation in Administration and Facilities than did Deans or Board Members. Nevertheless, the three groups were quite homogeneous in their rankings for these two categories, especially as regards Facilities. Homogeneity was also clearly evidenced for interest in Services.

Board Members registered significantly less, though not substantially less, interest than Presidents or Deans in the category Personnel. Whereas all three groups indicate equally strong pride in the excellence of staff in data generated by such items as Item 15 and Item 22 of the questionnaire, Board Members are obviously almost indifferent to such practices as joint faculty contracts, faculty rotation, etc.

In the category Enrichment Academic, Deans indicated strongest interest, as might well be expected, considering the work of the Dean. Even so, solid homogeneity in interest was evidenced at the high level.

For Extensive Cooperation, Board Members evidenced a significant, though not great, amount of interest beyond that reported by Presidents and Deans. The difference, however, given the small N for the study, is probably not adequate for sustaining explanation through correlation with other sections of the data. Nor is the difference manifest at all in such related data as those generated by Questionnaire Item 2.

In an over-all view, then, the three groups were supportive of one another in the data generated. The characteristic representation of the

Presidents is thus validated for this matter and the practical backing for Presidential directions in this matter is substantiated.

As for willingness to experiment with programs of cooperation, the homogeneity of the three groups is striking. Strongest interest is established for Facilities, in contrast to Enrichment Academic as described above. But the ranking established by the data relative to this willingness to experiment corresponds very closely with the ranking established above. The degrees of intensity revealed above for the various categories interpret and qualify the willingness to experiment as expressed for Item 2 of the questionnaire. Thus, such overwhelming willingness as was indicated for Administration (90%), Facilities (98%), Enrichment Academic (92%), is to be considered of "high" and not "very high" intensity.

All three groups again were homogeneous in their positive belief that private colleges have an advantage over State schools relative to experimenting with programs of inter-institutional cooperation. This belief is high (80% of respondents) in all categories but Extensive Cooperation. The relatively lower figure for the latter category is obviously correlated with the near indifference even to experimenting with programs of extensive cooperation.

With regard to reasons given for private liberal arts school advantage in experimenting with programs of inter-institutional cooperation, note the following. The small size and flexibility of the private liberal arts colleges are preferred choices for the explanation sought in all categories, except for Board Member choices in Extensive Cooperation, where "Pressures for financial efficiency" take precedence over "Flexibility." Personalism generally takes third place in the ranking of reasons. The force of pressures for financial or enrollment ends were not rated as top ranking reasons making the private schools more ready and available for experimentation in inter-institutional

TABLE 25

REASONS GIVEN FOR WILLINGNESS TO SACRIFICE SOME INSTITUTIONAL AUTONOMY
IN A MUTUAL POOLING OF EDUCATIONAL RESOURCES
(TAKEN FROM QUESTIONNAIRE ITEM 9)

Administration	Presidents	Deans	Board Members	All Groups
1. Pressures for attracting more students.	4	5	6	15
2. Financial pressures.	11	17	8	36
3. Greater efficiency in higher education enterprise.	20	21	17	58
4. Greater service to general public.	4	5	9	18
5. Better service to own students.	5	16	15	36
Facilities	Presidents	Deans	Board Members	All Groups
1. Pressures for attracting more students.	7	7	5	19
2. Financial pressures.	14	15	10	39
3. Greater efficiency in higher education enterprise.	18	20	17	55
4. Greater service to general public.	10	9	11	30
5. Better service to own students.	18	25	16	59
Services	Presidents	Deans	Board Members	All Groups
1. Pressures for attracting more students.	4	4	2	10
2. Financial pressures.	8	11	9	28
3. Greater efficiency in higher education enterprise.	16	14	13	43
4. Greater service to general public.	11	12	9	32
5. Better service to own students.	21	23	13	57

TABLE 25—Continued

Personnel	Presidents	Deans	Board Members	All Groups
1. Pressures for attracting more students.	4	5	4	13
2. Financial pressures.	9	10	8	27
3. Greater efficiency in higher education enterprise.	12	14	7	33
4. Greater service to general public.	4	4	7	15
5. Better service to own students.	14	16	10	40

Enrichment Academic	Presidents	Deans	Board Members	All Groups
1. Pressures for attracting more students.	9	11	8	28
2. Financial pressures.	13	14	12	39
3. Greater efficiency in higher education enterprise.	14	21	17	52
4. Greater service to general public.	6	8	12	26
5. Better service to own students.	20	25	17	72

Extensive Cooperation	Presidents	Deans	Board Members	All Groups
1. Pressures for attracting more students.	4	8	8	20
2. Financial pressures.	8	11	12	31
3. Greater efficiency in higher education enterprise.	11	13	12	36
4. Greater service to general public.	4	8	11	23
5. Better service to own students.	12	15	12	39

TABLE 26

RANKING OF DESIRE TO RETAIN COMPLETE AUTONOMY RELATIVE TO PROGRAMS
 OF INTER-INSTITUTIONAL COOPERATION IN THE CATEGORY
 "ADMINISTRATION-FACILITIES-SERVICES-PERSONNEL"
 (TAKEN FROM QUESTIONNAIRE ITEM 16)
 (LIKERT SCALE)

	Strongly Opposed -3	Opposed -2	Question It -1	Indifferent 0	Mild +1	Strong +2	Very Strong +3
Presidents N = 30 % of N	1 3%	0 0%	4 13%	1 3%	9 30%	6 20%	9 30%
Deans N = 30 % of N	3 10%	1 3%	6 20%	2 7%	6 20%	10 33%	2 7%
Board Members N = 25 % of N	0 0%	0 0%	2 8%	3 12%	8 32%	4 16%	8 32%
All Groups N = 85 % of N	4 5%	1 1%	12 14%	6 7%	23 27%	20 24%	19 22%

FIG. 14
 GRAPH OF ABOVE DISTRIBUTION, COMPARING THE THREE GROUPS
 (LIKERT SCALE)

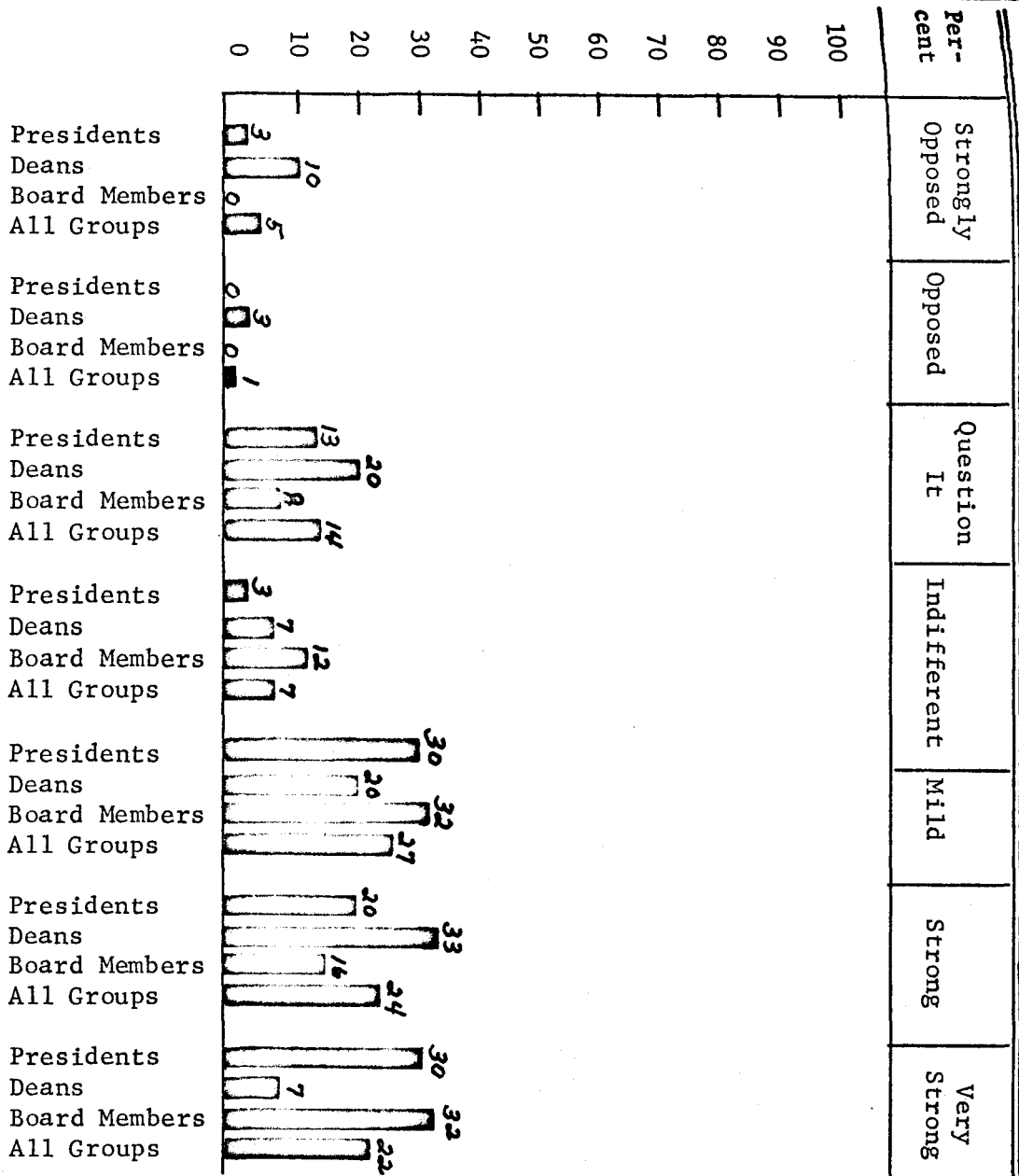


TABLE 27

DISTRIBUTION OF MEANS AND MEDIANS FOR THE THREE GROUPS
IN RESPONSES TO ITEM 16, 1) ADMINISTRATION-
FACILITIES-SERVICES-PERSONNEL
(LIKERT SCALE)

Presidents	Deans	Board Members	All Groups
Mean 1.37 Median 1.50	Mean .50 Median 1.00	Mean 1.52 Median 1.00	Mean 1.11 Median 1.00

TABLE 28

RANKING OF DESIRE TO RETAIN COMPLETE AUTONOMY RELATIVE TO PROGRAMS
OF INTER-INSTITUTIONAL COOPERATION IN THE CATEGORY "ENRICHMENT
ACADEMIC" (TAKEN FROM QUESTIONNAIRE ITEM 16)
(LIKERT SCALE)

	Strongly Opposed -3	Opposed -2	Question It -1	Indifferent 0	Mild +1	Strong +2	Very Strong +3
Presidents N = 30 % of N	2 7%	0 0%	5 17%	0 0%	8 27%	6 20%	9 30%
Deans N = 30 % of N	2 7%	1 3%	7 23%	3 10%	9 30%	6 20%	2 7%
Board Members N = 25 % of N	0 0%	0 0%	2 8%	2 8%	8 32%	4 16%	9 36%
All Groups N = 85 % of N	4 5%	1 1%	14 16%	5 6%	25 29%	16 19%	20 24%

GRAPH OF ABOVE DISTRIBUTION, COMPARING THE THREE GROUPS
(LIKERT SCALE)

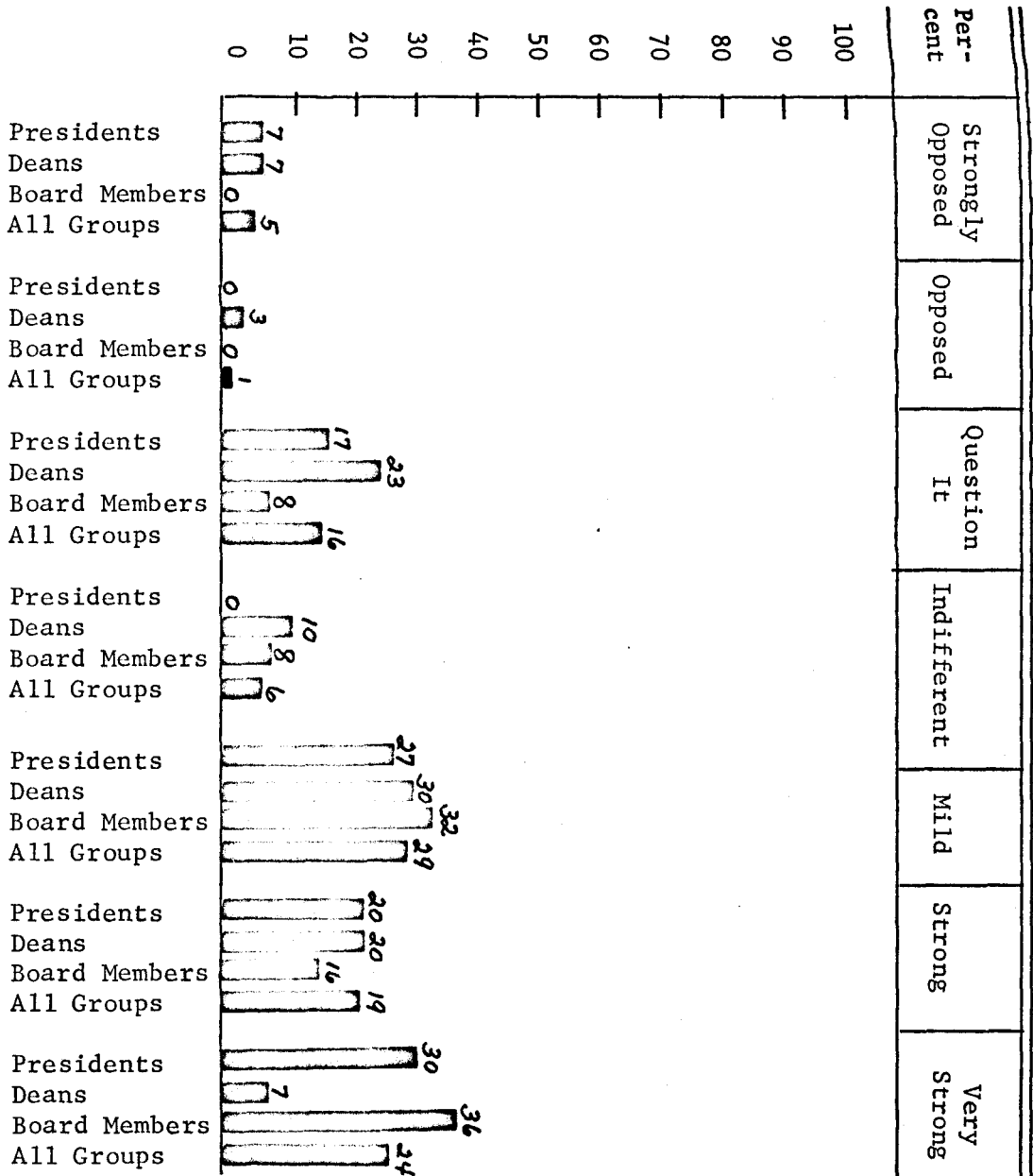


TABLE 29

DISTRIBUTION OF MEANS AND MEDIANS FOR THE THREE GROUPS IN RESPONSES TO ITEM 16, 2) ENRICHMENT ACADEMIC (LIKERT SCALE)

Presidents	Deans	Board Members	All Groups
Mean 1.20 Median 1.50	Mean .40 Median 1.00	Mean 1.65 Median 2.00	Mean 1.05 Median 1.00

TABLE 30

RANKING OF DESIRE TO RETAIN COMPLETE AUTONOMY RELATIVE TO PROGRAMS OF INTER-INSTITUTIONAL COOPERATION IN THE CATEGORY "EXTENSIVE COOPERATION" (TAKEN FROM QUESTIONNAIRE ITEM 16) (LIKERT SCALE)

	Strongly Opposed -3	Opposed -2	Question It -1	Indifferent 0	Mild +1	Strong +2	Very Strong +3
Presidents N = 28* % of N	2 7%	0 0%	4 14%	0 0%	6 21%	8 29%	8 29%
Deans N = 30 % of N	2 7%	1 3%	6 20%	2 7%	6 20%	6 20%	7 23%
Board Members N = 24 % of N	1 4%	0 0%	2 8%	3 13%	5 21%	4 17%	9 38%
All Groups N = 82 % of N	5 6%	1 1%	12 15%	5 6%	17 21%	18 22%	24 29%

*The relatively high number of "no answers" is doubtless related to the fact that Presidents who did not respond to this item were found to have also rejected even the willingness to experiment with extensive cooperation. The unwillingness to express opinions relative to extensive cooperation is obvious in such cases.

FIG. 16
 GRAPH OF ABOVE DISTRIBUTION, COMPARING THE THREE GROUPS
 (LIKERT SCALE)

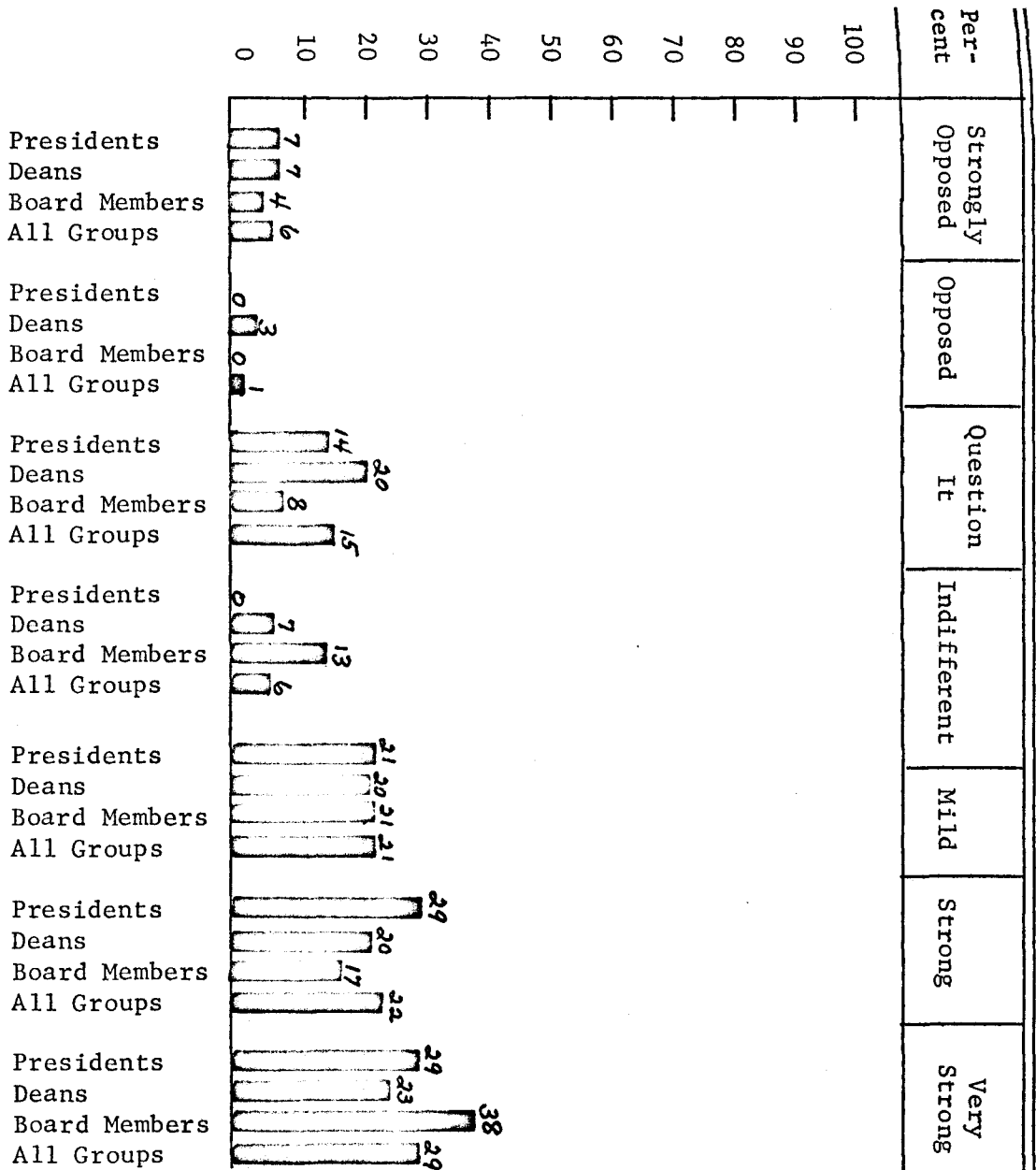


TABLE 31

DISTRIBUTION OF MEANS AND MEDIANS FOR THE THREE GROUPS IN RESPONSES TO ITEM 16, 3) EXTENSIVE COOPERATION (LIKERT SCALE)

Presidents	Deans	Board Members	All Groups
Mean 1.20 Median 2.00	Mean .83 Median 1.00	Mean 1.46 Median 2.00	Mean 1.17 Median 2.00

FIG. 17

GRAPH OF PERCENTAGES OF RESPONDENTS WHO INDICATED BELIEF IN PRINCIPLE THAT PROGRAMS OF INTER-INSTITUTIONAL COOPERATION SHOULD BE PRIMARILY ENRICHMENT ADJUNCTS TO A SCHOOL'S INDEPENDENT ACADEMIC PROGRAM (TAKEN FROM QUESTIONNAIRE ITEM 25)

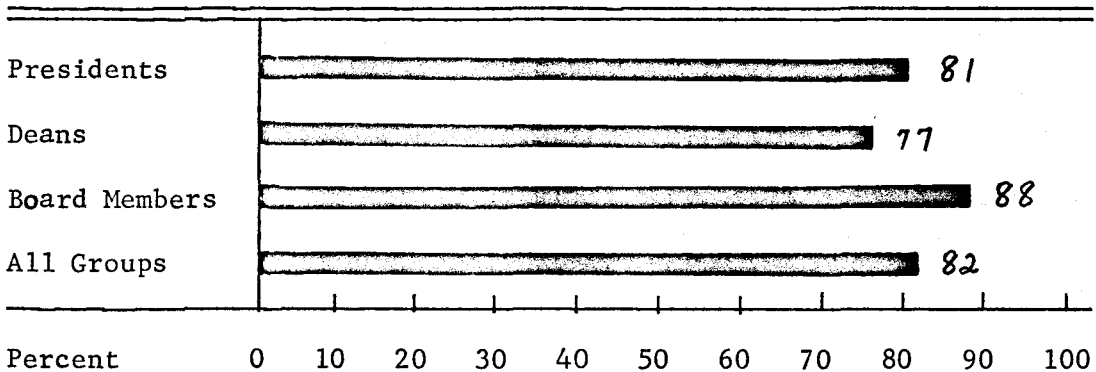


TABLE 32

PROGRAMS IN WHICH SCHOOLS ARE CURRENTLY INVOLVED
(TAKEN FROM INTERVIEW QUESTION 1)

	Adminis- tration	Facilities	Services	Personnel	Enrichment Academic	Extensive Cooperation
Number of Schools	9	21	5	12	18	21
Percentage of Total Schools N = 36	25%	58%	14%	33%	50%	58%

TABLE 33

COMMENTS ON INTER-INSTITUTIONAL COOPERATION: AS ENRICHMENT FOR
AN INSTITUTION'S OWN INTEGRAL PROGRAM VS. COOPERATION AS AN
INAUGURATION OF A VASTLY EXPANDED NEW DELIVERY SYSTEM
(TAKEN FROM INTERVIEW QUESTION 3)

Primarily enrichment	16 Presidents
Some areas preclude cooperation if an institution is to preserve its mission	13 Presidents
No individual school can be strong in all areas	9 Presidents
The residential experience is very important	8 Presidents
Favor extensive cooperation	8 Presidents
Students are mobile <u>de facto</u> ; institutions must help them in this real situation	7 Presidents
There is a definite trend toward a "supermarket" approach to college education	6 Presidents
Colleges must specialize	5 Presidents

Analysis:

The relatively low interest in Extensive Cooperation as indicated in the supportive data for Hypothesis I is also supportive to the contention of Hypothesis II. However, Hypothesis II explicitates the underlying principle of autonomy and institutional willingness to sacrifice the same.

All three groups indicated on the questionnaire willingness to sacrifice some institutional autonomy in a mutual pooling of educational resources. This willingness was quite strong (cir. 80% of respondents) in the following areas: Administration, Facilities, and Enrichment Academic. In the area of Services, willingness was high for the All Groups population. The relatively lower ranking in this area was the result of a significantly lower degree of willingness on the part of Board Members, while the degree of willingness to sacrifice some autonomy on the part of Presidents and Deans was just as strong as in the case of the three areas discussed above.

Both Personnel and Extensive Cooperation evoked little more than fifty percent response from any of the three groups in the direction of positive reactions.

The data are strikingly mutually corroborative of the data for interest ranking relative to Hypothesis I.

All three groups are homogeneous in their indications of willingness to sacrifice some institutional autonomy. Again, in this example the Presidents' views are validated as representative of the institutions, and as practical in that they sustain shared support from Deans and Board Members.

The following notes are made relative to reasons given by respondents for their willingness to sacrifice some institutional autonomy in a mutual pooling of educational resources. Both "Greater efficiency in the higher education enterprise" and "Better service to own students" rank highest as

strong reasons for sacrifice. "Financial pressures" stands third, but a significant distance below the other two. "Better service to own students" was named as a reason by nearly all of the respondents for the category Enrichment Academic. This latter reaction was certainly to be expected for that category.

"Greater service to general public" was listed as a reason by a substantial number of respondents in the following categories: Facilities, Services, Enrichment Academic, and Extensive Cooperation. However, it ranked quite some distance below "Greater efficiency in higher education enterprise" in all the categories. This fact forces the conclusion that "greater efficiency" must not be interpreted strongly as lending vital support to the supposition that the private liberal arts colleges are ready to do whatever would be necessary in a pooling of resources for greater efficiency, taking efficiency as a goal in itself.

No substantial differences are noted in the pattern of responses among the three groups.

When asked to rank desire for retaining complete autonomy relative to programs of inter-institutional cooperation for the category Administration-Facilities-Services-Personnel, Deans indicated, as a group, near indifference. However, their reactions were actually spread in this fashion:

1. A third indicated negative feelings about retaining complete autonomy.
2. A third indicated strong positive feelings.
3. Nearly a third indicated indifference or merely mild interest.

Eighty percent of the Presidents reacted positively to the desire to retain complete autonomy for this category, and Board Members agreed with the Presidents. Both Presidents and Board Members together ranked this desire between

mild and strong.

The pattern was almost identical for the two categories Enrichment Academic and Extensive Cooperation, with these modifications:

1. Board Members were even stronger in their desire for retaining complete autonomy in the category Enrichment Academic.
2. Deans indicated solid positive reaction in ranking desire to retain complete autonomy for the category Extensive Cooperation.

In isolation, the data from this item might signal potential conflict between Presidents and Deans. But taken together with other data, such as those discussed above, such conflict would not seem to exist. In reality, Deans are probably slightly more liberal as regards the issue of autonomy in dealing, as they do, with the practical day-to-day operations of their schools.

All groups indicated belief in principle by substantial majority (80% of respondents from each group) that programs of inter-institutional cooperation should be merely enrichment adjuncts to independent academic programs. Board Members approached unanimity in this regard more than the other two groups. Thus, the stance of Board Members for autonomy is strengthened slightly more by these additional data.

The data supplied by Presidents in the structured interview regarding programs of inter-institutional cooperation currently operative must be meshed with the data discussed above relative to Hypothesis II. Few programs are presently in operation in the areas of Administration, Services, or Personnel. Half or slightly more than half of the institutions are currently participants in programs involving Facilities, Enrichment Academic, and Extensive Cooperation. The data from the interview would seem to indicate a more extensive willingness to sacrifice some autonomy for the sake of extensive cooperative efforts. However, a careful analysis of the extant programs of extensive

cooperation reveals that the programs are of such small scope as not to infringe upon perceived institutional autonomy in practice.

In response to Interview Question 3, the two principles of preservation of autonomy and cooperation being primarily of enrichment value were strongly enunciated. Nevertheless, a significant minority of Presidents favor more extended and substantial cooperation in the higher education enterprise. On the other hand, none of the Presidents indicated commitment to a credit-bank system of higher education. All seem to feel that the institutional experience of higher education embraces more than an accumulation of credentials.

Thus, all of the data join forces to indicate a general unwillingness to sacrifice autonomy for pooling resources for cooperation which conceives of higher education as a series of learning experiences unrelated to individual institutions. Some apparent discrepancy is seen in the willingness to sacrifice some autonomy as expressed in Questionnaire Item 9 and in the desire to retain complete autonomy as expressed in Questionnaire Item 16. Taking Presidents as representatives of the three groups, the interview shed light on this difference. Presidents indicated two perceptions of autonomy: one involving the substantive purpose of an institution and the other involving non-substantial items. Obviously there is a willingness to sacrifice some of the latter on the part of most, while reluctance or refusal to sacrifice is generally felt for the former. Thus, Extensive Cooperation and even Personnel elicited relatively meager support in Item 9, since these categories are closely related to the substantial purpose of an institution. Item 16 dealt more with an ideal than with the practical reality of the here and now situation. Its data did support the data for Item 9 in the category Extensive Cooperation. But, the data which indicate willingness to sacrifice some autonomy for categories like Administration should be interpreted relative to

relationship to the substantial purpose of an institution against the pressures of the real situation.

Hypothesis III

Chief administrators of small private liberal arts schools fear more-than-token programs of inter-institutional cooperation with public institutions.

FIG. 18

GRAPH OF PERCENTAGES OF RESPONDENTS WHO INDICATED FEAR OF CHURCH/STATE "ENTANGLEMENT" RISKS IN COOPERATION WITH PUBLIC COLLEGES AND UNIVERSITIES (TAKEN FROM QUESTIONNAIRE ITEM 14)

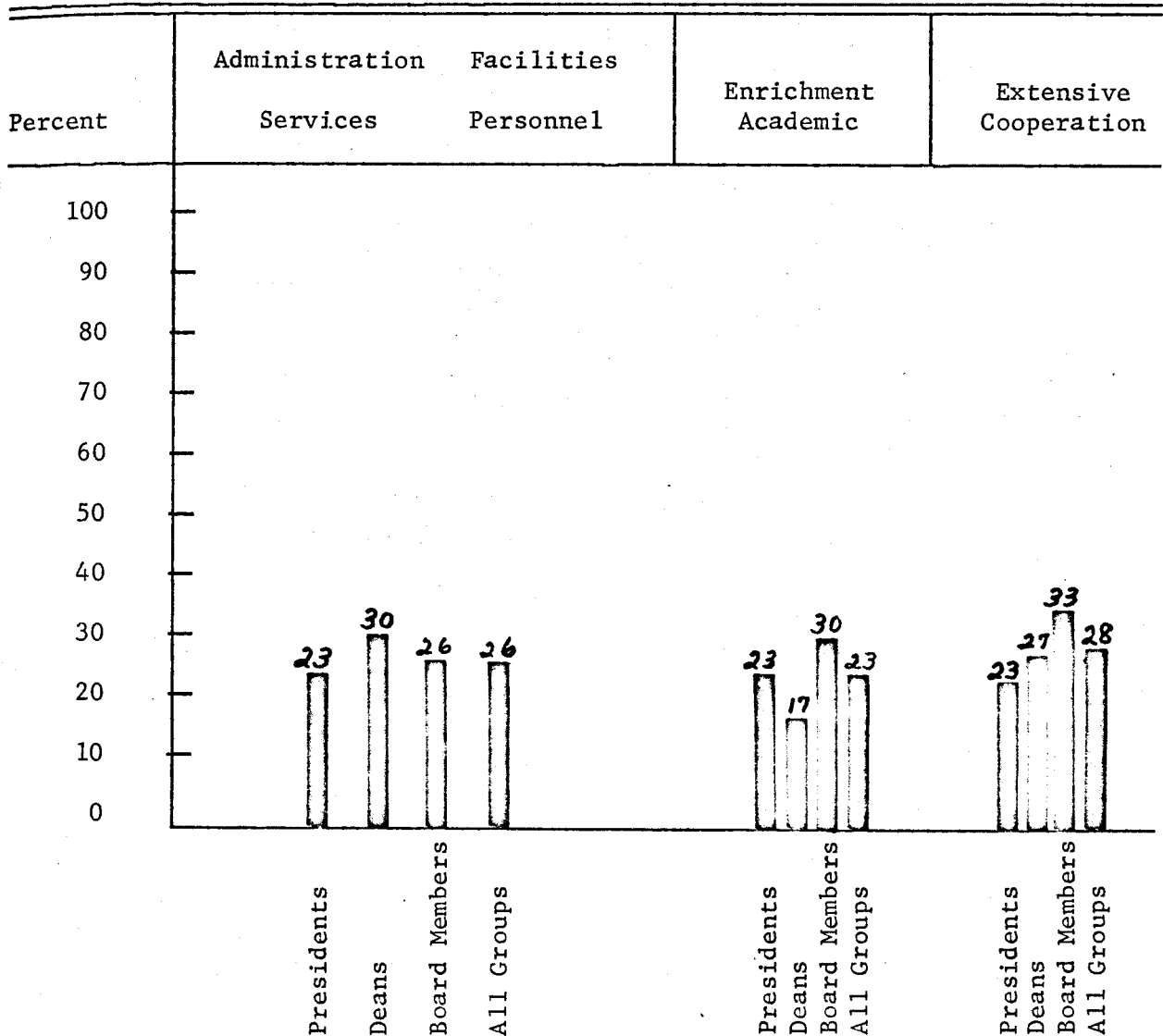


FIG. 19

GRAPH OF PERCENTAGES OF RESPONDENTS WHO FEAR THAT PROGRAMS OF INTER-INSTITUTIONAL COOPERATION BETWEEN THEIR INSTITUTIONS AND STATE INSTITUTIONS MIGHT WEAKEN THE UNIQUE CHARACTER OF THEIR PRIVATE INSTITUTIONS (TAKEN FROM QUESTIONNAIRE ITEM 17)

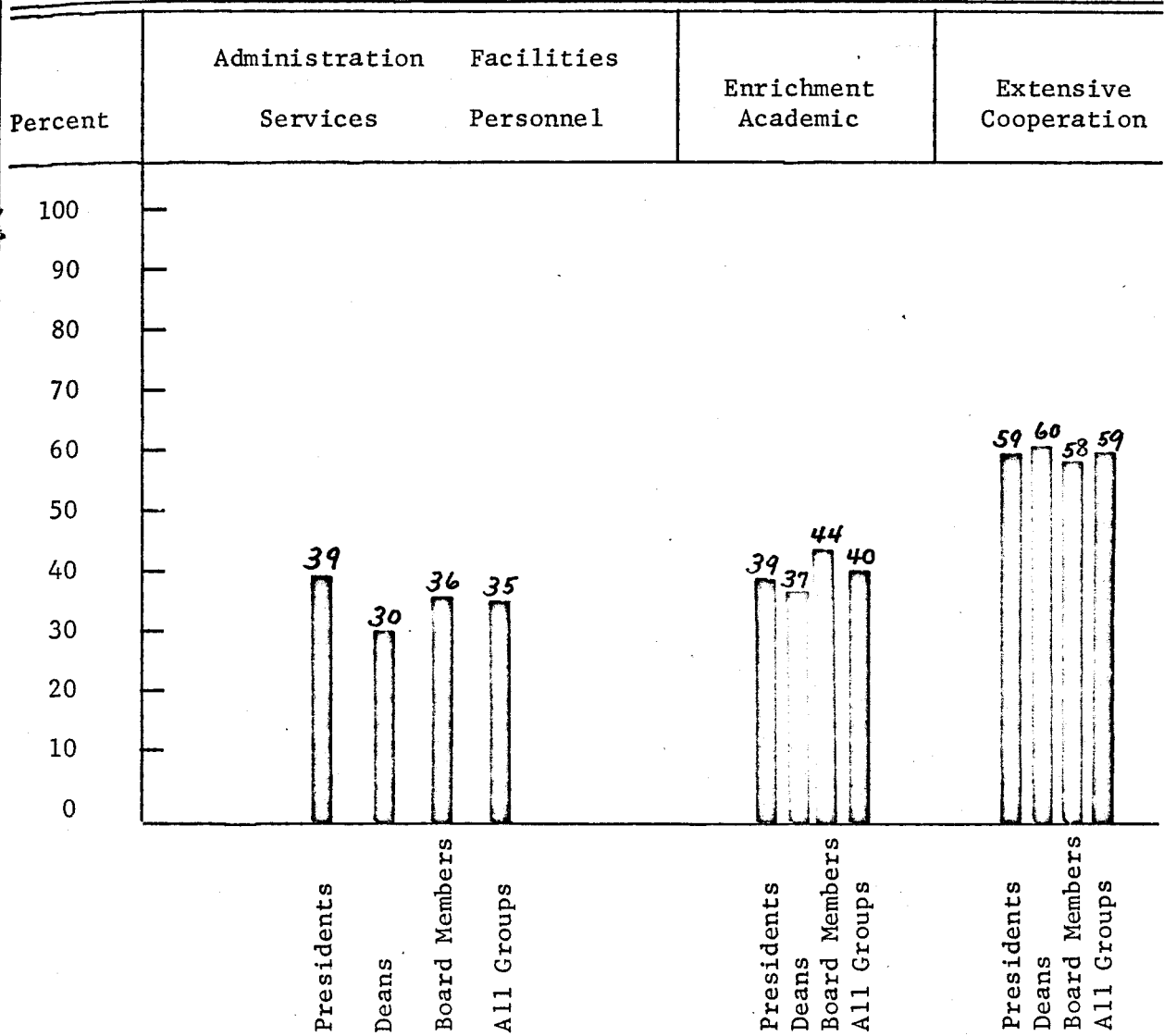


FIG. 20

GRAPH OF PERCENTAGES OF RESPONDENTS WHO FEAR UNDESIRABLE CONTROL OVER PRIVATE SCHOOLS BY THE STATE OR FEDERAL GOVERNMENT AS A RESULT OF INTER-INSTITUTIONAL COOPERATION BETWEEN PRIVATE AND PUBLIC SCHOOLS (TAKEN FROM QUESTIONNAIRE ITEM 20)

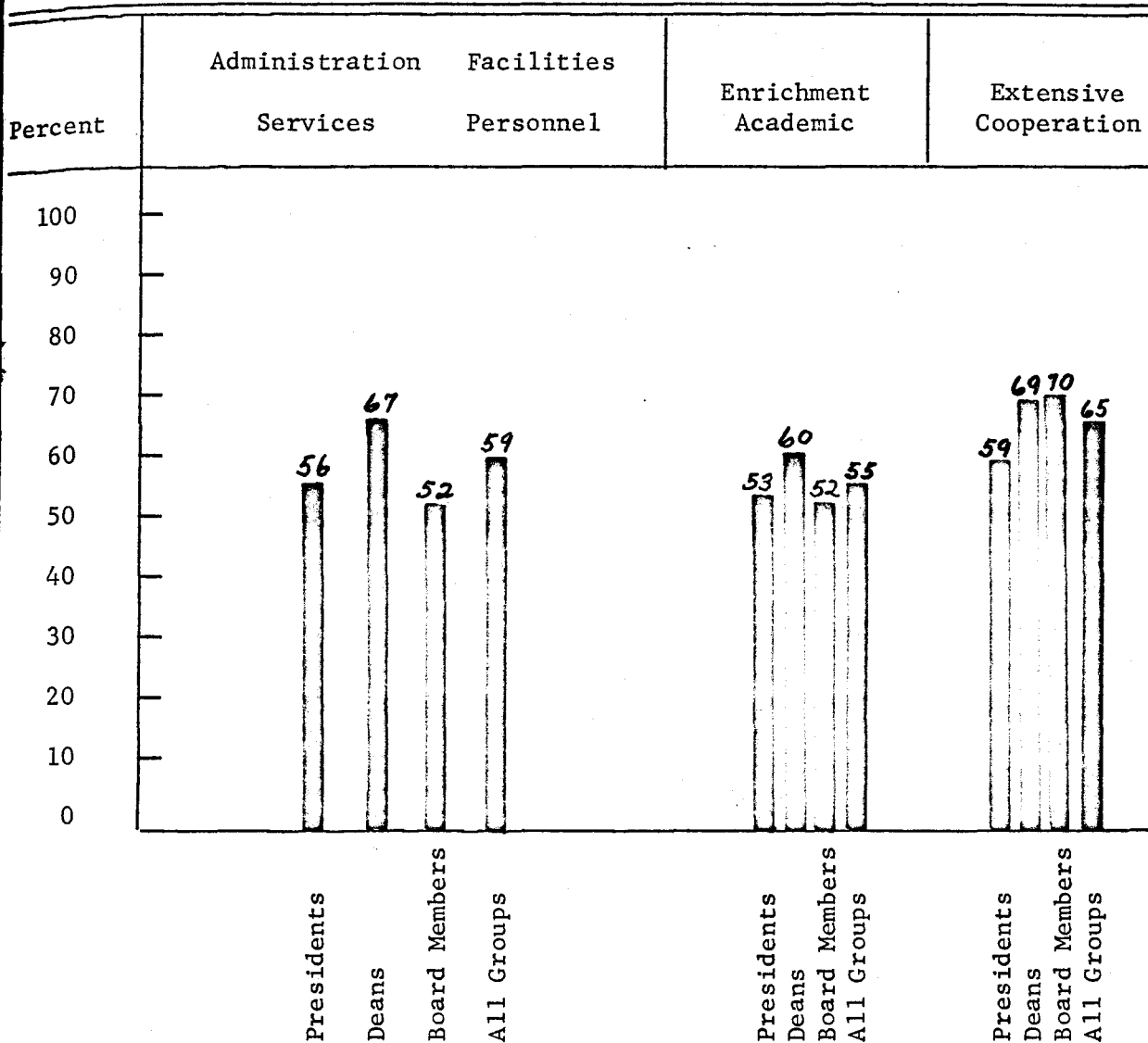


FIG. 21

GRAPH OF PERCENTAGES OF RESPONDENTS WHO HESITATE TO INVOLVE THEIR SCHOOLS
 IN PROGRAMS OF INTER-INSTITUTIONAL COOPERATION WHICH WILL COUPLE
 THEM IN JOINT FINANCIAL CONTRACTS WITH PUBLIC INSTITUTIONS
 (TAKEN FROM QUESTIONNAIRE ITEM 23)

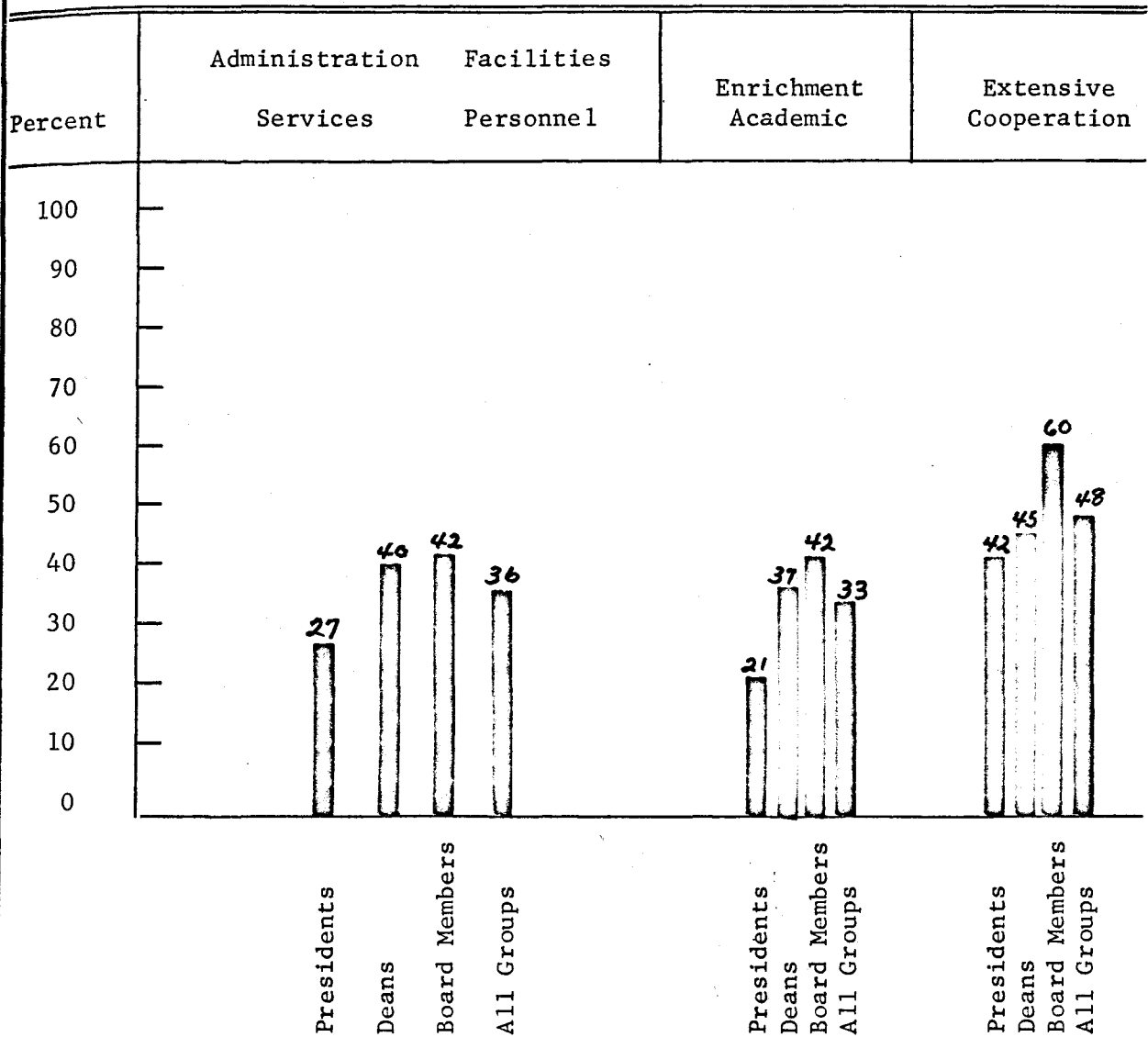


TABLE 34

PROGRAMS IN WHICH SCHOOLS ARE CURRENTLY INVOLVED
(TAKEN FROM INTERVIEW QUESTION 1)

	Adminis- tration	Facilities	Services	Personnel	Enrichment Academic	Extensive Cooperation
Number of Schools	9	21	5	12	18	21
Percentage of Total Schools N = 36	25%	58%	14%	33%	50%	58%

TABLE 35

DEGREE OF INTEREST IN ESTABLISHING OR EXPANDING PROGRAMS OF COOPERATION
(TAKEN FROM INTERVIEW QUESTION 2)

Indicating very strong interest or commitment - 7 Presidents
 Indicating strong interest - 18 Presidents
 Indicating serious interest - 8 Presidents
 Indicating slight interest - 2 Presidents
 Indicating minimal interest - 1 President

Areas of Particular Interest	Elements Hindering Programs
Insurance and purchasing Meeting needs of local community Library Computer use Community college Specialized programs of State schools Cultural events	Difficulty in specifying advantageous programs - great majority Need for seed money - many Religious Philosophy - 6 schools Previous bad experience - 5 schools Lack of proximity - 3 schools (Two of these represent perceived rather than real problems.)

TABLE 36

ATTITUDES TOWARD COOPERATION WITH STATE INSTITUTIONS (PRIVATE/
PUBLIC OR CHURCH/PUBLIC) (TAKEN FROM INTERVIEW QUESTION 4)

Expressed no deterring fear	- 27 Presidents
Expressed caution	- 5 Presidents
Cooperation might bring State controls	- 5 Presidents
State schools are currently impinging on programs of private schools	- 4 Presidents
Could be a big Church/State explosion, if cooperation between the two sectors became extensive (Many others hinted at this.)	- 3 Presidents
Cooperation would be dangerous because of Philosophical stance; no education can be neutral	- 3 Presidents
Tuition equalization would be very important (Many others hinted at this.)	- 3 Presidents
Church constituency not in favor	- 2 Presidents
Can always pick and choose areas for cooperation	- 2 Presidents

TABLE 37

FEAR FOR THE PRESERVATION OF AUTONOMY RELATIVE TO INTER-
INSTITUTIONAL COOPERATION (TAKEN FROM
INTERVIEW QUESTION 6)

No strong fear	- 10 Presidents
Institutional objectives must never be subverted	- 8 Presidents
Cooperation demands some sacrifice, but essential autonomy must never be endangered	- 7 Presidents
Autonomy is very important; it must not be weakened	- 7 Presidents
No fear, because there are limited possibilities for cooperation	- 6 Presidents
Cooperation must build on strengths of individual schools	- 4 Presidents
The small residential college is important	- 3 Presidents
Fear for loss of autonomy	- 3 Presidents

Analysis:

Four elements related to fear of cooperation with State schools on the part of the private liberal arts colleges were tested by the questionnaire items related specifically to Hypothesis III:

1. Fear of Church/State "Entanglement" risks.
2. Fear of loss of "private" character.
3. Fear of State or Federal control.
4. Fear of formal financial bonds with State institutions
(related to previous three elements).

Fear of "entanglement" risks was not borne out by the questionnaire data. Only one-fourth to one-third of the respondents indicated the existence of fear of "entanglement" risks. No difference was evidenced across the three categories explored, and no difference was evidenced among the three groups. Extensive Cooperation apparently threatens no more than cooperation in Administration-Facilities-Services-Personnel.

Very homogeneous was the reaction of the three groups, also, to the fear that programs of inter-institutional cooperation between private colleges and State institutions might weaken the unique character of the private institutions. Here, slightly over a third of the institutions indicated presence of this fear for the categories Administration-Facilities-Services-Personnel and Enrichment Academic. However, nearly sixty percent of all three groups indicated the presence of such fear for the category Extensive Cooperation. Again, the area of Extensive Cooperation proves a stumbling block.

Deans reported the most widespread fear, as a group, for State or Federal control resulting from cooperative ventures. But in this matter also, the three groups presented quite similar reactions. Enrichment Academic proved to be the least fearsome and Extensive Cooperation the most, but the

three categories explored evoked rather similar data, i.e. fear expressed by about sixty percent of the respondents.

In the area of joint financial contracts with public institutions, Presidents appeared the least fearful and Board Members the most. The difference between the two groups was rather significant. Similar fear was reported for the two categories Administration-Facilities-Services-Personnel and Enrichment Academic, with approximately one-third of the respondents indicating fear. Almost fifty percent of All Groups indicated fear in the category Extensive Cooperation.

In the interview seventy-five percent of the Presidents expressed no deterring fear of establishing programs of inter-institutional cooperation with public institutions, considering both the Church/State and Private/Public relationships. But a weak voice was detected in many cases speaking between the words of the dialogue indicating that widespread cooperation between the State and the Church-related sectors of Illinois higher education could well ignite an explosion of court cases in the State. Many Presidents also suggested in oblique ways that cooperation between the public and private sectors, if it is to meet the efficiency envisioned by the Common Market, is dependent upon the initiative of the State establishing a tuition equalization policy.

The interview data reporting programs of inter-institutional cooperation now in operation again point up that de facto many cooperative ventures are extant even in the area of Extensive Cooperation. However, the clarification stated for Hypotheses I and II must be reiterated, namely that few students are actually affected by such programs involving extensive cooperation. De facto, also, many of the programs in operation involve mixes of public and private institutions.

Of note is the fact that few of the areas of special interest for cooperation deal with anything extensive.

Interview data derived from Question 6 clearly indicate that over two-thirds of the Presidents expressed firm conviction that no programs of inter-institutional cooperation must be allowed to subvert the essential institutional objectives of their schools. They oppose strongly and unflinchingly any sacrifice of autonomy which would undermine their institutions' unique purposes. These convictions must be used to interpret the data which would seem to indicate that fear of cooperation with public institutions is not widespread. Such fear is not widespread for programs of inter-institutional cooperation which do not touch the essential character and control of private institutions, but it is widespread and strong for programs which might touch the sensitive nerve endings of essential character and control.

Tying together the indications of all these data, the following points are clear:

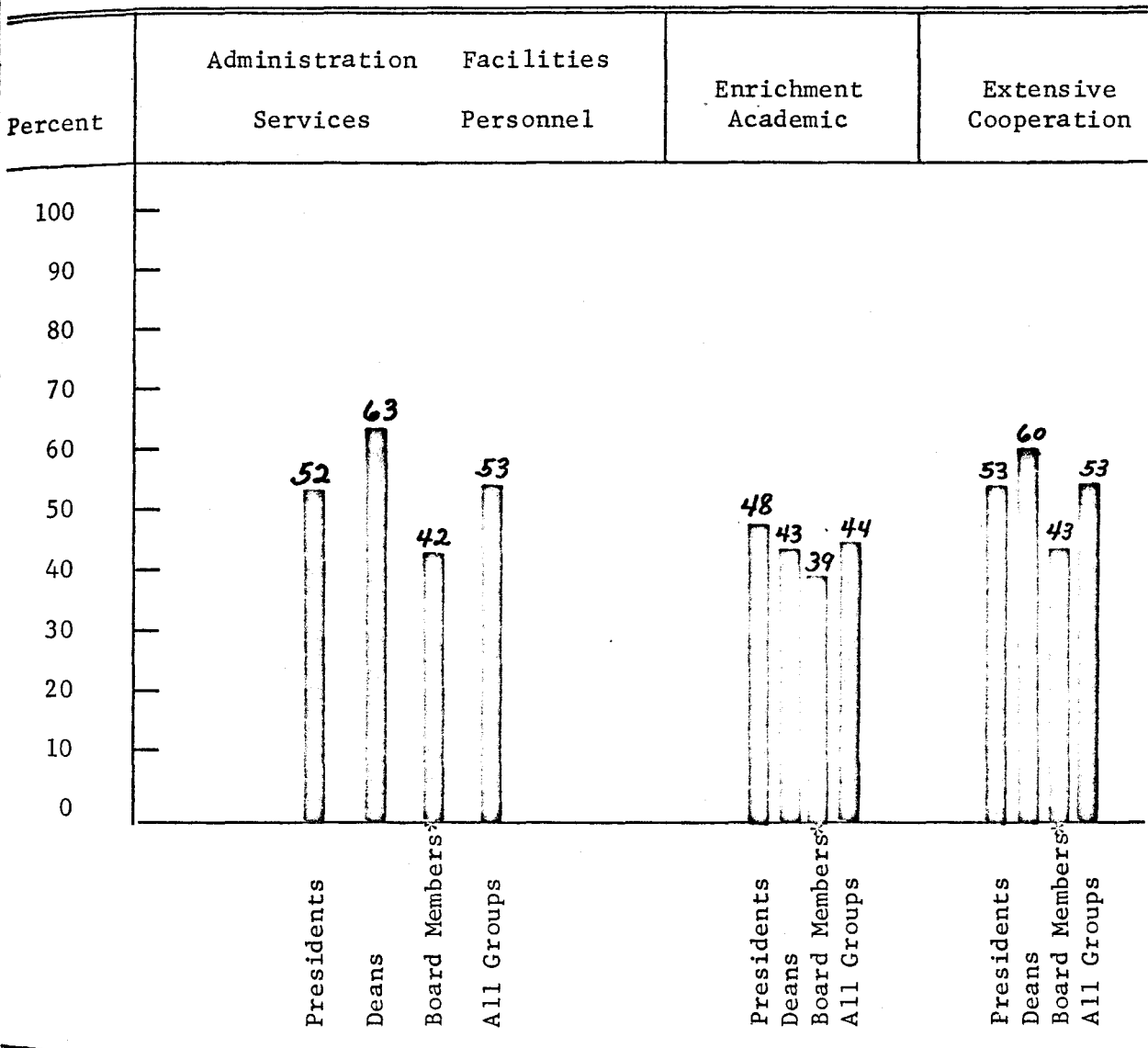
1. Fear of Church/State "entanglement" risks is not strong enough to hinder practical cooperation, but it is suspect as having future repercussions.
2. In the area of Extensive Cooperation, a solid majority of the institutions fear a weakening of private character and control.
3. Board Members will need a good deal more convincing than Presidents that joint financial contracts with public institutions will not be detrimental to the private schools.
4. There is strong and widespread fear of any program extensive enough to touch upon essential purposes and objectives unique to each private school.

Hypothesis IV

Chief administrators of small private liberal arts schools approach programs of inter-institutional cooperation with public four-year schools, especially in terms of the Collegiate Common Market, with a sense of inferiority.

FIG. 22

GRAPH OF PERCENTAGES OF RESPONDENTS WHO FEEL THEIR SCHOOLS ARE AT A FINANCIAL DISADVANTAGE FOR INAUGURATING PROGRAMS OF INTER-INSTITUTIONAL COOPERATION WITH FOUR-YEAR STATE SCHOOLS (TAKEN FROM QUESTIONNAIRE ITEM 13)



*A relatively large number of Board Members did not respond to this item: 3 "no answers" for Administration, etc., 4 "no answers" for Enrichment Academic, 6 "no answers" for Extensive Cooperation.

TABLE 38

AREAS LISTED WHERE FINANCIAL DISADVANTAGE IS FELT FOR INAUGURATING PROGRAMS OF INTER-INSTITUTIONAL COOPERATION WITH FOUR-YEAR STATE SCHOOLS

Administration Services	Facilities Personnel	Presidents	Deans	Board Members	All Groups
1. Funds to experiment.		9	14	9	32
2. Funds to study proposal.		9	12	7	28
3. Funds to administer project.		9	16	6	31
4. Funds to operate project.		11	15	6	32
5. Other.		17	0	1	18
Enrichment	Academic	Presidents	Deans	Board Members	All Groups
1. Funds to experiment.		6	10	9	25
2. Funds to study proposal.		6	11	4	21
3. Funds to administer project.		6	12	5	23
4. Funds to operate project.		10	10	5	25
5. Other.		5	0	2	7
Extensive Cooperation		Presidents	Deans	Board Members	All Groups
1. Funds to experiment.		7	14	8	29
2. Funds to study proposal.		8	14	4	26
3. Funds to administer project.		8	17	5	30
4. Funds to operate project.		8	14	6	28
5. Other.		5	2	1	8

TABLE 39

NUMBER OF RESPONDENTS WHO FEEL THEIR INSTITUTIONS BARTER FROM A POSITION OF WEAKNESS IN ARRANGING PROGRAMS OF INTER-INSTITUTIONAL COOPERATION WITH FOUR-YEAR STATE SCHOOLS (TAKEN FROM QUESTIONNAIRE ITEM 15)

	Administration Services	Facilities Personnel	Enrichment Academic	Extensive Cooperation
Presidents*	13		10	15
Deans	20		11	14
Board Members*	14		11	14

*Relatively large numbers of Presidents and Board Members refused to respond to any of the categories of this questionnaire item. Such refusals indicate, however, that the potential respondents did not have the conviction that they would barter from a position of strength or weakness.

TABLE 40

NUMBER OF RESPONDENTS WHO FEEL THEIR INSTITUTIONS WOULD BE THE CHIEF GAINERS IN PROGRAMS OF INTER-INSTITUTIONAL COOPERATION WITH FOUR-YEAR STATE SCHOOLS (TAKEN FROM QUESTIONNAIRE ITEM 18)

	Administration Services	Facilities Personnel	Enrichment Academic	Extensive Cooperation
Presidents*	18		17	8
Deans	19		15	11
Board Members	14		14	8*

*Relatively large numbers (5) of Presidents refused to respond to any of the categories of this questionnaire item. A relatively large number of Board Members (5) refused to respond to the category Extensive Cooperation. These "no answers" seem to be equivalent to negative responses and therefore are not significant in distorting the data generated by this item.

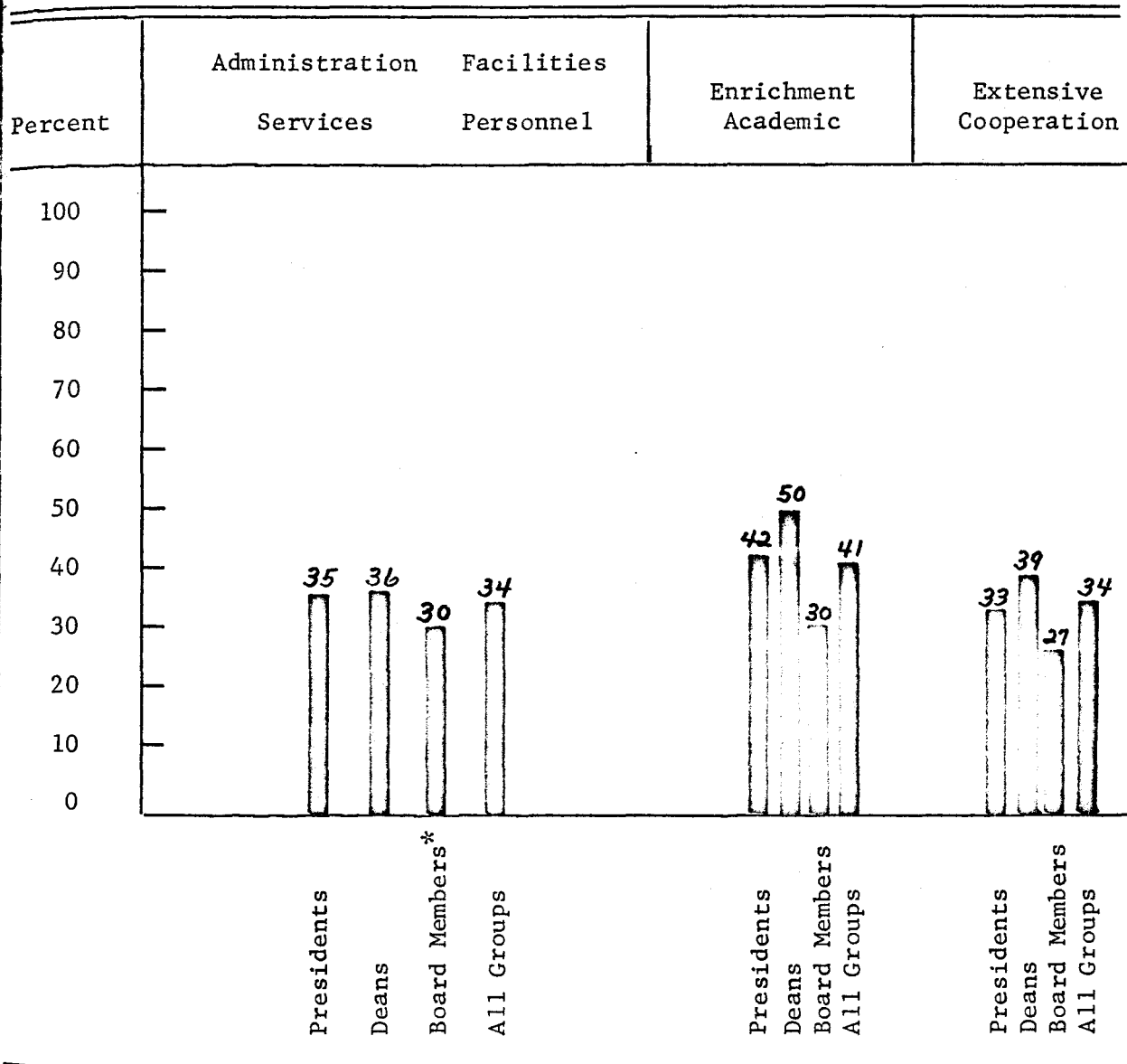
TABLE 41

THE NATURE OF GAIN EXPECTED BY REPRESENTATIVES OF PRIVATE SCHOOLS WHO EXPECT THEIR INSTITUTIONS TO BE THE CHIEF GAINERS IN PROGRAMS OF INTER-INSTITUTIONAL COOPERATION WITH FOUR-YEAR STATE SCHOOLS

Administration Services		Facilities Personnel	Presidents	Deans	Board Members	All Groups
1.	Reduction of costs.		13	15	12	40
2.	Upgrading staff.		0	5	2	7
3.	Expanding staff.		4	6	5	15
4.	Expanding facilities.		8	10	8	26
5.	More students.		2	3	4	9
6.	Upgrading curriculum.		2	5	5	12
7.	Expanding curriculum.		7	9	8	24
8.	Expanding student services.		13	14	7	34
9.	Other		0	0	0	0
Enrichment Academic			Presidents	Deans	Board Members	All Groups
1.	Reduction of costs.		12	9	9	30
2.	Upgrading staff.		1	2	4	7
3.	Expanding staff.		4	3	5	12
4.	Expanding facilities.		6	2	6	14
5.	More students.		8	6	5	19
6.	Upgrading curriculum.		3	8	5	16
7.	Expanding curriculum.		12	14	10	34
8.	Expanding student services.		5	5	4	14
9.	Other.		0	0	0	0
Extensive Cooperation			Presidents	Deans	Board Members	All Groups
1.	Reduction of costs.		7	9	8	24
2.	Upgrading staff.		0	2	3	5
3.	Expanding staff.		2	6	3	11
4.	Expanding facilities.		2	4	4	10
5.	More students.		2	3	3	8
6.	Upgrading curriculum.		2	4	3	9
7.	Expanding curriculum.		6	7	5	18
8.	Expanding student services.		3	4	3	10
9.	Other.		0	0	0	0

FIG. 23

GRAPH OF PERCENTAGES OF RESPONDENTS WHO BELIEVE THAT NEARBY STATE SCHOOLS
 HAVE NEED OF SOME OF THEIR SCHOOLS' SERVICES
 (TAKEN FROM QUESTIONNAIRE ITEM 22)



*Four Board Members were unable to respond to any of the categories of this item. This indicates either a lack of awareness of State schools' needs, or a lack of conviction that the State schools have need of their own schools' services. A resultant distortion in the significance of data on this item is unavoidable.

FIG. 24

GRAPH OF PERCENTAGES OF RESPONDENTS WHO VIEW THEIR SCHOOLS AS INFERIOR TO THE FOUR-YEAR STATE SCHOOL (TAKEN FROM QUESTIONNAIRE ITEM 24)

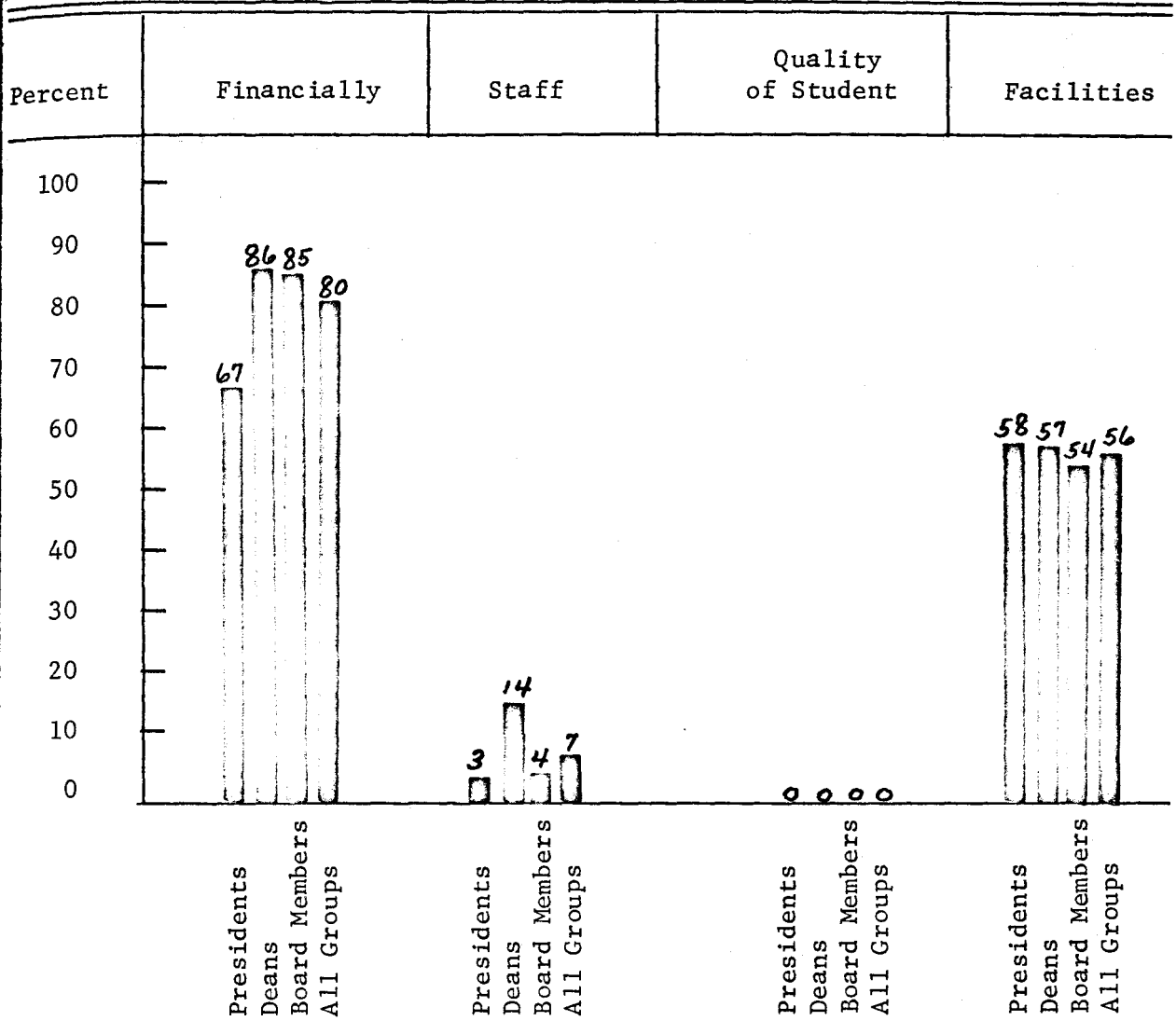


FIG. 24—Continued

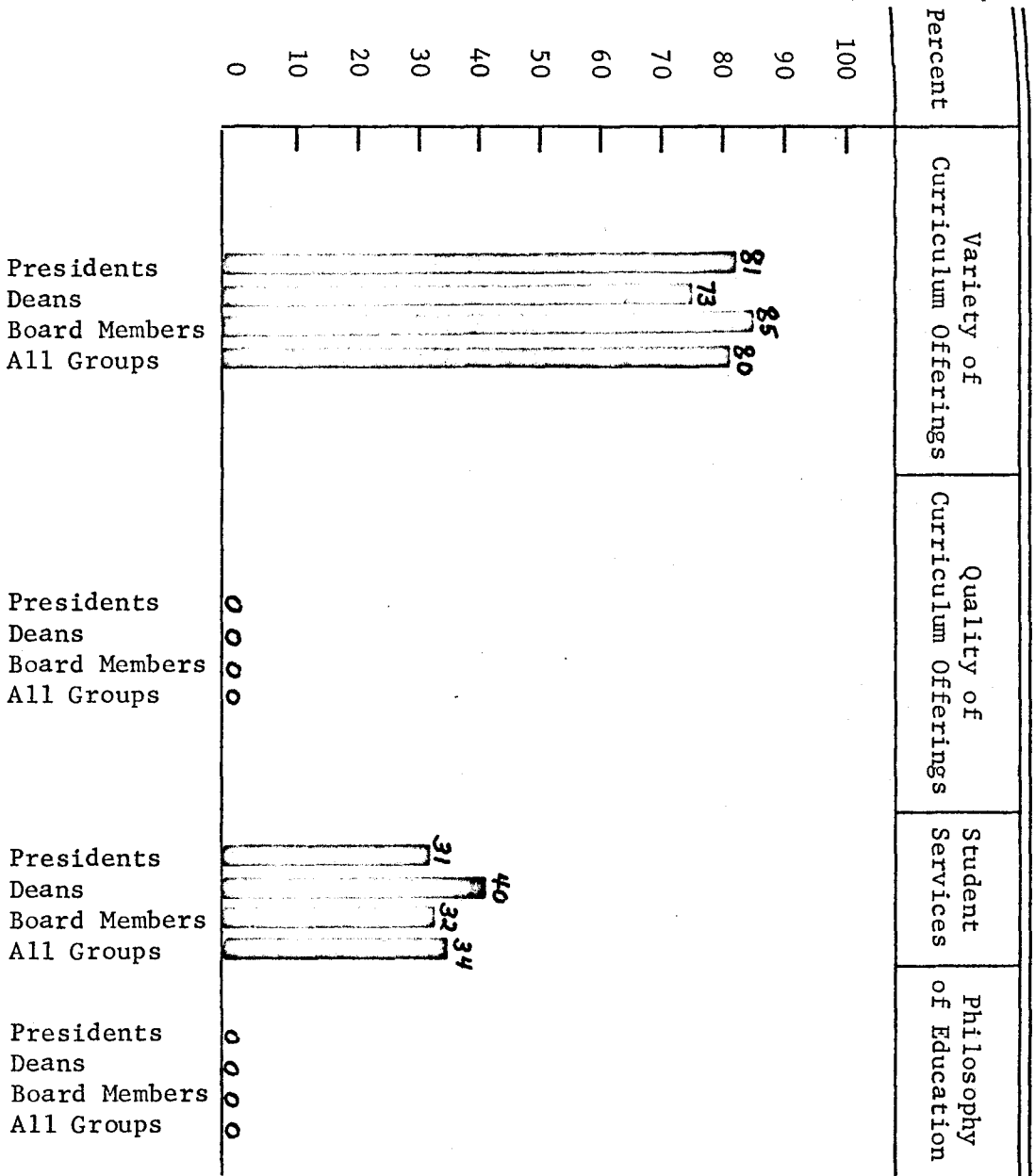


TABLE 42

LIST OF PRIVATE COLLEGE OFFERINGS FOR BARTER IN ARRANGING PROGRAMS OF INTER-INSTITUTIONAL COOPERATION WITH FOUR-YEAR STATE SCHOOLS

As Recorded by Presidents

Opportunities for Innovation - 7
Excellent Staff - 6
Strong Academic Programs - 5
Strong Academic Tradition - 3
Distinctive Educational Thrust - 2
Total Community Philosophy of Education - 1
Superior Student Body - 1
Variety - 1
Auxiliary Enterprises - 1
Sense of Vision - 1
Personalism - 1
Physical Facilities - 1
Pervasive Philosophy of Education - 1

As Recorded by Deans

Excellent Staff - 6	Strong Environmental Education Thrust - 1
Strong Academic Programs - 6	Superior Student Body - 1
Physical Facilities - 3	Liberal Arts Spirit - 1
Prestige of Institution - 2	Small College Environment - 1
Innovative Programs - 2	Value-Centered Education - 1
Flexibility - 2	Humanities Courses - 1
Philosophy and Theology Departments - 2	Language Programs - 1
Personalism - 2	Fine Arts Program - 1
Off-Campus Programs - 1	Program in Insurance - 1
Master's Program in Social Work - 1	"Issues and Ideas" Curriculum - 1

As Recorded by Board Members

Excellent Staff - 5
Strong Academic Programs - 5
Opportunities for Innovation - 3
Personalism - 3
Humanities Courses - 1
Unique Student Work Program - 1
Student Counseling Services - 1
Environmental Education Program - 1
Social Work Program - 1

TABLE 43

LIST OF PRIVATE COLLEGE SERVICES OF WHICH NEARBY STATE SCHOOLS
ARE THOUGHT TO HAVE NEED

As Recorded by Presidents

Personalism - 4	Recreational Training Program - 1
Special Education Training - 1	Student Counseling Services - 1
Philosophy Courses - 1	Master's Program in Education - 1
ROTC - 1	Elementary Teacher Education Programs - 1
Aviation Program - 1	A Total Community Philosophy of Education - 1
Nursing Program - 1	Prestige of Institution - 1
Social Work Program - 1	Unique Programs - 1
Theology Courses - 1	Cost Analysis Experience - 1

As Recorded by Deans

Physical Facilities - 4
Excellent Staff - 3
Music Program - 2
Philosophy Courses - 2
Theology Courses - 2
Innovative Programs - 2
Continuing Education Program - 1
Personalism - 1
Graduate Counseling Psychology Program - 1
Master's Program in Social Work - 1
Environmental Education Program - 1
Science Programs - 1
Business and Economics Program - 1
Upper-Division Programs for Graduates of Community Colleges - 1

As Recorded by Board Members

Excellent Staff - 3
Physical Facilities - 3
Conservatory - 1
Special Education Training - 1
Music Program - 1
Administrative Expertise - 1
Philosophy Courses - 1
Theology Courses - 1
Flexibility - 1
Personalism - 1

TABLE 44

SENSE OF INFERIORITY IN APPROACHING STATE SCHOOLS FOR COOPERATIVE PROGRAMS
(TAKEN FROM INTERVIEW QUESTION 5)

Feel no sense of inferiority	- 9 Presidents
Some State schools need the services of superior private neighbors	- 6 Presidents
Have been poorly treated by State schools	- 5 Presidents
Two sectors approach as equals	- 5 Presidents
Have had good personal relationships in working on cooperation	- 4 Presidents
Private schools have much to offer	- 4 Presidents
Private schools are frequently superior in:	
1. Sense of community	- 4 Presidents
2. Teaching	- 4 Presidents
3. Student/Faculty relationship	- 3 Presidents
State schools are superior in equipment and facilities	- 3 Presidents
Private schools have value-centered education to offer	- 2 Presidents
Each institution has some strengths and some weaknesses	- 2 Presidents
Each institution must be judged against its peculiar purposes	- 2 Presidents
Students in private schools have a right to services from State institutions	- 1 President

Analysis:

Respondents indicated very clearly that they believed themselves inferior to the four-year State school Financially and in Variety of Curriculum Offerings. Each of the three groups indicated with approximately eighty percent consensus that they felt inferior in Variety of Curriculum Offerings. Deans and Board Members showed eighty-five percent agreement among their groups relative to financial inferiority, but Presidents stood significantly lower, at the two-thirds consensus level. In the area of Facilities the three groups were homogeneous in indicating about fifty-five percent of their respective memberships felt their institutions were inferior. Again the groups were similar to one another as about one-third of their members indicated a sense of inferiority to the State schools for Student Services.

Negligible were those who felt inferior in the area of Staff. Not one person indicated feelings of inferiority in the following areas: Quality of Student, Quality of Curriculum Offerings, Philosophy of Education.

When the notion of inferiority was tested relative to the inauguration of programs of inter-institutional cooperation, the following conclusions were drawn from the data:

1. Two-thirds of the Deans feel that their schools barter from a position of weakness in the category Administration-Facilities-Services-Personnel. Half of the Board Members feel this same way for that category, and significantly less than half of the Presidents feel this way. Approximately a third of each group feels it barter from a position of weakness in the category Enrichment Academic and nearly one-half of each group in the category Extensive Cooperation.
2. Indicating a slightly more widespread sense of inferiority are

the data in which half of each group stated that it believed its institutions would be the chief gainers in programs of inter-institutional cooperation with four-year State schools for the categories Administration-Facilities-Services-Personnel and Enrichment Academic. (Deans did indicate nearly two-thirds consensus, however, in the category Administration-Facilities-Services-Personnel.)

3. Only a third of the members of each group felt that nearby State schools had need of their schools' services in the category Administration-Facilities-Services-Personnel. Presidents and Deans (near 50%) felt their schools had something to offer the State schools in the category Enrichment Academic, but Board Members were not nearly as sure of themselves as a group. Approximately one-third of each group felt its institutions could offer something to the State schools in the category Extensive Cooperation.
4. About fifty percent of the Presidents indicated that they feel their schools are at a financial disadvantage for inaugurating programs of inter-institutional cooperation with four-year State schools. Sixty percent of the Deans feel this way for the categories Administration-Facilities-Services-Personnel and Extensive Cooperation. The Deans feel less disadvantaged in the area of Enrichment Academic.

Piecing together the data relative to a private college sense of inferiority in terms of approaching the four-year State school with regard to the Collegiate Common Market, the following points emerge:

1. The private school prides itself on the elements that really matter in education, i.e. staff, students, quality of curriculum offerings, a decisive Philosophy of education.
2. The administrators of the private schools feel they have more to get than to give the State schools in cooperative programs.
3. The private schools are seen by their administrators as handicapped to some extent financially in inaugurating programs of cooperation.
4. The administrators of the private schools seem to be unable or unwilling to translate their institutions' perceived strengths into "share-able" services.

The second and fourth points are supported by the data reported regarding the nature of gain expected by the representatives of the private schools who expect their institutions to be the chief gainers in programs of inter-institutional cooperation with four-year State schools. The data show that all three groups are primarily interested in "Reduction of costs" and "Expanding student services" in the category Administration-Facilities-Services- Personnel. They are primarily interested in "Expanding curriculum" and "Reduction of costs" in Enrichment Academic and in Extensive Cooperation. In other words, the tendency to top rank or nearly top rank "Reduction of costs" indicates an interest in inter-institutional cooperation for necessity's sake rather than for more altruistic reasons.

The data derived from the interview reveal a wide variety of perceptions of the topic under discussion. In general, the Presidents attempted to avoid an either/or reaction to the direct question regarding a sense of inferiority. What did come through was the principle that both sectors have their peculiar strengths and weaknesses, just as each institution has its

peculiar strengths and weaknesses. But the next logical step regarding co-operation capitalizing on particular strengths is too clouded with complex issues of autonomy, and Philosophy, and finances.

The data of the interview do not add further strength to the data supplied by the questionnaire. They also neither contradict nor shed more light for the conclusions to be drawn from that data.

Hypothesis V

The more importance the chief administrators of small private liberal arts schools attach to the programs of the individual students as opposed to the programs of the institutions, the less they fear for the preservation of their institutions' autonomy when considering plans for programs of inter-institutional co-operation.

TABLE 45

NUMBER OF RESPONDENTS WHO RANK STUDENT PROGRAMS OVER PROGRAMS OF THE INSTITUTIONS AS PRIMARY IN ORDER OF CONSIDERATION FOR DETERMINING SPECIFICS OF PROGRAMS OF INTER-INSTITUTIONAL COOPERATION (TAKEN FROM QUESTIONNAIRE ITEM 10)

	Adminis- tration	Facilities	Services	Personnel	Enrichment Academic	Extensive Cooperation
Presidents	8	11	17	11	22	13
Deans	7	13	20	10	26	13
Board Members	7	9	17	14	18	10
All Groups	22	33	54	35	66	36

For data related to the fear for the preservation of institutional autonomy, consult the following Tables and Figures:

Fig. 13 - Page 124

Table 25 - Pages 125 & 126

Table 26 - Page 127

Fig. 14 - Page 128

Table 27 - Page 129

Table 28 - Page 129

Fig. 15 - Page 130

Table 29 - Page 131

Table 30 - Page 131

Fig. 16 - Page 132

Table 31 - Page 133.

FIG. 25

GRAPH OF PERCENTAGES OF RESPONDENTS WHO FEEL THAT PARTNERSHIP WITH ANOTHER SCHOOL IN A PROGRAM OF INTER-INSTITUTIONAL COOPERATION WEAKENS THE PRESTIGE OF ONE'S SCHOOL (TAKEN FROM QUESTIONNAIRE ITEM 11)

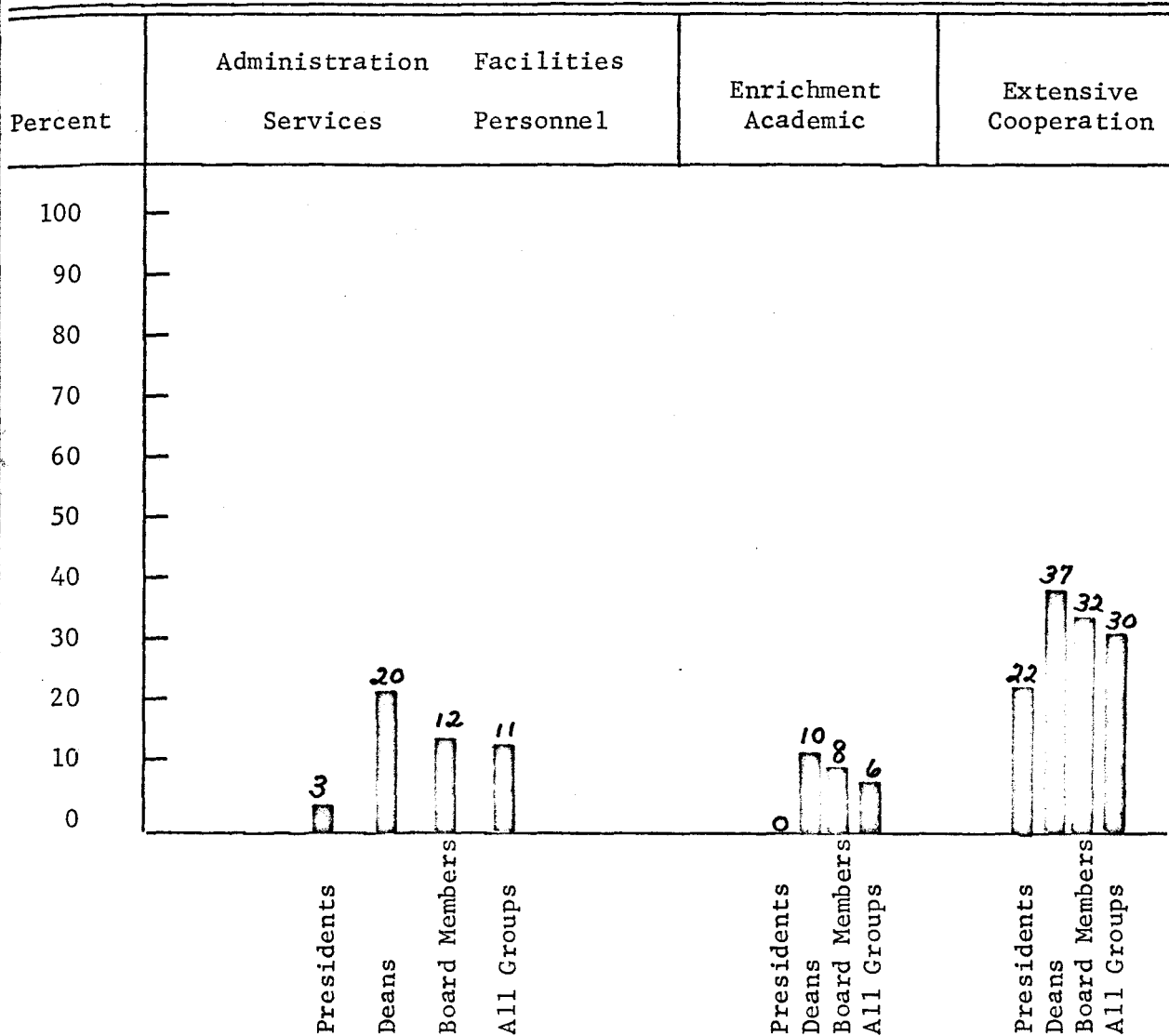


TABLE 46

RESPONDENTS WHO RANKED STUDENT PROGRAMS OVER INSTITUTIONAL PROGRAMS AND WHO ALSO RANKED DESIRE TO RETAIN COMPLETE AUTONOMY AS MERELY "MILD" OR LOWER (TAKEN FROM QUESTIONNAIRE ITEMS 16 AND 10)* (ITEM 16 EMPLOYS LIKERT SCALE)

	Administration Services	Facilities Personnel	Enrichment Academic	Extensive Cooperation
Presidents	4 out of 7		11 out of 22	4 out of 7
Deans	6 out of 6		19 out of 26	9 out of 13
Board Members	6 out of 6		8 out of 18	4 out of 10

*See. p. 162 and p. 163 for tables and figures describing results for the two questionnaire items. Note that the first four categories of item 10 were combined into a single category for purposes of comparison with the results for item 16. To rate inclusion as indicating preference of student programs, a respondent had to express such preference in three of the four categories taken for combination into the derived single category. Similar procedures were used in subsequent comparisons which required amalgamation of categories.

TABLE 47

RESPONDENTS WHO RANKED STUDENT PROGRAMS OVER INSTITUTIONAL PROGRAMS AND WHO ALSO BELIEVE THAT INTER-INSTITUTIONAL COOPERATION DOES NOT WEAKEN THE PRESTIGE OF ONE'S SCHOOL (TAKEN FROM QUESTIONNAIRE ITEMS 11 AND 10)*

	Administration Services	Facilities Personnel	Enrichment Academic	Extensive Cooperation
Presidents	8 out of 8		22 out of 22	7 out of 9
Deans	7 out of 7		25 out of 26	9 out of 13
Board Members	6 out of 7		15 out of 18	7 out of 10

*See pp. 162 and 164 for table and figure (Table 45 and Fig. 25) describing results on the two questionnaire items.

TABLE 48

RESPONDENTS WHO RANKED STUDENT PROGRAMS OVER INSTITUTIONAL PROGRAMS AND WHO EXPRESSED WILLINGNESS TO SACRIFICE SOME AUTONOMY FOR COOPERATION (TAKEN FROM QUESTIONNAIRE ITEMS 9 AND 10)*

	Adminis- tration	Facilities	Services	Personnel	Enrichment Academic	Extensive Cooperation
Presidents	5 of 8	9 of 11	15 of 17	4 of 11	16 of 22	6 of 7
Deans	7 of 7	13 of 13	17 of 20	7 of 10	23 of 26	8 of 13
Board Members	6 of 7	7 of 9	13 of 17	9 of 14	15 of 18	7 of 10

*See p. 124 and p. 162 for figure and table (Fig. 13 and Table 45) describing results for the two questionnaire items.

TABLE 49

FEAR FOR THE PRESERVATION OF AUTONOMY RELATIVE TO INTER-INSTITUTIONAL COOPERATION (TAKEN FROM INTERVIEW QUESTION 6)

No strong fear	- 10 Presidents
Institutional objectives must never be subverted	- 8 Presidents
Cooperation demands some sacrifice, but essential autonomy must never be endangered	- 7 Presidents
Autonomy is very important; it must not be weakened	- 7 Presidents
No fear, because there are limited possibilities for cooperation	- 6 Presidents
Cooperation must build on strengths of individual schools	- 4 Presidents
The small residential college is important	- 3 Presidents
Fear for loss of autonomy	- 3 Presidents

TABLE 50

FEELINGS AS TO THE RELATIVE IMPORTANCE TO BE ATTACHED TO THE PROGRAMS OF
INDIVIDUAL STUDENTS AND THE PROGRAMS OF THE INSTITUTION IN THE
ESTABLISHMENT OF COOPERATIVE ARRANGEMENTS
(TAKEN FROM INTERVIEW QUESTION 7)

The institution is to be favored, although it must yield in lesser things to individual student needs	- 13 Presidents
The institution must be the first consideration	- 11 Presidents
Institutional needs might be met in satisfying student needs	- 6 Presidents
Students are all-important	- 4 Presidents
The institution must yield much to student needs	- 2 Presidents

TABLE 51

EVIDENCE OF DIRECT, POSITIVE RELATIONSHIP BETWEEN CENTRAL CONCERN FOR
STUDENT PROGRAMS IN ESTABLISHING COOPERATIVE ARRANGEMENTS AND LITTLE
FEAR FOR AUTONOMY (TAKEN FROM INTERVIEW QUESTIONS 6 AND 7)

Relationship revealed in some way	- 15 Presidents
Strong relationship between fear for autonomy and primacy of institutional programs	- 11 Presidents
Relationship clear	- 8 Presidents
No relationship evidenced	- 2 Presidents

For data related to programs of inter-institutional cooperation presently in operation and for data on areas of special interest for programs of inter-institutional cooperation, consult the following Tables:

Table 23 - Page 119

Table 24 - Page 119.

Analysis:

Two-thirds of the Presidents responding to the questionnaire ranked student programs over programs of their institutions in the category Enrichment Academic.¹ Half also selected student programs over institutional programs in the category Services. Other categories did not elicit much enthusiasm for student programs as opposed to institutional programs from the Presidents. Deans showed a similar pattern to the Presidents, with quite high numbers of Deans preferring student programs in the categories Services and Enrichment Academic. Board Members were unique only by the fact that half of them also indicated preference for student programs in the category Personnel.

The general preference for institutional programs as being the direct objects of benefit when considering plans for inter-institutional cooperation was very strongly supported by data from the structured interview. Preference for individual student needs in the area of academic enrichment was strongly supported by the data from the interview.

As was stated above in relationship to Hypothesis II, eighty percent of respondents in all groups indicated willingness to sacrifice some institutional autonomy for cooperation in the following areas: Administration, Facilities, and Enrichment Academic. In the area of Services, willingness was high for the All Groups population. Both Personnel and Extensive Cooperation evoked little more than fifty percent positive reaction from any of the three groups. For the questionnaire item seeking to test for desire to retain complete autonomy relative to programs of inter-institutional cooperation, as explained above for Hypothesis II, there was widespread favor of retaining complete autonomy, a

¹For an explanation of the terms "student programs" and "programs of their institutions," see pp. 74-75.

favor which ranged from mild to strong. Deans were the least favorable as a group.

In response to the questionnaire, no significant number from any of the three groups indicated that they felt partnership with another school in a program of inter-institutional cooperation weakened the prestige of one's own school in the categories Administration-Facilities-Services-Personnel and Enrichment Academic. In addition, only about a third of Deans and Board Members, and substantially less than a third of Presidents, felt this would be the case with Extensive Cooperation.

Interview data corresponded with the complex and superficially contradictory evidence that describe the tension involved in the desire to retain autonomy and the perceived importance of inter-institutional cooperation, a cooperation which must affect autonomy in some way. That in the practical order the effects of cooperation need not be dysfunctional relative to preservation of autonomy is supported by the strong evidence that little fear is extant regarding cooperation weakening the prestige of one's school.

Studying the questionnaire returns one by one, three tests of correspondence were made between the selection of student programs over institutional programs and various indicators of desire to maintain institutional autonomy. The most valid of the three tests of correspondence was that which examined the choices on the Likert scale regarding desire to retain complete autonomy. Deans showed a strong positive correspondence in all three categories of the test. But neither Presidents nor Board Members evidenced any consistent positive correspondence between the two variables.

Although strong positive correspondence was demonstrated by all three groups in the test which examined belief that cooperation weakens the prestige of one's school, the insignificant number of respondents who indicated a

negative reaction for the first two categories of the item casts doubt on the validity of using the item as an index for correspondence. A similar problem arose in the examination of willingness to sacrifice some autonomy for co-operation.

For the former test the category Extensive Cooperation has some validity and in the latter test the categories Personnel and Extensive Co-operation have substantial validity for use as indices. But data in these isolated cases, especially since they are not symbolic of consistent high correspondence, are not strong enough to support the hypothesis.

Although the questionnaire data are inconclusive relative to correspondence between greater importance attached to student programs (over against institutional programs) and less fear for loss of autonomy, data from the structured interview are supportive of a direct and positive relationship.

Hypothesis VI

The fear for preservation of school autonomy among chief administrators of small private liberal arts schools considering programs of inter-institutional cooperation is greater insofar as those administrators envision more formalism in the structures of the programs of inter-institutional cooperation.

TABLE 52

IDENTIFICATION OF LEVELS OF STRUCTURE BELIEVED ESSENTIAL FOR PROGRAMS OF INTER-INSTITUTIONAL COOPERATION (TAKEN FROM QUESTIONNAIRE ITEM 3)

Administration	Presidents	Deans	Board Members	All Groups
1. Charter.	1	1	1	3
2. Incorporation.	1	1	0	2
3. Contract.	5	14	10	29
4. Mutual agreement embodied in document.	23	13	15	41
5. Exchange of letters.	3	1	1	5
6. Verbal agreement.	0	0	0	0

Facilities	Presidents	Deans	Board Members	All Groups
1. Charter.	0	0	1	1
2. Incorporation.	0	0	1	1
3. Contract.	11	12	12	35
4. Mutual agreement embodied in document.	16	17	11	44
5. Exchange of letters.	5	0	2	7
6. Verbal agreement.	0	1	0	1

Services	Presidents	Deans	Board Members	All Groups
1. Charter.	0	1	1	2
2. Incorporation.	0	0	0	0
3. Contract.	7	8	11	26
4. Mutual agreement embodied in document.	17	15	12	44
5. Exchange of letters.	6	4	1	11
6. Verbal agreement.	0	0	0	0

TABLE 52—Continued

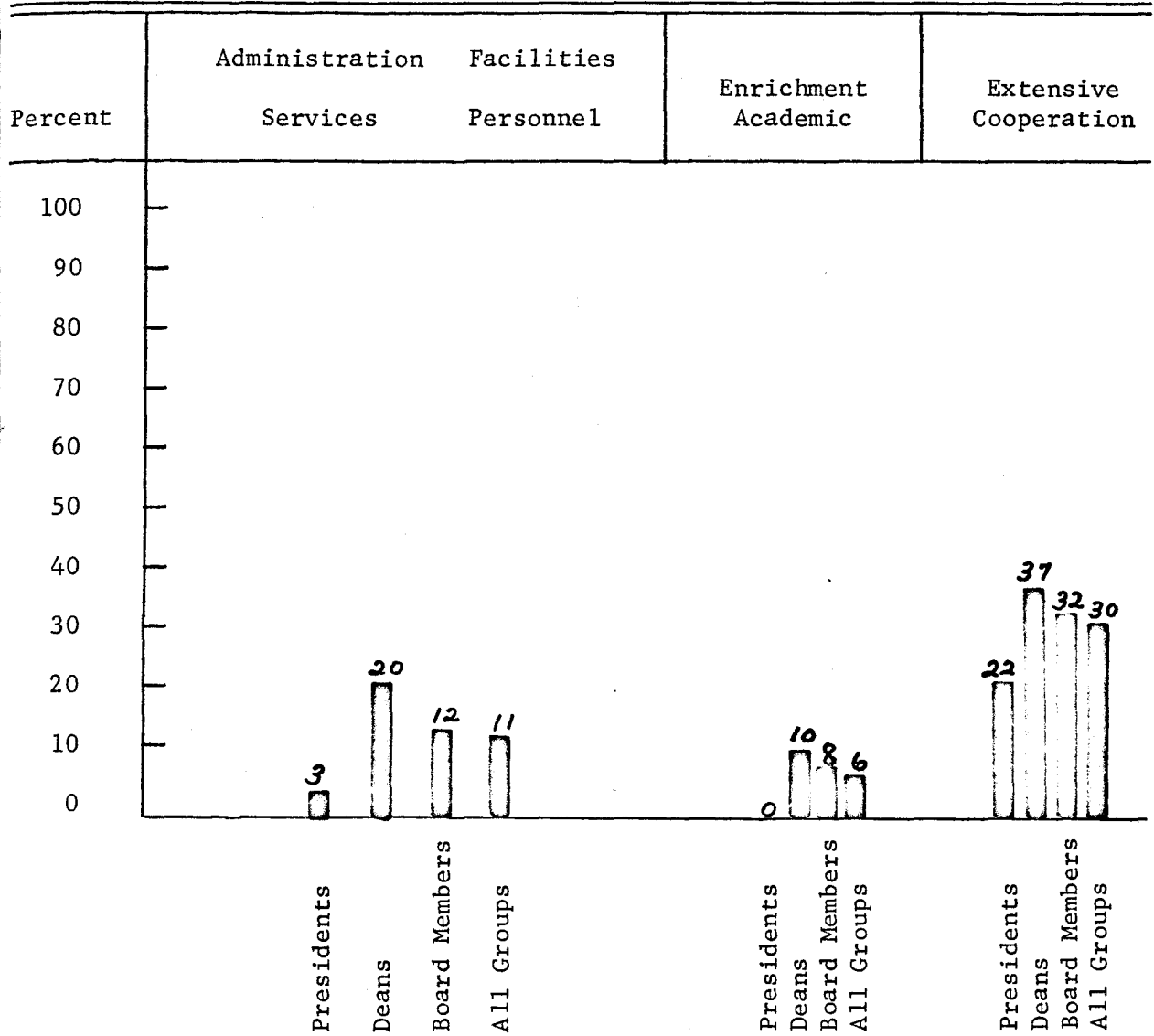
Personnel	Presidents	Deans	Board Members	All Groups
1. Charter.	0	1	0	1
2. Incorporation.	0	0	0	0
3. Contract.	16	12	15	43
4. Mutual agreement embodied in document.	9	11	5	25
5. Exchange of letters.	2	2	1	5
6. Verbal agreement.	0	0	0	0

Enrichment Academic	Presidents	Deans	Board Members	All Groups
1. Charter.	0	0	1	1
2. Incorporation.	0	0	0	0
3. Contract.	10	10	15	35
4. Mutual agreement embodied in document.	16	16	9	41
5. Exchange of letters.	5	1	1	7
6. Verbal agreement.	0	2	0	2

Extensive Cooperation	Presidents	Deans	Board Members	All Groups
1. Charter.	1	3	1	5
2. Incorporation.	4	5	0	9
3. Contract.	9	10	16	35
4. Mutual agreement embodied in document.	3	7	7	17
5. Exchange of letters.	0	1	1	2
6. Verbal agreement.	0	0	0	0

FIG. 28

GRAPH OF PERCENTAGES OF RESPONDENTS WHO FEEL THAT PARTNERSHIP WITH ANOTHER SCHOOL IN A PROGRAM OF INTER-INSTITUTIONAL COOPERATION WEAKENS THE PRESTIGE OF ONE'S SCHOOL (TAKEN FROM QUESTIONNAIRE ITEM 11)



For data related to the fear for the preservation of institutional autonomy, consult the following Tables and Figures:

- Table 26 - Page 127
- Fig. 14 - Page 128
- Table 27 - Page 129
- Table 28 - Page 129
- Fig. 15 - Page 130
- Table 29 - Page 131
- Table 30 - Page 131
- Fig. 16 - Page 132
- Table 31 - Page 133.

TABLE 53

RESPONDENTS WHO EXPRESSED DESIRE TO RETAIN COMPLETE AUTONOMY AS "STRONG" OR HIGHER AND WHO ALSO BELIEVE THAT STRUCTURE OF "CONTRACT" OR HIGHER IS ESSENTIAL FOR PROGRAMS OF COOPERATION (TAKEN FROM QUESTIONNAIRE ITEMS 3 AND 16)*
(ITEM 16 EMPLOYS LIKERT SCALE)

	Administration Services	Facilities Personnel	Enrichment Academic	Extensive Cooperation
Presidents	6 out of 15		8 out of 15	11 out of 16
Deans	9 out of 12		5 out of 8	9 out of 13
Board Members	4 out of 12		5 out of 13	6 out of 13

*See pp. 171-72 (Table 52) and p. 176 (above) for tables and figures describing results for the two questionnaire items.

TABLE 54

RESPONDENTS WHO EXPRESSED DESIRE TO RETAIN COMPLETE AUTONOMY AS "STRONG" OR HIGHER AND WHO ALSO BELIEVE ALL DETAILS OF COOPERATIVE PROGRAMS MUST BE WORKED OUT IN ADVANCE (TAKEN FROM QUESTIONNAIRE ITEMS 4 AND 16)* (ITEM 16 EMPLOYS LIKERT SCALE)

	Administration Services	Facilities Personnel	Enrichment Academic	Extensive Cooperation
Presidents	9 out of 15		9 out of 15	13 out of 16
Deans	8 out of 12		7 out of 8	8 out of 13
Board Members	8 out of 12		8 out of 13	9 out of 13

*See p. 173 (Fig. 26) and p. 176 (top) for tables and figures describing results for the two questionnaire items.

TABLE 55

RESPONDENTS WHO EXPRESSED DESIRE TO RETAIN COMPLETE AUTONOMY AS "STRONG" OR HIGHER AND WHO ALSO BELIEVE THAT ADMINISTRATIVE STRUCTURES AND STAFF MUST BE ADDED TO EXISTING STRUCTURES AND STAFF FOR OPERATING COOPERATIVE PROGRAMS (TAKEN FROM QUESTIONNAIRE ITEMS 5 AND 16)* (ITEM 16 EMPLOYS LIKERT SCALE)

	Administration Services	Facilities Personnel	Enrichment Academic	Extensive Cooperation
Presidents	3 out of 15		3 out of 15	8 out of 16
Deans	4 out of 12		2 out of 8	5 out of 13
Board Members	1 out of 12		3 out of 13	5 out of 13

*See p. 174 (Fig. 27) and p. 176 (top) for tables and figures describing results for the two questionnaire items.

TABLE 56

RESPONDENTS WHO BELIEVE THAT COOPERATION WITH OTHER SCHOOLS WEAKENS THE PRESTIGE OF ONE'S SCHOOL AND WHO ALSO BELIEVE THAT STRUCTURE OF "CONTRACT" OR HIGHER IS ESSENTIAL FOR PROGRAMS OF COOPERATION (TAKEN FROM QUESTIONNAIRE ITEMS 3 AND 11)*

	Administration Services	Facilities Personnel	Enrichment Academic	Extensive Cooperation
Presidents	0 out of 1		0 out of 0	4 out of 7
Deans	3 out of 6		2 out of 3	9 out of 11
Board Members	1 out of 3		1 out of 2	5 out of 8

*See pp. 171-72 (Table 52) and p. 175 (Fig. 28) for tables and figure describing results for the two questionnaire items.

TABLE 57

RESPONDENTS WHO BELIEVE THAT COOPERATION WITH OTHER SCHOOLS WEAKENS THE PRESTIGE OF ONE'S SCHOOL AND WHO ALSO BELIEVE THAT ALL DETAILS OF COOPERATIVE PROGRAMS MUST BE WORKED OUT IN ADVANCE (TAKEN FROM QUESTIONNAIRE ITEMS 4 AND 11)*

	Administration Services	Facilities Personnel	Enrichment Academic	Extensive Cooperation
Presidents	0 out of 1		0 out of 0	6 out of 7
Deans	5 out of 6		2 out of 3	7 out of 11
Board Members	2 out of 3		1 out of 2	6 out of 8

*See p. 173 (Fig. 26) and p. 175 (Fig. 28) for the figures describing results for the two questionnaire items.

TABLE 58

RESPONDENTS WHO BELIEVE THAT COOPERATION WITH OTHER SCHOOLS WEAKENS THE PRESTIGE OF ONE'S SCHOOL AND WHO ALSO BELIEVE THAT ADMINISTRATIVE STRUCTURES AND STAFF MUST BE ADDED TO EXISTING STRUCTURES AND STAFF FOR OPERATING COOPERATIVE PROGRAMS (TAKEN FROM QUESTIONNAIRE ITEMS 5 AND 11)*

	Administration Services	Facilities Personnel	Enrichment Academic	Extensive Cooperation
Presidents	0 out of 1		0 out of 0	4 out of 7
Deans	2 out of 6		1 out of 3	5 out of 11
Board Members	1 out of 3		1 out of 2	2 out of 8

*See p. 174 (Fig. 27) and p. 175 (Fig. 28) for the figures describing results for the two questionnaire items.

TABLE 59

FEAR FOR THE PRESERVATION OF AUTONOMY RELATIVE TO INTER-INSTITUTIONAL COOPERATION (TAKEN FROM INTERVIEW QUESTION 6)

No strong fear	- 10 Presidents
Institutional objectives must never be subverted	- 8 Presidents
Cooperation demands some sacrifice, but essential autonomy must never be endangered	- 7 Presidents
Autonomy is very important; it must not be weakened	- 7 Presidents
No fear, because there are limited possibilities for cooperation	- 6 Presidents
Cooperation must build on strengths of individual schools	- 4 Presidents
The small residential college is important	- 3 Presidents
Fear for loss of autonomy	- 3 Presidents

TABLE 60

PREFERENCES FOR FORMALITY OF GOVERNANCE STRUCTURES OF COOPERATIVE ARRANGEMENTS RELATIVE TO INSTITUTIONAL AUTONOMY (TAKEN FROM INTERVIEW QUESTION 8)

Prefer informal structures	- 12 Presidents
Prefer somewhat formal structures	- 11 Presidents
Prefer very formal structures, with protective clauses	- 3 Presidents
Prefer very informal arrangements	- 2 Presidents
Depends very much on personalities involved	- 2 Presidents
Rigid structures freeze arrangements	- 2 Presidents
Work must take place at departmental level on informal basis	- 2 Presidents
Whatever will work in a given situation is best	- 2 Presidents

TABLE 61

POSITIVE RELATIONSHIP BETWEEN FEAR FOR AUTONOMY AND ATTITUDES REVEALING BELIEF IN FORMALITY OF GOVERNANCE STRUCTURES FOR COOPERATIVE ARRANGEMENTS (TAKEN FROM INTERVIEW QUESTIONS 6 AND 8)

Relationship obvious	- 13 Presidents	} Represent operation of two principles: 1. Formality protects 2. Formality threatens
Relationship revealed in some way	- 10 Presidents	
No stance on issues	- 7 Presidents	
No relationship evidenced	- 6 Presidents	

Analysis:

A substantial number of Presidents evidenced through responses to the questionnaire a belief in strong formalism in the structures of cooperative programs only in the category Personnel. (Formalism from the level Contract and higher is taken as strong formalism.) Well under fifty percent expressed belief that strong formalism is essential to programs of inter-institutional cooperation for all other categories.

On the other hand Deans evidenced over fifty percent believing in strong formalism for Administration and Extensive Cooperation, and Board Members for Facilities, Personnel, Enrichment Academic and Extensive Cooperation.

Obviously there is some difference of opinion among the three groups, and Board Members are the most distinctive in their belief in legal formality.

Belief that all details of programs of inter-institutional cooperation must be worked out in advance of the initiation of the programs was widespread (65% or higher) among Presidents and Board Members for the following categories: Administration, Facilities, Extensive Cooperation. Presidents also showed seventy-nine percent agreement with the same belief for Personnel. Approximately half of the Deans concurred with the same belief in all the categories, though somewhat more for Extensive Cooperation.

Less than a third of respondents from any of the three groups believe that administrative structures and staff must be added to existing structures and staff to manage new or expanded programs of inter-institutional cooperation for any category, except Extensive Cooperation.

In general, no strong conviction that formalism is essential to the establishment of programs of inter-institutional cooperation was supported by

responses to the questionnaire.

For the questionnaire item seeking to test for desire to retain complete autonomy relative to programs of inter-institutional cooperation, as explained above for Hypothesis II, there was widespread favor of retaining complete autonomy, a favor which ranged from mild to strong. Deans were the least favorable as a group.

In response to the questionnaire, however, no significant number from any of the three groups indicated that they felt partnership with another school in a program of inter-institutional cooperation weakened the prestige of one's own school in the categories: Administration-Facilities-Services-Personnel and Enrichment Academic. In addition, only about a third of Deans and Board Members, and substantially less than a third of Presidents, felt this would be the case with Extensive Cooperation.

Six different tests of correspondence were drawn from the questionnaire for the establishment of a positive correspondence between strong fear for preservation of school autonomy and the perception of high formalism in the structures of programs of inter-institutional cooperation. Substantial positive correspondence was found for Presidents only in the category Extensive Cooperation, and that for only three of the six tests. Board Members fared little better, but Deans showed significantly more positive correspondence between the two variables than did either of the other two groups.

Turning to the data supplied by the interview, one is confronted again, as for Hypothesis V, with the complex issue of fear for the preservation of autonomy and the willingness to bow to the necessity of some sacrifice for the sake of inter-institutional cooperation. Only a minority of Presidents cling unbendingly to autonomy.

When asked specifically to relate the formality of governance structures of cooperative arrangements and institutional autonomy, about forty percent of the Presidents expressed a preference for more formal structures (as opposed to less formal or informal) in terms of the safeguarding of institutional autonomy.

In studying the relationship between responses to Question 6 and Question 8 of the interview case by case, nearly two-thirds of the Presidents revealed some support for positive correspondence between fear for autonomy and attitudes revealing belief in formality of governance structures for cooperative arrangements.

Hypothesis VII

Chief administrators of small private liberal arts schools believe that programs of inter-institutional cooperation are ultimately unessential to the survival of their institutions.

FIG. 29

GRAPH OF PERCENTAGES OF RESPONDENTS WHO FEEL THAT PARTNERSHIP WITH ANOTHER SCHOOL IN A PROGRAM OF INTER-INSTITUTIONAL COOPERATION WEAKENS THE PRESTIGE OF ONE'S SCHOOL (TAKEN FROM QUESTIONNAIRE ITEM 11)

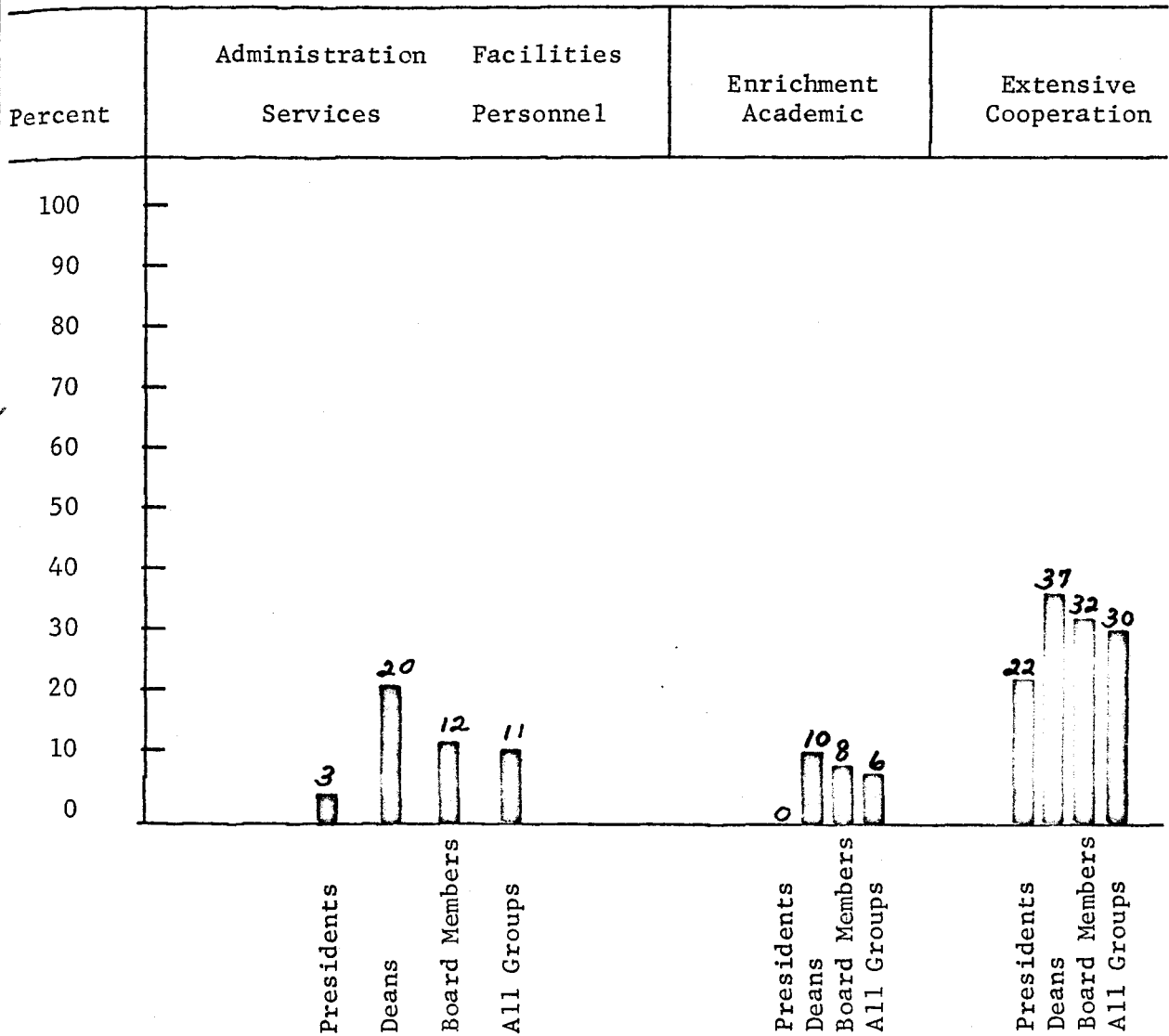


FIG. 30

GRAPH OF PERCENTAGES OF RESPONDENTS WHO FEEL THAT PROGRAMS OF INTER-INSTITUTIONAL COOPERATION WOULD BE HELPFUL TO THE SURVIVAL OF THEIR SCHOOLS (TAKEN FROM QUESTIONNAIRE ITEM 19)

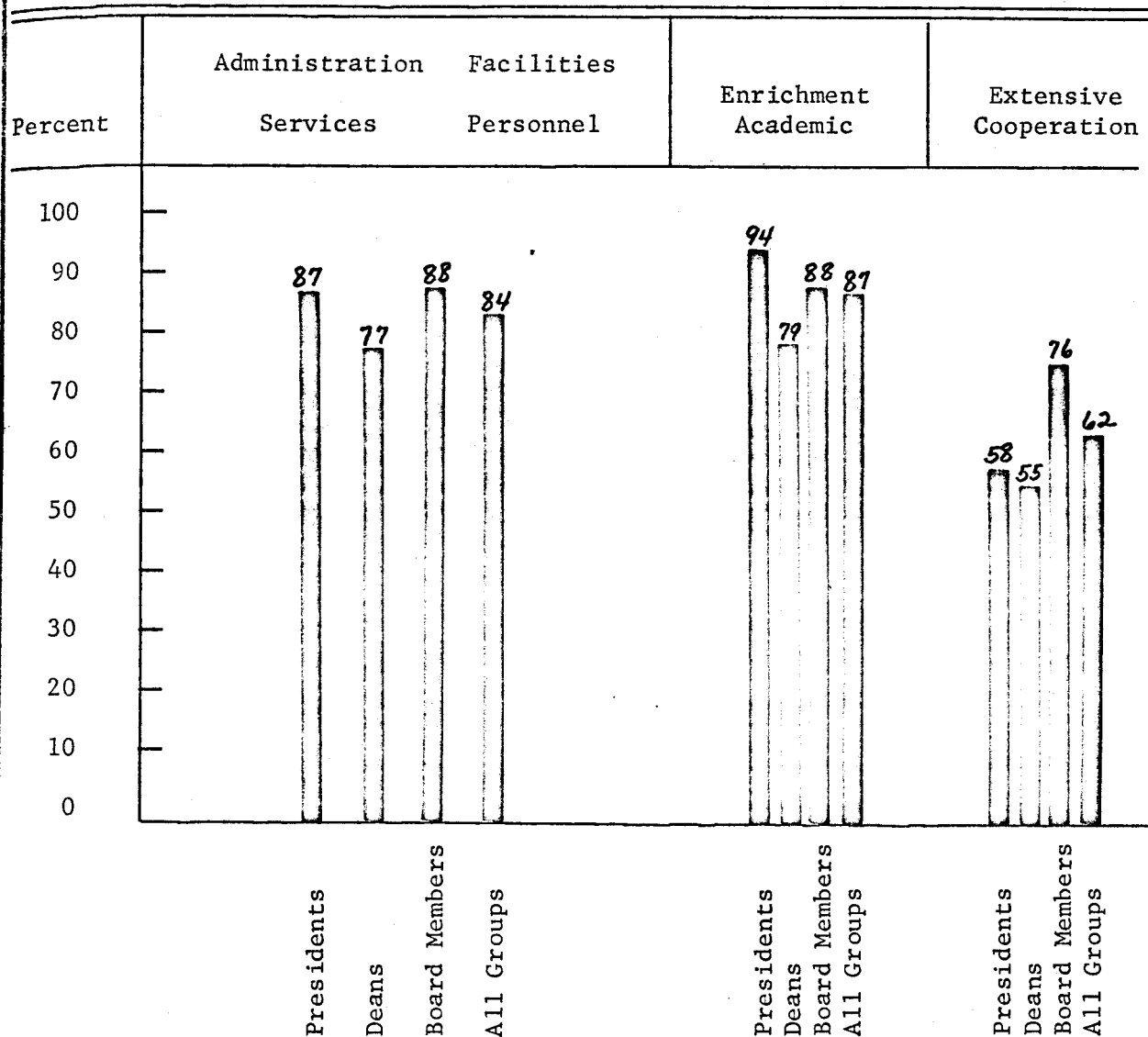


TABLE 62

ASPECTS UNDER WHICH PROGRAMS OF COOPERATION
ARE BELIEVED TO BE HELPFUL FOR SURVIVAL

Administration Services	Facilities Personnel	Presidents	Deans	Board Members	All Groups
1. Relative to finances.		16	17	17	50
2. Relative to competitive and attractive program.		15	13	15	43
3. Relative to quality of students.		3	3	8	14
4. Relative to thrust of student interest.		11	8	11	30
Enrichment Academic		Presidents	Deans	Board Members	All Groups
1. Relative to finances.		16	17	15	48
2. Relative to competitive and attractive program.		18	17	14	49
3. Relative to quality of students.		3	6	8	17
4. Relative to thrust of student interest.		13	9	11	33
Extensive Cooperation		Presidents	Deans	Board Members	All Groups
1. Relative to finances.		9	12	15	36
2. Relative to competitive and attractive program.		8	11	12	31
3. Relative to quality of students.		3	4	4	11
4. Relative to thrust of student interest.		8	8	7	23

FIG. 31

GRAPH OF PERCENTAGES OF RESPONDENTS WHO FEEL THAT PROGRAMS OF INTER-INSTITUTIONAL COOPERATION MAY WELL BE ESSENTIAL TO THE SURVIVAL OF THEIR SCHOOLS (TAKEN FROM QUESTIONNAIRE ITEM 21)

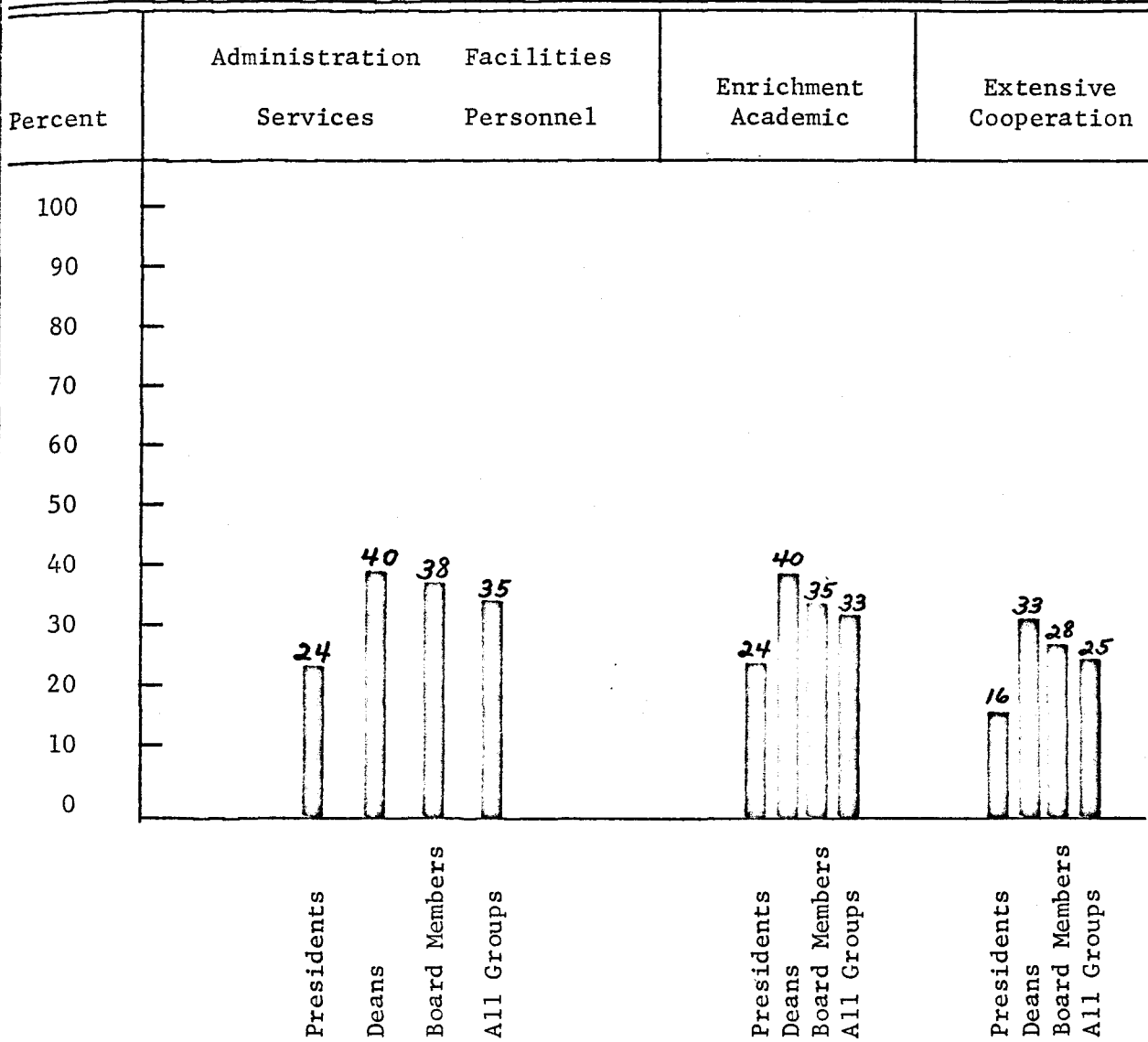


TABLE 63

IDENTIFICATION OF WAYS IN WHICH PROGRAMS OF INTER-INSTITUTIONAL COOPERATION ARE THOUGHT TO BE ESSENTIAL TO THE SURVIVAL OF RESPONDENTS' SCHOOLS

Administration Services	Facilities Personnel	Presidents	Deans	Board Members	All Groups
1. Reduce costs directly.		5	9	7	21
2. Attract more students to a broader program.		6	7	6	19
3. More financial efficiency.		6	10	7	23
4. Attract more of specific kinds of students.		5	3	3	11
Enrichment Academic		Presidents	Deans	Board Members	All Groups
1. Reduce costs directly.		4	8	7	19
2. Attract more students to a broader program.		7	11	6	24
3. More financial efficiency.		6	10	5	21
4. Attract more of specific kinds of students.		4	5	4	13
Extensive Cooperation		Presidents	Deans	Board Members	All Groups
1. Reduce costs directly.		2	8	7	17
2. Attract more students to a broader program.		4	8	6	18
3. More financial efficiency.		4	7	6	17
4. Attract more of specific kinds of students.		3	5	4	12

TABLE 64

ATTITUDES ON THE RELATIONSHIP OF COOPERATION TO SURVIVAL
(TAKEN FROM INTERVIEW QUESTION 9)

Not essential	- 15 Presidents
Might become essential	- 9 Presidents
Important, but not vital	- 7 Presidents
Essential for survival	- 6 Presidents
Helpful for enrichment and financial advantage	- 2 Presidents

Analysis:

Only one-fourth of the Presidents believed that cooperation in the following categories of the questionnaire could well be essential to survival: Administration-Facilities-Services-Personnel and Enrichment Academic. Only sixteen percent perceived such a relationship for Extensive Cooperation. Deans and Board Members were similar to one another in their responses (cir. 40%) to the categories: Administration-Facilities-Services-Personnel and Enrichment Academic. Both groups also related cooperation as essential to survival for the category Extensive Cooperation at the level of only about one-third concurrence.

Thus, only a small percentage of Presidents sees cooperation as providing for survival. And a very small percentage of Presidents relates the possibilities of extensive cooperative arrangements with survival. Deans and Board Members as a group are more concerned with cooperation's essential relationship to survival, but not even half of these two groups ascribe to this belief. Both Deans and Board Members see relatively little essential relationship of extensive programs of inter-institutional cooperation to survival.

Data derived from the interview substantiate the data generated by the questionnaire. Only a few Presidents indicated belief that inter-institutional cooperation is essential to survival. Approximately eighty percent of the Presidents do not see inter-institutional cooperation as essentially related to survival at the present time. One-fourth think that situations could develop to alter that at some future date, but the factors which would establish those situations are not operative now, nor foreseen in the immediate future.

Two reasons explain the belief that inter-institutional cooperation is not essential to the survival of the respondents' institutions. (1) The administrators do not see inter-institutional cooperation as a lifesaver. (2) The administrators do not believe their institutions are in any immediate danger of foundering. The first explanation was discussed during many of the interviews, but no clear pattern of reactions was evidenced. As for the second explanation, only a few Presidents expressed belief that their schools were in trouble.

Of importance also in this regard is the fact that fifty-three percent of the private liberal arts colleges in Illinois are over one-hundred years old, and eighty-one percent are over fifty years old. There is a feeling that these schools have been around for a long, long time and have survived many a stormy year.

Possibly backing up the Presidents' claims that their institutions were not in any immediate danger is the evidence of good and excellent maintenance of buildings and grounds at three-fourths of the institutions.

Although one might be tempted to enlist the fact that ninety percent of the schools have completed significant construction during the past ten years as supporting data evidencing health, this can not be contended. New

construction is not correlated with well-being of the institution.² On the contrary, it is related to financial problems in many of the schools. Buildings that were never filled with projected enrollments are costing their institutions much, and in cases where enrollments are actually declining these buildings are choking their schools.

In the case of those who did express belief that inter-institutional cooperation is related to their institutions' ultimate survival, all the commonly identified helps were marked, except that "Attract more of specific kinds of students" was selected least.

Strong agreement was had, however, among all three groups that programs of inter-institutional cooperation, while not being essential to survival, would be helpful to survival of their institutions in the categories: Administration-Facilities-Services-Personnel and Enrichment Academic. Three-fourths of the Board Members also believe this to be true with Extensive Cooperation. But, following the pattern of less interest in this category, Presidents and Deans each indicated only a little more than fifty percent concurrence for that category.

Belief that inter-institutional cooperation weakens the prestige of one's school (and, therefore, affects survival) was negligible for the categories: Administration-Facilities-Services-Personnel and Enrichment Academic. As was expected, a higher percentage of respondents felt that Extensive Cooperation weakens prestige for each of the three groups, but even here the figure is only about one-third.

The areas selected by half or somewhat more than half of each group

²Harold L. Hodgkinson, "Impact of Consortia on Institutional Vitality," Address given October 3, 1972, Academic Consortium Seminar, Hotel Fontainebleau, Miami Beach, Florida.

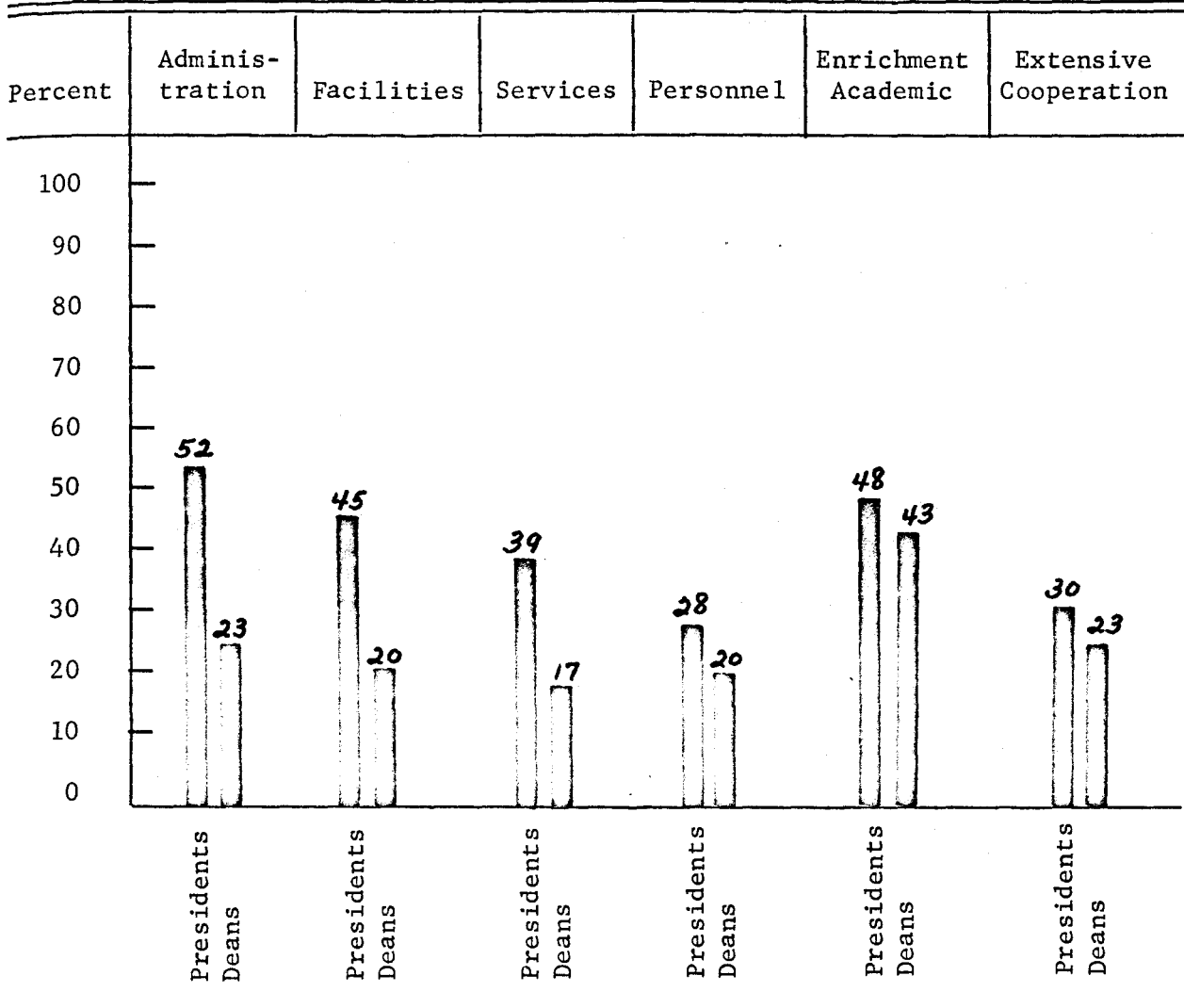
as aspects under which programs of inter-institutional cooperation would be helpful for survival were: "Relative to finances" and "Relative to competitive and attractive program," and both of these for all three groups in the categories Administration-Facilities-Services-Personnel and Enrichment Academic. Much less interest was demonstrated for the choices listed under Extensive Cooperation. In summary, a good portion of the schools feel that inter-institutional cooperation can help them become more financially efficient and can get them larger enrollments. The data relative to enrollment correlate well with the fact that forty-four percent of the Presidents were projecting a decrease in enrollment for the academic year 1972-1973.

Hypothesis VIII

There is a neglect in interest in cost analysis studies relative to programs or plans for programs of inter-institutional cooperation among chief administrators of small private liberal arts schools.

FIG. 32

GRAPH OF PERCENTAGES OF RESPONDENTS WHO PLAN ON ESTABLISHING OR CONTRACTING FOR COST ANALYSIS STUDIES RELATIVE TO PLANS FOR NEW OR EXPANDED PROGRAMS OF INTER-INSTITUTIONAL COOPERATION (TAKEN FROM QUESTIONNAIRE ITEM 6)



Note: So many (7) Board Members refused to respond to the item related to cost analysis that the data for the Board Members group are meaningless. Therefore, the data are not reported. Possible explanations for the Board Members' "no answers" would be: (1) Total ignorance of the matter. (2) Belief that the matter is wholly an administrative concern. (3) Belief that individual Board Members could not respond to an item which begins "I plan on establishing..." (In the case of Questionnaire Item 6.)

TABLE 65

NUMBER OF RESPONDENTS WHO CLAIM THAT PROGRAMS OF INTER-INSTITUTIONAL COOPERATION WOULD BE (ARE) A COST SAVING FACTOR FOR THEIR SCHOOLS (TAKEN FROM QUESTIONNAIRE ITEM 7)

	Adminis- tration	Facilities	Services	Personnel	Enrichment Academic	Extensive Cooperation
Presidents	19	24	18	16	24	14
Deans	23	20	19	16	22	18

TABLE 66

IDENTIFICATION OF BASIS FOR HOLDING THAT PROGRAMS OF INTER-INSTITUTIONAL COOPERATION WOULD BE (ARE) A COST SAVING FACTOR OR WOULD NOT BE (ARE NOT) A COST SAVING FACTOR

Administration	Presidents	Deans
1. Cost analysis.	6	3
2. Reasonable assumption.	17	21
3. Experience.	8	7
4. Other.	0	0

Facilities	Presidents	Deans
1. Cost analysis.	1	2
2. Reasonable assumption.	19	20
3. Experience.	9	6
4. Other.	0	0

TABLE 66—Continued

Services	Presidents	Deans
1. Cost analysis.	3	0
2. Reasonable assumption.	17	21
3. Experience.	5	5
4. Other.	0	0
Personnel	Presidents	Deans
1. Cost analysis.	3	1
2. Reasonable assumption.	16	17
3. Experience.	6	8
4. Other.	1	0
Enrichment Academic	Presidents	Deans
1. Cost analysis.	2	1
2. Reasonable assumption.	18	11
3. Experience.	10	15
4. Other.	0	0
Extensive Cooperation	Presidents	Deans
1. Cost analysis.	1	2
2. Reasonable assumption.	15	17
3. Experience.	4	5
4. Other.	1	0

TABLE 67

NUMBER OF SCHOOLS WHICH HAVE ENTERED INTO PROGRAMS OF INTER-INSTITUTIONAL COOPERATION WITH COST ANALYSIS STUDIES (TAKEN FROM QUESTIONNAIRE ITEM 8)

In Area Of:	As Reported By Presidents	As Reported By Deans
1. Administration	4	7
2. Facilities	2	6
3. Services	3	2
4. Personnel	1	3
5. Enrichment Academic	1	8
6. Extensive Cooperation	1	1

TABLE 68

NUMBER OF INSTITUTIONS WHICH HAVE DONE COST ANALYSIS STUDIES FOR PROGRAMS OF INTER-INSTITUTIONAL COOPERATION (TAKEN FROM INTERVIEW QUESTION 10)

Have not done studies	- 24 Presidents
Have done studies	- 7 Presidents
Have done "rough" analyses	- 5 Presidents

TABLE 69

ATTITUDES TOWARD COST ANALYSIS STUDIES FOR PROGRAMS OF INTER-INSTITUTIONAL COOPERATION (TAKEN FROM INTERVIEW QUESTION 10)

Believe that it is important to know precisely how money is being spent	- 11 Presidents
Not enough involvement to warrant studies	- 6 Presidents
Educational decisions should not be made in terms of money	- 5 Presidents
Evaluation of enrichment as enrichment is important	- 3 Presidents
Are expanding analysis program	- 3 Presidents

TABLE 70

MONEY SAVING ASPECTS OF COOPERATION
(TAKEN FROM INTERVIEW QUESTION 10)

Assume money is being saved	- 4 Presidents
Have demonstrated savings through cost analysis	- 3 Presidents
Have been unable to demonstrate savings through cost analysis	- 3 Presidents
Suspect no money is being saved	- 3 Presidents

Analysis:

In the structured interview Presidents reported programs of inter-institutional cooperation in which their schools are currently involved. The number of programs thus reported are here contrasted with the number of programs entered into with cost analysis studies as reported by Presidents in the questionnaire.

TABLE 71

NUMBER OF COOPERATIVE PROGRAMS COMPARED WITH PROGRAMS WITH COST ANALYSIS

Category	Number of Programs	Number with Cost Analysis
Administration	9	4
Facilities	21	2
Services	5	3
Personnel	12	1
Enrichment Academic	18	1
Extensive Cooperation	21	1

The comparison makes obvious the neglect of cost analysis studies relative to the establishment of programs of inter-institutional cooperation.

Deans reported significantly larger numbers of cost analysis studies preceding the establishment of programs of inter-institutional cooperation than Presidents. Sampling was not responsible for the discrepancies. It is thus to be assumed that

- a. Deans had studies conducted unknown to their Presidents.
- b. Deans engaged in informal analysis studies through their own offices on a scale not attracting the specific notice of their Presidents.

The latter explanation is more probable. At any rate, even if the data re-

ported by the Deans are more accurate than those of the Presidents, they define a neglect of cost analysis studies relative to the establishment of programs of inter-institutional cooperation.

In the interview, twenty-four Presidents, or two-thirds of the population, indicated that no formal cost analysis studies had been done, relative to inaugurating programs of inter-institutional cooperation or since the establishment of such programs. At the same time, only about a third of the Presidents expressed any firm belief in the necessity of pinpointing gains and losses in the area of inter-institutional cooperation.

Such mild interest in cost analysis studies for programs of inter-institutional cooperation is mirrored also in the data derived from the questionnaire. Approximately fifty percent of the Presidents indicated future plans for cost analysis studies for new or expanded cooperative programs in the following categories: Administration, Facilities, and Enrichment Academic. Nearly forty percent cited plans in the category Services, and less than a third indicated plans for Personnel and Extensive Cooperation.

Deans indicated few plans for establishing or contracting for cost analysis studies relative to plans for new or expanded programs of inter-institutional cooperation, except in the one category Enrichment Academic. Apparently coupled with relatively mild interest in cost analysis studies is the feeling on the part of Deans that such planning is not really their responsibility.

Over two-thirds of the President respondents on the questionnaire indicated belief that existing or possible programs of inter-institutional cooperation are or would be a cost saving factor for their schools in the categories Facilities and Enrichment Academic, corresponding to overall higher interest in these areas. Over half indicated the same for Administration and

Services, and less than half for Personnel and Extensive Cooperation. Deans followed a similar, but somewhat more optimistic, pattern.

The basis cited most often by Presidents and Deans, however, for belief relative to the cost saving quality of programs of inter-institutional cooperation was "Reasonable assumption." "Cost analysis" was cited only by a few respondents.

On the other hand, three Presidents indicated in the interview that cost analysis studies had demonstrated savings and three indicated that cost analysis studies had not demonstrated savings through programs of inter-institutional cooperation. Perhaps the "reasonable assumptions" cited by Presidents and Deans would not prove so reasonable when examined by the light of scientific scrutiny.

One caution in all this must be observed. It must be remembered that many existing and contemplated programs of inter-institutional cooperation are small in magnitude and may not support conclusive cost analysis studies.

CHAPTER VI

CONCLUSIONS

This research project on administrative attitudes in the private liberal arts colleges in Illinois toward programs of inter-institutional cooperation is a descriptive survey. Characteristic of non-experimental research in education, psychology, and sociology, its purpose has been to summarize data for the formulation of statements and inferences concerning the population, the Presidents, backed by their associates, in the small private liberal arts colleges of the State. The statements thus formulated are descriptive generalizations of the population. This type of research process is what Max Engelhart of Duke University calls the "second stage of scientific inquiry," the indispensable prerequisite to the stage of deductively formulated theory.¹

The eight hypotheses of the project served as presumed characterizations of attitudes for the organization, specification, classification, and analysis of data drawn from the administrators studied, relative to making valid generalizations based upon fact. These generalizations or conclusions are formulated in this chapter, drawn from the data analyses of the preceding chapter. Conclusions are of two types: (1) those related directly to the hypotheses and (2) those drawn from the data and related obliquely to the hypotheses. The latter category of conclusions represents descriptors that

¹Max D. Engelhart, Methods of Educational Research (Chicago: Rand McNally and Company, 1972), p. 294.

were not intended as central foci of the study but that have clearly emerged in the data themselves and are significant for a characterization of the attitudes being researched.

Conclusions related directly to the hypotheses

Hypothesis I

There is a high degree of interest among chief administrators of small private liberal arts schools in establishing or expanding programs of inter-institutional cooperation.

Hypothesis I was clearly substantiated by the data as a general statement. Important, however, were the two areas of cooperation which do not elicit support at the level of a high degree of interest: i.e. cooperation involving faculty exchange and cooperation which is very extensive. The latter had been anticipated, the former had not. But both areas fit well into the general attitudinal patterns revealed in the study.

Hypothesis II

Chief administrators of small private liberal arts schools prefer to conceive of programs of inter-institutional cooperation as adjuncts to their own independent programs rather than as possible components of a bigger enterprise of which the schools in question are merely a part.

Hypothesis II was strongly supported by the data. An almost paradoxical relationship was evidenced by data which indicated a willingness to sacrifice institutional autonomy and at the same time a desire to retain complete autonomy. But it must be remembered that what one prefers and what he agrees to go along with are not always identical.

Hypothesis III

Chief administrators of small private liberal arts schools fear more-than-token programs of inter-institutional cooperation with public institutions.

Data from the questionnaire supported Hypothesis III, but not as firmly as had been anticipated. On the other hand the interviews with Presidents of the private institutions brought additional supportive evidence forward. Since data from both sources did not strongly corroborate themselves, the conclusion related directly to Hypothesis III is a slightly less inclusive statement than the original hypothesis.

Hypothesis IV

Chief administrators of small private liberal arts schools approach programs of inter-institutional cooperation with public four-year schools, especially in terms of the Collegiate Common Market, with a sense of inferiority.

Hypothesis IV was supported, especially by data from the questionnaire. The blunt phrase "sense of inferiority" employed in the original statement of the hypothesis was evidenced only indirectly and relatively, and, therefore, is more precisely delineated in the conclusions.

Hypothesis V

The more importance the chief administrators of small private liberal arts schools attach to the programs of the individual students as opposed to the programs of the institutions, the less they fear for the preservation of their institutions' autonomy when considering plans for programs of inter-institutional cooperation.

Hypothesis VI

The fear for preservation of school autonomy among chief administrators of small private liberal arts schools considering programs of inter-institutional cooperation is greater insofar as those administrators envision more formalism in the structures of the programs of inter-institutional cooperation.

Hypotheses V and VI relate two variables each. Hypothesis V presumed the operation of two constructs. Both hypotheses, however, are intended as components of the descriptive survey and not as isolated elements of a wholly different type of research involving deductive theory.

Neither data from the questionnaire nor data from the structured interview are strong enough or representative of a wide enough population to warrant an affirmation of the correspondence presumed in Hypothesis V. On the other hand, the correspondence can not be dismissed as non-existent. De facto some positive correspondence between the two variables is evidenced, and this fact is reflected in the conclusion directly related to Hypothesis V.

The data supportive of Hypothesis VI arranged themselves in the same inconclusive manner as did those supportive of Hypothesis V for both data sources: questionnaire and structured interview. A similar type conclusion must, therefore, be drawn, namely that de facto some positive correspondence between the two variables is evidenced, but not enough to warrant full-scale support of the hypothesis as originally stated.

Hypothesis VII

Chief administrators of small private liberal arts schools believe that programs of inter-institutional cooperation are ultimately unessential to the survival of their institutions.

Hypothesis VII was strongly supported by data derived from the questionnaire, the interview, and general fact information gathered at the campuses of the private liberal arts colleges.

Hypothesis VIII

There is a neglect in interest in cost analysis studies relative to programs or plans for programs of inter-institutional cooperation among chief administrators of small private liberal arts schools.

Data marshaled themselves for firm supportive evidence that interest in cost analysis relative to programs of inter-institutional cooperation is being neglected by administrative representatives of the private colleges. Thus Hypothesis VIII was solidly backed by data from both the questionnaire and the structured interview.

Here follow two lists of formal conclusions to this descriptive survey research.

Statement of conclusions related
directly to the hypotheses

1. There is a high degree of interest among chief administrators of small private liberal arts schools in establishing or expanding programs of inter-institutional cooperation.
2. Interest in programs of inter-institutional cooperation which involve personnel in faculty exchange, joint contracts, etc. is generally positive but weak and not as widespread as for other programs of cooperation, excepting only very extensive programs.
3. Interest in programs of inter-institutional cooperation which are very extensive and far-reaching, such as joint operation of a single school or department, is generally positive but weak and not as widespread as for other programs of cooperation, excepting only those which involve personnel in faculty exchange, joint contracts, etc.
4. Chief administrators of small private liberal arts schools prefer to conceive of programs of inter-institutional cooperation as adjuncts to their own independent programs rather than as possible components of a bigger enterprise of which the schools in question are merely a part.
5. There is general willingness to sacrifice some institutional autonomy except in programs of cooperation involving personnel or in very extensive programs of inter-institutional cooperation.
6. At the same time a willingness to sacrifice some institutional autonomy is present, there is a general widespread desire to retain complete autonomy.
7. A solid majority of chief administrators of small private liberal

arts schools fear more-than-token programs of inter-institutional cooperation with public institutions.

8. The administrators of the private colleges feel they have more to get than to give State schools in programs of inter-institutional cooperation with the same.
9. Half of the liberal arts schools are viewed by their Presidents and Deans as handicapped financially for inaugurating programs of inter-institutional cooperation when compared to four-year State schools.
10. The administrators of the private schools seem to be unable or unwilling to translate their institutions' perceived strengths into "share-able" services for State schools relative to the Common Market.
11. A positive correspondence is strongly suggested between the importance the chief administrators of small private liberal arts schools attach to the programs of the individual students as opposed to the programs of the institutions and lesser degrees of fear for the preservation of their institutions' autonomy when considering plans for programs of inter-institutional cooperation.
12. A positive correspondence is suggested between the fear for preservation of school autonomy among administrators considering programs of inter-institutional cooperation and greater degrees of formalism envisioned by administrators in the structures of the programs of inter-institutional cooperation.
13. Chief administrators of small private liberal arts schools believe that programs of inter-institutional cooperation are

ultimately unessential to the survival of their institutions.

14. Widespread agreement is had among administrators that, although not essential to survival, programs of inter-institutional cooperation would be helpful for survival, excepting programs of extensive and far-reaching cooperation.
15. There is a neglect in interest in cost analysis studies relative to programs or plans for programs of inter-institutional cooperation among chief administrators of small private liberal arts schools.

Statement of conclusions related
obliquely to the hypotheses

1. All institutions, without exception, are interested in some kind of cooperation.
2. There is a discrepancy or lag between expressed interest and the actual implementation of or experimentation with programs of inter-institutional cooperation.
3. Presidents, Deans, and Board Members are generally in agreement in their attitudes toward specifics of inter-institutional cooperation, thus indicating that Presidents are representative in their views and that they have the backing of their Deans and Boards of Trustees.
4. There is near unanimous opposition to becoming part of a de-institutionalized educational system which relies on a credit bank principle.
5. Fear of Church/State "entanglement risks" in cooperative ventures between State institutions and Church-related institutions is

neither strong enough nor widespread enough to hinder practical cooperation.

6. There is a widespread suspicion among Presidents of Church-related institutions that as Church and State schools begin to work more and more closely together a rash of court suits will develop in the future in the State of Illinois.
7. There is strong and widespread fear of any programs of inter-institutional cooperation extensive enough to touch upon essential purposes and objectives unique to each private school.
8. Presidents, Deans, and Board Members are clear in their belief that their institutions are inferior to four-year State schools financially and in variety of curriculum offerings.
9. There is unanimous agreement among Presidents, Deans, and Board Members that they have no feelings of inferiority to four-year State schools in: quality of students, quality of curriculum offerings, or functional Philosophy of education for each institution.
10. Private schools express feelings that their individual staffs are not inferior to the staffs of four-year State schools.
11. The administrators of the private colleges are generally very willing to rank individual student programs over institutional programs only for programs of inter-institutional cooperation which serve as academic enrichment sources to institution-based programs.
12. Presidents, Deans, and Board Members of the private colleges do not believe that partnership with another institution in programs

of inter-institutional cooperation weakens the prestige of their own schools.

13. Except for very extensive and far-reaching programs of inter-institutional cooperation, the private schools do not believe that cooperative programs require the addition of administrative structures or staff to the presently functioning structures and staff.
14. The administrators of the private colleges prefer less formal structures of agreement rather than formal structures, such as contract, incorporation, and charter, when considering programs of inter-institutional cooperation.
15. The private colleges of Illinois do not perceive of themselves in any danger of foundering in the foreseeable future.
16. There is widespread belief that existing or possible programs of inter-institutional cooperation are or would be cost saving factors for the private schools for such programs as involve facilities and enrichment adjuncts to institution-based academic programs.
17. Taken together, the attitudes of the chief administrators of the private colleges as shown by this study are logically inconsistent and betray an ambivalent interplay between ideals and adjustment to the pressures of real situations.

CHAPTER VII

RECOMMENDATIONS

The conclusions of the research lead to a series of practical recommendations which may be divided into four categories:

1. Those involving further research preparatory to and including deductive theory relative to the Common Market.
2. Those involving further research of fundamental importance for facing impending problems in the function of the Common Market in Illinois.
3. Those involving means for working through some of the difficulties suggested in this project.
4. Very practical suggestions for facilitation of the ideals of the Common Market.

Category 1

The basic issue involved in any State-wide common market program, or any program of inter-institutional cooperation is the issue of autonomy versus efficiency and effectiveness. Most of the hypotheses and the majority of the conclusions of the project at hand are related in some way to that fundamental issue. Other research investigations have demonstrated also that the autonomy problem is basic.

Further descriptive survey-type investigations must be made in an attempt to define more precisely the qualitative variables which are related

to fear for institutional autonomy. Such descriptive research must be designed to identify the many separate strands which intertwine to form what has been clearly seen as a very complex knotted tangle.

Related to data generating such a definition or listing of the variables would be the emergence of a clearer functional definition of autonomy itself.

Second-level descriptive research on the level of analysis must build upon the conclusions or descriptive laws of the projects advocated above. Studies at this level must interrelate the variables which affect fear for autonomy, and through causal explanations these studies must be taken as bases for the formulation of deductive hypotheses to be tested as theory. Let it be forewarned, however, that research on the level of deductive theory will be of questionable validity until survey-type investigation has established a realistic, as well as reasonable, foundation for the formulation of theory.

When the factors related to autonomy and the fear for its preservation have been adequately investigated and functional operative principles have been defined, planning-oriented research will be better able to be accomplished relative to effective programs of inter-institutional cooperation.

As others have suggested, the need for clarification of the financial possibilities of the common market and inter-institutional cooperation is one of the most important items calling for research-based principles today. Too much is on the verge of begin staked on presumption relative to cooperation and its cost efficiency. Descriptive research is imperative first, followed by hypothetico-deductive investigation for the establishment of principles of theory. Rather than attempt to move individual institutions to develop an interest in cost analysis studies, the scientific investigation herein advo-

cated is seen as more fundamental. Perhaps the expectation of interest is premature until the homework has been done by specialists who can sample the broad State-wide and national scenes.

Category 2

Three impending problems facing the small private liberal arts colleges in Illinois demand more than intuition and a presumed intervention from on high if they are to be met realistically. Those problems are:

1. Future survival of a significantly large private sector in higher education for Illinois.
2. Ripe conditions for involving the Church-related schools in legal suits related to Common Market activities.
3. Inability of private and public sectors to define fearlessly possibilities for cooperation which would curb waste in taxpayer and philanthropic money.

Some private Illinois colleges have already faced the problem of survival and closed their doors. A few more are presently coming upon very hard times, but most of the schools believe they are in relatively good health. On the other hand, one would be safe in stating that all national indications predict that the majority of small private liberal arts colleges will have a very difficult future during the next decade or so. Who would be so naive as to exempt the majority of Illinois institutions from the impending crisis years?

The private schools must take careful and honest stock of their present situation. Studies must be made of the marketability of their educational products, the possibilities for adequate financial support, projected operational and capital expenses, etc. Individually and collectively the institu-

tions must assess their status and the contingencies upon which their future will depend. Careful study must then be made for the delineation of concrete plans for the survival of the small private college sector of higher education in this State.

As to the expectation of court suits by such groups as The American Civil Liberties Union, to be forewarned is to be forearmed. Unfortunately, too many leaders in the private sector believe that the court decisions will come inevitably and most suspect that those decisions will adversely affect the private college cooperation in the Common Market. Such a passive attitude is needless surrender, when lawyers of no little repute would even be more than willing to handle suits of "aggression" for the private schools. As for defense in expected suits, there is no rationale for sitting back while the adversary does all his research and completes his case; now is the time for the private colleges to cooperatively sponsor their own legal constitutional research. Not only can such research forearm, but it can also provide the foundation for skilful corporate planning relative to participation in the Illinois Common Market which will effectively skirt and elude constitutional issues.

Finally, although much rhetoric has been expended on the possibilities of the Common Market for eliminating needless duplication of facilities and programs within the State, the kind of specification of real areas for effective pooling of resources is not about to happen in the foreseeable future. The Common Market stands radically as an exhortation, while those who should be seizing it as an opportunity tinker with small token programs which save little money for the State or the private supporters of the liberal arts schools. The private schools continue to operate below maximum potential and

the State institutions continue to expand at their expense.

Leaders from both sides must work with or through the Illinois Board of Higher Education, not to force State-wide efficiency from on top, but to research, plan and suggest grass roots cooperative arrangements from an overall vantage point. Only firm and fearless cooperative guidance such as this will challenge the weakness of the present situation. Respect for individual institutional autonomy, however, would have to be a foremost concern in this work of guidance.

Category 3

The most obvious problem standing in the way of progress for implementing any of the suggestions of the Common Market concept is the inability to translate principles into workable programs of inter-institutional cooperation. A pall of frustration envelopes much of the private sector in this regard. There is much interest and much desire but paralyzing frustration when it comes to specifying real possibilities for cooperation and establishing experimental or full-flung programs.

It is time for many institutions to move out of the talking stages of inter-institutional cooperation. Consultants who have some analytical expertise in this area are definitely needed to help assess possibilities and guide programs through the planning stages and into operation. Ideally, such consultants should come from the private sector itself; perhaps they can be employed jointly by many of the private schools who want to make the Common Market effective. Only as a last resort should the Board of Higher Education be expected to supply consultants at this basic operational level, but if the schools can not effectively supply this expertise, perhaps the Board will have to serve them in this way.

Secondly, although a warm bond presently exists among the Presidents of the small private liberal arts colleges in the State and many Presidents participate in the various organizations of private colleges, more common work must be done. The Presidents must not only stand together as a group, but they must work together even more frequently than in the past for the implementation of programs which are of vast importance to most of their institutions. Together they must sponsor the types of research, study, and planning suggested in these recommendations. In their communal work the delicate task will be that of exercising mutual respect for individual preferences regarding institutional autonomy.

In common meetings, the Presidents must assist one another to come to an awareness of the real offerings which the private sector and their individual institutions might have to offer the State-wide higher educational system. Following upon such necessary awareness must come the actual articulation of these offerings.

Category 4

Good will, encouragement, and moral support on the part of the State will not be adequate to facilitate ready participation in the Common Market by the private sector of Illinois colleges. Concrete assistance by the State is necessary if inter-institutional cooperation among schools of both sectors is to develop into a program of sufficient magnitude to bring about in practice the efficiency proclaimed in theory.

The State of Illinois easily permits its public universities and community colleges to usurp student markets which can be adequately served by private institutions, thus contributing to under-attended private schools and inflated public institution budgets. It is not uncommon for public institu-

tions to operate extension programs great distances away from the parent universities or colleges and in territories that could easily be served by proximate private institutions.

A common justification for these facts is that potential students are unable to afford higher private school tuitions, and so the State institutions must move in to offer needed course work at rates students can afford to pay. The fallacy of the argument is obvious. No one is getting something for nothing; the taxpayer subsidizes the financially burdened student.

While the State does much to assist full-time students in the private schools, it does nothing for part-time students. And, it is readily admitted that State assistance for full-time students is somewhat unequal to the task of neutralizing tuition differentials. Unfortunately, in the case of the full-time students, the lure of a far less expensive education subsidized by the public purse is proving extremely attractive even to students who are not unable to pay high private school tuitions. This latter complication is a sociological problem, however.

In view of these facts, the State of Illinois, if it is serious about its Common Market principles, should take steps to effect a tuition equalization policy that will truly facilitate the efficient use of all Illinois educational resources. Rather than pay for needless duplications in courses, staff, facilities, etc., the State would be better off employing the under-used resources of private schools, where feasible, and paying the tuition differentials from public funds.

The responsibility to seek to control reckless expansion on the part of public universities and colleges and to seek to facilitate maximum efficiency in the higher education enterprise in Illinois rests upon the Board of Higher Education.

In addition to the above-described basic items, the Board of Higher Education would readily help the establishment of programs of cooperation for the Common Market by expanding its grants of seed money to institutions who desire to establish programs. Especially do private schools feel disadvantaged in their ability to provide even minimum amounts of money required for the inauguration of programs. Frequently the money needed is merely enough to offset the many hours away from regular work that are required of administrators and department personnel preparatory to the establishment of a program of inter-institutional cooperation. The giving of a great quantity of small grants for these purposes might well be far more profitable for the advantage of the Common Market than the gift of larger grants for big projects that attract attention.

Finally, some few projects of great interest relative to the Common Market could readily be established by the State, e.g. regional computer centers. The sooner the State could get such projects in operation, the more real the Common Market would become and the more attractive its possibilities might appear to the private colleges.

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APPENDIX

Form for Interviews with College Presidents

1. Is your school presently involved in any program (or programs) of inter-institutional cooperation? If you are, briefly describe the program or programs.

2. How strong is your interest in establishing or expanding programs of inter-institutional cooperation?

3. Do you see programs of inter-institutional cooperation as primarily enrichment sources for your school's program or do you conceive of broader and radical possibilities for a genuine and very extensive common market higher education system?

4. How do you view the implications of your school entering into programs of inter-institutional cooperation with public institutions?

5. Do you believe that your school takes the stance of a beggar in approaching a four-year State school with a view to establishing a program or programs of inter-institutional cooperation?

Form for Interviews with College Presidents—Continued

6. How strong is your fear for the preservation of the autonomy of your school, relative to programs of inter-institutional cooperation?

7. When considering programs of inter-institutional cooperation, how do you weigh the total program of your school against the program needs of individual students?

8. How do you relate the structures and formal specifications of programs of inter-institutional cooperation to the preservation of the autonomy of your school?

9. How do programs of inter-institutional cooperation figure in the survival of your school?

10. How much importance do you attach to formal cost analysis studies in considering plans for future or in evaluating existing programs of inter-institutional cooperation? Have you conducted such studies? If not, why not?

Letter to Academic Deans

Summer, 1972

To the Academic Dean:

I am engaged in a follow-up study to the Murray, Lundgren, Webb Survey done for the Illinois Board of Higher Education on inter-institutional cooperation among the colleges and universities in Illinois. The precise object of my contribution to the research on this important matter in our State is: A survey of the attitudes of the chief administrators of the small private liberal arts colleges toward inter-institutional cooperation.

We need your help in gathering data for the mutual benefit of all of our institutions.

Enclosed is a questionnaire which I am asking you to complete and return to me in the envelope provided. Since I too have been an Academic Dean for the past five years, I well appreciate your busy schedule and your dislike of questionnaires. However, I promise that the enclosed instrument should require no more than fifteen or twenty minutes from your schedule.

Your President assured me of your cooperation, and I feel confident I can count on that cooperation in a very important matter for these difficult times in private higher education.

Thanking you most sincerely for your trouble, I am

Very truly yours,

DAVID L. BRECHT
Acting President
Tolentine College

DLB: jm
Enclosure

Sample Letter to members of Boards of Trustees

Dear _____:

I am engaged in a follow-up study to the Murray, Lundgren, Webb Survey done for the Illinois Board of Higher Education on inter-institutional cooperation among the colleges and universities in Illinois. The precise object of my contribution to the research on this important matter in our State is: A survey of the attitudes of the chief administrators of the small private liberal arts colleges toward inter-institutional cooperation.

As part of my work, I am asking selected members from the Boards of Trustees of the institutions under study to contribute their views along with the Presidents' and Academic Deans' views. President _____ of _____ College suggested your name to me as one who would be willing and able to help us gather data for the mutual benefit of all of our institutions.

Enclosed is a questionnaire which I am asking you to complete and return to me in the envelope provided. I well appreciate your busy schedule and your dislike of questionnaires. However, I promise that the enclosed instrument should require no more than fifteen or twenty minutes of your time. If the questionnaire seems difficult, please try to make every effort to respond to the items in the categories provided. We need everyone to do the best he can, but we are not asking for the impossible.

Your President assured me of your cooperation, and I feel confident I can count on that cooperation in a very important matter for these difficult times in private higher education.

Thank you most sincerely for your trouble.

Very truly yours,

DAVID L. BRECHT
Acting President
Tolentine College

DLB:jm
Enclosure

QUESTIONNAIRE ON ADMINISTRATIVE ATTITUDES TOWARD PROGRAMS
OF INTER-INSTITUTIONAL COOPERATION

Identification: Check box which identifies your position.

- President
- Academic Dean
- Board Member

Definition of term "Inter-Institutional Cooperation":

- 1) An inter-institutional program, plan, compact, federation, association, consortium, or any other joint arrangement or activity involving two or more independently administered institutions (public or private) of higher education in Illinois which has been formalized through correspondence or contact by their presidents or their authorized representatives for purposes deemed appropriate by the participating institutions. Such arrangements may range from a simple agreement between two institutions for a single purpose to a complex or multi-purpose agreement involving several colleges and universities.
- 2) The definition above specifically *omits* projects which join institutions of higher education with other kinds of educational, health and cultural organizations; projects which are an outgrowth of the coordinating function of the central administration of a multi-campus district; and projects between colleges or departments of the same institution or a main and branch campus. Athletics, debate, music contests and similar activities are not involved.

Item 1.

Rank your interest in establishing or expanding programs of inter-institutional cooperation in the following categories.

1) **Administration:** e.g. Shared computers and data processing, Cooperative purchasing

Outright Rejection	Dislike	Cool	Indifferent	Mild	High	Very High
[]	[]	[]	[]	[]	[]	[]

Directions: Please respond or react to each item according to the structure provided.
In most cases simple check marks will suffice.

2) **Facilities:** e.g. Major facilities sharing (including housing), Audio-visual pool and closed circuit TV, Inter-library borrowing privileges

Outright Rejection	Dislike	Cool	Indifferent	Mild	High	Very High
[]	[]	[]	[]	[]	[]	[]

3) **Services:** e.g. Shared student counseling and medical services, Inter-campus cultural events privileges

Outright Rejection	Dislike	Cool	Indifferent	Mild	High	Very High
[]	[]	[]	[]	[]	[]	[]

4) **Personnel:** e.g. Faculty rotation plan, Joint faculty contracts

Outright Rejection	Dislike	Cool	Indifferent	Mild	High	Very High
[]	[]	[]	[]	[]	[]	[]

5) **Enrichment Academic:** e.g. Limited credit and course reciprocity to allow greater variety for course selection; Contractual interchange with specialized courses; Shared courses in course areas where enrollment would be very small at one institution; Joint continuing education programs

Outright Rejection	Dislike	Cool	Indifferent	Mild	High	Very High
[]	[]	[]	[]	[]	[]	[]

6) **Extensive Cooperation:** e.g. Joint operation of a single school (school of music, e.g.) or department instead of each institution operating it own; Extensive credit and course reciprocity; One school supplying a department for all cooperating schools with elimination of respective departments in other cooperating schools

Outright Rejection	Dislike	Cool	Indifferent	Mild	High	Very High
[]	[]	[]	[]	[]	[]	[]

	ADMINISTRATION e.g., Shared computers and data processing; Cooperative purchasing	FACILITIES e.g., Major facilities sharing (including housing); Audio-visual pool and closed circuit TV; Inter-library borrowing privileges	SERVICES e.g., Shared student counseling and medical services; Inter-campus cultural events privileges	PERSONNEL e.g., Faculty rotation plan; Joint faculty contracts	ENRICHMENT ACADEMIC e.g., Limited credit and course reciprocity to allow greater variety for course selection; Contractual interchange with specialized courses; Shared courses in course areas where enrollment would be very small at one institution; Joint continuing education program	EXTENSIVE COOPERATION e.g., Joint operation of a single school (school of music e.g.) or department instead of each institution operating its own; Extensive credit and course reciprocity; One school supplying a department for all cooperating schools with elimination of respective departments in other cooperating schools
Item 2. I would be willing to experiment with programs of inter-institutional cooperation	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
Item 3. What level of structural arrangement do you believe is essential for programs of inter-institutional cooperation?	(Check as many as necessary) <input type="checkbox"/> Charter <input type="checkbox"/> Incorporation <input type="checkbox"/> Contract <input type="checkbox"/> Mutual agreement embodied in a document <input type="checkbox"/> Exchange of letters <input type="checkbox"/> Verbal agreement	(Check as many as necessary) <input type="checkbox"/> Charter <input type="checkbox"/> Incorporation <input type="checkbox"/> Contract <input type="checkbox"/> Mutual agreement embodied in a document <input type="checkbox"/> Exchange of letters <input type="checkbox"/> Verbal agreement	(Check as many as necessary) <input type="checkbox"/> Charter <input type="checkbox"/> Incorporation <input type="checkbox"/> Contract <input type="checkbox"/> Mutual agreement embodied in a document <input type="checkbox"/> Exchange of letters <input type="checkbox"/> Verbal agreement	(Check as many as necessary) <input type="checkbox"/> Charter <input type="checkbox"/> Incorporation <input type="checkbox"/> Contract <input type="checkbox"/> Mutual agreement embodied in a document <input type="checkbox"/> Exchange of letters <input type="checkbox"/> Verbal agreement	(Check as many as necessary) <input type="checkbox"/> Charter <input type="checkbox"/> Incorporation <input type="checkbox"/> Contract <input type="checkbox"/> Mutual agreement embodied in a document <input type="checkbox"/> Exchange of letters <input type="checkbox"/> Verbal agreement	(Check as many as necessary) <input type="checkbox"/> Charter <input type="checkbox"/> Incorporation <input type="checkbox"/> Contract <input type="checkbox"/> Mutual agreement embodied in a document <input type="checkbox"/> Exchange of letters <input type="checkbox"/> Verbal agreement
Item 4. All details of inter-institutional cooperation should be worked out in advance of the initiation of the programs	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
Item 5. Administrative structures and staff must be added to existing administrative structures and staff to manage programs of inter-institutional cooperation	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no

	ADMINISTRATION e.g., Shared computers and data processing; Cooperative purchasing	FACILITIES e.g., Major facilities sharing (including housing); Audio-visual pool and closed circuit TV; Inter-library borrowing privileges	SERVICES e.g., Shared student counseling and medical services; Inter-campus cultural events privileges	PERSONNEL e.g., Faculty rotation plan; Joint faculty contracts	ENRICHMENT ACADEMIC e.g., Limited credit and course reciprocity to allow greater variety for course selection; Contractual interchange with specialized courses; Shared courses in course areas where enrollment would be very small at one institution; Joint continuing education program	EXTENSIVE COOPERATION e.g., Joint operation of a single school (school of music e.g.) or department instead of each institution operating its own; Extensive credit and course reciprocity; One school supplying a department for all cooperating schools with elimination of respective departments in other cooperating schools
<p>Item 6. I plan on establishing or contracting for cost analysis studies relative to plans for new or expanded programs of inter-institutional cooperation</p>	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no
<p>Item 7. Programs of inter-institutional cooperation would be (are) a cost saving factor for my school</p>	<input type="checkbox"/> yes <input type="checkbox"/> no Basis for answer (Check as many as necessary) <input type="checkbox"/> Cost analysis <input type="checkbox"/> Reasonable assumption <input type="checkbox"/> Experience <input type="checkbox"/> Other	<input type="checkbox"/> yes <input type="checkbox"/> no Basis for answer (Check as many as necessary) <input type="checkbox"/> Cost analysis <input type="checkbox"/> Reasonable assumption <input type="checkbox"/> Experience <input type="checkbox"/> Other	<input type="checkbox"/> yes <input type="checkbox"/> no Basis for answer (Check as many as necessary) <input type="checkbox"/> Cost analysis <input type="checkbox"/> Reasonable assumption <input type="checkbox"/> Experience <input type="checkbox"/> Other	<input type="checkbox"/> yes <input type="checkbox"/> no Basis for answer (Check as many as necessary) <input type="checkbox"/> Cost analysis <input type="checkbox"/> Reasonable assumption <input type="checkbox"/> Experience <input type="checkbox"/> Other	<input type="checkbox"/> yes <input type="checkbox"/> no Basis for answer (Check as many as necessary) <input type="checkbox"/> Cost analysis <input type="checkbox"/> Reasonable assumption <input type="checkbox"/> Experience <input type="checkbox"/> Other	<input type="checkbox"/> yes <input type="checkbox"/> no Basis for answer (Check as many as necessary) <input type="checkbox"/> Cost analysis <input type="checkbox"/> Reasonable assumption <input type="checkbox"/> Experience <input type="checkbox"/> Other
<p>Item 8. My school has entered into programs of inter-institutional cooperation</p>	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> With cost analysis study <input type="checkbox"/> Without cost analysis study	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> With cost analysis study <input type="checkbox"/> Without cost analysis study	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> With cost analysis study <input type="checkbox"/> Without cost analysis study	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> With cost analysis study <input type="checkbox"/> Without cost analysis study	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> With cost analysis study <input type="checkbox"/> Without cost analysis study	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> With cost analysis study <input type="checkbox"/> Without cost analysis study

	ADMINISTRATION e.g., Shared computers and data processing; Cooperative purchasing	FACILITIES e.g., Major facilities sharing (including housing); Audio-visual pool and closed circuit TV; Inter-library borrowing privileges	SERVICES e.g., Shared student counseling and medical services; Inter-campus cultural events privileges	PERSONNEL e.g., Faculty rotation plan; Joint faculty contracts	ENRICHMENT ACADEMIC e.g., Limited credit and course reciprocity to allow greater variety for course selection; Contractual interchange with specialized courses; Shared courses in course areas where enrollment would be very small at one institution, Joint continuing education program	EXTENSIVE COOPERATION e.g., Joint operation of a single school (school of music e.g.) or department instead of each institution operating its own; Extensive credit and course reciprocity; One school supplying a department for all cooperating schools with elimination of respective departments in other co-operating schools
<p>Item 9. I would be willing to sacrifice some elements of my school's autonomy in a mutual agreement of sacrifice for a pooling of educational resources</p>	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, why? (Check as many as necessary) <input type="checkbox"/> Pressures for attracting more students <input type="checkbox"/> Financial pressures <input type="checkbox"/> Greater efficiency in the higher education enterprise <input type="checkbox"/> Greater service to general public <input type="checkbox"/> Better service to my own students	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, why? (Check as many as necessary) <input type="checkbox"/> Pressures for attracting more students <input type="checkbox"/> Financial pressures <input type="checkbox"/> Greater efficiency in the higher education enterprise <input type="checkbox"/> Greater service to general public <input type="checkbox"/> Better service to my own students	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, why? (Check as many as necessary) <input type="checkbox"/> Pressures for attracting more students <input type="checkbox"/> Financial pressures <input type="checkbox"/> Greater efficiency in the higher education enterprise <input type="checkbox"/> Greater service to general public <input type="checkbox"/> Better service to my own students	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, why? (Check as many as necessary) <input type="checkbox"/> Pressures for attracting more students <input type="checkbox"/> Financial pressures <input type="checkbox"/> Greater efficiency in the higher education enterprise <input type="checkbox"/> Greater service to general public <input type="checkbox"/> Better service to my own students	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, why? (Check as many as necessary) <input type="checkbox"/> Pressures for attracting more students <input type="checkbox"/> Financial pressures <input type="checkbox"/> Greater efficiency in the higher education enterprise <input type="checkbox"/> Greater service to general public <input type="checkbox"/> Better service to my own students	<input type="checkbox"/> yes <input type="checkbox"/> no If yes, why? (Check as many as necessary) <input type="checkbox"/> Pressures for attracting more students <input type="checkbox"/> Financial pressures <input type="checkbox"/> Greater efficiency in the higher education enterprise <input type="checkbox"/> Greater service to general public <input type="checkbox"/> Better service to my own students
<p>Item 10. Rank the items in order of consideration for determining specifics of programs of inter-institutional cooperation (Use numbers "1" and "2" for primary and secondary)</p>	<input type="checkbox"/> Program of institution <input type="checkbox"/> Program of the individual students	<input type="checkbox"/> Program of institution <input type="checkbox"/> Program of the individual students	<input type="checkbox"/> Program of institution <input type="checkbox"/> Program of the individual students	<input type="checkbox"/> Program of institution <input type="checkbox"/> Program of the individual students	<input type="checkbox"/> Program of institution <input type="checkbox"/> Program of the individual students	<input type="checkbox"/> Program of institution <input type="checkbox"/> Program of the individual students

<p style="text-align: center;">NOTE GROUPING OF FIRST FOUR CATEGORIES TOGETHER</p>	<p style="text-align: center;">ADMINISTRATION SERVICES e.g., Shared computers and data processing; Cooperative purchasing</p> <p style="text-align: center;">FACILITIES e.g., Major facilities sharing (including housing); Audio-visual pool and closed circuit TV; Inter-library borrowing privileges</p> <p style="text-align: center;">PERSONNEL e.g., Faculty rotation plan; Joint faculty contracts</p>	<p style="text-align: center;">ENRICHMENT ACADEMIC e.g., Limited credit and course reciprocity to allow greater variety for course selection, Contractual interchange with specialized courses; Shared courses in course areas where enrollment would be very small at one institution, Joint continuing education program</p>	<p style="text-align: center;">EXTENSIVE COOPERATION e.g., Joint operation of a single school (school of music e.g.) or department instead of each institution operating its own; Extensive credit and course reciprocity; One school supplying a department for all cooperating schools with elimination of respective departments in other cooperating schools</p>
<p>Item 11. Partnership with another school in a program of inter-institutional cooperation weakens the prestige of one's school</p>	<p style="text-align: center;"><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<p style="text-align: center;"><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<p style="text-align: center;"><input type="checkbox"/> yes <input type="checkbox"/> no</p>
<p>Item 12. Private liberal arts schools have an advantage over State schools relative to experimenting with programs of inter-institutional cooperation</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no If yes, why? (Check as many as necessary)</p> <p><input type="checkbox"/> Broad liberal arts Philosophy <input type="checkbox"/> Close relations among board, administration, faculty, students <input type="checkbox"/> Small size, fewer people involved <input type="checkbox"/> Flexibility; not rigid red-tape procedures for change <input type="checkbox"/> Pressures for financial efficiency <input type="checkbox"/> Pressures to compete for student market</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no If yes, why? (Check as many as necessary)</p> <p><input type="checkbox"/> Broad liberal arts Philosophy <input type="checkbox"/> Close relations among board, administration, faculty, students <input type="checkbox"/> Small size, fewer people involved <input type="checkbox"/> Flexibility; not rigid red-tape procedures for change <input type="checkbox"/> Pressures for financial efficiency <input type="checkbox"/> Pressures to compete for student market</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no If yes, why? (Check as many as necessary)</p> <p><input type="checkbox"/> Broad liberal arts Philosophy <input type="checkbox"/> Close relations among board, administration, faculty, students <input type="checkbox"/> Small size, fewer people involved <input type="checkbox"/> Flexibility; not rigid red-tape procedures for change <input type="checkbox"/> Pressures for financial efficiency <input type="checkbox"/> Pressures to compete for student market</p>
<p>Item 13. I feel that my school is at a financial disadvantage in approaching the four-year State school for arranging to inaugurate programs of inter-institutional cooperation</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no If yes, in what regard? (Check as many as necessary)</p> <p><input type="checkbox"/> Funds to experiment <input type="checkbox"/> Funds to study proposal <input type="checkbox"/> Funds to administer project <input type="checkbox"/> Funds to operate project <input type="checkbox"/> Other</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no If yes, in what regard? (Check as many as necessary)</p> <p><input type="checkbox"/> Funds to experiment <input type="checkbox"/> Funds to study proposal <input type="checkbox"/> Funds to administer project <input type="checkbox"/> Funds to operate project <input type="checkbox"/> Other</p>	<p><input type="checkbox"/> yes <input type="checkbox"/> no If yes, in what regard? (Check as many as necessary)</p> <p><input type="checkbox"/> Funds to experiment <input type="checkbox"/> Funds to study proposal <input type="checkbox"/> Funds to administer project <input type="checkbox"/> Funds to operate project <input type="checkbox"/> Other</p>
<p>Item 14. Church/State "entanglement" risks would be involved in programs of inter-institutional cooperation between my school and public colleges and universities</p>	<p style="text-align: center;"><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<p style="text-align: center;"><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<p style="text-align: center;"><input type="checkbox"/> yes <input type="checkbox"/> no</p>

NOTE GROUPING OF FIRST FOUR CATEGORIES TOGETHER

ADMINISTRATION e.g., Shared computers and data processing; Cooperative purchasing	SERVICES e.g., Shared student counseling and medical services; Inter-campus cultural events privileges
FACILITIES e.g., Major facilities sharing (including housing); Audio-visual pool and closed circuit TV; Inter-library borrowing privileges	PERSONNEL e.g., Faculty rotation plan; Joint faculty contracts

ENRICHMENT ACADEMIC
e.g., Limited credit and course reciprocity to allow greater variety for course selection. Contractual interchange with specialized courses; Shared courses in course areas where enrollment would be very small at one institution, Joint continuing education program

EXTENSIVE COOPERATION
e.g., Joint operation of a single school (school of music e.g.) or department instead of each institution operating its own; Extensive credit and course reciprocity; One school supplying a department for all cooperating schools with elimination of respective departments in other cooperating schools

Item 15.

In arranging a program of inter-institutional cooperation with a four-year State school, would you feel that you barter from a position of weakness or strength?

Weakness
 Strength
If strength, what is your most significant offering for barter?

Weakness
 Strength
If strength, what is your most significant offering for barter?

Weakness
 Strength
If strength, what is your most significant offering for barter?

Item 16.

Rank your desire to retain your school's *complete* autonomy relative to programs of inter-institutional cooperation

Check one
 Very strong desire
 Strong desire
 Mild desire
 Indifferent
 I question wisdom of retaining it
 Opposed to retaining it
 Strongly opposed to retaining its *complete* autonomy

Check one
 Very strong desire
 Strong desire
 Mild desire
 Indifferent
 I question wisdom of retaining it
 Opposed to retaining it
 Strongly opposed to retaining its *complete* autonomy

Check one
 Very strong desire
 Strong desire
 Mild desire
 Indifferent
 I question wisdom of retaining it
 Opposed to retaining it
 Strongly opposed to retaining its *complete* autonomy

Item 17.

Programs of inter-institutional cooperation between my school and the public school sector might weaken the unique character of my private institution

yes
 no

yes
 no

yes
 no

NOTE GROUPING OF FIRST FOUR CATEGORIES TOGETHER

ADMINISTRATION SERVICES
 e.g., Shared computers and data processing; Cooperative purchasing
 e.g., Shared student counseling and medical services; Inter-campus cultural events privileges

FACILITIES
 e.g., Major facilities sharing (including housing); Audio-visual pool plan; Joint faculty con- and closed circuit TV; tracts
 Inter-library borrowing privileges

PERSONNEL
 e.g., Faculty rotation

ENRICHMENT ACADEMIC
 e.g., Limited credit and course reciprocity to allow greater variety for course selection. Contractual interchange with specialized courses; Shared courses in course areas where enrollment would be very small at one institution. Joint continuing education program

EXTENSIVE COOPERATION
 e.g., Joint operation of a single school (school of music e.g.) or department instead of each institution operating its own; Extensive credit and course reciprocity; One school supplying a department for all cooperating schools with elimination of respective departments in other cooperating schools

Item 18.

My school would be the chief gainer in a program of inter-institutional cooperation with a four-year State school

- yes
 no
 If yes, what is nature of gain?
 (Check as many as necessary)
- Reduction of costs
 - Upgrading staff
 - Expanding staff
 - Expanding facilities
 - More students
 - Upgrading curriculum
 - Expanding curriculum
 - Expanding student services
 - Other

- yes
 no
 If yes, what is nature of gain?
 (Check as many as necessary)
- Reduction of costs
 - Upgrading staff
 - Expanding staff
 - Expanding facilities
 - More students
 - Upgrading curriculum
 - Expanding curriculum
 - Expanding student services
 - Other

- yes
 no
 If yes, what is nature of gain?
 (Check as many as necessary)
- Reduction of costs
 - Upgrading staff
 - Expanding staff
 - Expanding facilities
 - More students
 - Upgrading curriculum
 - Expanding curriculum
 - Expanding student services
 - Other

Item 19.

Programs of inter-institutional cooperation are *helpful* (but not *essential*) to the survival of my school

- yes
 no
 If yes, state how.
 (Check as many as necessary)
- Relative to finances
 - Relative to competitive and attractive program
 - Relative to quality of students
 - Relative to thrust of student interest (e.g. social service oriented students)

- yes
 no
 If yes, state how.
 (Check as many as necessary)
- Relative to finances
 - Relative to competitive and attractive program
 - Relative to quality of students
 - Relative to thrust of student interest (e.g. social service oriented students)

- yes
 no
 If yes, state how.
 (Check as many as necessary)
- Relative to finances
 - Relative to competitive and attractive program
 - Relative to quality of students
 - Relative to thrust of student interest (e.g. social service oriented students)

Item 20.

Programs of inter-institutional cooperation between private and public schools might lead to some undesirable control over private schools by the State or federal government

- yes
 no

- yes
 no

- yes
 no

NOTE GROUPING OF FIRST FOUR CATEGORIES TOGETHER

ADMINISTRATION SERVICES
 e.g., Shared computers and data processing; Cooperative purchasing

PERSONNEL
 e.g., Shared student counseling and medical services; Inter-campus cultural events privileges

FACILITIES
 e.g., Major facilities sharing (including housing); Audio-visual pool and closed circuit TV; Inter-library borrowing privileges

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 e.g., Limited credit and course reciprocity to allow greater variety for course selection. Contractual interchange with specialized courses; Shared courses in course areas where enrollment would be very small at one institution. Joint continuing education program

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Item 21.
 Programs of inter-institutional cooperation may well be essential to the survival of my school

yes
 no
 If yes, in what way?
 (Check as many as necessary)

Reduce costs directly
 Attract more students to a broader program
 More financial efficiency
 Attract more of specific kinds of students

yes
 no
 If yes, in what way?
 (Check as many as necessary)

Reduce costs directly
 Attract more students to a broader program
 More financial efficiency
 Attract more of specific kinds of students

yes
 no
 If yes, in what way?
 (Check as many as necessary)

Reduce costs directly
 Attract more students to a broader program
 More financial efficiency
 Attract more of specific kinds of students

Item 22.
 I believe that nearby State schools have need of some of my school's services

yes
 no
 If yes, name most important.

yes
 no
 If yes, name most important.

yes
 no
 If yes, name most important.

Item 23.
 I hesitate to involve my school in programs of inter-institutional cooperation which will couple it in joint financial contracts with a public institution

yes
 no

yes
 no

yes
 no

Item 24.

Do you view your school as inferior to the four-year State school?

Yes No

- Financially
- Staff
- Quality of student
- Facilities
- Variety of curriculum offerings
- Quality of curriculum offerings
- Student services
- Philosophy of education

Item 25.

I believe in principle that programs of inter-institutional cooperation should be primarily enrichment adjuncts to my school's independent academic program.

- Yes
- No

For further information please contact:

When completed please return to:

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APPROVAL SHEET

The dissertation submitted by Rev. David L. Brecht, O.S.A., has been read and approved by members of the Department of Administration and Supervision.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

May 16 1973
Date

James H. Smith
Signature of Advisor