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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

David L. Brecht

Loyola University Chicago

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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

May, 1973
ACKNOWLEDGEMENTS

This project is a product which owes its successful completion to the cooperative assistance rendered to the author by self-sacrificing friends and strangers alike.

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.

Also, I shall ever consider myself to have been privileged to work under the tutelage of Dr. James H. Smith during my years of graduate study at Loyola University of Chicago. His role in the production of this dissertation was dual: inspirer and careful, insightful guiding director. For the man that he is and the assistance that he gave I shall be always grateful.

The Presidents, Deans, and Trustees of the small, private liberal arts colleges of Illinois deserve a special commendation. Their generous sacrifice of time and genuine concern to contribute data to this study was nothing short of remarkable.

Finally, to all who volunteered so many hours of help with the tedious and seemingly unending mechanical work that went into the completion of this dissertation, there is due a very humble and heartfelt "thank you." But deserving of particular mention in this latter category is Mrs. Joan Macklin, who prepared and typed the manuscript over and over again with a professionalism that is extraordinary indeed.
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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


\(^2\)Ibid., p. 1.


# TABLE 1

TRENDS IN HIGHER EDUCATION<sup>a</sup>

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<td>Total expenditures (billions of dollars)</td>
<td>4.1</td>
<td>22.5</td>
<td>39.0&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>Total expenditures as percent of GNP</td>
<td>1.0%</td>
<td>2.4%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Enrollment (millions)</td>
<td>2.8</td>
<td>7.8</td>
<td>11.5</td>
</tr>
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<td>Educational and general expenditure per student (dollars)</td>
<td>929</td>
<td>1,865</td>
<td>2,857&lt;sup&gt;b&lt;/sup&gt;</td>
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<sup>b</sup>Assumes 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. 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.

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.

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,
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

---


$17,324 per year tuition.\textsuperscript{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.\textsuperscript{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.\textsuperscript{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.\textsuperscript{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.\textsuperscript{15}

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

\textsuperscript{11}Jellema, op. cit., p. 147.


\textsuperscript{13}Berdahl, op. cit., p. 286.


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

<table>
<thead>
<tr>
<th>Year</th>
<th>Approximate Enrollment</th>
<th>Private</th>
<th>Public</th>
</tr>
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<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>1940&lt;sup&gt;a&lt;/sup&gt;</td>
<td>1,500,000</td>
<td>700,000</td>
<td>46.7</td>
</tr>
<tr>
<td>1950</td>
<td>2,700,000</td>
<td>1,100,000</td>
<td>40.7</td>
</tr>
<tr>
<td>1960</td>
<td>3,500,000</td>
<td>1,500,000</td>
<td>42.9</td>
</tr>
<tr>
<td>1965</td>
<td>5,900,000</td>
<td>1,900,000</td>
<td>32.2</td>
</tr>
<tr>
<td>1970&lt;sup&gt;b&lt;/sup&gt;</td>
<td>8,700,000</td>
<td>2,200,000</td>
<td>25.3</td>
</tr>
</tbody>
</table>


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. 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. 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. 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.

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." 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

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17 Reinert, op. cit., p. 78.


19 Alvin 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.

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." 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." 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."

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

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

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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.\textsuperscript{25}

\textbf{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.\textsuperscript{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.\textsuperscript{27} Numerous studies conducted by Alexander Astin were drawn upon and coordinated with new research data for the Carnegie Commission supported report \textit{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.\textsuperscript{28}

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

\textsuperscript{25}Bowen, "Does Private Education Have a Future," \textit{op. cit.}, p. 282.

\textsuperscript{26}Newman \textit{et al.}, \textit{op. cit.}, p. 12.

\textsuperscript{27}Summarized by Berdahl, \textit{op. cit.}, pp. 287-288.

diversity and leadership and in so doing to serve the public sector of higher education as well as the society at large. 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. 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. 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-

30 Reinert, op. cit., pp. 31-32.
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


35McGrath, op. cit., entire article.

The conclusions of studies\textsuperscript{37} and the recommendations of State boards\textsuperscript{38} 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."\textsuperscript{39} The McFarlane/Chronister study in Virginia made a clear case for this position relative to that State.\textsuperscript{40} Reinert presents similar data relative to Missouri in the Project SEARCH report.\textsuperscript{41}

\textsuperscript{37}e.g. Astin and Lee, \textit{op. cit.}, p. 103.

\textsuperscript{38}e.g. a) The Illinois Board of Higher Education, \textit{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," \textit{The Ohio Master Plan—1971}, reproduced by Eurich, \textit{Toward An Effective Utilization of Independent Colleges and Universities by the State of Ohio, op. cit.}, pp. 43-44.


\textsuperscript{40}McFarlane and Chronister, \textit{op. cit.}, p. 9.

\textsuperscript{41}Reinert, \textit{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. Carter 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

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\(^{43}\) Reinert, *op. cit.*, p. 80.

Ibid., p. 3.

Ibid., p. 6.

Ibid., 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." 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.

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,

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FIG. 1

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

PRIVATE

PUBLIC

"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.

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

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

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." 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)

50 Ibid., pp. 27-28.

FIG. 2

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

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### TABLE 3

ENROLLMENT IN INSTITUTIONS OF HIGHER LEARNING IN THE STATE OF ILLINOIS

<table>
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<th>Fall of</th>
<th>Name of Institution</th>
<th>On Campus</th>
<th>Off Campus</th>
<th>Total Deg Cr</th>
<th>Home Study</th>
<th>Grand Total</th>
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<tr>
<td></td>
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<td>% Of Head</td>
<td>Index Base</td>
<td>FTE Student</td>
<td>Head Count</td>
<td>% Of Head</td>
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<td>% Dif Prev Year</td>
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<td>28.87</td>
<td>119</td>
<td>.42</td>
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\[b\] Since 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.\textsuperscript{52}

\textbf{Illinois Common Market}

\textit{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.\textsuperscript{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.\textsuperscript{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

\begin{footnotesize}
\begin{enumerate}
\item[52] Ibid., p. 3.
\item[53] Ibid., p. 9.
\item[54] Ibid., p. 14.
\end{enumerate}
\end{footnotesize}
FIG. 3

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

aG. J. Froehlich and A. R. Lewandowski, Enrollment in Institutions
of Higher Learning in Illinois (Champaign, Illinois: University Bureau of
See pp. 26-26 for schools located in the Chicago SMSA.

See following page for legend identification of institutions by number.
<table>
<thead>
<tr>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belleville Area College, Belleville</td>
<td>Public University</td>
</tr>
<tr>
<td>Lewis and Clark Community College,</td>
<td>Public University</td>
</tr>
<tr>
<td>Godfrey</td>
<td>Private Technical School</td>
</tr>
<tr>
<td>McKendree College, Lebanon</td>
<td></td>
</tr>
<tr>
<td>Parks College of St. Louis University, Cahokia</td>
<td>Religous and Theological School</td>
</tr>
<tr>
<td>Southern Illinois University,</td>
<td></td>
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<tr>
<td>Edwardsville</td>
<td></td>
</tr>
<tr>
<td>State Community College of East St.</td>
<td></td>
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<tr>
<td>Louis, East St. Louis</td>
<td></td>
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<tr>
<td>Bradley University, Peoria</td>
<td></td>
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<tr>
<td>Illinois Central College, East Peoria</td>
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<tr>
<td>Eureka College, Eureka</td>
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<tr>
<td>Rockford College, Rockford</td>
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<tr>
<td>Rock Valley College, Rockford</td>
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<tr>
<td>Augustana College, Rock Island</td>
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<tr>
<td>Black Hawk College, Holine</td>
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<tr>
<td>Black Hawk College East, Kewanee</td>
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<tr>
<td>Highland Community College, Freeport</td>
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<tr>
<td>Illinois Valley Community College,</td>
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<tr>
<td>Oglesby</td>
<td></td>
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<tr>
<td>Kankakee Community College, Kankakee</td>
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<tr>
<td>Kishwaukee College, Maita</td>
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<tr>
<td>Northern Illinois University, DeKalb</td>
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<tr>
<td>Olivet Nazarene College, Kankakee</td>
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<tr>
<td>Sauk Valley College, Dixon</td>
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<tr>
<td>Shimer College, Mt. Carroll</td>
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<tr>
<td>Blackburn College, Carlinville</td>
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<tr>
<td>Carl Sandburg College, Gelesburg</td>
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<tr>
<td>Danville Junior College, Danville</td>
<td></td>
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<tr>
<td>Eastern Illinois University, Charleston</td>
<td></td>
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<tr>
<td>Illinois College, Jacksonville</td>
<td></td>
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<tr>
<td>Knox College, Gelesburg</td>
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<tr>
<td>Lake Land College, Mattoon</td>
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<tr>
<td>Lincoln Christian College, Lincoln</td>
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<td>Lincoln College, Lincoln</td>
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<tr>
<td>Lincoln Trail College, Robinson</td>
<td></td>
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<tr>
<td>MacMurray College, Jacksonville</td>
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<tr>
<td>Monmouth College, Monmouth</td>
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<tr>
<td>Principle College, Elsah</td>
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<tr>
<td>Quincy College, Quincy</td>
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<tr>
<td>Robert Morris College, Carthage</td>
<td></td>
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<tr>
<td>Spoon River College, Canton</td>
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<tr>
<td>Western Illinois University, Macomb</td>
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<tr>
<td>Greenville College, Greenville</td>
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<tr>
<td>John A. Logan College, Carthsville</td>
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<tr>
<td>Kaskaskia College, Centrla</td>
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<tr>
<td>Olney Central College, Olney</td>
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<tr>
<td>Rand Lake College, M. Vernon</td>
<td></td>
</tr>
<tr>
<td>Shawnee Community College, Ullin</td>
<td></td>
</tr>
<tr>
<td>Southeastern Illinois College, Harrisburg</td>
<td></td>
</tr>
<tr>
<td>Southern Illinois University, Carbondale</td>
<td></td>
</tr>
<tr>
<td>Webash Valley College, Mt. Carmel</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- 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

Located within the city limits of Chicago are 46 different collegiate campuses. These are named on the following page.

See following page for legend identification of institutions by number.

KEY
- Public Junior College
- Private Junior College
- Private College
- Private University
- Religious and Theological School
- Medical Schools
- Public University
LOCATIONS OF INSTITUTIONS OF HIGHER EDUCATION IN THE CHICAGO STANDARD METROPOLITAN STATISTICAL AREA

CITY OF CHICAGO

I. **Public Universities**

<table>
<thead>
<tr>
<th>University/Institution</th>
<th>City/Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago State University</td>
<td>Chicago</td>
</tr>
<tr>
<td>Northeastern Illinois University</td>
<td>Chicago</td>
</tr>
<tr>
<td>University of Illinois - Chicago Circle</td>
<td>Chicago</td>
</tr>
<tr>
<td>University of Illinois - Medical Center</td>
<td>Chicago</td>
</tr>
</tbody>
</table>

II. **Public Junior Colleges**

<table>
<thead>
<tr>
<th>College</th>
<th>City/Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago City Colleges</td>
<td>Chicago</td>
</tr>
<tr>
<td>Amundsen-Hayfair College</td>
<td>Chicago</td>
</tr>
<tr>
<td>Kennedy-King College</td>
<td>Chicago</td>
</tr>
<tr>
<td>Loop College</td>
<td>Chicago</td>
</tr>
<tr>
<td>Malcolm X College</td>
<td>Chicago</td>
</tr>
<tr>
<td>Olive-Harvey College</td>
<td>Chicago</td>
</tr>
<tr>
<td>Southwest College</td>
<td>Chicago</td>
</tr>
<tr>
<td>Wilbur Wright College</td>
<td>Chicago</td>
</tr>
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</table>

III. **Private Universities**

<table>
<thead>
<tr>
<th>University/Institution</th>
<th>City/Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>DePaul University</td>
<td>Chicago</td>
</tr>
<tr>
<td>Illinois Institute of Technology</td>
<td>Chicago</td>
</tr>
<tr>
<td>Loyola University</td>
<td>Chicago</td>
</tr>
<tr>
<td>Roosevelt University</td>
<td>Chicago</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>Chicago</td>
</tr>
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</table>

IV. **Private Colleges**

<table>
<thead>
<tr>
<th>College</th>
<th>City/Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia College</td>
<td>Chicago</td>
</tr>
<tr>
<td>Mundelein College</td>
<td>Chicago</td>
</tr>
<tr>
<td>National College of Education - Urban Campus</td>
<td>Chicago</td>
</tr>
<tr>
<td>North Park College and Theological Seminary</td>
<td>Chicago</td>
</tr>
<tr>
<td>St. Xavier College</td>
<td>Chicago</td>
</tr>
<tr>
<td>Spertus College of Judaica</td>
<td>Chicago</td>
</tr>
</tbody>
</table>

V. **Schools of Theology and Religious Education**

<table>
<thead>
<tr>
<th>School</th>
<th>City/Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago Theological Seminary</td>
<td>Chicago</td>
</tr>
<tr>
<td>Lutheran School of Theology at Chicago</td>
<td>Chicago</td>
</tr>
<tr>
<td>McCormick Theological Seminary</td>
<td>Chicago</td>
</tr>
<tr>
<td>Medville Theological Seminary</td>
<td>Chicago</td>
</tr>
<tr>
<td>Moody Bible Institute</td>
<td>Chicago</td>
</tr>
</tbody>
</table>

VI. **Private Fine Area Schools**

<table>
<thead>
<tr>
<th>School</th>
<th>City/Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Conservatory of Music</td>
<td>Chicago</td>
</tr>
<tr>
<td>Chicago Conservatory College</td>
<td>Chicago</td>
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<tr>
<td>Schools of the Art Institute of Chicago</td>
<td>Chicago</td>
</tr>
<tr>
<td>Sherwood Music School</td>
<td>Chicago</td>
</tr>
<tr>
<td>Vandercook College of Music</td>
<td>Chicago</td>
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</table>

VII. **Private Medical Schools**

<table>
<thead>
<tr>
<th>School</th>
<th>City/Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago College of Osteopathic Medicine</td>
<td>Chicago</td>
</tr>
<tr>
<td>Chicago Medical School</td>
<td>Chicago</td>
</tr>
<tr>
<td>Illinois College of Optometry</td>
<td>Chicago</td>
</tr>
<tr>
<td>Illinois College of Podiatric Medicine</td>
<td>Chicago</td>
</tr>
<tr>
<td>Rush Medical College</td>
<td>Chicago</td>
</tr>
</tbody>
</table>

VIII. **Private Law Schools**

<table>
<thead>
<tr>
<th>School</th>
<th>City/Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Marshall Law School</td>
<td>Chicago</td>
</tr>
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</table>

IX. **Private Technical Schools**

<table>
<thead>
<tr>
<th>School</th>
<th>City/Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aero-Space Institute</td>
<td>Chicago</td>
</tr>
<tr>
<td>Chicago Technical College</td>
<td>Chicago</td>
</tr>
</tbody>
</table>

X. **Private Junior Colleges**

<table>
<thead>
<tr>
<th>College</th>
<th>City/Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central YWCA Community College</td>
<td>Chicago</td>
</tr>
<tr>
<td>Felician College</td>
<td>Chicago</td>
</tr>
<tr>
<td>MacMurray College</td>
<td>Chicago</td>
</tr>
</tbody>
</table>

XI. **Proprietary Institutions**

<table>
<thead>
<tr>
<th>Institution</th>
<th>City/Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Academy of Art</td>
<td>Chicago</td>
</tr>
<tr>
<td>Chicago Academy of Fine Arts</td>
<td>Chicago</td>
</tr>
<tr>
<td>DeVry Institute of Technology</td>
<td>Chicago</td>
</tr>
</tbody>
</table>

INSTITUTIONS IN THE CHICAGO STANDARD METROPOLITAN STATISTICAL AREA

OTHER THAN SCHOOLS LOCATED IN CHICAGO

I. **Public Universities**

<table>
<thead>
<tr>
<th>University/Institution</th>
<th>City/Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governors State University, Park Forest South</td>
<td>Chicago</td>
</tr>
</tbody>
</table>

II. **Public Junior Colleges**

<table>
<thead>
<tr>
<th>College</th>
<th>City/Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of DuPage, Naperville</td>
<td>Chicago</td>
</tr>
<tr>
<td>College of Lake County, Grayslake</td>
<td>Chicago</td>
</tr>
<tr>
<td>Elgin Community College, Elgin</td>
<td>Chicago</td>
</tr>
<tr>
<td>Joliet Junior College, Joliet</td>
<td>Chicago</td>
</tr>
<tr>
<td>McHenry County College, Crystal Lake</td>
<td>Chicago</td>
</tr>
<tr>
<td>Moraine Valley Community College, Palos Hills</td>
<td>Chicago</td>
</tr>
<tr>
<td>Morton College, Cicero</td>
<td>Chicago</td>
</tr>
<tr>
<td>Oakton Community College, Morton Grove</td>
<td>Chicago</td>
</tr>
<tr>
<td>Prairie State College, Chicago Heights</td>
<td>Chicago</td>
</tr>
<tr>
<td>Thornton Community College, Harvey</td>
<td>Chicago</td>
</tr>
<tr>
<td>Triton College, River Grove</td>
<td>Chicago</td>
</tr>
<tr>
<td>Waubonsee Community College, Sugar Grove</td>
<td>Chicago</td>
</tr>
<tr>
<td>William Rainey Harper College, Elk Grove Village</td>
<td>Chicago</td>
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III. **Private Universities**

<table>
<thead>
<tr>
<th>University/Institution</th>
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<tbody>
<tr>
<td>Northwestern University</td>
<td>Evanston</td>
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IV. **Private Colleges**

<table>
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<tr>
<th>College</th>
<th>City/Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aurora College, Aurora</td>
<td>Chicago</td>
</tr>
<tr>
<td>Barat College, Lake Forest</td>
<td>Chicago</td>
</tr>
<tr>
<td>College of St. Francis, Joliet</td>
<td>Chicago</td>
</tr>
<tr>
<td>Concordia Teachers College, River Forest</td>
<td>Chicago</td>
</tr>
<tr>
<td>Deloresa College, Des Plains</td>
<td>Chicago</td>
</tr>
<tr>
<td>Elmhurst College, Elmhurst</td>
<td>Chicago</td>
</tr>
<tr>
<td>George Williams College, Downers Grove</td>
<td>Chicago</td>
</tr>
<tr>
<td>Illinois Benedictine College, Lisle</td>
<td>Chicago</td>
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</tbody>
</table>

V. **Schools of Theology and Religious Education**

<table>
<thead>
<tr>
<th>School</th>
<th>City/Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judson College, Elgin</td>
<td>Chicago</td>
</tr>
<tr>
<td>Lake Forest College, Lake Forest</td>
<td>Chicago</td>
</tr>
<tr>
<td>Lewis College, Lockport</td>
<td>Chicago</td>
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<tr>
<td>National College of Education, Evanston</td>
<td>Chicago</td>
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<tr>
<td>North Central College, Naperville</td>
<td>Chicago</td>
</tr>
<tr>
<td>Rosary College, River Forest</td>
<td>Chicago</td>
</tr>
<tr>
<td>Trinity Christian College, Palos Heights</td>
<td>Chicago</td>
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<tr>
<td>Trinity College, Bannockburn</td>
<td>Chicago</td>
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<tr>
<td>Wheaton College, Wheaton</td>
<td>Chicago</td>
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VI. **Private Junior Colleges**

<table>
<thead>
<tr>
<th>College</th>
<th>City/Campus</th>
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<tbody>
<tr>
<td>Kendall College, Evanston</td>
<td>Chicago</td>
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<tr>
<td>Malinckrodt College, Wilmette</td>
<td>Chicago</td>
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VII. **Medical Schools**

<table>
<thead>
<tr>
<th>School</th>
<th>City/Campus</th>
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</thead>
<tbody>
<tr>
<td>National College of Chiropractic, Lombard</td>
<td>Chicago</td>
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</tbody>
</table>
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


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,


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


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).
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 co-
operation 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 Volun-
tary Academic Cooperative Arrangements in Higher Education," Patterson iden-
tified 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

---

65 The 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


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


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,


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.)

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.


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.\textsuperscript{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.\textsuperscript{7} In a study published in 1972, Grupe still complained of the "dog and pony show" variety of program descriptions.\textsuperscript{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.\textsuperscript{9} A second national study was conducted four years later by the American Council on Education.\textsuperscript{10} In 1957 Merton Ertell made a survey of cooperative arrangements in the State of

\begin{itemize}
\item \textsuperscript{6} Ibid., pp. 35-36 and 38.
\item \textsuperscript{7} Ibid., p. 37.
\item \textsuperscript{8} Grupe, \textit{op. cit.}, p. 1.
\item \textsuperscript{9} Daniel S. Sanford, Jr., \textit{Inter-Institutional Agreements in Higher Education} (New York: Bureau of Publication, Teachers College, Columbia University, 1934).
\end{itemize}
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.  

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. 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-

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. Of special value is his recently published study *Interinstitutional Cooperation at the Departmental Level*, 1972. 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. 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

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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-


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. 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. 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." 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.

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'


21 Ibid., p. 4.

22 Ibid., p. 5.

23 Ibid., p. 6.
Commission on the Future of the City University of New York consequently re-
quested the Board of Regents to establish a task force to explore closer rela-
tionships and sharing of the resources among public and private institutions
of higher education in New York City. 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.

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." 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.

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27 Ibid., 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.* 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. 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 tenents 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.

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30 Ibid., 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 interrelationships 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. That same year the Board published *Expanding Opportunities: Case Studies of Interinstitutional Cooperation, 1969.* 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.* 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.*


The Council of Independent Colleges in Virginia arranged for the publication of *Virginia's Private Colleges and the Public Interest*. 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. 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:

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"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


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


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 Commis-
sion recommendations have not been adequate to put these off.

Selected Topics

Several important studies have been published in recent years rela-
tive 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 Uni-
versity, 1967).

42Alexander W. Astin and Calvin B. T. Lee, The Invisible Colleges, A
Profile of Small, Private Colleges With Limited Resources (St. Louis: McGraw-
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. 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. Although some objection might be taken to the sampling efforts in *The Golden Years*, certainly the authors must be credited with a

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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. 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. 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. 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-
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. 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. 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-

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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 publics institutions are intended to serve.

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. 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

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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.


these at the March 1, 1970, Seminar at Loyola University. 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.

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. The following significant implications are deduced:

1. The expansion of student and faculty opportunities, while still important, is no longer the raison d'être 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.

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


5. The way a consortium organizes may determine what it can do.\textsuperscript{59}

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

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

the present and projected problems of small private liberal arts colleges, 
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 follow-
ing organizations: (a) Illinois Board of Higher Education, (b) Illinois Col-
legiate 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 ex-
panding programs of inter-institutional cooperation.

II. Chief administrators of small private liberal arts schools pre-
fer 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 ap-
proach 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**

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>34</td>
<td>10</td>
</tr>
<tr>
<td>Private</td>
<td>32</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>66</td>
<td>22</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>44</td>
<td>0</td>
</tr>
<tr>
<td>Private</td>
<td>39</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>83</td>
<td>5</td>
</tr>
</tbody>
</table>

**LEVEL:**

- 2 Graduate:
- 65 Undergraduate:
- 16 Both graduate and undergraduate:
- **83**

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*A 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 pro-
grams 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. 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." Grupe has
projected that nearly half of the nation's colleges and universities have
already committed themselves to programs of inter-institutional cooperation.

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

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seeking new or expanded interinstitutional cooperative relationships. (See Table 4) Considering the enrollment and financial omens brooding over the State's private colleges and the possibilities offered by the theory of interinstitutional 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." 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."

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

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7 Grupe, op. cit., p. 753.
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." 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."

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

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perceived dilemma: autonomy vs. effectiveness. The paper went on to state:

"In its boldest form, the question is how do you share and increase efficiency without losing institutional control."

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. 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

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13 Ibid., p. 2.

14 Collegiate 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. 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. The Illinois Collegiate Common Market Task Force took a similar position. 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.

Authors like Wood and Grupe 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


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


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

In spite of the fact that the Survey of Interinstitutional Cooperation in Illinois indicated little fear for loss of autonomy in cooperative ventures and that "99.5% of returns state: institutional autonomy not eroded as a result of cooperation," 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.


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.


²⁶ Bradley, *op. cit.*, p. 216.


²⁸ Collegiate 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." 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." 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. 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

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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-

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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-


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

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.

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,


and 21.5 percent of all institutions of higher learning in the United States. 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.

In addition the research of these two authors indicated that the "invisible" colleges: (1) are having difficulty attracting students at all, (2) attract students from low socioeconomic backgrounds, (3) have low percentages of doctoral recipients on their faculties. 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?"

40 Astin and Lee, op. cit., p. 10.
41 Ibid., p. 11.
42 Ibid., p. 94.
43 Ibid., p. 94.
TABLE 5

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

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

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. 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." 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


47 Patterson, op. cit., p. 20.
inhibiting factor listed by the private sector regarding involvement in Common Market cooperation. 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. 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.

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. However, academic structures frequently get in the line of vision and make proper sighting extremely difficult. Grupe focuses the problem in these words:

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49 Wood, op. cit., p. 244.

50 Patterson, op. cit., p. 20.

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'être 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.


53 Marmion, 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. 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.

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


55 Ibid., p. 760.
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." 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." 

### TABLE 6

<table>
<thead>
<tr>
<th>THE FORM OF AGREEMENT EXISTING AMONG INSTITUTIONS PARTICIPATING IN COOPERATIVE ARRANGEMENTS$^a$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchange of Letters - Informal</td>
</tr>
<tr>
<td>Memoranda of Agreement</td>
</tr>
<tr>
<td>Contract</td>
</tr>
<tr>
<td>Verbal</td>
</tr>
<tr>
<td>Incorporation</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Charter</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>


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


58 Ibid., 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


60 Evans, op. cit., pp. 401-402.

61 Grupe, 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." 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.

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. 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. 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.

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


64 Wood, op. cit., p. 247.

65 Patterson, op. cit., p. 20.


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."

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.

68 Newman 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."

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. 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. 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.

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

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69 Jenny and Wynn, op. cit., p. 59.

70 Patterson, op. cit., p. 22.

71 Acres, op. cit., p. 254.

72 Patterson, 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.

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
Carlinville 62526. 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


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:

<table>
<thead>
<tr>
<th>Author</th>
<th>Dissertation Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>(School)</td>
<td>University of Michigan, Ph.D., 1971.</td>
</tr>
<tr>
<td>(Technique)</td>
<td>Interview and questionnaire which employs rating scales (only three degrees in most of these).</td>
</tr>
<tr>
<td>2. Grupe</td>
<td>&quot;The Establishment of Collegiate Cooperative Centers.&quot;</td>
</tr>
<tr>
<td>(Technique)</td>
<td>Interview and brief fact-gathering instrument.</td>
</tr>
<tr>
<td>(School)</td>
<td>University of Notre Dame, Ph.D., 1970.</td>
</tr>
<tr>
<td>(Technique)</td>
<td>Interview and examination of documents.</td>
</tr>
</tbody>
</table>
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-
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.

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 times.

times, taking "programs of inter-institutional cooperation" applied to:
(1) Administration, (2) Facilities, (3) Services, (4) Personnel, (5) Enrich-
ment Academic, (6) Extensive Cooperation. The various categories were de-
dined 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 wil-
lingness to put oneself out for the researcher. These first office appoint-
ments were well received and frequently lasted for a full hour. The Presi-
dents 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.

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 checklist 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

<table>
<thead>
<tr>
<th>Date of foundation</th>
<th>Number of institutions</th>
<th>Percentage of total N = 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 100 years ago</td>
<td>19</td>
<td>53%</td>
</tr>
<tr>
<td>Between 50 and 100 years ago</td>
<td>10</td>
<td>28%</td>
</tr>
<tr>
<td>Between 25 and 50 years ago</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Within the last 25 years</td>
<td>3</td>
<td>8%</td>
</tr>
</tbody>
</table>

TABLE 8

ENROLLMENT FOR 1972-1973 AGAINST PREVIOUS ENROLLMENTS

<table>
<thead>
<tr>
<th>Projection</th>
<th>Number of institutions</th>
<th>Percentage of total N = 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected increase</td>
<td>15</td>
<td>42%</td>
</tr>
<tr>
<td>Projected stable enrollment</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Projected decrease</td>
<td>16</td>
<td>44%</td>
</tr>
</tbody>
</table>
TABLE 9
EVIDENCE OF PLANT AND GROUNDS
UPKEEP AND MAINTENANCE

<table>
<thead>
<tr>
<th>Level</th>
<th>Number of institutions</th>
<th>Percentage of total N = 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>9</td>
<td>25%</td>
</tr>
<tr>
<td>Good</td>
<td>17</td>
<td>47%</td>
</tr>
<tr>
<td>Adequate</td>
<td>8</td>
<td>22%</td>
</tr>
<tr>
<td>Poor</td>
<td>2</td>
<td>6%</td>
</tr>
</tbody>
</table>

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)

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

**Note:** Because of rounding, percentages may not total 100% throughout this report.
### TABLE 11

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

<table>
<thead>
<tr>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean 2.03</td>
<td>Mean 1.83</td>
<td>Mean 1.85</td>
<td>Mean 1.91</td>
</tr>
<tr>
<td>Median 2.00</td>
<td>Median 2.00</td>
<td>Median 2.00</td>
<td>Median 2.00</td>
</tr>
</tbody>
</table>

### 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)**

<table>
<thead>
<tr>
<th></th>
<th>Outright Rejection -3</th>
<th>Dislike -2</th>
<th>Cool -1</th>
<th>Indifferent 0</th>
<th>Mild +1</th>
<th>High +2</th>
<th>Very High +3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents N = 32</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>% of N</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>41%</td>
<td>34%</td>
</tr>
<tr>
<td>Deans N = 30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>% of N</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>23%</td>
<td>43%</td>
<td>30%</td>
</tr>
<tr>
<td>Board Members N = 27</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>% of N</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>4%</td>
<td>22%</td>
<td>44%</td>
<td>26%</td>
</tr>
<tr>
<td>All Groups N = 88</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>21</td>
<td>37</td>
<td>27</td>
</tr>
<tr>
<td>% of N</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td>24%</td>
<td>42%</td>
<td>31%</td>
</tr>
</tbody>
</table>
GRAPH OF ABOVE DISTRIBUTION, COMPARING THE THREE GROUPS

Presidents
Deans
Board Members
All Groups

Percent
Outright
Rejection

Dislike

Cool

Indifferent

Mild

High

Very High
### TABLE 13
DISTRIBUTION OF MEANS AND MEDIANS FOR THE THREE GROUPS
IN RESPONSES TO ITEM 1, 2) FACILITIES
(LIKERT SCALE)

<table>
<thead>
<tr>
<th></th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.09</td>
<td>2.00</td>
<td>1.81</td>
<td>1.99</td>
</tr>
<tr>
<td>Median</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

### 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)

<table>
<thead>
<tr>
<th></th>
<th>Outright</th>
<th>Rejection</th>
<th>Dislike</th>
<th>Cool</th>
<th>Indifferent</th>
<th>Mild</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Presidents</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>14</td>
<td>44</td>
<td>22</td>
</tr>
<tr>
<td>N = 32</td>
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<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>25%</td>
<td>44%</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>% of N</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>25%</td>
<td>44%</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Deans</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>8</td>
<td>11</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>N = 30</td>
<td>0%</td>
<td>3%</td>
<td>3%</td>
<td>0%</td>
<td>25%</td>
<td>34%</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>% of N</td>
<td>0%</td>
<td>3%</td>
<td>3%</td>
<td>0%</td>
<td>25%</td>
<td>34%</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>Board Members</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>13</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>N = 27</td>
<td>4%</td>
<td>0%</td>
<td>11%</td>
<td>7%</td>
<td>15%</td>
<td>48%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>% of N</td>
<td>4%</td>
<td>0%</td>
<td>11%</td>
<td>7%</td>
<td>15%</td>
<td>48%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>All Groups</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>20</td>
<td>37</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>N = 88</td>
<td>2%</td>
<td>1%</td>
<td>5%</td>
<td>5%</td>
<td>23%</td>
<td>42%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>% of N</td>
<td>2%</td>
<td>1%</td>
<td>5%</td>
<td>5%</td>
<td>23%</td>
<td>42%</td>
<td>23%</td>
<td></td>
</tr>
</tbody>
</table>
Likert Scale

Graph of above distribution comparing the three groups

Pic. 7
### TABLE 15

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

<table>
<thead>
<tr>
<th></th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean 1.69</td>
<td>Mean 1.83</td>
<td>Mean 1.33</td>
<td>Mean 1.61</td>
</tr>
<tr>
<td></td>
<td>Median 2.00</td>
<td>Median 2.00</td>
<td>Median 2.00</td>
<td>Median 2.00</td>
</tr>
</tbody>
</table>

### 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)**

<table>
<thead>
<tr>
<th></th>
<th>Outright Rejection</th>
<th>Dislike</th>
<th>Cool</th>
<th>Indifferent</th>
<th>Mild</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outright Rejection</td>
<td>Dislike</td>
<td>Cool</td>
<td>Indifferent</td>
<td>Mild</td>
<td>High</td>
<td>Very High</td>
</tr>
<tr>
<td>Presidents</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>N = 32</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>11</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>% of N</td>
<td>9%</td>
<td>3%</td>
<td>13%</td>
<td>3%</td>
<td>34%</td>
<td>31%</td>
<td>6%</td>
</tr>
<tr>
<td>Deans</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>N = 30</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>10</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>% of N</td>
<td>7%</td>
<td>7%</td>
<td>13%</td>
<td>3%</td>
<td>33%</td>
<td>27%</td>
<td>10%</td>
</tr>
<tr>
<td>Board Members</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>N = 27</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>% of N</td>
<td>4%</td>
<td>11%</td>
<td>19%</td>
<td>15%</td>
<td>30%</td>
<td>15%</td>
<td>7%</td>
</tr>
<tr>
<td>All Groups</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>N = 88</td>
<td>6</td>
<td>6</td>
<td>13</td>
<td>6</td>
<td>28</td>
<td>22</td>
<td>7</td>
</tr>
<tr>
<td>% of N</td>
<td>7%</td>
<td>7%</td>
<td>15%</td>
<td>7%</td>
<td>32%</td>
<td>25%</td>
<td>8%</td>
</tr>
</tbody>
</table>
Graph of above distribution, comparing the three groups

Presidents
Deans
Board Members
All Groups

Very High
High
Mild
Indifferent
Cool
Dislike
Outright Rejection

(1) LIKERT SCALE
### TABLE 17

**DISTRIBUTION OF MEANS AND MEDIANs FOR THE THREE GROUPS**

**IN RESPONSES TO ITEM 1, 4) PERSONNEL**

(LIKERT SCALE)

<table>
<thead>
<tr>
<th>Presidents</th>
<th>Mean</th>
<th>Median</th>
<th>Deans</th>
<th>Mean</th>
<th>Median</th>
<th>Board Members</th>
<th>Mean</th>
<th>Median</th>
<th>All Groups</th>
<th>Mean</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.69</td>
<td>1.00</td>
<td></td>
<td>.70</td>
<td>1.00</td>
<td></td>
<td>.30</td>
<td>1.00</td>
<td></td>
<td>.57</td>
<td>1.00</td>
</tr>
</tbody>
</table>

### 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 INTERCHANGE 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)

<table>
<thead>
<tr>
<th></th>
<th>Outright Rejection -3</th>
<th>Dislike -2</th>
<th>Cool -1</th>
<th>Indifferent 0</th>
<th>Mild +1</th>
<th>High +2</th>
<th>Very High +3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 32</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>12</td>
<td>13</td>
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<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>16%</td>
<td>38%</td>
<td>41%</td>
</tr>
<tr>
<td>Deans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 27</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>% of N</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>14%</td>
<td>45%</td>
<td>38%</td>
</tr>
<tr>
<td>Board Members</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 27</td>
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<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>% of N</td>
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<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>7%</td>
<td>63%</td>
<td>22%</td>
</tr>
<tr>
<td>All Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 87</td>
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<td>0</td>
<td>3</td>
<td>0</td>
<td>11</td>
<td>41</td>
<td>30</td>
</tr>
<tr>
<td>% of N</td>
<td>2%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>13%</td>
<td>47%</td>
<td>34%</td>
</tr>
</tbody>
</table>
## TABLE 19

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

<table>
<thead>
<tr>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean 2.00</td>
<td>Mean 2.14</td>
<td>Mean 1.85</td>
<td>Mean 2.00</td>
</tr>
<tr>
<td>Median 2.00</td>
<td>Median 2.00</td>
<td>Median 2.00</td>
<td>Median 2.00</td>
</tr>
</tbody>
</table>

## 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)

<table>
<thead>
<tr>
<th></th>
<th>Outright</th>
<th>Rejection</th>
<th>Dislike</th>
<th>Cool</th>
<th>Indifferent</th>
<th>Mild</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents</td>
<td></td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
<td>+3</td>
</tr>
<tr>
<td>N = 32</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>11</td>
<td>10</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>% of N</td>
<td>13%</td>
<td>3%</td>
<td>13%</td>
<td>0%</td>
<td>34%</td>
<td>31%</td>
<td>6%</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 30</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>6</td>
<td>10</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>% of N</td>
<td>3%</td>
<td>10%</td>
<td>23%</td>
<td>0%</td>
<td>20%</td>
<td>33%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Board Members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 27</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>10</td>
<td>3</td>
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</tr>
<tr>
<td>% of N</td>
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<td>4%</td>
<td>11%</td>
<td>7%</td>
<td>26%</td>
<td>37%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>All Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 88</td>
<td>6</td>
<td>5</td>
<td>14</td>
<td>2</td>
<td>23</td>
<td>30</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>% of N</td>
<td>7%</td>
<td>6%</td>
<td>16%</td>
<td>2%</td>
<td>26%</td>
<td>34%</td>
<td>9%</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 21
DISTRIBUTION OF MEANS AND MEDIANs FOR THE THREE GROUPS
IN RESPONSES TO ITEM 1, 6) EXTENSIVE COOPERATION
(LIKERT SCALE)

<table>
<thead>
<tr>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean .59</td>
<td>Mean .63</td>
<td>Mean 1.04</td>
<td>Mean .74</td>
</tr>
<tr>
<td>Median 1.00</td>
<td>Median 1.00</td>
<td>Median 1.00</td>
<td>Median 1.00</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Administration</th>
<th>Facilities</th>
<th>Services</th>
<th>Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>97</td>
<td>100</td>
<td>97</td>
<td>97</td>
<td>96</td>
<td>95</td>
</tr>
<tr>
<td>80</td>
<td>79</td>
<td>77</td>
<td>78</td>
<td>78</td>
<td>86</td>
<td>84</td>
</tr>
<tr>
<td>70</td>
<td>71</td>
<td>87</td>
<td>71</td>
<td>71</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>60</td>
<td>61</td>
<td>55</td>
<td>62</td>
<td>62</td>
<td>42</td>
<td>67</td>
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<td>50</td>
<td>50</td>
<td>25</td>
<td>42</td>
</tr>
<tr>
<td>40</td>
<td>41</td>
<td>35</td>
<td>42</td>
<td>42</td>
<td>21</td>
<td>41</td>
</tr>
<tr>
<td>30</td>
<td>32</td>
<td>25</td>
<td>32</td>
<td>32</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>15</td>
<td>22</td>
<td>22</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Percent</th>
<th>Administration Services</th>
<th>Facilities Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>73</td>
<td>88</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>90</td>
<td>79</td>
<td>88</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>80</td>
<td>80</td>
<td>80</td>
<td>79</td>
<td>61</td>
</tr>
<tr>
<td>70</td>
<td>64</td>
<td>63</td>
<td>54</td>
<td>41</td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 22
REASONS GIVEN FOR PRIVATE LIBERAL ARTS SCHOOLS HAVING AN ADVANTAGE OVER STATE SCHOOLS RELATIVE TO EXPERIMENTING WITH PROGRAMS OF INTER-INSTITUTIONAL COOPERATION

<table>
<thead>
<tr>
<th>Administration Services</th>
<th>Facilities Personnel</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Broad liberal arts Philosophy.</td>
<td></td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>2. Close relations among board, administration, faculty, students.</td>
<td></td>
<td>10</td>
<td>15</td>
<td>11</td>
<td>36</td>
</tr>
<tr>
<td>3. Small size.</td>
<td></td>
<td>15</td>
<td>20</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>4. Flexibility; not rigid red-tape procedures for change.</td>
<td></td>
<td>20</td>
<td>22</td>
<td>15</td>
<td>57</td>
</tr>
<tr>
<td>5. Pressures for financial efficiency.</td>
<td></td>
<td>7</td>
<td>13</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>6. Pressures to compete for student market.</td>
<td></td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrichment Academic</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Broad liberal arts Philosophy.</td>
<td>2</td>
<td>14</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>2. Close relations among board, administration, faculty, students.</td>
<td>8</td>
<td>15</td>
<td>11</td>
<td>34</td>
</tr>
<tr>
<td>3. Small size.</td>
<td>17</td>
<td>24</td>
<td>15</td>
<td>56</td>
</tr>
<tr>
<td>4. Flexibility; not rigid red-tape procedures for change.</td>
<td>18</td>
<td>23</td>
<td>14</td>
<td>55</td>
</tr>
<tr>
<td>5. Pressures for financial efficiency.</td>
<td>7</td>
<td>10</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>6. Pressures to compete for student market.</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extensive Cooperation</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Broad liberal arts Philosophy.</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>2. Close relations among board, administration, faculty, students.</td>
<td>4</td>
<td>15</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>3. Small size.</td>
<td>13</td>
<td>18</td>
<td>9</td>
<td>40</td>
</tr>
<tr>
<td>4. Flexibility; not rigid red-tape procedures for change.</td>
<td>16</td>
<td>18</td>
<td>5</td>
<td>39</td>
</tr>
<tr>
<td>5. Pressures for financial efficiency.</td>
<td>7</td>
<td>11</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>6. Pressures to compete for student market.</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>
### TABLE 23

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

<table>
<thead>
<tr>
<th></th>
<th>Administration</th>
<th>Facilities</th>
<th>Services</th>
<th>Personnel</th>
<th>Enrichment</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Schools</strong></td>
<td>9</td>
<td>21</td>
<td>5</td>
<td>12</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td><strong>Percentage of Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Schools</strong></td>
<td>25%</td>
<td>58%</td>
<td>14%</td>
<td>33%</td>
<td>50%</td>
<td>58%</td>
</tr>
<tr>
<td><strong>N = 36</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE 24

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

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

FIG. 13

GRAPH OF PERCENTAGES OF RESPONDENTS WHO INDICATED WILLINGNESS TO SACRIFICE SOME INSTITUTIONAL AUTONOMY IN A MUTUAL POOLING OF EDUCATIONAL RESOURCES (TAKEN FROM QUESTIONNAIRE ITEM 9)
TABLE 25
REASONS GIVEN FOR WILLINGNESS TO SACRIFICE SOME INSTITUTIONAL AUTONOMY IN A MUTUAL POOLING OF EDUCATIONAL RESOURCES (TAKEN FROM QUESTIONNAIRE ITEM 9)

<table>
<thead>
<tr>
<th>Administration</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pressures for attracting more students.</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>2. Financial pressures.</td>
<td>11</td>
<td>17</td>
<td>8</td>
<td>36</td>
</tr>
<tr>
<td>3. Greater efficiency in higher education enterprise.</td>
<td>20</td>
<td>21</td>
<td>17</td>
<td>58</td>
</tr>
<tr>
<td>4. Greater service to general public.</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>5. Better service to own students.</td>
<td>5</td>
<td>16</td>
<td>15</td>
<td>36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pressures for attracting more students.</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>2. Financial pressures.</td>
<td>14</td>
<td>15</td>
<td>10</td>
<td>39</td>
</tr>
<tr>
<td>3. Greater efficiency in higher education enterprise.</td>
<td>18</td>
<td>20</td>
<td>17</td>
<td>55</td>
</tr>
<tr>
<td>4. Greater service to general public.</td>
<td>10</td>
<td>9</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>5. Better service to own students.</td>
<td>18</td>
<td>25</td>
<td>16</td>
<td>59</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Services</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pressures for attracting more students.</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>2. Financial pressures.</td>
<td>8</td>
<td>11</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>3. Greater efficiency in higher education enterprise.</td>
<td>16</td>
<td>14</td>
<td>13</td>
<td>43</td>
</tr>
<tr>
<td>4. Greater service to general public.</td>
<td>11</td>
<td>12</td>
<td>9</td>
<td>32</td>
</tr>
<tr>
<td>5. Better service to own students.</td>
<td>21</td>
<td>23</td>
<td>13</td>
<td>57</td>
</tr>
</tbody>
</table>
### TABLE 25—Continued

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pressures for attracting more students.</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>2. Financial pressures.</td>
<td>9</td>
<td>10</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>3. Greater efficiency in higher education enterprise.</td>
<td>12</td>
<td>14</td>
<td>7</td>
<td>33</td>
</tr>
<tr>
<td>4. Greater service to general public.</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>5. Better service to own students.</td>
<td>14</td>
<td>16</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>46</strong></td>
<td><strong>25</strong></td>
<td><strong>76</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrichment Academic</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pressures for attracting more students.</td>
<td>9</td>
<td>11</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>2. Financial pressures.</td>
<td>13</td>
<td>14</td>
<td>12</td>
<td>39</td>
</tr>
<tr>
<td>3. Greater efficiency in higher education enterprise.</td>
<td>14</td>
<td>21</td>
<td>17</td>
<td>52</td>
</tr>
<tr>
<td>4. Greater service to general public.</td>
<td>6</td>
<td>8</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>5. Better service to own students.</td>
<td>20</td>
<td>25</td>
<td>17</td>
<td>72</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
<td><strong>52</strong></td>
<td><strong>28</strong></td>
<td><strong>79</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extensive Cooperation</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pressures for attracting more students.</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>2. Financial pressures.</td>
<td>8</td>
<td>11</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>3. Greater efficiency in higher education enterprise.</td>
<td>11</td>
<td>13</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>4. Greater service to general public.</td>
<td>4</td>
<td>8</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>5. Better service to own students.</td>
<td>12</td>
<td>15</td>
<td>12</td>
<td>39</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>26</strong></td>
<td><strong>12</strong></td>
<td><strong>43</strong></td>
</tr>
<tr>
<td></td>
<td>Strongly Opposed -3</td>
<td>Opposed -2</td>
<td>Question It -1</td>
<td>Indifferent 0</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------</td>
<td>------------</td>
<td>----------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>Presidents</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 30</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>% of N</td>
<td>3%</td>
<td>0%</td>
<td>13%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Deans</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 30</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>% of N</td>
<td>10%</td>
<td>3%</td>
<td>20%</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Board Members</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 25</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>% of N</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td><strong>All Groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 85</td>
<td>4</td>
<td>1</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>% of N</td>
<td>5%</td>
<td>1%</td>
<td>14%</td>
<td>7%</td>
</tr>
</tbody>
</table>
TABLE 27

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

<table>
<thead>
<tr>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean 1.37</td>
<td>Mean .50</td>
<td>Mean 1.52</td>
<td>Mean 1.11</td>
</tr>
<tr>
<td>Median 1.50</td>
<td>Median 1.00</td>
<td>Median 1.00</td>
<td>Median 1.00</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Opposed -3</th>
<th>Opposed -2</th>
<th>Question It -1</th>
<th>Indifferent 0</th>
<th>Mild +1</th>
<th>Strong +2</th>
<th>Very Strong +3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 30</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>8</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>% of N</td>
<td>7%</td>
<td>0%</td>
<td>17%</td>
<td>0%</td>
<td>27%</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Deans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 30</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>9</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>% of N</td>
<td>7%</td>
<td>3%</td>
<td>23%</td>
<td>10%</td>
<td>30%</td>
<td>20%</td>
<td>7%</td>
</tr>
<tr>
<td>Board Members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 25</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>% of N</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
<td>8%</td>
<td>32%</td>
<td>16%</td>
<td>36%</td>
</tr>
<tr>
<td>All Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 85</td>
<td>4</td>
<td>1</td>
<td>14</td>
<td>5</td>
<td>25</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>% of N</td>
<td>5%</td>
<td>1%</td>
<td>16%</td>
<td>6%</td>
<td>29%</td>
<td>19%</td>
<td>24%</td>
</tr>
</tbody>
</table>
### TABLE 29
DISTRIBUTION OF MEANS AND MEDIANS FOR THE THREE GROUPS IN RESPONSES TO ITEM 16, 2) ENRICHMENT ACADEMIC (LIKERT SCALE)

<table>
<thead>
<tr>
<th></th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>1.20</td>
<td>.40</td>
<td>1.65</td>
<td>1.05</td>
</tr>
<tr>
<td>Median</td>
<td>1.50</td>
<td>1.00</td>
<td>2.00</td>
<td>1.00</td>
</tr>
</tbody>
</table>

### 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)

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

*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.*
### TABLE 31

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

<table>
<thead>
<tr>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong> 1.20</td>
<td><strong>Mean</strong> .83</td>
<td><strong>Mean</strong> 1.46</td>
<td><strong>Mean</strong> 1.17</td>
</tr>
<tr>
<td><strong>Median</strong> 2.00</td>
<td><strong>Median</strong> 1.00</td>
<td><strong>Median</strong> 2.00</td>
<td><strong>Median</strong> 2.00</td>
</tr>
</tbody>
</table>

### 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>
<thead>
<tr>
<th>Presidents</th>
<th>81</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deans</td>
<td>77</td>
</tr>
<tr>
<td>Board Members</td>
<td>88</td>
</tr>
<tr>
<td>All Groups</td>
<td>82</td>
</tr>
</tbody>
</table>

Percent 0 10 20 30 40 50 60 70 80 90 100
### TABLE 32
PROGRAMS IN WHICH SCHOOLS ARE CURRENTLY INVOLVED  
(TAKEN FROM INTERVIEW QUESTION 1)

<table>
<thead>
<tr>
<th></th>
<th>Administration</th>
<th>Facilities</th>
<th>Services</th>
<th>Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Schools</strong></td>
<td>9</td>
<td>21</td>
<td>5</td>
<td>12</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td><strong>Percentage of Total Schools</strong></td>
<td>25%</td>
<td>58%</td>
<td>14%</td>
<td>33%</td>
<td>50%</td>
<td>58%</td>
</tr>
</tbody>
</table>

### 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)

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

<table>
<thead>
<tr>
<th>Percent</th>
<th>Administration Services</th>
<th>Facilities Services</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Presidents | Deans | Board Members | All Groups | Presidents | Deans | Board Members | All Groups | Presidents | Deans | Board Members | All Groups |
---|---|---|---|---|---|---|---|---|---|---|---|---|
23 | 30 | 26 | 26 | 23 | 30 | 23 | | 23 | 27 | 28 |
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)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Administration Services</th>
<th>Facilities Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>39</td>
<td>30</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>90</td>
<td>39</td>
<td>30</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>80</td>
<td>39</td>
<td>30</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>70</td>
<td>39</td>
<td>30</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>60</td>
<td>39</td>
<td>30</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>50</td>
<td>39</td>
<td>30</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>40</td>
<td>39</td>
<td>30</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>30</td>
<td>39</td>
<td>30</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>20</td>
<td>39</td>
<td>30</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>10</td>
<td>39</td>
<td>30</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>0</td>
<td>39</td>
<td>30</td>
<td>36</td>
<td>35</td>
</tr>
</tbody>
</table>

Presidents | Deans | Board Members | All Groups | Presidents | Deans | Board Members | All Groups | Presidents | Deans | Board Members | All Groups | Presidents | Deans | Board Members | All Groups | Presidents | Deans | Board Members | All Groups | Presidents | Deans | Board Members | All Groups | Presidents | Deans | Board Members | All Groups | Presidents | Deans | Board Members | All Groups | Presidents | Deans | Board Members | All Groups |

-140-
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>
<thead>
<tr>
<th>Percent</th>
<th>Administration Services</th>
<th>Facilities Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Presidents
- Deans
- Board Members
- All Groups
### TABLE 34
PROGRAMS IN WHICH SCHOOLS ARE CURRENTLY INVOLVED (TAKEN FROM INTERVIEW QUESTION 1)

<table>
<thead>
<tr>
<th></th>
<th>Administration</th>
<th>Facilities</th>
<th>Services</th>
<th>Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Schools</strong></td>
<td>9</td>
<td>21</td>
<td>5</td>
<td>12</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td><strong>Percentage of Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools N = 36</td>
<td>25%</td>
<td>58%</td>
<td>14%</td>
<td>33%</td>
<td>50%</td>
<td>58%</td>
</tr>
</tbody>
</table>

### TABLE 35
DEGREE OF INTEREST IN ESTABLISHING OR EXPANDING PROGRAMS OF COOPERATION (TAKEN FROM INTERVIEW QUESTION 2)

<table>
<thead>
<tr>
<th>Areas of Particular Interest</th>
<th>Elements Hindering Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insurance and purchasing</td>
<td>Difficulty in specifying advantageous programs - great majority</td>
</tr>
<tr>
<td>Meeting needs of local community</td>
<td>Need for seed money - many</td>
</tr>
<tr>
<td>Library</td>
<td>Religious Philosophy - 6 schools</td>
</tr>
<tr>
<td>Computer use</td>
<td>Previous bad experience - 5 schools</td>
</tr>
<tr>
<td>Community college</td>
<td>Lack of proximity - 3 schools</td>
</tr>
<tr>
<td>Specialized programs of State schools</td>
<td>(Two of these represent perceived rather than real problems.)</td>
</tr>
<tr>
<td>Cultural events</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 36

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Presidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressed no deterring fear</td>
<td>- 27</td>
</tr>
<tr>
<td>Expressed caution</td>
<td>- 5</td>
</tr>
<tr>
<td>Cooperation might bring State controls</td>
<td>- 5</td>
</tr>
<tr>
<td>State schools are currently impinging on programs of private schools</td>
<td>- 4</td>
</tr>
<tr>
<td>Could be a big Church/State explosion, if cooperation between the two sectors became extensive (Many others hinted at this.)</td>
<td>- 3</td>
</tr>
<tr>
<td>Cooperation would be dangerous because of Philosophical stance; no education can be neutral</td>
<td>- 3</td>
</tr>
<tr>
<td>Tuition equalization would be very important (Many others hinted at this.)</td>
<td>- 3</td>
</tr>
<tr>
<td>Church constituency not in favor</td>
<td>- 2</td>
</tr>
<tr>
<td>Can always pick and choose areas for cooperation</td>
<td>- 2</td>
</tr>
</tbody>
</table>
TABLE 37

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

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

<table>
<thead>
<tr>
<th>Percent</th>
<th>Administration Services</th>
<th>Facilities Services</th>
<th>Administration Academic</th>
<th>Facilities Academic</th>
<th>Administration Extensive Cooperation</th>
<th>Facilities Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>52</td>
<td>63</td>
<td>53</td>
<td>48</td>
<td>53</td>
<td>60</td>
</tr>
<tr>
<td>90</td>
<td>42</td>
<td>43</td>
<td>42</td>
<td>43</td>
<td>42</td>
<td>43</td>
</tr>
<tr>
<td>80</td>
<td>52</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>70</td>
<td>42</td>
<td>43</td>
<td>43</td>
<td>43</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>60</td>
<td>52</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>50</td>
<td>42</td>
<td>43</td>
<td>43</td>
<td>43</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>40</td>
<td>52</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>30</td>
<td>42</td>
<td>43</td>
<td>43</td>
<td>43</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>20</td>
<td>52</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>10</td>
<td>42</td>
<td>43</td>
<td>43</td>
<td>43</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>0</td>
<td>52</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>53</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Administration Services</th>
<th>Facilities Personnel</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Funds to experiment.</td>
<td>9</td>
<td>14</td>
<td>9</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>2. Funds to study proposal.</td>
<td>9</td>
<td>12</td>
<td>7</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>3. Funds to administer project.</td>
<td>9</td>
<td>16</td>
<td>6</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>4. Funds to operate project.</td>
<td>11</td>
<td>15</td>
<td>6</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>5. Other.</td>
<td>17</td>
<td>0</td>
<td>1</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrichment Academic</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Funds to experiment.</td>
<td>6</td>
<td>10</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>2. Funds to study proposal.</td>
<td>6</td>
<td>11</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>3. Funds to administer project.</td>
<td>6</td>
<td>12</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>4. Funds to operate project.</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5. Other.</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extensive Cooperation</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Funds to experiment.</td>
<td>7</td>
<td>14</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>2. Funds to study proposal.</td>
<td>8</td>
<td>14</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>3. Funds to administer project.</td>
<td>8</td>
<td>17</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>4. Funds to operate project.</td>
<td>8</td>
<td>14</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td>5. Other.</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th></th>
<th>Administration</th>
<th>Facilities</th>
<th>Enrichment</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents*</td>
<td>13</td>
<td>10</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Deans</td>
<td>20</td>
<td>11</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Board Members*</td>
<td>14</td>
<td>11</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

*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)

<table>
<thead>
<tr>
<th></th>
<th>Administration</th>
<th>Facilities</th>
<th>Enrichment</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents*</td>
<td>18</td>
<td>17</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Deans</td>
<td>19</td>
<td>15</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Board Members</td>
<td>14</td>
<td>14</td>
<td>8*</td>
<td></td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Administration</th>
<th>Facilities</th>
<th>Services</th>
<th>Personnel</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Reduction of costs.</td>
<td>13</td>
<td>15</td>
<td>12</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Upgrading staff.</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Expanding staff.</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Expanding facilities.</td>
<td>8</td>
<td>10</td>
<td>8</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. More students.</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Upgrading curriculum.</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Expanding curriculum.</td>
<td>7</td>
<td>9</td>
<td>8</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Expanding student services.</td>
<td>13</td>
<td>14</td>
<td>7</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrichment Academic</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Reduction of costs.</td>
<td>12</td>
<td>9</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>2. Upgrading staff.</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>3. Expanding staff.</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>4. Expanding facilities.</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>5. More students.</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>6. Upgrading curriculum.</td>
<td>3</td>
<td>8</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>7. Expanding curriculum.</td>
<td>12</td>
<td>14</td>
<td>10</td>
<td>34</td>
</tr>
<tr>
<td>8. Expanding student services.</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>9. Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extensive Cooperation</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Reduction of costs.</td>
<td>7</td>
<td>9</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>2. Upgrading staff.</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>3. Expanding staff.</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>4. Expanding facilities.</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>5. More students.</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>6. Upgrading curriculum.</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>7. Expanding curriculum.</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>8. Expanding student services.</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>9. Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
*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)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Financially</th>
<th>Staff</th>
<th>Quality of Student</th>
<th>Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
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<td>80</td>
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<tr>
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<tr>
<td>60</td>
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<td></td>
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<tr>
<td>50</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>40</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>30</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Presidents | Deans | Board Members | All Groups
Financially: 86 85 80
Staff: 67
Quality of Student: 14
Facilities: 58 57 54 56
TABLE 42

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

<table>
<thead>
<tr>
<th>As Recorded by Presidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities for Innovation - 7</td>
</tr>
<tr>
<td>Excellent Staff - 6</td>
</tr>
<tr>
<td>Strong Academic Programs - 5</td>
</tr>
<tr>
<td>Strong Academic Tradition - 3</td>
</tr>
<tr>
<td>Distinctive Educational Thrust - 2</td>
</tr>
<tr>
<td>Total Community Philosophy of Education - 1</td>
</tr>
<tr>
<td>Superior Student Body - 1</td>
</tr>
<tr>
<td>Variety - 1</td>
</tr>
<tr>
<td>Auxiliary Enterprises - 1</td>
</tr>
<tr>
<td>Sense of Vision - 1</td>
</tr>
<tr>
<td>Personalism - 1</td>
</tr>
<tr>
<td>Physical Facilities - 1</td>
</tr>
<tr>
<td>Pervasive Philosophy of Education - 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>As Recorded by Deans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent Staff - 6</td>
</tr>
<tr>
<td>Strong Academic Programs - 6</td>
</tr>
<tr>
<td>Physical Facilities - 3</td>
</tr>
<tr>
<td>Prestige of Institution - 2</td>
</tr>
<tr>
<td>Innovative Programs - 2</td>
</tr>
<tr>
<td>Flexibility - 2</td>
</tr>
<tr>
<td>Philosophy and Theology Departments - 2</td>
</tr>
<tr>
<td>Personalism - 2</td>
</tr>
<tr>
<td>Off-Campus Programs - 1</td>
</tr>
<tr>
<td>Master's Program in Social Work - 1</td>
</tr>
<tr>
<td>Strong Environmental Education Thrust - 1</td>
</tr>
<tr>
<td>Superior Student Body - 1</td>
</tr>
<tr>
<td>Liberal Arts Spirit - 1</td>
</tr>
<tr>
<td>Small College Environment - 1</td>
</tr>
<tr>
<td>Value-Centered Education - 1</td>
</tr>
<tr>
<td>Humanities Courses - 1</td>
</tr>
<tr>
<td>Language Programs - 1</td>
</tr>
<tr>
<td>Fine Arts Program - 1</td>
</tr>
<tr>
<td>Program in Insurance - 1</td>
</tr>
<tr>
<td>&quot;Issues and Ideas&quot; Curriculum - 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>As Recorded by Board Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent Staff - 5</td>
</tr>
<tr>
<td>Strong Academic Programs - 5</td>
</tr>
<tr>
<td>Opportunities for Innovation - 3</td>
</tr>
<tr>
<td>Personalism - 3</td>
</tr>
<tr>
<td>Humanities Courses - 1</td>
</tr>
<tr>
<td>Unique Student Work Program - 1</td>
</tr>
<tr>
<td>Student Counseling Services - 1</td>
</tr>
<tr>
<td>Environmental Education Program - 1</td>
</tr>
<tr>
<td>Social Work Program - 1</td>
</tr>
</tbody>
</table>
TABLE 43

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

As Recorded by Presidents

<table>
<thead>
<tr>
<th>Personalism</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Training</td>
<td>1</td>
</tr>
<tr>
<td>Philosophy Courses</td>
<td>1</td>
</tr>
<tr>
<td>ROTC</td>
<td>1</td>
</tr>
<tr>
<td>Aviation Program</td>
<td>1</td>
</tr>
<tr>
<td>Nursing Program</td>
<td>1</td>
</tr>
<tr>
<td>Social Work Program</td>
<td>1</td>
</tr>
<tr>
<td>Theology Courses</td>
<td>1</td>
</tr>
<tr>
<td>Recreational Training Program</td>
<td>1</td>
</tr>
<tr>
<td>Student Counseling Services</td>
<td>1</td>
</tr>
<tr>
<td>Master's Program in Education</td>
<td>1</td>
</tr>
<tr>
<td>Elementary Teacher Education Programs</td>
<td>1</td>
</tr>
<tr>
<td>A Total Community Philosophy of Education</td>
<td>1</td>
</tr>
<tr>
<td>Prestige of Institution</td>
<td>1</td>
</tr>
<tr>
<td>Unique Programs</td>
<td>1</td>
</tr>
<tr>
<td>Cost Analysis Experience</td>
<td>1</td>
</tr>
</tbody>
</table>

As Recorded by Deans

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

As Recorded by Board Members

<table>
<thead>
<tr>
<th>Excellent Staff</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Facilities</td>
<td>3</td>
</tr>
<tr>
<td>Conservatory</td>
<td>1</td>
</tr>
<tr>
<td>Special Education Training</td>
<td>1</td>
</tr>
<tr>
<td>Music Program</td>
<td>1</td>
</tr>
<tr>
<td>Administrative Expertise</td>
<td>1</td>
</tr>
<tr>
<td>Philosophy Courses</td>
<td>1</td>
</tr>
<tr>
<td>Theology Courses</td>
<td>1</td>
</tr>
<tr>
<td>Flexibility</td>
<td>1</td>
</tr>
<tr>
<td>Personalism</td>
<td>1</td>
</tr>
</tbody>
</table>
TABLE 44

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

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

<table>
<thead>
<tr>
<th></th>
<th>Administration</th>
<th>Facilities</th>
<th>Services</th>
<th>Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents</td>
<td>8</td>
<td>11</td>
<td>17</td>
<td>11</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td>Deans</td>
<td>7</td>
<td>13</td>
<td>20</td>
<td>10</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>Board Members</td>
<td>7</td>
<td>9</td>
<td>17</td>
<td>14</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>All Groups</td>
<td>22</td>
<td>33</td>
<td>54</td>
<td>35</td>
<td>66</td>
<td>36</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Percent</th>
<th>Administration</th>
<th>Facilities</th>
<th>Enrichment</th>
<th>Extensive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Services</td>
<td>Personnel</td>
<td>Academic</td>
<td>Cooperation</td>
</tr>
<tr>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>70</td>
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<td></td>
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<td></td>
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<tr>
<td>60</td>
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<tr>
<td>50</td>
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<td>40</td>
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<td>30</td>
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<tr>
<td>20</td>
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</tr>
<tr>
<td>10</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Administration: Presidents, Deans, Board Members, All Groups
Facilities: Presidents, Deans, Board Members, All Groups
Enrichment: Presidents, Deans, Board Members, All Groups
Extensive: Presidents, Deans, Board Members, All Groups
### 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)

<table>
<thead>
<tr>
<th></th>
<th>Administration Facilities</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents</td>
<td>4 out of 7</td>
<td>11 out of 22</td>
<td>4 out of 7</td>
</tr>
<tr>
<td>Deans</td>
<td>6 out of 6</td>
<td>19 out of 26</td>
<td>9 out of 13</td>
</tr>
<tr>
<td>Board Members</td>
<td>6 out of 6</td>
<td>8 out of 18</td>
<td>4 out of 10</td>
</tr>
</tbody>
</table>

*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)*

<table>
<thead>
<tr>
<th></th>
<th>Administration Facilities</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents</td>
<td>8 out of 8</td>
<td>22 out of 22</td>
<td>7 out of 9</td>
</tr>
<tr>
<td>Deans</td>
<td>7 out of 7</td>
<td>25 out of 26</td>
<td>9 out of 13</td>
</tr>
<tr>
<td>Board Members</td>
<td>6 out of 7</td>
<td>15 out of 18</td>
<td>7 out of 10</td>
</tr>
</tbody>
</table>

*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)*

<table>
<thead>
<tr>
<th></th>
<th>Administration</th>
<th>Facilities</th>
<th>Services</th>
<th>Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents</td>
<td>5 of 8</td>
<td>9 of 11</td>
<td>15 of 17</td>
<td>4 of 11</td>
<td>16 of 22</td>
<td>6 of 7</td>
</tr>
<tr>
<td>Deans</td>
<td>7 of 7</td>
<td>13 of 13</td>
<td>17 of 20</td>
<td>7 of 10</td>
<td>23 of 26</td>
<td>8 of 13</td>
</tr>
<tr>
<td>Board Members</td>
<td>6 of 7</td>
<td>7 of 9</td>
<td>13 of 17</td>
<td>9 of 14</td>
<td>15 of 18</td>
<td>7 of 10</td>
</tr>
</tbody>
</table>

*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)

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

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Presidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution is to be favored, although it must yield in lesser</td>
<td>13 Presidents</td>
</tr>
<tr>
<td>things to individual student needs</td>
<td></td>
</tr>
<tr>
<td>The institution must be the first consideration</td>
<td>11 Presidents</td>
</tr>
<tr>
<td>Institutional needs might be met in satisfying student needs</td>
<td>6 Presidents</td>
</tr>
<tr>
<td>Students are all-important</td>
<td>4 Presidents</td>
</tr>
<tr>
<td>The institution must yield much to student needs</td>
<td>2 Presidents</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Presidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship revealed in some way</td>
<td>15 Presidents</td>
</tr>
<tr>
<td>Strong relationship between fear for autonomy</td>
<td>11 Presidents</td>
</tr>
<tr>
<td>and primacy of institutional programs</td>
<td></td>
</tr>
<tr>
<td>Relationship clear</td>
<td>8 Presidents</td>
</tr>
<tr>
<td>No relationship evidenced</td>
<td>2 Presidents</td>
</tr>
</tbody>
</table>

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.
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.
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 cooperation.

For the former test the category Extensive Cooperation has some validity and in the latter test the categories Personnel and Extensive Cooperation 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)**

<table>
<thead>
<tr>
<th>Administration</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Charter.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2. Incorporation.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>3. Contract.</td>
<td>5</td>
<td>14</td>
<td>10</td>
<td>29</td>
</tr>
<tr>
<td>4. Mutual agreement embodied in document.</td>
<td>23</td>
<td>13</td>
<td>15</td>
<td>41</td>
</tr>
<tr>
<td>5. Exchange of letters.</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>6. Verbal agreement.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Charter.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Incorporation.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3. Contract.</td>
<td>11</td>
<td>12</td>
<td>12</td>
<td>35</td>
</tr>
<tr>
<td>4. Mutual agreement embodied in document.</td>
<td>16</td>
<td>17</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>5. Exchange of letters.</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>6. Verbal agreement.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Services</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Charter.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Incorporation.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Contract.</td>
<td>7</td>
<td>8</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>4. Mutual agreement embodied in document.</td>
<td>17</td>
<td>15</td>
<td>12</td>
<td>44</td>
</tr>
<tr>
<td>5. Exchange of letters.</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>6. Verbal agreement.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### TABLE 52—Continued

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Charter.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2. Incorporation.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Contract.</td>
<td>16</td>
<td>12</td>
<td>15</td>
<td>43</td>
</tr>
<tr>
<td>4. Mutual agreement embodied in document.</td>
<td>9</td>
<td>11</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5. Exchange of letters.</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>6. Verbal agreement.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrichment Academic</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Charter.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Incorporation.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Contract.</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>4. Mutual agreement embodied in document.</td>
<td>16</td>
<td>16</td>
<td>9</td>
<td>41</td>
</tr>
<tr>
<td>5. Exchange of letters.</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>6. Verbal agreement.</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extensive Cooperation</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Charter.</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2. Incorporation.</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>3. Contract.</td>
<td>9</td>
<td>10</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>4. Mutual agreement embodied in document.</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>5. Exchange of letters.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6. Verbal agreement.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
FIG. 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 (TAKEN FROM QUESTIONNAIRE ITEM 4)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Administration</th>
<th>Facilities</th>
<th>Services</th>
<th>Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>90</td>
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<td></td>
<td></td>
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<tr>
<td>80</td>
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<tr>
<td>70</td>
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<tr>
<td>60</td>
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<td>20</td>
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<td>10</td>
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<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FIG. 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 (TAKEN FROM QUESTIONNAIRE ITEM 5)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Administration</th>
<th>Facilities</th>
<th>Services</th>
<th>Personnel</th>
<th>Enrichment</th>
<th>Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>70</td>
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<td></td>
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<td>50</td>
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<td>40</td>
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<tr>
<td>30</td>
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<td>20</td>
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<tr>
<td>10</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Relatively large numbers (4) of respondents refused to react to this item subdivision. The "no answers" for Presidents and Deans correspond to recorded lack of interest in or rejection of the category or categories. Only about half of the "no answers" for Board Members correspond to lack of interest in or rejection of the categories. However, it may not be safely presumed that in any of the cases of refusal to respond is there lack of positive conviction supporting structures and additional staff. The data may be distorted by the "no answers."
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)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Administration Services</th>
<th>Facilities Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>3</td>
<td>20</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>90</td>
<td>3</td>
<td>20</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>80</td>
<td>3</td>
<td>20</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>70</td>
<td>3</td>
<td>20</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>60</td>
<td>3</td>
<td>20</td>
<td>12</td>
<td>11</td>
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<tr>
<td>50</td>
<td>3</td>
<td>20</td>
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<td>11</td>
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<tr>
<td>40</td>
<td>3</td>
<td>20</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>30</td>
<td>3</td>
<td>20</td>
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<tr>
<td>20</td>
<td>3</td>
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<td>10</td>
<td>3</td>
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</tr>
<tr>
<td>0</td>
<td>3</td>
<td>20</td>
<td>12</td>
<td>11</td>
</tr>
</tbody>
</table>

Presidents, Deans, Board Members, All Groups.
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)

<table>
<thead>
<tr>
<th></th>
<th>Administration Facilities</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Services</td>
<td>Personnel</td>
<td></td>
</tr>
<tr>
<td>Presidents</td>
<td>6 out of 15</td>
<td>8 out of 15</td>
<td>11 out of 16</td>
</tr>
<tr>
<td>Deans</td>
<td>9 out of 12</td>
<td>5 out of 8</td>
<td>9 out of 13</td>
</tr>
<tr>
<td>Board Members</td>
<td>4 out of 12</td>
<td>5 out of 13</td>
<td>6 out of 13</td>
</tr>
</tbody>
</table>

*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)

<table>
<thead>
<tr>
<th></th>
<th>Administration Services</th>
<th>Facilities Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents</td>
<td>9 out of 15</td>
<td>9 out of 15</td>
<td>13 out of 16</td>
<td></td>
</tr>
<tr>
<td>Deans</td>
<td>8 out of 12</td>
<td>7 out of 8</td>
<td>8 out of 13</td>
<td></td>
</tr>
<tr>
<td>Board Members</td>
<td>8 out of 12</td>
<td>8 out of 13</td>
<td>9 out of 13</td>
<td></td>
</tr>
</tbody>
</table>

*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)

<table>
<thead>
<tr>
<th></th>
<th>Administration Services</th>
<th>Facilities Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents</td>
<td>3 out of 15</td>
<td>3 out of 15</td>
<td>8 out of 16</td>
<td></td>
</tr>
<tr>
<td>Deans</td>
<td>4 out of 12</td>
<td>2 out of 8</td>
<td>5 out of 13</td>
<td></td>
</tr>
<tr>
<td>Board Members</td>
<td>1 out of 12</td>
<td>3 out of 13</td>
<td>5 out of 13</td>
<td></td>
</tr>
</tbody>
</table>

*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)*

<table>
<thead>
<tr>
<th></th>
<th>Administration Services</th>
<th>Facilities</th>
<th>Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents</td>
<td>0 out of 1</td>
<td>0 out of 0</td>
<td>4 out of 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deans</td>
<td>3 out of 6</td>
<td>2 out of 3</td>
<td>9 out of 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board Members</td>
<td>1 out of 3</td>
<td>1 out of 2</td>
<td>5 out of 8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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)*

<table>
<thead>
<tr>
<th></th>
<th>Administration Services</th>
<th>Facilities</th>
<th>Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents</td>
<td>0 out of 1</td>
<td>0 out of 0</td>
<td>6 out of 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deans</td>
<td>5 out of 6</td>
<td>2 out of 3</td>
<td>7 out of 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board Members</td>
<td>2 out of 3</td>
<td>1 out of 2</td>
<td>6 out of 8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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)*

<table>
<thead>
<tr>
<th>Administration Services</th>
<th>Facilities Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents</td>
<td>0 out of 1</td>
<td>0 out of 0</td>
<td>4 out of 7</td>
</tr>
<tr>
<td>Deans</td>
<td>2 out of 6</td>
<td>1 out of 3</td>
<td>5 out of 11</td>
</tr>
<tr>
<td>Board Members</td>
<td>1 out of 3</td>
<td>1 out of 2</td>
<td>2 out of 8</td>
</tr>
</tbody>
</table>

*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)

<table>
<thead>
<tr>
<th>Fear for Loss of Autonomy</th>
<th>Presidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>No strong fear</td>
<td>- 10</td>
</tr>
<tr>
<td>Institutional objectives must never be subverted</td>
<td>- 8</td>
</tr>
<tr>
<td>Cooperation demands some sacrifice, but essential autonomy must never be endangered</td>
<td>- 7</td>
</tr>
<tr>
<td>Autonomy is very important; it must not be weakened</td>
<td>- 7</td>
</tr>
<tr>
<td>No fear, because there are limited possibilities for cooperation</td>
<td>- 6</td>
</tr>
<tr>
<td>Cooperation must build on strengths of individual schools</td>
<td>- 4</td>
</tr>
<tr>
<td>The small residential college is important</td>
<td>- 3</td>
</tr>
<tr>
<td>Fear for loss of autonomy</td>
<td>- 3</td>
</tr>
</tbody>
</table>
### TABLE 60

PREFERENCES FOR FORMALITY OF GOVERNANCE STRUCTURES OF COOPERATIVE ARRANGEMENTS RELATIVE TO INSTITUTIONAL AUTONOMY

(TAKEN FROM INTERVIEW QUESTION 8)

<table>
<thead>
<tr>
<th>Preference</th>
<th>Presidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefer informal structures</td>
<td>- 12</td>
</tr>
<tr>
<td>Prefer somewhat formal structures</td>
<td>- 11</td>
</tr>
<tr>
<td>Prefer very formal structures, with protective clauses</td>
<td>- 3</td>
</tr>
<tr>
<td>Prefer very informal arrangements</td>
<td>- 2</td>
</tr>
<tr>
<td>Depends very much on personalities involved</td>
<td>- 2</td>
</tr>
<tr>
<td>Rigid structures freeze arrangements</td>
<td>- 2</td>
</tr>
<tr>
<td>Work must take place at departmental level on informal basis</td>
<td>- 2</td>
</tr>
<tr>
<td>Whatever will work in a given situation is best</td>
<td>- 2</td>
</tr>
</tbody>
</table>

### 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)

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Presidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship obvious</td>
<td>- 13</td>
</tr>
<tr>
<td>Relationship revealed in some way</td>
<td>- 10</td>
</tr>
<tr>
<td>No stance on issues</td>
<td>- 7</td>
</tr>
<tr>
<td>No relationship evidenced</td>
<td>- 6</td>
</tr>
</tbody>
</table>

Represent operation of two principles:
1. Formality protects
2. Formality threatens
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)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Administration Services</th>
<th>Facilities Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Administration Facilities
Enrichment Academic
Extensive Cooperation

<table>
<thead>
<tr>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>20</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>32</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th>Percent</th>
<th>Administration Services</th>
<th>Facilities Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Admin: Presidents, Deans, Board Members, All Groups; Fac: Presidents, Deans, Board Members, All Groups; Enr: Presidents, Deans, Board Members, All Groups; Ext: Presidents, Deans, Board Members, All Groups.
TABLE 62
ASPECTS UNDER WHICH PROGRAMS OF COOPERATION ARE BELIEVED TO BE HELPFUL FOR SURVIVAL

<table>
<thead>
<tr>
<th>Administration Services</th>
<th>Facilities Personnel</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relative to finances.</td>
<td>16</td>
<td>17</td>
<td>17</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>2. Relative to competitive and attractive program.</td>
<td>15</td>
<td>13</td>
<td>15</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>3. Relative to quality of students.</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>4. Relative to thrust of student interest.</td>
<td>11</td>
<td>8</td>
<td>11</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrichment Academic</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relative to finances.</td>
<td>16</td>
<td>17</td>
<td>15</td>
<td>48</td>
</tr>
<tr>
<td>2. Relative to competitive and attractive program.</td>
<td>18</td>
<td>17</td>
<td>14</td>
<td>49</td>
</tr>
<tr>
<td>3. Relative to quality of students.</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>4. Relative to thrust of student interest.</td>
<td>13</td>
<td>9</td>
<td>11</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extensive Cooperation</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relative to finances.</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>36</td>
</tr>
<tr>
<td>2. Relative to competitive and attractive program.</td>
<td>8</td>
<td>11</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>3. Relative to quality of students.</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>4. Relative to thrust of student interest.</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>23</td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th>Percent</th>
<th>Administration Services</th>
<th>Facilities Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Presidents: 24, 24, 16
Deans: 40, 35, 33
Board Members: 38, 35, 28
All Groups: 35, 33, 25
<table>
<thead>
<tr>
<th>Administration Facilities</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Reduce costs directly.</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>2. Attract more students to a broader program.</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>3. More financial efficiency.</td>
<td>6</td>
<td>10</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>4. Attract more of specific kinds of students.</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrichment Academic</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Reduce costs directly.</td>
<td>4</td>
<td>8</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>2. Attract more students to a broader program.</td>
<td>7</td>
<td>11</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>3. More financial efficiency.</td>
<td>6</td>
<td>10</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>4. Attract more of specific kinds of students.</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extensive Cooperation</th>
<th>Presidents</th>
<th>Deans</th>
<th>Board Members</th>
<th>All Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive Cooperation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Reduce costs directly.</td>
<td>2</td>
<td>8</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>2. Attract more students to a broader program.</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>3. More financial efficiency.</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>4. Attract more of specific kinds of students.</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>
TABLE 64
ATTITUDES ON THE RELATIONSHIP OF COOPERATION TO SURVIVAL
(TAKEN FROM INTERVIEW QUESTION 9)

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Presidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not essential</td>
<td>- 15</td>
</tr>
<tr>
<td>Might become essential</td>
<td>- 9</td>
</tr>
<tr>
<td>Important, but not vital</td>
<td>- 7</td>
</tr>
<tr>
<td>Essential for survival</td>
<td>- 6</td>
</tr>
<tr>
<td>Helpful for enrichment and financial advantage</td>
<td>- 2</td>
</tr>
</tbody>
</table>

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. 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

---

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)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Administration</th>
<th>Facilities</th>
<th>Services</th>
<th>Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th></th>
<th>Administration</th>
<th>Facilities</th>
<th>Services</th>
<th>Personnel</th>
<th>Enrichment Academic</th>
<th>Extensive Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents</td>
<td>19</td>
<td>24</td>
<td>18</td>
<td>16</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>Deans</td>
<td>23</td>
<td>20</td>
<td>19</td>
<td>16</td>
<td>22</td>
<td>18</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Administration</th>
<th>Presidents</th>
<th>Deans</th>
<th>Facilities</th>
<th>Presidents</th>
<th>Deans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cost analysis.</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Reasonable assumption.</td>
<td>17</td>
<td>19</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Experience.</td>
<td>8</td>
<td>9</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Other.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### TABLE 66—Continued

<table>
<thead>
<tr>
<th>Services</th>
<th>Presidents</th>
<th>Deans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cost analysis.</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2. Reasonable assumption.</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>3. Experience.</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>4. Other.</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Presidents</th>
<th>Deans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cost analysis.</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2. Reasonable assumption.</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>3. Experience.</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>4. Other.</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrichment Academic</th>
<th>Presidents</th>
<th>Deans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cost analysis.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Reasonable assumption.</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>3. Experience.</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>4. Other.</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extensive Cooperation</th>
<th>Presidents</th>
<th>Deans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cost analysis.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Reasonable assumption.</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>3. Experience.</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Other.</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
### TABLE 67
NUMBER OF SCHOOLS WHICH HAVE ENTERED INTO PROGRAMS OF INTER-INSTITUTIONAL COOPERATION WITH COST ANALYSIS STUDIES (TAKEN FROM QUESTIONNAIRE ITEM 8)

<table>
<thead>
<tr>
<th>In Area Of</th>
<th>As Reported By Presidents</th>
<th>As Reported By Deans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Facilities</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Services</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Personnel</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Enrichment Academic</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Extensive Cooperation</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

### 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 || ATTI TUD ES 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

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Programs</th>
<th>Number with Cost Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Facilities</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>Services</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Personnel</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Enrichment Academic</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Extensive Cooperation</td>
<td>21</td>
<td>1</td>
</tr>
</tbody>
</table>

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 indispensible 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

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.


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 forewarn, 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 envelops 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 universi-

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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Books


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Bevan, John C. *et al.*  "Inter-Institutional Programs—Some Examples," *College and University,* XLVI (Summer, 1971), 472-475.


Public Documents and Reports


Unpublished Material


Citizens' Commission on the Future of the City University of New York. Unpublished working copy of the manuscript of the Commission's Report, 1972. (Xeroxed.)


Other Sources


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


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?
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 have 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.
Directions: Please respond or react to each item according to the structure provided. In most cases simple check marks will suffice.

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

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2) Facilities: e.g. Major facilities sharing (including housing), Audio-visual pool and closed circuit TV, Inter-library borrowing privileges

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3) Services: e.g. Shared student counseling and medical services, Inter-campus cultural events privileges

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4) Personnel: e.g. Faculty rotation plan, Joint faculty contracts

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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

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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

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<td>Item 2.</td>
<td>I would be willing to experiment with programs of inter-institutional cooperation</td>
<td>[ ] yes</td>
<td>[ ] yes</td>
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<td>Item 4.</td>
<td>All details of programs of inter-institutional cooperation should be worked out in advance of the initiation of the programs</td>
<td>[ ] yes</td>
<td>[ ] yes</td>
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<td>Item 5.</td>
<td>Administrative structures and staff must be added to existing administrative structures and staff to manage programs of inter-institutional cooperation</td>
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<td>1 plan on establishing or contracting for cost analysis studies relative to plans for new or expanded programs of inter-institutional cooperation</td>
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<td>Item 7.</td>
<td>Programs of inter-institutional cooperation would be (are) a cost saving factor for my school</td>
<td>[ ] yes</td>
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<td>My school has entered into programs of inter-institutional cooperation</td>
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**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.

- [ ] yes
- [ ] no

If yes, why? (Check as many as necessary)

- [ ] Pressures for attracting more students
- [ ] Financial pressures
- [ ] Greater efficiency in the higher education enterprise
- [ ] Greater service to general public
- [ ] Better service to my own students

If yes, why? (Check as many as necessary)

- [ ] Pressures for attracting more students
- [ ] Financial pressures
- [ ] Greater efficiency in the higher education enterprise
- [ ] Greater service to general public
- [ ] Better service to my own students

If yes, why? (Check as many as necessary)

- [ ] Pressures for attracting more students
- [ ] Financial pressures
- [ ] Greater efficiency in the higher education enterprise
- [ ] Greater service to general public
- [ ] Better service to my own students

If yes, why? (Check as many as necessary)

- [ ] Pressures for attracting more students
- [ ] Financial pressures
- [ ] Greater efficiency in the higher education enterprise
- [ ] Greater service to general public
- [ ] Better service to my own students

**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)

- [ ] Program of institution
- [ ] Program of the individual students
- [ ] Program of institution
- [ ] Program of the individual students
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<th>Item 11.</th>
<th>Partnership with another school in a program of inter-institutional cooperation weakens the prestige of one's school</th>
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<th>Private liberal arts schools have an advantage over State schools relative to experimenting with programs of inter-institutional cooperation</th>
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<td>[ ] no</td>
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<tr>
<td>If yes, why? (Check as many as necessary)</td>
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<td></td>
<td>[ ] Broad liberal arts Philosophy</td>
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<td></td>
<td>[ ] Close relations among board, administration, faculty, students</td>
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<td>[ ] Small size, fewer people involved</td>
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<td>[ ] Flexibility; not rigid red-tape procedures for change</td>
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<td></td>
<td>[ ] Pressures for financial efficiency</td>
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<td>[ ] Pressures to compete for student market</td>
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<th>Item 13.</th>
<th>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</th>
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<td>[ ] yes</td>
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<td>If yes, in what regard? (Check as many as necessary)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[ ] Funds to experiment</td>
</tr>
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<td></td>
<td>[ ] Funds to study proposal</td>
</tr>
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<td></td>
<td>[ ] Funds to administer project</td>
</tr>
<tr>
<td></td>
<td>[ ] Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 14.</th>
<th>Church/State “entanglement” risks would be involved in programs of inter-institutional cooperation between my school and public colleges and universities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[ ] yes</td>
</tr>
<tr>
<td></td>
<td>[ ] no</td>
</tr>
</tbody>
</table>

**NOTE GROUPING OF FIRST FOUR CATEGORIES TOGETHER**

**ADMINISTRATION SERVICES**

- e.g., Shared computing and data processing; Cooperative purchasing
- Inter-campus cultural events privileges

**ENRICHMENT ACADEMIC**

- e.g., Limited credit and course reciprocity to allow greater variety for course selection.

**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

**FACILITIES**

- e.g., Major facilities sharing (including housing); Audio-visual pool plan; Joint faculty courses; Inter-library borrowing privileges

**PERSONNEL**

- e.g., Faculty rotation
<table>
<thead>
<tr>
<th>Item 15.</th>
<th>Note grouping of first four categories together</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td></td>
</tr>
<tr>
<td>[ ] Weakness</td>
<td>[ ] Strength</td>
</tr>
<tr>
<td>If strength, what is your most significant offering for barter?</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Item 16.</td>
<td>Rank your desire to retain your school's complete autonomy relative to programs of inter-institutional cooperation</td>
</tr>
<tr>
<td>Check one</td>
<td></td>
</tr>
<tr>
<td>[ ] Very strong desire</td>
<td>[ ] Strong desire</td>
</tr>
<tr>
<td>[ ] Mild desire</td>
<td>[ ] Indifferent</td>
</tr>
<tr>
<td>[ ] Opposed to retaining it</td>
<td>[ ] Strongly opposed to retaining its complete autonomy</td>
</tr>
<tr>
<td>Item 17.</td>
<td>Programs of inter-institutional cooperation between my school and the public school sector might weaken the unique character of my private institution</td>
</tr>
<tr>
<td>[ ] yes</td>
<td>[ ] no</td>
</tr>
<tr>
<td>[ ] yes</td>
<td>[ ] no</td>
</tr>
<tr>
<td>Item 18</td>
<td>My school would be the chief gainer in a program of inter-institutional cooperation with a four-year State school</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td><img src="https://i.imgur.com/3Q5Z5Z6.png" alt="Image" /></td>
</tr>
<tr>
<td>Item 19</td>
<td>Programs of inter-institutional cooperation are helpful (but not essential) to the survival of my school</td>
</tr>
<tr>
<td></td>
<td><img src="https://i.imgur.com/5Q5Z5Z6.png" alt="Image" /></td>
</tr>
<tr>
<td>Item 20</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td><img src="https://i.imgur.com/6Q5Z5Z6.png" alt="Image" /></td>
</tr>
<tr>
<td>ADMINISTRATION SERVICES</td>
<td>ENRICHMENT ACADEMIC</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>e.g., Shared computers, e.g., Shared student counseling and medical processing. Cooperative services; Inter-campus purchasing.</td>
<td>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.</td>
</tr>
<tr>
<td>FACILITIES</td>
<td>PERSONNEL</td>
</tr>
<tr>
<td>e.g., Major facilities sharing (including housing, e.g., Faculty rotation plan, Joint faculty contracts), Inter-library borrowing privileges.</td>
<td>e.g., Faculty rotation plan; Joint facilities contracts; Inter-library borrowing privileges.</td>
</tr>
</tbody>
</table>

**NOTE GROUPING OF FIRST FOUR CATEGORIES TOGETHER**

<table>
<thead>
<tr>
<th>Item 21. Programs of inter-institutional cooperation may well be essential to the survival of my school</th>
<th>Item 22. I believe that nearby State schools have need of some of my school's services</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] yes</td>
<td>[ ] yes</td>
<td>[ ] yes</td>
</tr>
<tr>
<td>[ ] no</td>
<td>[ ] no</td>
<td>[ ] no</td>
</tr>
<tr>
<td>If yes, in what way? (Check as many as necessary)</td>
<td>If yes, in what way? (Check as many as necessary)</td>
<td>If yes, in what way? (Check as many as necessary)</td>
</tr>
<tr>
<td>[ ] Reduce costs directly</td>
<td>[ ] Reduce costs directly</td>
<td>[ ] Reduce costs directly</td>
</tr>
<tr>
<td>[ ] Attract more students to a broader program</td>
<td>[ ] Attract more students to a broader program</td>
<td>[ ] Attract more students to a broader program</td>
</tr>
<tr>
<td>[ ] Attract more of specific kinds of students</td>
<td>[ ] Attract more of specific kinds of students</td>
<td>[ ] Attract more of specific kinds of students</td>
</tr>
<tr>
<td>If yes, name most important.</td>
<td>If yes, name most important.</td>
<td>If yes, name most important.</td>
</tr>
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</tr>
<tr>
<td>Item 24.</td>
<td></td>
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<td>----------------------------------</td>
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</tr>
<tr>
<td>Do you view your school as inferior to the four-year State school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 25.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe in principle that programs of inter-institutional cooperation should be primarily enrichment adjuncts to my school's independent academic program.</td>
</tr>
<tr>
<td>[ ] Yes</td>
</tr>
</tbody>
</table>

For further information please contact:
When completed please return to:
Rev. David L. Brecht, O.S.A.
Acting President
Tolentine College
Olympia Fields, IL 60461
(312) 748-9500 or 468-6700 (Chgo. No.)
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