STRATEGIES TOWARD COOPERATION

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ABSTRACT: The Quad-Cities Graduate Study Center is a voluntary, publicly funded, academic consortium comprised of ten colleges and universities from Illinois and Iowa. It was incorporated in 1969 as an experimental project to determine if a pooling of institutional resources was academically, financially and administratively possible. The Center now serves as a model of inter-institutional cooperation providing a solution to continuing education needs for persons who reside in areas remote from university settings.

The Quad-Cities Graduate Study Center was incorporated in 1969 as an experimental means of solving the problem of providing graduate education for a population remote from established resident campuses. Earlier, Quad-Citians who sought post baccalaureate professional enrichment or advanced degrees were faced with four unsatisfactory alternatives: they could seek employment in other geographic areas where universities were based; they could interrupt their careers to return to full-time study; they could hope that the right course would be offered on an extension basis; or they could completely abandon their goal of obtaining post-graduate training and degrees.

Initiative from the local business and industrial community came from the Quad-City Development Group in 1966 when a committee was formed to assess the magnitude of need for graduate education. Assistance in this project was sought and given by the Illinois Board of Higher Education and the Iowa Board of Regents. After two years of intensive study a design was developed calling for cooperation among local private colleges and public institutions in both states. The agree-
ment to give this innovative venture a chance was consummated when institutions were assured that it would be a three-year experiment.

The former Dean of Graduate Studies at the University of Iowa, speaking to a national graduate deans workshop in 1970, said about the Graduate Center that

it may serve as an adjunct organization to aid the university at a critical period in its history to make basic needed changes in advanced education. The Center can help relieve the university from its medieval heritage as a cloistered, walled off institution. It can help join the strength of university faculties to the issues and development in professions. And it can foster a pattern of work and learn which is psychologically healthy, pedagogically sound and economically feasible... (Scarf, 1970, p. 14).

As has already been implied, the Quad-City community was very anxious to see the Center become a thriving educational enterprise. Hence, it was not surprising to have the community volunteer to pay one-half of the administrative costs for the experimental period. The two states were asked to pay the balance. During this period the business/industrial complex of the Quad-Cities contributed almost $200,000. As was anticipated, almost $200,000 came from the states. This year the Center will receive $150,000 from the two states and will