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UNIVERSITY PRESIDENTS' PERCEPTIONS OF THE STUDENT ROLE IN UNIVERSITY GOVERNANCE

The University of Arizona ED.D. 1980

UNIVERSITY PRESIDENTS' PERCEPTION OF THE STUDENT ROLE IN UNIVERSITY GOVERNANCE

by

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A Dissertation Submitted to the Faculty of the

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND ADMINISTRATION

In Partial Fulfillment of the Requirements
For the Degree of

DOCTOR OF EDUCATION
WITH A MAJOR IN EDUCATIONAL ADMINISTRATION

In the Graduate College

THE UNIVERSITY OF ARIZONA

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THE UNIVERSITY OF ARIZONA
GRADUATE COLLEGE

As members of the Final Examination Committee, we certify that we have read the dissertation prepared by Philip Ernest Hunsinger entitled University Presidents' Perceptions of the Student Role in University Governance

and recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Doctor of Education.

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Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copy of the dissertation to the Graduate College.

I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

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ACKNOWLEDGMENTS

Thanks be to God for allowing me an opportunity to work with those who have helped in accomplishing this project. Dr. Robert T. Grant has been my major advisor, Dr. A. L. Knoblauch helped in choosing a topic, Dr. Roy F. Blake and Dr. Henry E. Butler, Jr. have served on my committee, and Dr. William H. Strand has directed my dissertation. Thank you.

The presidents and student government people from the sample institutions are also greatly appreciated. Their help made the project fun and interesting.

My wife, Gay, and our children, Tamie, Robin, Chad, Shane, and Wade have given a great deal to make this project a reality. Special thanks for encouragement and support are in order to my mom and dad and to my mother-in-law and father-in-law.

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ABSTRACT

This study was designed to analyse university presidents' perceptions of the student role in university governance. A comparison of these perceptions was made with the written policies and with student perceptions of actual student participation in the governance process on the individual campuses. These comparisons were made to determine if the presidential responses were congruent with or divergent from the stated policies and the perceived practices. The areas of university governance that were investigated were: faculty concerns, student services, physical plant, academics, and administrative concerns.

A review of literature was conducted to determine what areas should be considered when dealing with student participation in the university governance process. This information provided a basis from which a questionnaire was developed for the purpose of interviewing university presidents, student leaders, and student government advisors. Handbooks, policy manuals, and other documents stating policies were obtained from the sample institutions to ascertain what the written policies were for each campus. The interviews with the student leaders and advisors provided information that was used to determine the student-perceived practice of university governance on each campus.

A content analysis was made of the presidential responses and then the comparisons were made and placed on tables to simplify recording the information.

The findings of the study indicate that there are many varied perceptions among university presidents in regard to the student role in university governance. The highest rate of congruency with stated policy and with student-perceived practice on campus came in the area of student services. The lowest rates of congruency were found in both the academic concerns and the administrative concerns. There were no strong patterns shown in making comparisons based on the type of institution, state or private, or the size of the institution, the three largest institutions as compared to the three smallest institutions.

In the beginning of the study two predictions were made in regard to the presidential responses. These predictions were stated as follows:

1. The presidents' perceptions of the student role in university governance of state institutions will be more divergent from the stated policies on the student role in university governance than the perceptions of presidents of private institutions.
2. The smaller the institution, the more congruent the presidential perceptions of the student role in university governance will be with the student-perceived practice of university governance.

In the final analysis, that made by totaling all responses, it can be concluded that prediction number one is true. The final analysis proves prediction number two to be false. There is a higher rate of congruency among the larger institution presidents than among the smaller institution presidents.

CHAPTER I

INTRODUCTION OF THE PROBLEM

The first university in this country was governed by a single board structure. Since that time university governance has evolved into a very complex and controversial issue. A pluralistic structure now exists with many groups demanding equal rights and opportunities in the governance functions. Indeed, governance of higher education is an exceedingly intricate matter (Carnegie Commission 1973, p. 13).

Governance of the university is often referred to in terms of five major bodies; the board, the administration, the faculty, the students, and the community or public. Historically, the board was the ruling body. It was later discovered by the board that an on-campus representative was needed. This led to the appointment of a president. The duties of the president multiplied rapidly. Soon a second administrative officer was appointed, usually in the person of a finance officer. Faculty involvement in academics increased with the addition of new courses and an increase in enrollment. This resulted in a void in the non-academic areas. The president then needed assistance in carrying out these other non-academic responsibilities. New administrative members were added to assist in dealing with faculty and

student recruitment, public relations, fund raising, and other essential activities. Hence, the present complex type of administration evolved.

Students are one of the most involved groups in today's university governance structure. During the past few years students have come to the point of demanding accountability for student fees and costs. There are now students who wish to be consulted when policy changes are made. Student involvement in university governance has become a reality. The Carnegie Commission is generally sympathetic to greater student participation in those areas where they have substantial interest and adequate competence. Controversy arises when consideration is given as to what areas are appropriate for student participation. Millett states: "It is one thing to say that students should participate in college and university decision making. It is another thing to say that students should decide what they want to learn and how they want to learn it" (1968, p.23). The argument is not over whether or not students should be involved in university governance, but rather in what areas of governance they should participate and what the arrangements should be for the participation.

One of the most influential persons in determining the extent of student participation in university governance is the university president. The role of the president today is far different than the role originally established. The

president is no longer simply the agent of the board. Leadership roles for the president have evolved as a result of the demands of the job. In an issue of the Chronicle of Higher Education (April 19, 1976), much space was devoted to university presidents. The articles in this issue testified of the influence that a president has on his campus. Students, as well as faculty and staff, look to the president for answers. "Successful presidents are able to estimate what responsibilities the individuals comprising the system are willing to take on, and push organizational levers in such a way that people actually become involved" (Hodgkinson, 1969a).

The recent emphasis put on the governance procedures of institutions of higher learning suggests that university governance is a topic to be investigated. Student riots seem to have passed. Accountability of administrators, specifically presidents, appears to be one of the most common issues today. This study provides some insights in an attempt to resolve the misunderstandings between students and administrations.

The Problem

The purpose of this study was to determine whether university presidents' perceptions of the student role in governance are congruent with or divergent from stated university policies and student perceptions of actual student

participation in university governance extant on the individual campuses.

Significance of the Study

The president is the chief administrative officer of the university. This position makes the president responsible for providing a viable educational program. This point was emphasized at the 1973 American Association of Higher Education conference. One state legislator reprimanded presidents for not planning, for not educating legislators, and for remaining aloof.

Many books have been written by, for, and about university presidents. These books are usually written by former presidents and are reflections of their own experiences. There has been relatively little research done concerning the role of university presidents. This study contains a collective perception of university presidents.

A recent study done at Ohio University indicates that committee participation is a very important function for students. The conclusions of this study indicate that student participation in university governance is providing new insights and direction for policy-making decisions.

> ...student participation seems to be relatively effective. Committee status accrues to those with the most relevant information, regardless of formal status. Both students and faculty use information from their respective colleagues, friends, each other as well as their own opinions. Faculty, student members, and student non-members

> all agreed that committees with student representatives were more responsive to student issues than non-student committees. (Hawes, Trux, 1974, p. 134).

The findings of this study are important to those involved in university governance in the following ways:

1. The study indicates that the presidential perceptions are many and varied in respect to the student role in the university governance process.
2. Through comparisons of the presidents' perceptions of the student role in university governance and the stated policies, information is now available regarding any inconsistencies between these two segments of the university governance process.
3. This information may be utilized in either restructuring the present policies or in the initiation and development of more viable communication channels between presidents, boards of trustees, and students, to develop further understanding of university governance procedures.

Assumptions Underlying the Study

The basic assumptions underlying this study were:

1. That university presidents would participate and respond in a candid fashion to questions relating to university governance.

2. That university catalogs, handbooks, and issued bulletins accurately reflect policies established for student involvement in university governance.
3. That responses obtained from student body leaders and advisors would describe accurately the student perceptions of student participation in university governance on the individual campuses.

Limitations of the Study

The scope of this study was limited to a geographical area that would not put a large expense on travel costs. This restriction limits the generalizations of the findings to a midwest region of the United States.

Definitions of Terms

The following definitions were established for use in this study:

1. University President - the chief administrative officer of a four year institution of higher learning.
2. Governance - the act of controlling an agency of public service; in this instance a university.
3. Perception - the selection, organization, and interpretation by an individual of specific stimuli in a situation, according to prior learning, activities, interests, and experiences (Theodorson and Theodorson, 1969).

4. Student Role - the position, power, and activities of students in university governance as perceived by the presidents and the students.

Summary

The changes in university governance have come about fairly rapidly over the years. Demands from each facet of the university have been responsible for much of this change in structure. The position presidents take toward student involvement when presenting policy and procedures to the Board of Trustees has a great deal of influence on what the policy will be.

Student input has been accepted as a vital part of the policy-making procedure for the last decade. Recently in the state of South Dakota legislation was enacted (1976) which provided that a full-time student be seated on the state board of higher education with full voting rights. This is not an unusual situation. New York, California, and other states have accepted this practice, and now students are involved at the state board level as well as at the local board level. The practice of seating students on state boards will have an effect on the role that students have in the governance process.

This study investigates the perceptions of the presidents and compares them with the stated policies and the student-perceived practice of governance on the campus. The purpose of the study was twofold. First, to determine if

the presidents' perception of the student role in university governance was congruent with or divergent from the stated policies and student-perceived practices on the individual campus. The second purpose was to determine if there are common perceptions of the student role in university governance among university presidents.

Chapter II represents a review of the related literature dealing with student involvement in university governance. The research design and the methodology are discussed in Chapter III. Chapter IV presents and analyses the data. The findings, conclusions, recommendations, and final summary are presented in Chapter V.

CHAPTER II

REVIEW OF SELECTED LITERATURE

This chapter describes the purpose and selection procedure for the literature used as resource material throughout the study.

In conducting a review of related literature, five specific sources of current information were chosen. These were the Chronicle of Higher Education, The Journal of Higher Education, the National Association of Student Personnel Administrators Journal, the Educational Resources Information Center files, and the Education Index. This selection was based on the fact that these are reputable media, and they do reflect current opinions in the area of higher education. The other sources were obtained through the subject index of the card catalog system and from collegial recommendations.

Introduction

The review of literature was conducted in order to ascertain what areas of university governance were being considered in respect to student involvement in the governance process. The conclusion was drawn that there are five major areas of concern. These areas were determined to be faculty concerns, student services, physical plant, academics, and administrative concerns. Each area was then divided into

more exact topics for the purpose of being more specific in dealing with each function.

Student Involvement

Since the riots, burnings, and destruction of the '60's, it now appears that the time to negotiate and set the wheels of democracy into action on the American campus is here. Just how this is taking place is not a matter of generalization. There are many different ways in which students are becoming a part of the governance function. Mayhew (1969, p. 90) states:

> It is now proper to ask and to attempt to answer what should be the student role in academic governance. There are a few institutions that, because of historical accidents, use students successfully in a governance capacity. In general, where this is true, the involvement of students stems from some quite practical problem in the solution of which they assisted at some earlier time. When students have been used as members of committees, or even as members of boards of trustees, there can be no objections; but very likely most of the colleges and universities in this country do not have such a tradition, and no valid reasons have thus far been advanced to suggest that such a tradition should be contrived and developed.

This conclusion clearly points out the difficulty in putting change in our present educational system. Resistance to structural change is an age-old problem. How to initiate change is still an important challenge facing higher education. The American higher education system has created a paradox in that it is attempting to implement new thoughts, while at the same time it promulgates old ones.

Change in governance has come about in a haphazard manner during the past fifteen years. Many of the changes have come about more through evolution than through the planning process. Student activists have brought about some change, despite themselves and their occasional unruly tactics. Long (1970) has pointed out six areas of impact made by the activists. He believes (1) that the activists have revealed deficiencies in university governance; (2) that they have led to an increase in student participation in decision-making and policy setting; (3) that the decline in "in loco parentis" is a result of activist persuasion; (4) that the weakened myth of the undefied professorate has been brought about by activists; (5) that activists have forced a new awareness of the individual as a basic study of concern; and (6) that the activists have also sharpened political and social awareness in the total academic community.

The Carnegie Commission on Higher Education in it's report on governance (April, 1973, p. 71) had a number of recommendations to make in regard to student participation in the governance process. They recommended student participation in the following manner:

> Governance arrangements should provide (1) adequate academic options from among which students may choose and (2) the right to be heard on important campus issues.

> Students should serve on joint faculty-student (or trustee-student or administrative-student) committees with the right to vote or should have their own parallel student committees with the right to meet with faculty, trustee, and administrative committees in areas of special interest and competence such as educational policy and student affairs. Students serving on such committees should be given staff assistance.
>
> Students should be given the opportunity to evaluate the teaching performance of faculty members, and students should be involved in periodic reviews of the performance of departments.
>
> Conduct codes should be prepared with student involvement in the process of their preparation, ombudsmen or their equivalent should be appointed, and formal grievance machinery should be available and should end in impartial judicial tribunals.

The message from the Carnegie Commission is that students should be a part of the governance process. If students are to be a part of the university governance process, it must be a very well-planned and appropriate position from which they do participate. There is no room for tokenism. There is no room for self-proliferation. Student involvement must be justified to the extent of playing a vital part in the total well-being of the university.

Faculty Concerns

This area of university governance has generally been a place of sacred ground. Faculty senates, departmental meetings, and divisional units have traditionally been the place where faculty decisions have been made. The hiring, involuntary termination, and tenure process have been exclusively dealt with from the fraternalistic point of reference.

Today this is changing. This change has come about as a result of a new image now being sought by students for their professors. The academic research and authorship of articles and other publications appears to be losing its impact on the professorship. Accountability to students as clients, rather than to administrators as employers, is fast becoming a reality. Many student protests and demonstrations have come about as a result of professors being hired, terminated, or tenured without consideration of student input. The squeeze on budgets has led to the release of some faculty members and students have come to suggest cuts in activities and other student oriented programs in order to retain a particular professor. These are indications that students are concerned about the quality and types of individuals who teach in the classroom.

Approaching the professorship from a consumer aspect rather than from a representative aspect, does give some different insights. The collegial viewpoint has often been based primarily on contributions to a particular area of study, not on the contributions to students. Young (1969), in his presentation to a special summer course, had this to say, "...the university fails or succeeds at the point where the professor and the student meet. Unless this basic aim is kept in mind, whole departments may indulge themselves in the irrelevant, immaterial, and the futile." Young's philosophy has taken hold on many campuses. Students are now very much

concerned about who teaches them. It has even been suggested (Hodgkinson, 1969b, p. 5) that students are more concerned about the quality of teaching than are faculty or administration.

There are also proponents of no student involvement in faculty concerns. A University of Wisconsin at Madison Ad Hoc Committee (1968) suggested that students should be involved in all university governance matters except "faculty appointment, promotion, or salary negotiations." In 1970, a report was given by a NASPA research team indicating in their survey, that in the area of employment and retention of faculty and staff, the presidents and faculty opted for "faculty-administrative with no student" involvement.

It is apparent from the previous paragraphs that there is considerable difference among the groups involved in university governance about the functions students should perform in regard to faculty concerns. These differences in opinion made it essential that this particular area of university governance be included in this study.

Student Services

There are many areas of concern covered under the heading of student services. Definitions of student services vary greatly among the different types and sizes of institutions. However, in looking through these different definitions, it can be noted that student services covers all

aspects of student life from recruitment to placement. This means that involvement comes from the time a student begins to apply for admission until the time of graduation and job securement.

All institutions of higher learning do not cover the total spectrum of student services as suggested in the previous paragraph. In order to maintain consistency throughout this study, the functions covered under student services were those that were common to all of the sample institutions. These common functions included housing regulations, dining facilities, student union policy, entertainment and speakers, athletic programs, and student conduct.

Housing Regulations: Housing regulations have taken a dramatic change during the past twenty years. These changes have come about primarily as a result of the decline in "in loco parentis" and the increased emphasis on equal rights for women. Where there used to be complete segregation in regard to sexes, there is now more freedom in visitation by members of the opposite sex and even the combining of men and women living units within a single structure.

There are still some institutions that maintain hours for resident students. On many campuses there are open residential units with twenty-four hour visitation rights and no locked doors or security systems. Just how effective these options are in providing an atmosphere conducive to study is

questionable. Regardless, it appears that this one area of university governance is getting more and more student input.

The Committee for New College, Student Reactions to Study Facilities, published at Amhurst, Massachusetts, in 1960 stated: "It is estimated that a resident student spends sixty-five to seventy per cent of his time in his living unit. The percentage of study time that is spent in the living unit is estimated to be between fifty and sixty per cent." If these percentages are correct, then some tangible way of measuring effectiveness should be divised. Once a divise for measuring effectiveness has been established, there may be much to be gained by evaluating the results of student academic progress and comparing it with the amount of input obtained from students in setting the residence hall policies. This area of university governance appears to be getting a substantial amount of student input and is therefore included in this study.

Dining Facilities: Dining facilities are another area of university governance that have undergone a great deal of change. "The ...food services of a college or university are part of the impersonal style. They have no educational function; they are essentially profit-making or at least self-amortizing enterprises" (Hazen Foundation, Jan., 1968, p. 40). The increased cost of food and the increase in wages for employees, have lead to many institutions going to a catering service to provide this service to students.

There is now a good deal of controversy involved when it comes to contracting this important student service. Students have demanded that they be involved in this process and food service committees are oftentimes one of the most active committees on a residential campus. The increased awareness of food intake, natural foods, special diets, and other fad type menus, have also been a source of increased student input. Just how much variety and student input can be included while still maintaining a reasonable cost factor has become a problem for administering officials.

Student Union: The college campus of today is a very versatile and multifaceted conglomerate. One of the most widely used structures on almost any campus is the union building. At the beginning of its existence, it was usually referred to as the student union. This unit, the self-styled center-of-the-campus, the "college-living-room", is no longer merely the Student Union, but the College Union, the very breath of life of the college (Mueller, 1961, p. 300).

There is much more to the Union than just a building. It is very much made up of people. These people are responsible for budgeting, programing, cleaning, and rendering services to those who seek them. There are, of course, those who are paid to perform some of these functions. However, many of the functions are performed on a voluntary basis. Many of these volunteers are students that are interested in widening their education by participating in organizing and

performing different services for the many people who utilize the offerings of the union. Porter Butts, former director of the union at the University of Wisconsin, once said, "It is a priceless tool for shaping an authentic "community of teachers and students" and, perhaps above all, shaping the individual student's sense of social responsibility" (ACU-I Bulletin, Vol. 34, No. 5, Dec., 1966).

It is evident that one of the main functions of the union is to provide extra-curricular opportunities for students in order to broaden their educational experience. This in itself calls for a provision for students to be a part of the planning process.

Speakers and Entertainment: The question of who will be speaking on campus or what type of entertainment will be seen on campus is no longer a matter to be determined by the Dean of Students. Since the student rebellions of the '60's, there are much wider questions to be considered than merely the moral values established by college administrators. Students and faculty are both demanding that consideration of such topics as academic freedom and student rights be answered along with the determination of the value question.

This is not to say that historically there have not been incidents of campus unrest as a result of speakers on campus programs. Williamson (1961) offers some interesting case studies at the University of Minnesota and the University of Wisconsin. Other campuses can also show past situations

which have caused consideration of new or different policies on speakers and programs on their respective campus. Students have played a very important role in many of these situations. Students at Ohio State University staged demonstrations and sit-ins in protest of the speaker policy initiated by the University Board of Trustees. They wanted the same "speaker rights" that other institutions in the state were advocating. Another unnamed institution voted seven to one against the showing of an "X" rated movie. This committee was made up totally of students. Students can have, and have had much to say about speakers and entertainment on campus.

Athletics: In the area of athletic programs, there has been a renewed interest as of late. The biggest reasons for this have been the introduction of Title IX and budgetary problems. What used to be almost an entirely male student program has now become a co-educational program. Federal regulations have stated that there must be equal programs for women. This means that athletic programs must be available to women as well as to men. It means that practice time and facility availability must be equally allocated to women as well as to men. It means that the coaches of women's sports must be equally compensated for performing their duties as are the coaches of men's sports.

"Title IX of the Education Amendments of 1972 is the single most significant legislation... in sport today. The

legislation helps to effectuate change in discriminatory practices in intercollegiate athletics" (Hult, 1976, p. 24). HEW had requested comments on the policy proposals from the nation's colleges, athletic associations and other interested organizations and agencies. Two of the most interested organizations were the National Collegiate Athletic Association (NCAA) and the Association of Intercollegiate Athletics for Women (AIAW). At a joint meeting, they attempted to utilize the guidelines of Title IX and at the same time give new hope that higher education might regain control of intercollegiate athletics. "If any of these new approaches, or a similar compromise measure, could become a reality, there could be sanity and equality in intercollegiate athletics. We all must strive for mutual understanding and the combining of the best of men's and women's philosophical positions and functional programs" (Hult, 1976, p. 25).

The Justice Department was also critical of the Title IX vagueness and leniency. They questioned major college football and basketball program financial dispursement. In their criticism they asked for definitions of "revenue-producing" as opposed to "profit-making".

Student participation in athletic policies has changed considerably over the years. Over the past forty years, a recent study notes, the university administration of the University of California, Berkeley, has taken over the operation of many activities and enterprises first

established and supervised by the Associated Students of the University of California. "Student government control over athletics... has greatly diminished..." (Foote and Mayer, 1968, p. 36). This situation is not unique to the University of California at Berkeley. Most athletic programs today are controlled by university administrations and national associations. Athletic programs are not existing for the purpose of providing physical education for all students as they were originally proposed.

Student Conduct: Despite a general relaxation of standards of personal conduct, colleges and universities have been overly concerned about managing and controlling the private lives of students (Mayhew, 1969, p. 70). This thought appears to be a prevalent one in today's college communities. A number of different factors have contributed to this philosophy. The lowering of the voting age, the emphasis on removing the "in loco parentis" image of colleges, the statement on "Student Rights", and other societal reforms can all claim some responsibility for this change.

There are differing thoughts on the role of the university in dealing with student conduct. A study done in 1971 and duplicated in 1975 (Schuh & Francis, p. 378) concluded that students and parents differed most over the issues of living environments and the role of the university concerning off-campus behavior and moral conduct. Responses to the question, "The university should notify parents if a

student is involved in a discipline case.", indicated that 99 per cent of the parents answered in the affirmative while only 58 per cent of the students agreed with the statement. Other surveys have shown a difference in student-administration perceptions of the university role in student conduct. It appears that the university oftentimes still holds to the surrogate parent philosophy.

Judicial reviews have reflected that legal implications are involved in many university-student relationships. Without specified guidelines, there is the possibility of legal proceedings in many areas of student-university relations. Bevilacqua (Nov., 1976, p. 489) states:

> There have been hundreds of cases involving judicial review that deal with the nature of the relationship between the student, the courts, and the university, the wide range of due process systems, academic freedom, faculty rights, student activities and organizations, housing, dress codes, athletics, and freedom of speech and assembly. These cases have directly affected the development of institutional guidelines which insure fairness and reasonableness in many areas of university operation.

These judicial reviews have also aided in setting peer hearing boards for the adjudication of on-campus violations. Just how much student input can be utilized in setting and upholding university guidelines is a question facing all university administrations. "No one should question for a moment the right of the institution to discipline students, to formulate codes of behavior, and to suspend

and dismiss students when necessary. What is questioned, however, is the procedure used to enforce this valid power" (Joyce, 1968, p. 257).

Physical Plant

Student involvement in the physical plant aspect of university governance seems to be one of the least discussed topics in contemporary publications. One of the biggest reasons for this is probably revealed in a comment made by Hodgkinson (1969b).

> Another major problem with student participation involves the release of budgetary and other fiscal material to students on major committees. There is a tendency on the part of some administrators to avoid giving information on fiscal matters to faculty, and they, of course, are even more unhappy at the prospect of giving the same information to students... Fiscal information and its handling are a major source of conflict...

Humphries (1974, p. 19) has advocated student input in the area of facility planning and maintenance at Sam Houston State University. His reasons why students should be involved are:

> First, either the student or their parents pay the university for services rendered. Were it not for the presence of these students, the face of higher education in the United States would be altered substantially.
>
> Second, the students are the consumers, especially in housing areas, and heavily so in food service, recreation, and instruction.
>
> Third, a large number of the students will become alumni of the institution and thereby eligible to serve the institution in a variety of ways in the future.

> The list could be continued, but the point to be made is a simple one. Student consumers should have a voice in planning and renovation decisions... In general the facility planning and improvement programs on the Sam Houston campus which have involved students have solved many problems, improved communications and morale, and have given a great many students a heretofore undiscovered awareness of facility upkeep and maintenance.

In a study taken at a large public institution in the West, it was discovered that students viewed construction of academic buildings to be primarily an administrative decision, while they viewed construction of non-academic buildings to be primarily a student decision. These same students also viewed maintenance and landscaping to be primarily a function of the administration (Cornthwaite, 1976, p. 107).

It appears that there may be some inconsistancies involved in the articles listed above. If students are to have a part in decisions concerning the physical plant, there must be a determination made as to how this input might be beneficial to the institution.

Academics

There appears to be a movement toward more student involvement in the area of academics. Many authors have come to suggest student involvement in curriculum development, in setting graduation requirements, and in developing alternative methods of student evaluation. In the book Power and Authority, Powell (p. 73) had this to say:

> The monopoly now exercised by the faculty over academic policies must be broken. The way to break it is to make students equal partners in building the curriculum and in making all the related decisions about the university's academic affairs - grading requirements, new courses, the academic calendar, admissions, degrees, and so on...

Joughen, (1968) in an address, stated the belief that students should have a role in the academic governance of the university. His suggestions were that students be involved in the following manner: (1) that they sit and vote on curriculum; (2) that they be involved in teacher evaluations; and (3) that they be involved in setting the academic environment. Casey (1969) suggested some experimentation with the curriculum with greater interaction between faculty and students. The University of Wisconsin at Madison Ad Hoc Committee (1968) recommended that students be involved in setting degree requirements and curriculum.

Students are also making a move to become involved in shaping the curriculum. In an article in the College Board Review (Winter, '69-'70, No. 74, p. 7) Boyd cited evidence that 90 percent of freshmen entering mid-western colleges in the fall of 1969 believe that they should "help design the curriculum".

There have been many articles written on the pros and cons of the grading system. Taylor (1971) has devoted an entire chapter on the subject. Many of the contemporary thoughts are reckoned with. Most of it (research) shows the negative results of grading practices and the lack of

meaning in the numerical grade itself... (p. 101). In opting for an evaluation of students that might differ from the "traditional", Taylor suggests the possibility of peer evaluation.

Mayhew (1969) has made many observations about the academic governance process. Even though he does espouse some student input in the area of governance, he advocates that the faculty have the ultimate responsibility. The establishment, operation, and evaluation of the curriculum ought to be one of the central responsibilities of collegiate faculties and academic administration (p. 188).

If the responsibility lies solely with the faculty, then what role the student plays is still a valid question.

Administrative Concerns

The hiring of the president and other administrative officers is no easy task today. One of the most recent innovations in selecting administrators is the search committee. These committees have come about for a number of reasons. Not the least of these have been the mandates of affirmative action and equal opportunity. Without utilizing screening committees, it is oftentimes an impossibility to meet these guidelines. Another factor effecting the selection of these university officers is the demands of the campus constituents. Any group that is going to be directly

affected by the appointment of the officer, will undoubtedly want representation on the selection committee.

Whether or not students belong on the board of governors, or if students should nominate members to the board are other questions that are facing every institution of higher learning. Taylor (1971, p. 53) answers both of these questions with one recommendation. Include students as voting members of all major university committees, and provide ways in which they can be included in the process of making major university appointments, including the appointment of the president and tenured professors.

There has been a precedent set at Pennsylvania State University on the constitutionality of the right to participate in selection of trustees of a state university. The Third Circuit Court of Appeals stated:

> We will not conclude that the university-trustee selection process is a general public election, or that the trustees perform general governmental functions. The university's board of trustees controls no viable political sub division and has less power than a local school board.

So, it appears that appointment of board members can be justified without student input. However, as McGrath has stated, (1970, p. 40) Otterbein College has opted to seat students on their board of trustees with voting rights.

> If students are to be integrated effectively into the workings of the department in order to ensure that decisions of importance to students are made only after prior discussion and consultation with student representatives, the Commission believes that the most direct and simplest method is first, to provide membership for students on regular departmental committees in which problems are discussed and policies formulated; and second, to invite nonvoting student representatives to attend and to participate in departmental meetings at which decisions are finally made. We do not regard omnibus student-faculty relations committees as an appropriate solution to this problem. (Foote, 1968, p. 112).

This suggestion may not be the answer to student participation on all campuses in America, but it is an attempt at giving students an opportunity to participate at the division level. If other institutions can use this suggestion for student input or a similar type of participation by students, it may be concluded that students do have much to add to the process of formulating academic policy.

Summary

The review of literature gave direction to this study in that it assisted in giving definite areas of university governance to be considered. The areas considered are not mutually exclusive. However, for purposes of study, they are separated into particular functions.

The first area of study, Faculty Concerns, is divided into three functions: hiring, involuntary termination, and tenure. The second area of study, Student Services, is divided into six functions: housing

regulations, dining facilities, student union policy, entertainment and speakers, athletic programs, and student conduct. The third area of study, Physical Plant, is divided into three functions: non-academic personnel policies, building and ground care, and physical plant budgeting. The fourth area of study, Academics, is divided into three functions: graduation requirements, curriculum development, and grading systems. The fifth area of study, Administrative Concerns, is divided into three functions: hiring of the president and other administrators, selection of board members, and departmental and divisional level decision.

CHAPTER III

DESIGN AND METHODOLOGY

This chapter discusses the research procedures used in the study. It includes the general procedure, the sample, instrumentation, and the collection and treatment of the data.

Design of the Study

This study was designed to answer two specific questions:

1. Are the perceptions of university presidents congruent with or divergent from the stated policies on student involvement in university governance extant on the individual campus; and do these perceptions vary according to size and type of institution?
2. Are the perceptions of university presidents, categorized by size and type of institution, congruent with or divergent from the student-perceived practice of university governance extant on the individual campus?

In order to answer these questions it was necessary to find what the stated policies on student involvement in university governance were, what the student-perceived

governance practices were, and what the presidents' perceptions were.

The stated policies were gathered by reviewing the student handbooks, policy manuals, and other documents containing policies of the sample institutions. Students' perceptions of the governance practice were gathered from responses to interviews with student government officers and advisors. University presidents' perceptions were obtained by personal interviews. A content analysis was made of all the gathered data to give a basis for comparison. The comparisons were made and a determination of congruency or divergency was recorded.

General Procedures

This study was conducted to describe and analyse an already existing condition. Hatch and Stefflre (1958) suggest that the survey is the best technique in which to accomplish this objective.

Two possible courses of action were considered for conducting the survey. One consideration was to obtain large quantities of information by contacting all of the approximately 2,300 institutions of higher learning in the country. The other would be to select a sample from this population. It was concluded that the best approach for this study would be to use a small sample. This conclusion was based on two major premises. One was that presidents

are generally busy people and it would be difficult to obtain time from a large number of them to conduct the research. The second was that if a large sample was used that there would be more possiblities that the responses would be from subordinates rather than from the president.

The next step was to determine the method of gathering data. One of the methods considered was the questionnaire. When considering this possibility, it seemed that the disadvantages listed by Sax (1968) were sufficient to discard this approach. The disadvantages listed were motivation of the respondents, the assumption that the reader would understand the question, and the difficulty of getting the respondents to return their questionnaires. Another consideration given here was the possibility of subordinates answering the questionnaire. This would make the study totally invalid in that the information being sought was the perceptions of the presidents.

It was therefore concluded that the best approach for this study would be to use the interview technique. As a research method, the interview represents a direct attempt to obtain reliable and valid measures in the form of verbal responses. The interview would also assure that the responses were directly from the presidents. Sax believes that interviews are the most useful method of obtaining personal information, attitudes, and perceptions.

The next problem was to construct an instrument that would lend itself to open discussion with definite direction. The interview should allow for flexibility. However, it should give enough direction to obtain the desired information. The questions had to be structured in such a fashion as to limit the length of the responses while still being open enough to give the person interviewed the opportunity to state his perceptions.

A review of related literature was then conducted so that the components of university governance could be divided into specific general areas. The review was completed and the list of general areas was compared with the six different college catalogs and policy manuals. This was done to determine if the list obtained by the review of literature was sufficient to obtain the necessary information to conduct the study. It was determined that there would be five major topic areas for the interview. These general areas were used because they covered the major concerns of university governance. All six of the sample institutions had covered these areas in their manuals. These were: faculty decisions, student services, physical plant, academics, and administration. The major topics were then divided into more specific functions. General perceptions were included in the beginning of the presidential interviews to develop interest on the part of the presidents and to build a rapport between the interviewer and the presidents. In the final format

there were twenty-four questions to be directed to the presidents. (See Appendix).

The presidents of the six selected institutions were then contacted by telephone. Appointments were made for interviews with the presidents and a representative of the student governments. The presidents all agreed to have the interviews taped, provided the information was held confidential.

After the interviews were conducted, the tapes were transcribed. Each individual's responses were compared with the written policy statements and the student-perceived practice as given by the student government representatives and advisors on the respective campuses. The results of each comparison are reported in Chapter IV. Further compilation of data was to compare the responses of presidents of private institutions with those of presidents of public institutions. Another comparison was made by using size of the institution as a criterion for difference. The final use of the data was made in assessing the responses of all the presidents to see if there was concurrence on their perceptions in response to each individual question.

The comparison of the presidential responses were made in light of the following predictions:

1. The presidents' perceptions of the student role in university governance of state institutions will be more divergent from the stated policy on the student

role in university governance than the perceptions of presidents of private institutions.

2. The smaller the institution, the more congruent the presidential perceptions of the student role in university governance will be with the student-perceived practice of university governance.

The predictions of university presidents' perceptions were made in respect to contemporary literature, which tends to view large institutions of higher learning as irrelevant and impersonal, small institutions as tailored to individual needs; state institutions ruled by the bureaucracy, private institutions as directed by concerned individuals.

The Sample

The population from which the sample was chosen consisted of sixteen institutions of higher learning. These sixteen institutions were chosen geographically because of travel limitations. Ten of these schools were private institutions and six of them were state supported. In the final selection there were three private schools and three state schools selected at random from the population. The combination of three private institutions and three state institutions also aided in making further analysis of the gathered data. It was now possible to compare state and

private institutions as well as making comparisons based strictly on the size of institutions.

Instrumentation

This study made use of the descriptive survey technique. The descriptive survey technique has as its purpose a clarification of already existing conditions. It is used to accumulate a data base solely for the purpose of describing existing phenomena.

The instrument used for the purpose of interviews was constructed to gain as much insight as possible into the perceptions of the university presidents as to the role of students in the governance process. Each question was given with three options for responding. The options were: voice, equal vote, or final authority. (See Appendix). A response of "voice" was used to indicate that there was a mechanism for some student input. The "equal vote" response was indicative of the students having the same amount of input as any other decision-making body. "Final authority" would be indicative of the students having the authority to make the decision. A no answer was not solicited but was still a viable response. After responding in the aforementioned fashion, the president was encouraged to explain his reason for responding in such a way. This afforded an opportunity to be more specific in dealing with each area of university governance.

After the first interview was conducted, a discussion with the president was held to determine if all aspects of governance were covered with the instrument. An open-ended question was included at the very end to leave each president with an opportunity to expound further on any categories he might feel needed clarification or to add any insights that might have been omitted.

Collection of Data

Data were collected from three different sources at each institution. The first source was that of gathering policy manuals and student handbooks for use in preparing the interview instrument. Telephone calls were placed to the office of the president of each of the six institutions selected for the sample. An explanation of the research was given with the request that the printed materials be forwarded. Each institution complied with this request. The printed materials were used to make comparisons with the areas selected in the review of related literature. The final areas and functions included in the interview questionnaire were those which could be found in all of the college policy manuals and student handbooks. The printed materials also provided the data used in determining the stated policies for each individual campus.

The second source of data was the personal interview held with each president. Initial contact with the office of

the president had already been made through the request for the printed material. It was now determined that the institution could be included in the study because the desired information was available in the policy manuals. Each president consented to a personal taped interview. The taped interviews were then transcribed for the purpose of easing the process of recording the responses on the analysis charts.

The third source of data was the interview with the student government representatives. At five of the schools, the student body president was interviewed, and at one school, the student body vice-president was interviewed. These interviews were conducted to determine how student involvement in governance was perceived. All of the categories discussed with the presidents were included in these interviews. The questions were asked with the intention of determining if there was no student input, limited student input, or equal opportunities for students in the university governance function. These responses were recorded in note form during the interview.

Treatment of Data

The collection of the data began with the compilation of policy statements from the policy manuals and student handbooks. This information was used in developing the interview instrument and determining written policy for each

institution. It was essential that all of the institutions used in the sample have written policies on the areas being explored. The varification of this came in the analysing of the policy manuals and student handbooks. Each manual and handbook was examined to determine if there were written policies covering the five major areas chosen for the study.

Data collected through the interviews with the presidents were recorded in two ways. One, the first five questions were analysed only on the basis of the responses given by the presidents. There was no intention of comparing these questions with other data as the purpose was to get general perceptions and develop a rapport with each president. These responses were recorded for the purpose of establishing if there might be a common perception among the six presidents interviewed. Two, the eighteen questions used for specific areas of university governance were recorded by making comparisons with written policy statements and the student-perceived campus practices from the respective institutions. These data were recorded on the charts with the personal interpretation given immediately after each question.

The data collected from the student government organizations were analysed to determine what the practice of governance on campus was as perceived by that representative. This information was recorded either as no input, voice, equal vote, or final decision-making authority. One

of the assumptions made in this study was that the responses of these student government representatives would accurately reflect their perceptions of what the practices on each individual campus were. With this assumption in mind, the presidents' perceptions were compared with the student responses to determine if the presidents' perceptions were congruent with or divergent from the student-perceived practice of university governance on the individual campus.

Policy statements were analysed to determine what each individual campus had determined the student role to be in each of the areas of university governance used in the study. This information was listed in chart form and a comparison was made with the presidents' perception to determine if the presidents' perception was congruent with or divergent from the stated policies on the individual campus.

Further use of the data was made by comparing the three presidents of private schools with the three presidents of state schools. This comparison was made to determine if the perceptions of the presidents might be determined by the type of institution with which they are affiliated. Another comparison was made by using the presidents from the three smallest schools as a sample and the presidents from the three largest schools as a sample. This comparison was made to determine if the perceptions might be

influenced by the size of the institution being served by the president.

A final summary of each president's perceptions is given in chart form to show which president has the most congruent relationship with the student-perceived practice and stated policies on his individual campus. This chart will also show which president has the most divergent relationship with the student-perceived practice and stated policy on his campus.

Summary

A review of literature was conducted for the purpose of determining the areas of university governance to be considered in the study. Once these areas were established, handbooks and other policy manuals from the selected schools were examined to determine what the policies for student involvement in governance were. The next procedure was to develop the interview instrument to use for interviewing the presidents and student government representatives. Interviews were then conducted. After this data was analysed, comparisons were made between the presidential responses and the written policies and the presidential responses and the actual practice as perceived by students.

CHAPTER IV

ANALYSIS OF THE DATA

This chapter is devoted to the analysis of the data. In this chapter there are a number of different tables used to clarify the responses given to the questions which were presented to the presidents. The first five questions deal only with the responses made by the presidents. There is no attempt to make any comparisons with other data as these questions were designed to gather general perceptions from each president interviewed. The questions are very general in that they enquire about the presidents' perception of the students' willingness, expertise, influence, and general interest in participating in the university governance process.

Questions numbered six through twenty-three are geared to establishing whether or not the perceptions are congruent with or divergent from the stated policies and the student-perceived practices on the individual campuses. Therefore, comparisons are made between the presidents' responses and the student-perceived practices on the campus. The appropriate notations are recorded on the tables and the personal interpretations are recorded immediately following each question.

The final question gave the presidents another opportunity to expound on the student role in the university governance process. Their responses to the question are quoted verbatum. This method of recording was used for the purpose of illustrating the emphasis by the presidents on minimizing the actual voting power of the students while still being very alert to, and aware of, the student interest in given issues.

Question number 1 stated and tabulated (table 1).

1. "Do you feel that students are adequately prepared and informed to participate in university governance?"

TABLE 1

PRESIDENTIAL RESPONSES TO QUESTION NUMBER 1

School #1	School #2	School #3	School #4	School #5	School #6
No	No	Yes	No	No	No

Summary of responses:

Yes 1 No 5

Interpretation: It appears that the presidents do not believe that students are prepared to participate in university governance. The five respondents that indicated a "No" response were very emphatic. There was no possibility of interpreting their responses as being anything but no. The president that responded in the affirmative did state that

student decisions are not based on maturity or long-time experience. This indicates to me that this president did not believe that student input was a valid indicator for decision-making. I would interpret this as a unanimous "No" for this question.

Question number 2 stated and tabulated (table 2).

2. "Do you feel that students accept responsibility and attend meetings regularly?"

TABLE 2

PRESIDENTIAL RESPONSES TO QUESTION NUMBER 2

School #1	School #2	School #3	School #4	School #5	School #6
Yes	No	No	No	No	No

Summary of responses:

Yes 1 No 5

Interpretation: The presidents perceived that students were generally not responsible in being a part of the governance function. In elaborating on the subject, they emphasized that participation was very sporadic. The issue at the time seemed to dictate how responsive students were. Student interest in university governance did not appear to be geared to the routine operation of the university.

Question number 3 stated.

3. "What do you think contributes to their attendance or non-attendance at meetings?"

Interpretation: All of the presidents mentioned the issue of the day. If the meetings are for the purpose of solving an immediate problem, student participation is usually good. If the meeting is dealing with something of a routine nature, the student participation is usually minimal or not at all.

Question number 4 stated and tabulated (table 3).

4. "Do you feel that students can be effective and influential in decision-making with other members of a university community?"

TABLE 3

PRESIDENTIAL RESPONSES TO QUESTION NUMBER 4

School #1	School#2	School#3	School#4	School#5	School #6
Yes	Yes	Yes	Yes	Yes	Yes

Summary of responses:

Yes 6 No 0

Interpretation: All of the presidents in the sample believed that students were able to have a definite influence on the other members of the university community. This influence can come from an indirect participation on the part of students as well as from a direct, formal participation.

Question number 5 stated.

5. "Could you give some examples of this influence?"

Interpretation: Three of the six presidents agreed as to what area of governance was most influenced by the students. These presidents stated that the most active committee for students was the curriculum committee. However, the most participation occurred in class evaluations, not committee participation. Each of the other presidents cited another area of influence. These were a state student government organization, a traffic committee, and a President's Executive Committee.

Summary of Questions

These first five questions were used as introductory material to find general perceptions and build a foundation for the questions dealing with areas or functions of governance. However, there are two points that are immediately evident. The first point is that there are no strong indications that perceptions differ because of type or size of the institution in which the presidents are affiliated. The second point is that even though the presidents did not perceive the students as being responsible and adequately prepared to participate in the governance function, they did perceive them as being influential in the process.

The following questions, numbered six through twenty-three, will be recorded to show presidential responses, the

stated policies for his campus, and the student-perceived practice on his campus all on the same table. Comparisons will be made to determine if the responses of the presidents are (A) congruent with or divergent from the stated policy on campus and (B) if they are congruent with or divergent from the student-perceived practice on campus.

Question number 6 stated and tabulated (table 4).

6. "Do you feel that students should have a voice, equal voting power, or final decision-making authority in faculty employment?"

TABLE 4

PRESIDENTIAL RESPONSES, POLICY STATEMENTS, AND STUDENT-PERCEIVED CAMPUS PRACTICES RELATED TO QUESTION NUMBER 6

	School#1	School#2	School#3	School#4	School#5	School#6
Pres.	No	No	Voice	No	Voice	Voice
Pol.	No	No	No	No	No	No
Prac.	Voice	Voice	No	Voice	No	Voice

Summary of responses:

Presidents		Policy		Practice	
No	3	No	6	No	2
Voice	3	Voice	0	Voice	4
Equal Vote	0	Equal Vote	0	Equal Vote	0
Final Auth.	0	Final Auth.	0	Final Auth.	0

Interpretation: (A) There is no written policy at any of the schools that gives the student an opportunity to participate in the employment of faculty. Three of the presidents were in total agreement with this and indicated that they did not believe students should be involved in this aspect of university governance. The other three presidents encouraged the involvement of students in this process even though there was no written policy to allow for such participation. (B) There was only one school in which the president's perception was congruent with the student-perceived practice. This allowed for student voice in faculty employment. Three other presidents indicated a "No" response, while the students perceived themselves as having a voice. This indicates that the students were involved at some level of selection, while the presidents had final employment authority.

Question number 7 stated and tabulated (table 5).

7. "Do you feel that students should have a voice, equal voting power, or final decision-making authority in involuntary faculty termination?"

TABLE 5

PRESIDENTIAL RESPONSES, POLICY STATEMENTS, AND STUDENT-PERCEIVED CAMPUS PRACTICES RELATED TO QUESTION NUMBER 7

	School #1	School#2	School#3	School#4	School#5	School #6
Pres.	No	Voice	Voice	No	Voice	No
Pol.	Voice	Voice	No	No	No	No
Prac.	Voice	No	No	Voice	No	Voice

Summary of responses:

Presidents		Policy		Practice	
No	3	No	4	No	3
Voice	3	Voice	2	Voice	3
Equal Vote	0	Equal Vote	0	Equal Vote	0
Final Auth.	0	Final Auth.	0	Final Auth.	0

Interpretation: (A) Only two schools had written policy that allowed for student participation in involuntary termination. The president of one of those schools did not believe that there was a place for students in this process. However, each of the presidents did indicate that he believed in student evaluations as a part of the faculty evaluation. This does allow for some student input. (B) There were no congruent responses between presidential perceptions and student-perceived practice. The lack of any congruent responses could indicate a lack of communication between presidents and students in this governance function.

Question number 8 stated and tabulated (table 6).

8. "Do you feel that students should have a voice, equal voting power, or final decision-making authority in faculty tenure?"

TABLE 6

PRESIDENTIAL RESPONSES, POLICY STATEMENTS, AND STUDENT-PERCEIVED CAMPUS PRACTICES RELATED TO QUESTION NUMBER 8

	School #1	School#2	School#3	School#4	School#5	School#6
Pres.	No	Voice	Voice	Voice	No opinion	Voice
Pol.	No	Voice	No	No	No	No
Prac.	No	Voice	Voice	Voice	Voice	No

Summary of responses:

Presidents		Policy		Practice	
No	1	No	5	No	2
Voice	4	Voice	1	Voice	4
Equal Vote	0	Equal Vote	0	Equal Vote	0
Final Auth.	0	Final Auth.	0	Final Auth.	0

Interpretation: (A) Out of the four schools in which the presidents felt that students should be involved in the tenure procedures, only one actually allowed for this participation in the policy manual. The president who has "No opinion", stated that there would be a policy in writing by the end of the school year. Each president again acknowledged the fact that student evaluations of

professors did have some impact on such decisions when being considered. (B) There were congruent responses on the part of the president and the student-perceived practice in four schools. Evidently there is more student input solicited in this area of faculty concerns than in the two previously mentioned.

Question number 9 stated and tabulated (table 7).

9. "In regard to student services, do you feel that students should have a voice, equal voting power, or final decision-making authority on housing regulations?"

TABLE 7

PRESIDENTIAL RESPONSES, POLICY STATEMENTS, AND STUDENT-PERCEIVED CAMPUS PRACTICES RELATED TO QUESTION NUMBER 9

	School #1	School#2	School#3	School#4	School#5	School #6
Pres.	Voice	No	Equal Vote	Voice	Voice	No
Prac.Pol.	Voice	No	Voice	No	No	No
	Voice	Voice	Voice	Voice	Voice	Voice

Summary of responses:

Presidents		Policy		Practice	
No	2	No	4	No	0
Voice	3	Voice	2	Voice	6
Equal Vote	1	Equal Vote	0	Equal Vote	0
Final Auth.	0	Final Auth.	0	Final Auth.	0

Interpretation: (A) The president that stated an equal vote was in order here, closed with this statement, "...but they aren't sure that they really want to make the hard decision, so we make it for them." This statement was made in light of the fact that peer pressure often determines immediate responses about dormitory procedures. Each president made reference to dormitories being a place where students can sleep and study. It is interesting to note that even though this is an area where a majority of students are involved, that only two schools actually have policies which allow for direct student input. (B) Out of the six schools, there were three with congruent responses between the president and the student-perceived practice. Even though all six of the responses from students indicated that they did indeed have a voice, there were still two presidents that perceived there was no room for student input into this area of university governance.

Question number 10 stated and tabulated (table 8).

10. "Do you feel that students should have a voice, equal voting power, or final decision-making authority on dining facilities?"

TABLE 8

PRESIDENTIAL RESPONSES, POLICY STATEMENTS, AND STUDENT-PERCEIVED CAMPUS PRACTICES RELATED TO QUESTION NUMBER 10

	School #1	School #2	School #3	School #4	School #5	School #6
Pres.	Voice	Voice	Voice	Voice	Voice	Voice
Pol.	No	Voice	Voice	Voice	Voice	Voice
Prac.	Voice	Voice	Voice	Voice	Voice	Voice

Summary of responses:

Presidents		Policy		Practice	
No	0	No	1	No	0
Voice	6	Voice	5	Voice	6
Equal Vote	0	Equal Vote	0	Equal Vote	0
Final Auth.	0	Final Auth.	0	Final Auth.	0

Interpretation: (A) Each of the presidents felt strongly that students should have a voice in this function. The president of the school which had no written policy to allow for student participation stated that he believed there should be some "mechanism" for students to voice themselves. This indicates that all of the presidents are concerned about student input in this area of university

governance. (B) There was complete congruency between the presidential perceptions of the student role and the student-perceived campus practice on this question. This is usually an area of campus governance that brings about some concerns during an academic year. It appears that there is an awareness on the part of the presidents that this is a vitally important part of campus life.

Question number 11 stated and tabulated (table 9).

11. "Do you feel that students should have a voice, equal voting power, or final decision-making authority on student union policy?"

TABLE 9

PRESIDENTIAL RESPONSES, POLICY STATEMENTS, AND STUDENT-PERCEIVED CAMPUS PRACTICES RELATED TO QUESTION NUMBER 11

	School#1	School#2	School#3	School#4	School#5	School #6
Pres.	Voice	Voice	Equal Vote	Voice	Voice	Voice
Pol.	No	Voice	No	Voice	Voice	Voice
Prac.	Voice	Voice	Voice	Voice	Voice	Voice

Summary of responses:

Presidents		Policy		Practice	
No	0	No	2	No	0
Voice	5	Voice	4	Voice	6
Equal Vote	1	Equal Vote	0	Equal Vote	0
Final Auth.	0	Final Auth.	0	Final Auth.	0

Interpretation: (A) All of the presidents agreed that there should be strong student input in this function. The presidents of the two schools that did not have written policy to allow for student input noted that the day is coming when students will have a great deal to say about student union policy because they are demanding accountability for their student fees. (B) Again, there is near total agreement here. One president even believed there should be "more than a voice". He was willing to give equal vote to the students in this area of university governance. Each president seemed aware of the strong student concern here.

Question number 12 stated and tabulated (table 10).

12. "Do you feel that students should have a voice, equal voting power, or final decision-making authority on entertainment and speakers on campus?"

TABLE 10

PRESIDENTIAL RESPONSES, POLICY STATEMENTS, AND STUDENT-PERCEIVED CAMPUS PRACTICES RELATED TO QUESTION NUMBER 12

	School#1	School#2	School#3	School#4	School#5	School #6
Pres.	Voice	Voice	Voice	Equal Vote	Voice	Voice
Pol.	Equal Vote	Equal Vote	Equal Vote	Voice	Voice	Voice
Prac.	Voice	Voice	Voice	Voice	Voice	Voice

Summary of responses:

Presidents		Policy		Practice	
No	0	No	0	No	0
Voice	5	Voice	3	Voice	6
Equal Vote	1	Equal Vote	3	Equal Vote	0
Final Auth.	0	Final Auth.	0	Final Auth.	0

Interpretation: (A) Each president felt that there should be student input in the decision about having entertainment and speakers on campus. They all responded with solicitude in having the final authority or veto power, because this was one area of university governance that they felt affected them as far as their public image was concerned. Even though the presidents wanted student input, they still wanted final control over the matter. (B) The students all perceived that they had a voice in this area of university governance. In spite of the fact that there were policy provisions for an equal vote on three campuses, the students felt that they had only a voice. This seemed to be a very important perception from the student standpoint, because the presidents of these three institutions also allowed in their perceptions that the students should have only a voice. Consequently, there was almost total agreement between the presidential perceptions and the student-perceived campus practice.

Question number 13 stated and tabulated (table 11).

13. "Do you feel that students should have a voice, equal voting power, or final decision-making authority on athletic programs?"

TABLE 11

PRESIDENTIAL RESPONSES, POLICY STATEMENTS, AND STUDENT-PERCEIVED CAMPUS PRACTICES RELATED TO QUESTION NUMBER 13

	School #1	School#2	School#3	School#4	School#5	School #6
Pres.	Voice	Voice	Voice	Voice	Voice	Voice
Pol.	Equal Vote	Equal Vote	Voice	Voice	Voice	Voice
Prac.	Voice	Voice	No	Voice	Voice	Voice

Summary of responses:

Presidents		Policy		Practice	
No	0	No	0	No	1
Voice	6	Voice	4	Voice	5
Equal Vote	0	Equal Vote	2	Equal Vote	0
Final Auth.	0	Final Auth.	0	Final Auth.	0

Interpretation: (A) This is an area that the presidents felt was also influenced by public image. Each president expected a strong student input, but also wanted to have the privilege of veto. (B) There was total agreement on the part of the presidents that students should have a voice. Even though a voice was seen as appropriate by the president and policy, one student perception was that they

had no input. This was the only divergency between the president-perceived student role and the student-perceived practice on campus.

Question number 14 stated and tabulated (table 12).

14. "Do you feel that students should have a voice, equal voting power, or final decision-making authority on student conduct?"

TABLE 12

PRESIDENTIAL RESPONSES, POLICY STATEMENTS, AND STUDENT-PERCEIVED CAMPUS PRACTICES RELATED TO QUESTION NUMBER 14

	School #1	School#2	School#3	School#4	School#5	School #6
Pres.	Voice	Voice	Voice	Voice	Voice	Voice
Pol.	Voice	Voice	Voice	Voice	Voice	Voice
Prac.	Voice	Voice	Voice	Voice	Voice	Voice

Summary of responses:

Presidents		Policy		Practice	
No	0	No	0	No	0
Voice	6	Voice	6	Voice	6
Equal Vote	0	Equal Vote	0	Equal Vote	0
Final Auth.	0	Final Auth.	0	Final Auth.	0

Interpretation: (A) All of the presidents were very much in favor of having students involved in student conduct. This included both policy-making and disciplinary

proceedings. There was concern about making sure of a consistent set of sanctions for campus offences. Therefore, there was also a strong emphasis placed on faculty and administrative input on final decisions. There was total congruency between the presidential perceived student role and the stated policy. (B) The consensus was unanimous between presidential perceptions and student-perceived practice. This indicates that each party concerned wanted support from the other. It appears that total responsibility was rejected by both presidents and student body.

Question number 15 stated and tabulated (table 13).

15. "Do you feel that students should have a voice, equal voting power, or final decision-making authority on non-academic personnel policies?"

TABLE 13

PRESIDENTIAL RESPONSES, POLICY STATEMENTS, AND STUDENT-PERCEIVED CAMPUS PRACTICES RELATED TO QUESTION NUMBER 15

	School #1	School#2	School#3	School#4	School#5	School #6
Pres.	No	Voice	Voice	Voice	No	Voice
Pol.	Voice	Voice	Voice	No	Voice	Voice
Prac.	No	No	No	Voice	No	No

Summary of responses:

Presidents		Policy		Practice	
No	2	No	1	No	5
Voice	4	Voice	5	Voice	1
Equal Vote	0	Equal Vote	0	Equal Vote	0
Final Auth.	0	Final Auth.	0	Final Auth.	0

Interpretation: (A) There was little concern about student input in this area. Presidents that indicated there should be some student input felt that it should be primarily of the informal nature. Students do have contact with non-academic personnel and do have the opportunity to discuss working conditions and such with them. If the students are aware of people who do an outstanding job or are lax in performing their duties, they are sometimes directly affected by it. This is the type of information the presidents were concerned about. (B) The students indicated there was little student interest in this area of university governance. In comparison with the presidential perceptions of the student role, the presidents were more concerned about student input than the students themselves. Of the three congruent responses, two were from a no input aspect.

Question number 16 stated and tabulated (table 14).

16. "Do you feel that students should have a voice, equal voting power, or final decision-making authority about buildings and grounds care?"

TABLE 14

PRESIDENTIAL RESPONSES, POLICY STATEMENTS, AND STUDENT-PERCEIVED CAMPUS PRACTICES RELATED TO QUESTION NUMBER 16

	School #1	School#2	School#3	School#4	School#5	School #6
Pres.	Voice	No	Voice	Voice	Voice	Voice
Pol.	No	No	No	No	No	No
Prac.	Voice	No	No	Voice	No	Voice

Summary of responses:

Presidents		Policy		Practice	
No	1	No	6	No	3
Voice	5	Voice	0	Voice	3
Equal Vote	0	Equal Vote	0	Equal Vote	0
Final Auth.	0	Final Auth.	0	Final Auth.	0

Interpretation: (A) This governance function was one that the presidents believed should be in the hands of the administration. There was concern by all of the presidents that they receive as much informal input as possible. Many changes had come about on some campuses as a result of a student concern. (B) There were four congruent responses

here. Three of these were in agreement that there should be a student voice in this university governance function.

Question number 17 stated and tabulated (table 15).

17. "Do you feel that students should have a voice, equal voting power, or final decision-making authority about Physical Plant budgeting?"

TABLE 15

PRESIDENTIAL RESPONSES, POLICY STATEMENTS, AND STUDENT-PERCEIVED CAMPUS PRACTICES RELATED TO QUESTION NUMBER 17

	School #1	School #2	School #3	School #4	School #5	School #6
Pres.	No	No	No	No	No	No
Pol.	No	Voice	No	No	No	Voice
Prac.	No	No	No	No	No	Voice

Summary of responses:

Presidents		Policy		Practice	
No	6	No	4	No	5
Voice	0	Voice	2	Voice	1
Equal Vote	0	Equal Vote	0	Equal Vote	0
Final Auth.	0	Final Auth.	0	Final Auth.	0

Interpretation: (A) In matters concerning the over-all budget, the presidents indicated that this was purely an administrative function. There was a congruency in four of the six institutions that indicated there should be no

direct student input. (B) Five of the presidents' perceptions were congruent with the student-perceived practice on the campus.

Question number 18 stated and tabulated (table 16).

18. "Do you feel that students should have a voice, equal voting power, or final decision-making authority on graduation requirements?"

TABLE 16

PRESIDENTIAL RESPONSES, POLICY STATEMENTS, AND STUDENT-PERCEIVED CAMPUS PRACTICES RELATED TO QUESTION NUMBER 18

	School #1	School#2	School#3	School#4	School#5	School #6
Pres.	Voice	Voice	Voice	Voice	No	Voice
Pol.	No	No	No	No	No	No
Prac.	No	No	No	No	No	No

Summary of responses:

Presidents		Policy		Practice	
No	1	No	6	No	6
Voice	5	Voice	0	Voice	0
Equal Vote	0	Equal Vote	0	Equal Vote	0
Final Auth.	0	Final Auth.	0	Final Auth.	0

Interpretation: (A) Graduation requirements are usually made by the faculty with the approval of the Board of Trustees. The presidents indicated that they believed that

students should voice an opinion through their student government when they thought that requirements were unreasonable, but this should be used only as resource material by the faculty. It is interesting to note that there is only one instance of congruency between the presidents' perception of the student role in this area of university governance and the stated policy. This is a situation where there is no policy to allow for student input and the president agrees with this policy. (B) In comparing the presidents' perceptions with the student-perceived practice, there is again only one congruent situation. This is the same president as mentioned in part (A) of this question. His perception is that students should not have a part in this area of governance. The students also perceived that there was no student involvement in determining graduation requirements.

Question number 19 stated and tabulated (table 17).

19. "Do you feel that students should have a voice, equal voting power, or final decision-making authority in curriculum development?"

TABLE 17

PRESIDENTIAL RESPONSES, POLICY STATEMENTS, AND STUDENT-PERCEIVED CAMPUS PRACTICES RELATED TO QUESTION NUMBER 19

	School #1	School #2	School #3	School #4	School #5	School #6
Pres.	Voice	No	Voice	Voice	Voice	Voice
Pol.	No	Voice	No	Voice	No	Equal Vote
Prac.	Voice	Voice	Voice	Voice	Voice	Voice

Summary of responses:

Presidents		Policy		Practice	
No	1	No	3	No	0
Voice	5	Voice	2	Voice	6
Equal Vote	0	Equal Vote	1	Equal Vote	0
Final Auth.	0	Final Auth.	0	Final Auth.	0

Interpretation: (A) Curriculum development is an area of concern for all parties in the university community. The presidents are concerned about the student opinions, but again, they do look to the professional staff to maintain a high standard of educational proficiency. There was only one instance of agreement on this question. (B) There are five congruent responses on the part of the presidential perception and the student-perceived practice in the area of curriculum development. This response is consistent with the responses made by presidents to question number five at the beginning of each interview. They were asked

what area of university governance was most influenced by the students and the curriculum committee was the choice of three of the presidents.

Question number 20 stated and tabulated (table 18).

20. "Do you feel that students should have a voice, equal voting power, or final decision-making authority on grading systems?"

TABLE 18

PRESIDENTIAL RESPONSES, POLICY STATEMENTS, AND STUDENT-PERCEIVED CAMPUS PRACTICES RELATED TO QUESTION NUMBER 20

	School#1	School#2	School#3	School#4	School#5	School#6
Pres.	Voice	No	Voice	Voice	Voice	No
Pol.	No	Voice	Voice	Voice	Voice	Equal Vote
Prac.	Voice	No	No	Voice	Voice	Voice

Summary of responses:

Presidents		Policy		Practice	
No	2	No	1	No	2
Voice	4	Voice	4	Voice	4
Equal Vote	0	Equal Vote	1	Equal Vote	0
Final Auth.	0	Final Auth.	0	Final Auth.	0

Interpretation: (A) The grading system is looked at by the presidents as a professional responsibility of faculty. Their main concern about students having a voice was that

the presidents believed there should be a hearing board by which a student could challenge a grade if he believed it to be unfair. As far as setting a system for grading was concerned, the presidents again emphasized the responsibility of faculty and administration in providing a good, fair, and reasonable method for this process. There were three congruent responses that emphasized a student voice in this process. (B) In comparing the presidential perceptions with the student-perceived practice there were again three congruent responses. All of these responses reflected a voice for students in the grading process.

Question number 21 stated and tabulated (table 19).

21. "Do you feel that students should have a voice, equal voting power, or final decision-making authority on the hiring of the president and other administrative officers?"

TABLE 19

PRESIDENTIAL RESPONSES, POLICY STATEMENTS, AND STUDENT-PERCEIVED CAMPUS PRACTICES RELATED TO QUESTION NUMBER 21

	School #1	School#2	School#3	School#4	School#5	School #6
Pres.	Voice	Voice	Voice	Voice	Voice	Voice
Pol.	No	Voice	No	No	No	Voice
Prac.	Voice	Voice	Voice	Voice	Voice	Voice

Summary of responses:

Presidents		Policy		Practice	
No	0	No	4	No	0
Voice	6	Voice	2	Voice	6
Equal Vote	0	Equal Vote	0	Equal Vote	0
Final Auth.	0	Final Auth.	0	Final Auth.	0

Interpretation: (A) All of the presidents believed that there should be some student input. They did emphasize the fact that the board was the responsible party and should weigh opinions of all interested parties. This included the five major bodies mentioned at the beginning of this study; the board, the administration, the faculty, the students, and the community or public. There were only two institutions that allowed for student input in their policies. This only allowed for two congruent responses between presidential perceptions and stated policy. (B) In comcomparing the presidential perceptions with student-perceived practices on the campuses there was complete congruency. The presidents and the students all agreed that there was a student voice in this process.

Question number 22 stated and tabulated (table 20).

22. "Do you feel that students should have a voice, equal voting power, or final decision-making authority on the selection of board members?"

TABLE 20

PRESIDENTIAL RESPONSES, POLICY STATEMENTS, AND STUDENT-PERCEIVED CAMPUS PRACTICES RELATED TO QUESTION NUMBER 22

	School #1	School#2	School#3	School#4	School#5	School #6
Pres.	Voice	Voice	Voice	No	No	Voice
Pol.	No	No	No	No	No	Voice
Prac.	No	No	No	No	No	No

Summary of responses:

Presidents		Policy		Practice	
No	2	No	5	No	6
Voice	4	Voice	1	Voice	0
Equal Vote	0	Equal Vote	0	Equal Vote	0
Final Auth.	0	Final Auth.	0	Final Auth.	0

Interpretation: (A) The presidents that considered a student voice to be appropriate stated that this again was a function that should have input from all interested parties of the university community. The two "No" answers were given by schools that have traditionally had board members appointed by the existing members. (B) There were two congruent responses between presidential perceptions and student-perceived practice. These were both at the schools where the board had traditionally appointed new members and the students also felt that they were not involved in this aspect of university governance.

Question number 23 stated and tabulated (table 21).

23. "Do you feel that students should have a voice, equal voting power, or final decision-making authority on decisions made at the departmental or divisional level?"

TABLE 21

PRESIDENTIAL RESPONSES, POLICY STATEMENTS, AND STUDENT-PERCEIVED CAMPUS PRACTICES RELATED TO QUESTION NUMBER 23

	School #1	School#2	School#3	School#4	School#5	School #6
Pres.	Voice	Voice	Voice	Voice	Voice	No
Pol.	No	No	No	No	No	Voice
Prac.	No	No	No	No	No	No

Summary of responses:

Presidents		Policy		Practice	
No	1	No	5	No	6
Voice	5	Voice	1	Voice	0
Equal Vote	0	Equal Vote	0	Equal Vote	0
Final Auth.	0	Final Auth.	0	Final Auth.	0

Interpretation: (A) Departmental and divisional level decisions are usually concerned with course offerings and curriculum development. Therefore, student input is something to be considered, but is not necessarily an influential element. Each president who believed that a student voice was appropriate, did not think that it should

be a major factor in the decision-making process. There were no congruent responses between the presidential perceptions and the policy statements. (B) The students at all of the institutions indicated that they did not have any input in this university governance function. Five of the presidents indicated that they perceived the students having a voice. There was only one congruent presidential response with the student-perceived role, that being a no response.

Summary of Responses

The first five questions are summarized in a different manner above in this chapter. Questions numbered six through twenty-three are summarized below. The first column under each president represents whether or not the president's response is (C) congruent with or (D) divergent from the stated policy of his institution. Column number two under each president represents whether or not the president's response is (C) congruent with or (D) divergent from the student-perceived practice of university governance extant on the individual campus.

Following the table of individual question responses is a summary of the questions relating to the five major categories of university governance chosen for the study. These major categories were used in comparing the responses of the large schools as opposed to the small schools and of the state schools as opposed to the private schools. The

far left-hand column of Table 22, labled Totals C D, gives the total responses to each individual question proposed to the presidents. These figures were used in compiling the results of the five major categories of university governance.

In the final analysis, each individual president is listed separately to indicate the total of congruent and divergent responses. The last two lines on the bottom of Table 22 indicates the total of congruent (C) and divergent (D) responses given by the presidents in answering questions numbered six through twenty-three. These totals were used to verify or refute the predictions made in Chapter III.

TABLE 22

SUMMARY OF CONGRUENT (C) AND DIVERGENT (D)
PRESIDENTIAL RESPONSES TO
QUESTIONS NUMBER 6 THROUGH 23

	State Pres. #1 Large		State Pres. #2 Large		State Pres. #3 Small		Priv. Pres. #4 Large		Priv. Pres. #5 Small		Priv. Pres. #6 Small		Totals	
	Pol.	Prac.	Pol.	Prac.	Pol.	Prac.	Pol.	Prac.	Pol.	Prac.	Pol.	Prac.	C	D
Ques. # 6	C	D	C	D	D	D	C	D	D	D	D	C	4	8
7	D	D	C	D	D	D	C	D	D	D	C	D	3	9
8	C	C	C	C	D	C	D	C	D	D	D	D	6	6
9	C	C	C	D	D	D	D	C	D	C	C	D	6	6
10	D	C	C	C	C	C	C	C	C	C	C	C	11	1
11	D	C	C	C	D	D	C	C	C	C	C	C	9	3
12	D	C	D	C	D	C	D	D	C	C	C	C	7	5
13	D	C	D	C	C	D	C	C	C	C	C	C	9	3
14	C	C	C	C	C	C	C	C	C	C	C	C	12	0
15	D	C	C	D	C	D	D	C	D	C	C	D	6	6
16	D	C	C	C	D	D	D	C	D	D	D	C	5	7
17	C	C	D	C	C	C	C	C	C	C	D	D	9	3
18	D	D	D	D	D	D	D	D	C	C	D	D	2	10
19	D	C	D	D	D	C	C	C	D	C	D	C	6	6
20	D	C	D	C	C	D	C	C	C	C	D	C	8	4
21	D	C	C	C	D	C	D	C	D	C	C	C	8	4
22	D	D	D	D	D	D	C	C	C	C	C	D	5	7
23	D	D	D	D	D	D	D	D	D	D	D	C	1	11
Total of C	5	13	10	10	6	7	10	13	9	13	10	11	117	XX
Total of D	13	5	8	8	12	11	8	5	9	5	8	7	XX	99

To make comparisons between the large and small schools and the state and the private schools, the following five tables are utilized. Table 23 represents faculty concerns, Table 24 represents student services, Table 25 represents physical plant, Table 26 represents academics, and Table 27 represents administrative concerns. Each table contains capital letters A through D. Capital letter A compares the presidents' perceptions from the state schools as opposed to the presidents' perceptions from the private schools with the written policies being the criterion for congruency or divergency. Capital letter B compares the presidents' perceptions from the large schools as opposed to the presidents' perceptions from the small schools with the criterion for congruency or divergence being the written policies. Capital letter C indicates comparisons of the presidents' perceptions from the state schools with the presidents' perceptions from the private schools using the student-perceived practice of university governance as the criterion for congruency or divergency. Capital letter D identifications compare the presidents' perceptions from the large schools with the presidents' perceptions from the small schools with the criterion for congruency or divergency being the student-perceived practice of university governance on each campus.

Faculty Concerns

Questions numbered six through eight dealt with the presidents' perceptions of the student role in university governance in regard to faculty concerns. As stated in the questions, these concerns were hiring, dismissal, and tenure of faculty members. The results are tabled below with comparisons made between the perceptions of presidents of large schools and the presidents of small schools and between the perceptions of presidents from state schools and private schools. (See Table 23).

TABLE 23

CONGRUENCY OF PRESIDENTS' PERCEPTIONS ON STUDENT ROLE IN FACULTY CONCERNS

By Type of School
(Questions 6, 7, 8)

Comparisons with	Type	*C	*D	Type	*C	*D
A. Written policy	State	5	4	Private	3	6
B. Written policy	Large	7	2	Small	1	8
C. Student-perceived practice	State	3	6	Private	2	7
D. Student-perceived practice	Large	3	6	Small	2	7

*C indicates congruency
*D indicates divergenty

Interpretation: Table 23 (A) reveals that there may be a correlation between the presidential perception of the student role and the written policy based on the type of institution by which the president is employed. In this

sample the state presidents were congruent in their perceptions with the written policy 56 percent of the time, while their counter-part in the private schools were congruent with written policy only 33 percent of the time. Table 23 (B) also indicates that the size of the institution may have an effect on the presidential perception of the student role in this area of university governance. This survey indicates a congruent response in 78 percent of the perceptions of the large school presidents, while there was only congruence in 11 percent of the small school presidential perceptions. There does not appear to be any real differences based on size or type of institution when comparing presidential responses with the student-perceived practice. Table 23 (C) shows 33 percent of the state school presidential responses being congruent and 22 percent of the private school presidential responses being congruent. In Table 23 (D) the responses are identical to Table 23 (C) based on the size of the institution.

Student Services

Questions numbered nine through fourteen dealt with student services. The presidents' perceptions of the student role in university governance in regard to this area are recorded below. (See Table 24).

TABLE 24

CONGRUENCY OF PRESIDENTS' PERCEPTIONS ON STUDENT ROLE IN STUDENT SERVICES

By Type of School
(Questions 9, 10, 11, 12, 13, 14)

Comparisons with	Type	*C	*D	Type	*C	*D
A. Written policy	State	9	9	Private	15	3
B. Written policy	Large	10	8	Small	14	4
C. Student-perceived practice	State	14	4	Private	16	2
D. Student-perceived practice	Large	16	2	Small	14	4

*C indicates congruency
*D indicates divergency

Interpretation: Table 24 (A) indicates that the perceptions of private institution presidents are more congruent with stated policy than those of state institutions. In this situation the state presidential responses are congruent in 50 percent of the responses, while in the private sector they are congruent 83 percent of the time. As indicated in Table 24 (B) the size of the institution may also be a determining factor. In this instance, the large institution presidents are congruent 55 percent of the time, while the small institution presidents are congruent 78 percent of the time. Table 24 (C) and Table 24 (D) indicate that there is not an appreciable difference based on the type of

institution or the size of the institution in comparing the presidential responses with the student-perceived practice on campus.

Physical Plant

Questions numbered fifteen through seventeen were geared toward the physical plant aspect of university governance. Presidents' perceptions of the student role in this area were recorded and responses compared according to school type and school size. (See Table 25).

TABLE 25

CONGRUENCY OF PRESIDENTS' PERCEPTIONS ON STUDENT ROLE IN PHYSICAL PLANT

By Type of School
(Questions 15, 16, 17)

Comparisons with	Type	*C	*D	Type	*C	*D
A. Written policy	State	5	4	Private	3	6
B. Written policy	Large	4	5	Small	4	5
C. Student-perceived practice	State	6	3	Private	6	3
D. Student-perceived practice	Large	8	1	Small	4	5

*C indicates congruency
*D indicates divergency

Interpretation: Table 25 (A) would indicate that state institution presidents are apt to perceive the student role in the physical plant aspect of university governance in a congruent manner with stated policy rather than the private

institution presidents. They were congruent in 55 percent of their responses, while the private institution presidents were congruent only 33 percent of the time. Table 25 (B) would indicate that the size of the institution has no bearing on the perceptions as the responses were identical with a 44 percent occurence of congruency. Table 25 (C) reveals no difference in perceptions based on the type of institution. Both types of institutions were congruent 67 percent of the time. In Table 25 (D) the size of the institution appears to have a definite bearing on the presidents' perceptions of the student role. The large institution presidents are more congruent (89 percent) with the student-perceived practice of university governance in regard to physical plant operations than the small institution presidents (44 percent).

Academics

Questions numbered eighteen through twenty were asked to find the presidents' perceptions of the student role in university governance with respect to academics. The questions were addressed to grading, curriculum, and graduation requirements. (See Table 26).

TABLE 26

CONGRUENCY OF PRESIDENTS' PERCEPTIONS ON STUDENT ROLE IN ACADEMICS

By Type of School
(Questions 18. 19, 20)

Comparisons with	Type	*C	*D	Type	*C	*D
A. Written policy	State	1	8	Private	4	5
B. Written policy	Large	2	7	Small	3	6
C. Student-perceived practice	State	4	5	Private	7	2
D. Student-perceived practice	Large	5	4	Small	6	3

*C indicates congruency
*D indicates divergency

Interpretation: Table 26 (A) indicates that the private institution presidents are apt to be congruent with stated policy in the area of academics rather than the state institution presidents. They were congruent 44 percent of the time as opposed to 11 percent of the time by state presidents. In Table 26 (B) there is little difference shown in perceptions as a result of institution size. Table 26 (C) also indicates that there may be a difference in perception based on the type of institution being served by the president. Private schools showed a rate of 78 percent congruency, while the state schools showed a rate of 44 percent congruency. There appears to be little difference attributed to the size of the institution in this area of university governance as recorded in Table 26 (D).

Administrative Concerns

Questions numbered twenty-one through twenty-three were designed to gain information about the presidents' perceptions of the student role in university governance concerning administrative processes. Hiring of the administrative staff, selection of board members, and divisional and departmental level decision-making were included in the questions. (See Table 27).

TABLE 27

CONGRUENCY OF PRESIDENTS' PERCEPTIONS ON STUDENT ROLE IN ADMINISTRATIVE CONCERNS

By Type of School
(Questions 21, 22, 23)

Comparisons with	Type	*C	*D	Type	*C	*D
A. Written policy	State	1	8	Private	4	5
B. Written policy	Large	2	7	Small	3	6
C. Student-perceived practice	State	3	6	Private	6	3
D. Student-perceived practice	Large	4	5	Small	5	4

*C indicates congruency
*D indicates divergency

Interpretation: In this area of university governance, administrative processes, the collected data indicates that the type of institution being served may have a bearing on the presidents' perception of the student role in it. Table 27 (A) shows that the private university presidents are apt to have a congruent perception (44 percent) with the stated

policy rather than the state university president (11 percent). Table 27 (C) also indicates that the private university president may be more apt to have a congruent perception (67 percent) with the student-perceived practice than the state university president (33 percent). No real differences seem to appear based on the size of the institution served by the president as recorded in Table 27 (B) and Table 27 (D).

In Chapter III there are two predictions made concerning the final data analysis. One of these predictions is stated as follows:

1. The presidents' perceptions of the student role in university governance of state institutions will be more divergent from the stated policy on the student role in university governance than the perceptions of presidents of private institutions.

The final analysis of the data indicates that the total of divergent responses of the three state institution presidents in comparing them with stated policies is 33 out of a possible 54 (61 percent). In totaling the divergent responses of the private institution presidents, using the same data, the final numbers are 25 out of a possible 54 (46 percent). This would indicate that the prediction was true.

The second prediction made in Chapter III was stated as follows:

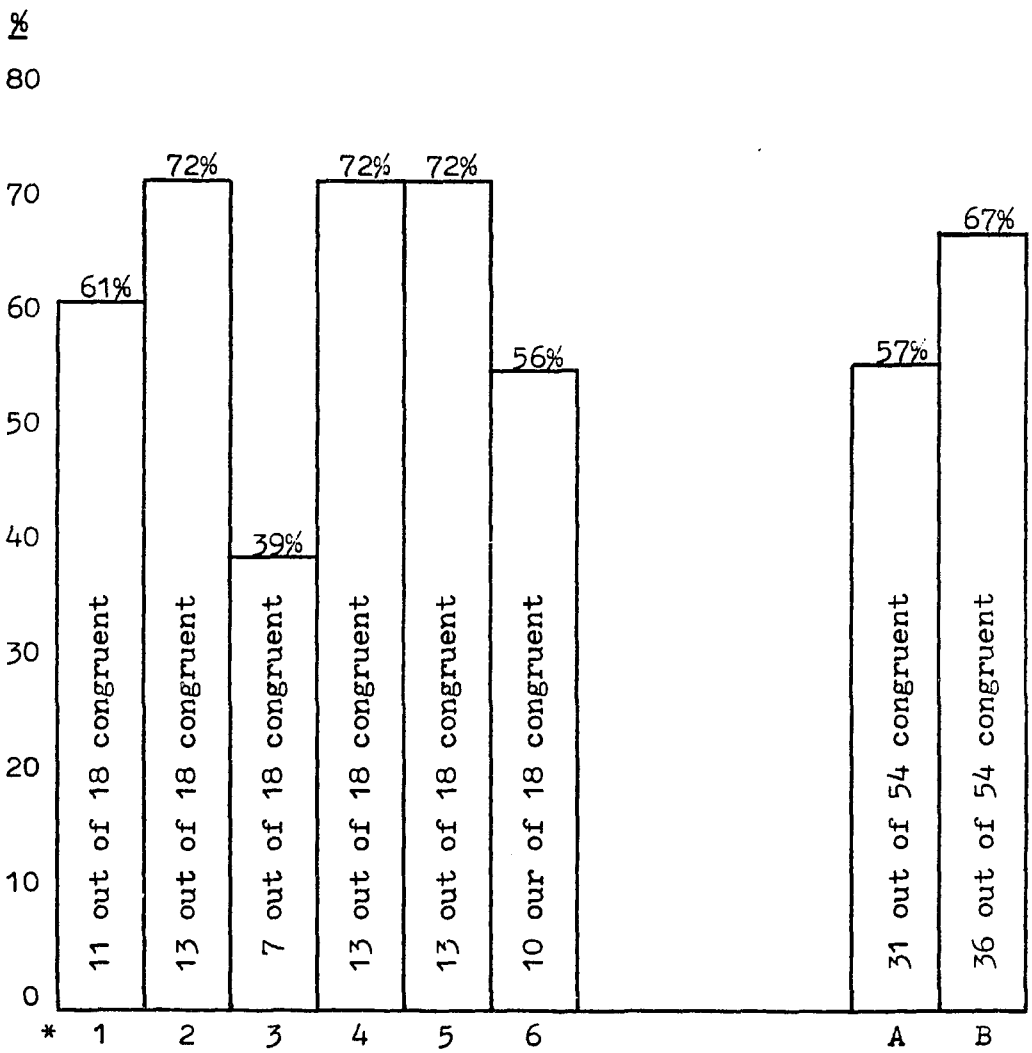
2. The smaller the institution, the more congruent the presidential perceptions of the student role in university governance will be with the student-perceived practice of university governance.

In the final analysis of the data comparing the presidential perceptions with the student-perceived practice, this prediction was shown to be inaccurate if taken from an individual standpoint. If taken from a collective standpoint, that is, in comparing the three smallest schools with the three largest schools, it is also proven to be false.

Here, in order from the smallest to the largest institutions, are the findings from the collected data, which indicates congruent responses between the presidential-perceived student role and the student-perceived campus practice. (See Table 28) First, 11 out of 18 (61 percent); second, 13 out of 18 (72 percent); third, 7 out of 18 (39 percent); fourth, 13 out of 18 (72 percent); fifth, 13 out of 18 (72 percent); and sixth, 10 out of 18 (56 percent). In making a collective comparison, it was found that the presidents of the three smallest institutions have congruent responses in 31 out of 54 situations (57 percent), while the presidents of the three largest institutions have congruent responses in 36 out of 54 situations (67 percent).

TABLE 28

PERCENTAGES OF CONGRUENT RESPONSES FROM INDIVIDUAL PRESIDENTS AND FROM COLLECTIVE GROUPS OF PRESIDENTS



*Numbers 1 - 6 identify the enrollments from the smallest institution to the largest institution. Letter A is used to identify the three smallest schools in a collective group. Letter B is used to identify the three largest schools in a collective group.

The final question was asked in order to give the presidents an opportunity to expound further on any area of student involvement in the university governance structure. Five of the six presidents added further responses which are recorded below. An interpretation of their comments follows.

Statement of the Question

24. "Do you have any other observations that you might make about the student role in university governance?"

President #1 had no further comments.

President #2:

> I can't think of anything in particular. I just go back to my first philosophy, that after all, I don't believe that we have quite reached the point where we ought to turn the institution, physical plant, or anything else where there are goals of long-time standing involved over to the students. I think it is well to have them as a part of the decision-making process and listen to them for their ideas along with everyone else, but not a matter of complete domination in any of the categories.

President #3:

> I guess I feel strongly that the quality of education in college is the most important aspect of what the campus is all about. And you use input, no matter from where you get it, to the best of your ability to upgrade your programs. Students provide very good input for quality education, but again, it is strictly input and you use that input to improve your programs. I guess I have found that most students are quite reasonable as to the amount of input that they can have, if they understand what you are trying to do and they agree with what you are trying to do. If you don't have a good answer for them

when they say why don't I have more to say about the issues, then you have some problems. But then, if you don't have some good answers, you shouldn't be in that position anyway.

President #4:

I remember reading someplace, someone who was giving a speech on this and perhaps was colored a little by student unrest, but someone says that the reason we have colleges is because some people know more than other people and therefore, you have to recognize that the faculty and administration presumably are in their roles because they know more than the students who have come to learn. I have kind of accepted that as rather a guiding principle, that you need to get reaction, input, but very often I have found that students can be very easily convinced on a minimal amount of evidence and that they haven't had the experience to be able to analyse things and they need to learn. They need to be given opportunities to learn these things. But, not at the expense of the institution.

President #5:

The trick is to share government with all those who are a part of the community, so that we all feel some ownership, and I guess I would say that is the basic principle that we should follow in collegiate administration. However, there has to be a balance between that position and the model of efficiency, or the model that allows adaptability and change to occur. It seems to me that part of the conservatism that is in university and college governments is due to the fact that we give the governance to those people who are here on campus at the time, and it is typically their will to maintain their position and places and lives as it is, and not necessarily to adapt or change. And I think in these days, colleges must be much more adaptable than they have been. So there must be either strong leadership from someone to cause change, or the structure should be such that a person or a group of people who have an outside perspective have some power in the structure. I think the model we have used in university government has created unnecessary conservatism in institutions themselves. I am finding myself seeing much

> stronger leadership from college deans and presidents than I saw ten years ago. And I think it has been necessary. There have been a lot of actions that have gone without the full concert or full dialogue that normally used to occur in the universities and colleges and as a result, there has been quicker adaptation. When you are talking about survival of institutions that are in the middle of decline, you can't talk about maintenance. And I think the democratic model in a collegiate institution has been a good maintenance model, but not always a good change model.

President #6:

> I would like to say that perhaps the greatest problem that we have facing us at this time is in getting students involved and participating. I would also like to say that student involvement in university government is very valuable. I think if we would poll the active board members, that there would be no doubt that they would want the active participation of the student and enjoy those contacts with the students. I think the fact that a board member is an active businessman and gives up his time to come up to the college makes an impression on the student in the fact that he cares about the welfare of the student. Students years ago never knew what was going on and in this day and age this is changed.

Interpretation: It is obvious in reading the responses given by presidents numbered two, three, and four, that they believe there should be student input, but that the final authority rests with the administration. President number five also indicates that there should be student input. However, he is not as adament in his commitment that the leadership, or final authority, should lie in the hands of the administration. The statements made by president number six indicate that he is in agreement with the other presidents; that there is a need for student involvement in

the university governance structure. It appears that he believes there should be a greater effort made on the part of students to be involved at the highest level of decision-making; that of the board of trustees.

Summary

The analysis of the data indicates that there are many different opinions expressed by presidents when giving their perceptions of the student role in university governance. Some perceptions would advocate a total absence of student involvement in some functions of governance, while other perceptions might indicate student control in the same governance function. In this study the highest rate of congruency between presidential perceptions and stated policy was in the area of student services. The student services area also had the highest rate of congruency between presidential perceptions and the student-perceived practice on campus. Academic concerns and administrative concerns produced the lowest rates of congruency between the presidential perceptions and stated policy as well as in comparisons between presidential perceptions and student-perceived practice.

CHAPTER V

FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND SUMMARY

This chapter will discuss the findings, conclusions, and recommendations for further study. This study was undertaken to obtain and compare the perceptions of university presidents to policies and student perceptions of university governance in an effort to promote understanding of the student role in the governance process. Since the size of the sample is small, and the population confined, the generalizations will be restrictive.

Introduction

There are many unknown variables that determine presidential perceptions. In this study the only known condition is the fact that the respondents are presently all practicing university presidents. In order to express the findings, the generalizations came from the five major areas of university governance chosen for this study. These areas were faculty concerns, student services, physical plant, academics, and administrative concerns.

Findings

The findings of this study are recorded in this chapter. In Chapter IV the analysis of the data is

tabulated in table form to simplify the reading of comparisons made between presidential responses and the written policies and between presidential responses and the student-perceived practices of university governance on each campus.

Faculty Concerns: The presidents' perceptions were congruent with stated policies in less than half of their responses in regard to faculty concerns. There was a greater percentage of congruency with the presidents of state universities than with the presidents of private universities. The rate of congruency was also higher in the large universities than it was in the small universities. In making the comparison with the student-perceived practice on each campus, the presidential perceptions indicated that the rate of congruency was fairly high in both situations; that of state versus private institutions or large versus small institutions.

Student Services: When making the comparison of presidential perceptions with stated policy, the findings indicate congruency in two-thirds of the responses dealing with student services. The rate of congruency was higher for the presidents of private universities than for the presidents of the state universities. Presidents of the smaller institutions had a higher rate of congruency than did the presidents of the larger institutions. There was a very high rate of congruency in comparing the presidential

perceptions with the student-perceived practices in the area of student services. The findings indicate that there is very little appreciable difference in the perceptions based on either type or size of the institution.

Physical Plant: Less than half of the presidential responses were congruent with the stated policies dealing with the physical plant aspect of university governance. There was a larger percentage of the state university presidents perceptions congruent with the stated policy than there was among the private institution presidents. There was no difference in the perceptions when using the size of the institution as the criteria for comparison. In comparing the perceptions of the presidents with the student-perceived practice on the campus, there was no difference in the responses based on the type of institution. However, the findings indicate a significant difference when using the size of the institution as the criteria for comparison. The large institution presidents were much more congruent in their responses than were the small institution presidents.

Academics: Less than a third of the presidential responses were congruent with the stated policies dealing with academics. There was a much larger percentage of congruent responses among presidents of private universities than there was among state university presidents. When making comparisons based on the size of the institution, there was relatively little difference. The findings

indicate that there is a much higher rate of congruency with the perceptions of private university presidents than with the perceptions of state university presidents when comparing these perceptions with student-perceived practice on the campus. The rate of congruency between state and university presidents when using the size factor for difference showed relatively little difference.

Administrative Concerns: The findings indicate a rate of congruency of less than one-third for the presidential responses to questions dealing with administrative concerns. Presidents of the private universities were more congruent in their responses than were the presidents of the state universities when comparing their responses with the stated policies. When the size of the institution was used as the criteria for difference, there was no appreciable difference shown. The comparison of the presidential responses with the student-perceived practice on the campus also indicates a more congruent response among private university presidents than among state university presidents. Again, there is no appreciable difference shown in the findings when using the size differential.

Conclusions

The conclusions of this study were drawn by comparing the findings wtih the predictions established in Chapter III. Each area of study, faculty concerns, student services, physical plant, academics, and administrative

concerns, was taken individually and compared to the predictions for more clarification of the presidential responses. The final conclusion is drawn from the total responses and gives a more general analysis of the findings. The predictions made in Chapter III were:

1. The presidents' perceptions of the student role in university governance of state institutions will be more divergent from the stated policy on the student role in university governance than the perceptions of presidents of private institutions.
2. The smaller the institution, the more congruent the presidential perceptions of the student role in university governance will be with the student-perceived practice of university governance.

Faculty Concerns: Prediction number one was proven to be false. The presidents of the state institutions were less divergent than were the presidents of the private institutions. Prediction number two was also proven to be false. The presidents of the large institutions were more congruent in their perceptions with the student-perceived practice of university governance than were the perceptions of the presidents of small institutions. Therefore, it can be concluded that the presidents of state universities are more congruent with stated policy in their perceptions of the student role in faculty concerns than are the presidents of the private universities. It can also be stated that the

perceptions of the large university presidents are more congruent with student-perceived practice of university governance dealing with faculty concerns on campus than are the perceptions of the presidents of the small universities.

Student Services: In the area of student services prediction number one proved to be true. There was a more divergent response from the presidents of the state institutions than from the presidents of the private institutions. Prediction number two was proven false. There was a slightly higher rate of congruency with student-perceived practice of university governance relating to student services on campus among larger institution presidents than among the smaller institution presidents. The conclusions are that there is a higher rate of congruency among the private institution presidents than among the state institution presidents in their perceptions of the student role in university governance dealing with student services as stated in the policy manuals. This study also indicates that there is a more congruent perception among the presidents of the larger institutions than among the presidents of the smaller institutions with regard to the student-perceived practice of university governance pertaining to student services.

Physical Plant: There was a larger number of congruent responses among the state university presidents than among the private university presidents when comparing

the presidential responses with the stated policies. This would prove prediction number one to be false. Prediction number two was also proven false in this area of university governance. There was a much larger congruent factor with the student-perceived practice of university governance dealing with the physical plant among the large institution presidents than among the small institution presidents. In this study there is more congruency with stated policies and presidential perceptions among the state university presidents than among the private university presidents. Large university presidents also proved to be more congruent with the student-perceived practice of university governance pertaining to physical plant than did the small university presidents.

Academics: Prediction number one was proven to be true. There was a more divergent response among the state university presidents than among the private university presidents. Prediction number two was also proven to be true in this area of university governance. There was a higher rate of congruency with presidential responses and the student-perceived practice of presidents of small institutions than among the large university presidents. It can be concluded that the perceptions of presidents of state universities are more divergent from the stated policies dealing with the student role in university academic governance than are the perceptions of private university

presidents. Presidents of the smaller universities are more congruent in their perceptions with the student-perceived role of students in university academic governance than are presidents of larger universities.

Administrative Concerns: In this area the perceptions of the state university presidents were more divergent from stated policy than were the perceptions of the private university presidents. This would prove prediction number one to be true. Prediction number two was proven true as the perceptions of the smaller institution presidents were more congruent with the student-perceived practice than were the perceptions of the larger institution presidents. The perceptions of the state university presidents are more divergent from the stated policies of the student role in university governance dealing with administrative concerns than are the perceptions of the private university presidents. The smaller institution presidents are more congruent in their perceptions with the student-perceived practice of university governance relating to administrative concerns than are the presidents of the larger institutions.

There was a much higher rate of divergent responses in the total of all categories among the state university presidents than among the private university presidents when making the comparison with the stated policies on each campus. This would lead to the conclusion that prediction

number one made in Chapter III is correct. When comparison was made between the presidential responses and the student-perceived practice of university governance on each campus, the findings indicate that there is a higher rate of congruency among the larger university presidents than among the smaller university presidents. This would lead to the conclusion that prediction number two made in Chapter III is false.

This study began with the statement of the problem; to determine whether university presidents' perception of the student role in governance are congruent with or divergent from stated university policies and student perceptions of actual student participation in university governance. In the effort to answer this general question, there had to be more specific information gathered. Two specific questions were posed on page thirty of this study. These two questions and the review of literature led to the development of the predictions on page thirty-four. The analysis of each area of university governance was now possible. On page seventy-three, Table twenty-two, the resulting data indicates a congruency rate of fifty-four percent among the responses of the presidents in this sample.

Recommendations

This study indicates that there are many discrepancies between the presidents' perceptions, the

student-perceived practice, and the written policies of the student role in university governance on all of the campuses utilized for the gathering of this data. If these generalizations can be extended to other campuses, the following recommendations are made with the intention of creating a better understanding of the student role in university governance.

1. The handbooks, policy manuals, and other written materials should be reviewed to ascertain what the present policies are relating to the student role in the university governance process.
2. Each of the main on-campus bodies, the administration, the faculty, and the students, should meet independently to determine what they believe the student role in university governance to be. The five major areas of university governance established for this study should be used as a guideline for discussion.
3. After a determination of the student role in university governance has been established by each group, this information should be exchanged between these bodies with a written rationalization for each recommendation.
4. Each group should then appoint representatives to attend a joint meeting to determine suggested

recommendations to the board of trustees for altering or eliminating present policies or introducing new policies.

Summary

The findings of this study indicate that the presidents do see a need for student input in the process of university governance. However, their perceptions do not differ a great deal from contemporary literature which is authored by each of the components of the university community. It appears that the role of students in university governance is an abstract entity. The student is considered a vital part of the process of university governance, but with no defined role.

This study was an attempt to become familiar with the perceptions of one of the most vital links in the chain of university governance. If further research can develop the perceptions of the other elements of governance and bring the five major bodies of the educational community to an understanding of these different perceptions, then a solution that is both feasible and applicable will eventually be brought forth.

APPENDIX

QUESTIONNAIRE FOR INTERVIEWS

1. Do you feel that students are adequately prepared and informed to participate in university governance?
2. Do you feel that students accept responsibility and attend meetings regularly?
3. What do you think contributes to their attendance or non-attendance at meetings?
4. Do you feel that students can be effective and influential in decision-making with other members of a university community?
5. Could you give some examples of this influence?
6. Do you feel that students should have a voice, equal voting power, or final decision-making authority in faculty employment?
7. Do you feel that students should have a voice, equal voting power, or final decision-making authority in involuntary faculty termination?
8. Do you feel that students should have a voice, equal voting power, or final decision-making authority in faculty tenure?

9. In regard to student services, do you feel that students should have a voice, equal voting power, or final decision-making authority on housing regualtions?
10. Do you feel that students should have a voice, equal voting power, or final decision-making authority on student union policy?
11. Do you feel that students should have a voice, equal voting power, or final decision-making authority on student union policy?
12. Do you feel that students should have a voice, equal voting power, or final decision-making authority on entertainment and speakers on campus?
13. Do you feel that students should have a voice, equal voting power, or final decision-making authority on athletic programs?
14. Do you feel that students should have a voice, equal voting power, or final decision-making authority on student conduct?
15. Do you feel that students should have a voice, equal voting power, or final decision-making authority on non-academic personnel policies?
16. Do you feel that students should have a voice, equal voting power, or final decision-making authority about buildings and grounds care?

17. Do you feel that students should have a voice, equal voting power, or final decision-making authority about physical plant budgeting?
18. Do you feel that students should have a voice, equal voting power, or final decision-making authority on graduation requirements?
19. Do you feel that students should have a voice, equal voting power, or final decision-making authority in curriculum development?
20. Do you feel that students should have a voice, equal voting power, or final decision-making authority on grading systems?
21. Do you feel that students should have a voice, equal voting power, or final decision-making authority on the hiring of the president and other administrative officers?
22. Do you feel that students should have a voice, equal voting power, or final decision-making authority on the selection of board members?
23. Do you feel that students should have a voice, equal voting power, or final decision-making authority on decisions made at the departmental or divisional level?
24. Do you have any other observations that you might make about the student role in university governance?

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