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Community College Student Opinions Regarding Student Participation in Selected Academic Collective Bargaining Issues

Larry Joseph Larvick
Loyola University Chicago

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COMMUNITY COLLEGE STUDENT OPINIONS REGARDING STUDENT
PARTICIPATION IN SELECTED ACADEMIC COLLECTIVE
BARGAINING ISSUES

by

Larry Joseph Larvick

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

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And most of all, to my wife, Ardis, whose love, patience, and understanding sustained me through many drafts; and my children, Matthew and Jennifer, for the many inconveniences they endured while Daddy finished his homework.

VITA

Larry Joseph Larvick, son of Frank and Phyllis Larvick, was born October 9, 1940, in Chicago Heights, Illinois.

He was graduated from Bloom Township High School, Chicago Heights, Illinois, in June, 1958, and Bloom Community College in 1960. In 1964 he received a Bachelor of Arts degree, majoring in mathematics, from the College of Emporia, Emporia, Kansas, and in August, 1965, he was graduated from Kansas State Teachers College, Emporia, Kansas, with a Master of Science degree in Guidance and Counseling. In 1969 he participated in a yearlong EPDA Institute at Illinois State University, Normal, Illinois, on counseling in metropolitan community colleges. The Doctor of Education degree in Student Personnel Work in Higher Education from Loyola University of Chicago was conferred in January, 1978.

He has taught in junior high school and community college and has worked as a counselor in elementary school, high school, and community college in Illinois. Since 1972 he has served as dean of counseling at Thornton Community College, South Holland, Illinois, and has also participated in collective bargaining as a member of the management negotiation team.

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CHAPTER I

INTRODUCTION

The impact of collective bargaining in higher education has been the subject of considerable study, speculation, and debate. However, little attention has been focused on the particular consequences for students.¹ As a result of faculty unionization, management rights, conditions of employment, salary, and fringe benefits have all become collective bargaining issues. These issues are mutually resolved in contract negotiations between faculty union representatives and governing board representatives. While students feel that the outcome of collective bargaining issues could have a serious effect on them and the quality of their education, they have not had a significant role in contract negotiations.²

A recent study by the National Center for the Study of Collective Bargaining in Higher Education analyzed 145 post-secondary collective bargaining contracts. Forty contracts contained references to student rights, but none mentioned

¹Alan R. Shark and Kathleen Brouder, Final Report of the Research Project on: Students and Collective Bargaining (Washington, D.C.: National Student Educational Fund, 1976), p. 9.

²Neil Klotz, ed., Students, Collective Bargaining, and Unionization (Washington, D.C.: United States National Student Association, 1975), p. 8.

student participation at the bargaining table during negotiations.³ Since collective bargaining issues are resolved through negotiations, students are beginning to seek a role in the process.

Recently, Montana legislators became the first in the nation to pass a bill giving students the right to participate in collective bargaining between public colleges and their faculties. During 1975 at least twenty state legislatures were considering collective bargaining bills for all public employees. Student lobbyists have become an additional factor by asking legislatures to amend current or proposed laws by adding such provisions as a guarantee of student participation in faculty negotiations, tuition rebates in cases of faculty strikes, and limits on bargaining rights that affect students, such as governance.⁴

Following suit, Oregon's legislators amended the state's bargaining law to allow students to participate in negotiating sessions at each of the eight state colleges and universities. Unlike the Montana law, which makes students a part of the management bargaining team, the Oregon legislation calls for them to participate as independent third parties.⁵

³Ibid., p. 9.

⁴Philip W. Semas, "Laws on Faculty Bargaining," Chronicle of Higher Education, 31 March 1975, p. 1.

⁵Howard B. Means and Philip W. Semas, A Chronicle of Higher Education Handbook: Faculty Collective Bargaining (Washington, D.C.: Educational Projects for Education, 1976), pp. 90-91.

Maine has become the third state to pass a law guaranteeing students a rôle in collective bargaining between colleges and their faculties. Although the law does not provide for student participation in the bargaining sessions, students are allowed to meet with both union and management representatives before negotiations begin. Management negotiators are also required to meet with students at specific times during contract negotiations. Union representatives are not required to meet with the students during negotiations.

The law specifically states:

In addition to its responsibilities to the public generally, the university shall have the specific responsibility of considering and representing the interests and welfare of the students in any negotiations. . . .⁶

In Illinois alone, faculty have unionized in twenty of the thirty-eight public community college districts.⁷ Recently, faculty members of five Illinois state university campuses voted to be represented by the American Federation of Teachers, becoming the first senior institutions to begin collective bargaining.⁸ As part of the accepted "Regulations for Collective Bargaining by Academic Employees" at these five universities is a section that deals with student participation in negotiations. Elected student representatives will be present at the bargaining table in an

⁶Philip W. Semas, "Maine Guarantees Students a Faculty Bargaining Role," Chronicle of Higher Education, 19 July 1976, p. 4.

⁷Means and Semas, Handbook: Faculty Collective Bargaining, p. 53.

⁸"AFT Wins Elections at Illinois Campuses," Higher Education and National Affairs, 5 November 1976, p. 6.

observer/participant role. They can present student positions on matters but cannot prevent faculty and board representatives from reaching agreement.⁹

The Association of Illinois Student Governments, which includes community colleges as well as senior institutions, is in the process of forming lobbies to encourage state legislators to include student participation in any public employee collective bargaining bill. There is not, however, any research in Illinois community colleges or universities regarding student opinion toward participating in collective bargaining issues.¹⁰ Therefore this study was undertaken.

Purpose of the Study

The purpose of this research is to study opinions of Thornton Community College students regarding selected academic collective bargaining issues in order to determine the relative importance of each of these issues for student participation. The specific relationship which exists between certain student characteristics and student opinion toward participating in selected academic collective bargaining issues is investigated. In addition, the willingness of students to participate in collective bargaining is also examined.

⁹Donald W. Anderson, attorney, to Larry Larvick, personal letter, 4 November 1976.

¹⁰Telephone interview with James Conway, Executive Director of the Association of Illinois Student Governments, Inc., 16 November 1976.

A review of literature is undertaken to identify current academic collective bargaining issues that concern students, to survey research findings relative to the proposed study, and to explore selected historical events in higher education as they relate to this study.

Importance of the Study

The 1975-76 academic year has provided the greatest increase in faculty unionization since 1971. Estimates are that over 100,000 faculty members are represented by collective bargaining agents at 461 institutions of higher education. From this total of 461 colleges and universities, 266 public community colleges have bargaining agents.¹¹

As faculty bargaining increases, students have begun to seek a role in the process. Student leaders are concerned:

- "1. That increases in salaries and fringe benefits won by faculty unions will come out of students' pockets in the form of higher tuition
- "2. That faculty strikes will interrupt their education
- "3. That faculty collective bargaining will diminish the expanded student role in campus decision making, won during the turmoil of the 1960's"¹²

A 1969 Gallup Poll conducted at fifty-five college and university campuses disclosed that student expectation for

¹¹Philip W. Semas, "Faculty Unions Add 60 Campuses in 1975-76 Academic Year," Chronicle of Higher Education, 31 May 1976, p. 5.

¹²Means and Semas, Handbook: Faculty Collective Bargaining, p. 89.

participation in campus decision making is not limited to a few student spokesmen. Interviewing 1,030 students on a number of current issues, the poll reported that 81 percent of all students surveyed felt that students should have a greater say in running colleges; 75 percent felt that students should have greater influence in academic matters. When asked why students in many colleges were demonstrating, 42 percent of the students indicated it was because they did not have enough voice in running the colleges.¹³

As a result of student activism in the 1960s, new campus governance structures developed whereby students began to exercise influence on curricular requirements, grading systems, and representation in course and teacher evaluation. Students endeavored to have their peers serve on boards of trustees. Both faculty and administration agreed, at least in principle, with the premise that student interest should be formalized into a mutually agreeable governance plan.¹⁴

Although many administrators and faculty members may prefer to think, "It can't happen here," student rights and freedoms are issues that confront community colleges as well as senior colleges

¹³"Why Students Act That Way--A Gallup Study," U.S. News and World Report, 2 June 1969, pp. 34-35.

¹⁴Klotz, Students, Collective Bargaining, and Unionization, p. 8.

and universities.¹⁵ Jane E. Matson writes: "It would be unwise to conclude that some of the same forces which contribute to disruptive behavior on university campuses are not present on many junior college campuses."¹⁶

Community college students, as well as all students in higher education, can benefit directly by participation and involvement in issues confronting colleges and students.¹⁷ Community colleges, E. G. Williamson believes, should not only prepare students for solving societal problems but also in organizing new structures of participation in college governance.¹⁸ It is now apparent that the community college, which has been a leader in many areas of educational innovations, recognizes its responsibility in the area of student participation in governance.¹⁹

With the rise of faculty collective bargaining in higher education has come the desire of faculty to enhance their role in institutional governance as well as economic concerns. "Tenure, promotion, evaluation, and class size, once included in the collegial

¹⁵Terry O'Banion and Alice Thurston, eds., Student Development Programs in the Community Junior College (Englewood Cliffs, N.J.: Prentice-Hall, 1972), p. 66.

¹⁶Jane E. Matson, "Student Personnel Work Four Years Later: The Carnegie Study and Its Impact," in Student Development Programs, eds. O'Banion and Thurston, p. 175.

¹⁷Ibid.

¹⁸E. G. Williamson, "An Outsider's Viewpoint: Friendly But Critical," in Student Development Programs, eds. O'Banion and Thurston, p. 102.

¹⁹O'Banion and Thurston, Student Development, p. 66.

governance process, have become bipartite negotiable items."²⁰

During December 1976, the National Student Education Fund issued the results of a two-year study on the impact of academic collective bargaining on college students. The report included case studies of five senior institutions. Most student leaders surveyed regarded collective bargaining ". . . as a new decision-making and policy-making process to which they have no access and from which they have no appeal."²¹ Tuition increases were cited as one of the major concerns student leaders had about collective bargaining, followed by the loss of shared governance and the elimination of student evaluation of courses and instructors. The results of the study suggest that student interest in academic collective bargaining can be expected to increase as faculty unionism expands.²²

There are not enough experiences with all models of student participation in collective bargaining to determine if one model is better than another in meeting student needs.²³ Therefore, the issue of student participation in collective bargaining "must ultimately be resolved in every situation where it is asked, on a case-by-case basis, by the persons and interest groups involved, . . ."²⁴

²⁰Klotz, Students, Unionization, p. 8.

²¹"Students, Collective Bargaining Examined," Higher Education and National Affairs, 17 December 1976, p. 5.

²²Ibid.

²³Shark and Brouder, Final Report: Students and Collective Bargaining, p. 38.

²⁴Ibid., p. 6.

Research on collective bargaining in the community college has been conducted with administrators, faculty, and students as subjects, but no studies have been done using only students. More specifically, no studies have been done in unionized community colleges investigating and describing student opinion toward participating in selected academic collective bargaining issues.

The necessity for community college research on local campuses is apparent. More research, Matson contends, is needed on selected aspects of the community college environment and its impact on students.²⁵ Cross feels that instruments should be developed for community college studies.²⁶ She recommends that research on the local level should continue by exploring new approaches to understanding community college students.²⁷ The Carnegie Commission urges local boards to periodically review governance structures to determine if they fit current needs of the college. The Commission also emphasizes that faculties at each institution should analyze implications of collective bargaining on their campus.²⁸ Richardson concludes that community colleges should prepare for new governance structures by examining currently held

²⁵Matson, in Student Development, p. 179.

²⁶K. Patricia Cross, The Junior College Student: A Research Description (Princeton, N.J.: Educational Testing Service, 1968), p. 53.

²⁷Ibid., p. 52.

²⁸Report of the Carnegie Commission on Higher Education, Governance of Higher Education (New York: McGraw-Hill, 1973), pp. 35, 48.

perceptions and prepare to deal with expectations and assumptions.²⁹

Because governance and collective bargaining issues vary from campus to campus, institutions need to determine the method and extent of student participation locally.³⁰ The characteristics of each community college contribute to the relevancy of student participation in collective bargaining issues on that campus. What may be issues at one community college may not be issues at another. What may be typical student opinion on one campus may be irrelevant at another. What may be a solution in one situation may be unwise in another. Therefore, the beginning of wisdom in approaching the problem is the recognition of the variety of governance structures, the relevancy of local issues, and their effects on student participation.³¹

This study attempts to provide baseline data regarding community college student opinion toward selected academic collective bargaining issues. Information acquired from this study can assist community college administrators, faculty, and students as they plan for the changing role of student participation in the shared governance process as a result of academic collective bargaining. The study will also supplement the present body of knowledge

²⁹Richard C. Richardson, Jr., ed., Reforming College Governance, New Directions for Community Colleges, no. 10 (San Francisco: Jossey-Bass, 1975), pp. 16-17.

³⁰Carnegie Commission, Governance, p. 216.

³¹Ibid., p. 13.

regarding college governance and academic collective bargaining with additional research.

The study is specifically designed to investigate and describe student opinion toward participation in selected collective bargaining issues as set forth in articles, books, and reports. While the complexion of student involvement in collective bargaining is changing, little attention has been given to identifying and examining student opinion regarding participation in selected collective bargaining issues. The lack of information concerning student opinion about participation in academic collective bargaining issues in community colleges emphasized the need for this study.

Definition of Terms

Collective Bargaining--a process whereby faculty and administration representatives attempt to reach an agreement on wages, fringe benefits, and conditions of employment by making offers and counter offers in good faith

Contract--a written agreement that can be enforced by law setting forth conditions of employment, fringe benefits, salaries, and other terms agreed to in collective bargaining

Freshman--a student who has earned a total of thirty credit hours or less

Labor Union--an organization of employees whose leaders are elected by and from their own number for the purpose of

collective bargaining with employers and for other legitimate purposes³²

Occupational Students--students enrolled in a career program who are not planning to transfer to a senior college

Opinion--what one thinks; judgement not based on absolute certainty or positive knowledge but on what seems true, valid, or probable to one's own mind³³

Sophomore--a student who has earned a total of more than thirty credit hours

Student Collective Bargaining Survey (SCBS)--a questionnaire that measures student opinion regarding student participation in academic collective bargaining issues

Transfer Students--students planning to complete their college major at a senior college

Research Hypotheses

The following are the research hypotheses to be tested:

1. There are no significant differences of opinions among students regarding participating in selected academic collective bargaining issues as measured by the SCBS.

2. There are no significant differences between male and female student opinions of student participation in selected academic collective bargaining issues as measured by the SCBS.

³²Carter V. Good, ed., Dictionary of Education, 3rd ed. (New York: McGraw-Hill, 1973), p. 629.

³³Webster's New World Dictionary, College Edition (1959), s.v. "Opinion," and Good, Dictionary of Education, p. 399.

3. There are no significant differences of opinions among students of different ages regarding student participation in selected academic collective bargaining issues as measured by the SCBS.

4. There are no significant differences of opinions among students of different races regarding student participation in selected academic collective bargaining issues as measured by the SCBS.

5. There are no significant differences between transfer and occupational student opinions of student participation in selected academic collective bargaining issues as measured by the SCBS.

6. There are no significant differences between freshman and sophomore opinions of student participation in selected academic collective bargaining issues as measured by the SCBS.

7. There are no significant differences of opinion among students in relation to the number of semesters enrolled regarding student participation in selected academic collective bargaining issues as measured by the SCBS.

8. There are no significant differences between students' willingness to participate and their opinions regarding participating in selected academic collective bargaining issues as measured by the SCBS.

Limitations of the Study

Although students who attend other community colleges where collective bargaining exists may have similar opinions toward participating in various collective bargaining issues, the results of this study may only be generalized to include the sample population of students at Thornton Community College during the 1977 Spring semester. In addition, it would be difficult to infer generalizations from the findings and conclusions of this study to other community colleges. Thornton Community College is under its fourth collective bargaining agreement, and student opinion toward participating in collective bargaining issues at Thornton may not resemble those at other community colleges where collective bargaining is in its initial stages.

A review of the literature indicates very little research regarding the opinion of students in community colleges toward participation in selected collective bargaining issues. Therefore, it is difficult to compare the results of this research with similar studies.

The review of literature also reveals no standard instrument suitable for measuring student opinion relative to their participation in selected academic collective bargaining issues. The Student Collective Bargaining Survey was designed for this study. The content of the instrument was guided by the purpose of the study and a review of the literature. Although the instrument has been pre-tested and redesigned, it was validated only by content validity.

Finally, inferring opinions from any instrument has limitations. Opinions are complex to measure and can change in relation to time and events as people's perceptions change; consequently, the results of this study are limited to students' beliefs and impressions toward participation in collective bargaining issues at a particular time.

Outline of the Study

This chapter indicates the purpose and importance of the study. Definition of terms used in the study along with research hypotheses are presented. In addition, some limitations of the study are explained.

In Chapter II the literature review includes a historical orientation to the study followed by the effects of governance and collective bargaining issues on student participation. Relevant research findings pertinent to student participation in collective bargaining are also analyzed.

Chapter III presents the instrument and population characteristics. The data collection methodology and analysis of data are discussed.

Chapter IV includes descriptive statistics about the characteristics of the sample. Statistical analysis and hypotheses testing are presented.

Chapter V contains a summary of significant findings, conclusions reached as a result of the study, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this study is to examine community college student opinions regarding participation in selected collective bargaining issues. This chapter includes an historical orientation to the problem, a presentation of materials concerning effects of governance and collective bargaining issues on student participation, and a section where relevant research findings are examined.

Historical Orientation

College students in recent years have been demanding more involvement and participation not only in societal issues but also in institutional issues. The student activism movement in the 1960s resulted in

. . . a change in participation from a small group of individuals directly affected by an issue (as in the cases of early institutional protests and the civil rights programs of the early 1960s), to the momentum of the late 1960s when student and faculty involvement soared in response to a myriad of issues.¹

Students in the 1970s seemed to be more informed and interested in social, economic, racial, and political problems. Unlike prior generations of students, it is unlikely that college students of the seventies could be termed apathetic socially,

¹Frank L. Ellsworth and Martha A. Burns, Student Activism in American Higher Education, Student Personnel Series, no. 10 (Washington, D.C.: American College Personnel Association, 1970), p. 17.

politically, or intellectually. Students are concerned about the relationship between their college education and their own existence and conditions of life.² As McGrath contends:

Socially conscious as they now are, it is not surprising that the personal and social goals of students move them to be seriously dissatisfied with the unrepresentativeness of academic bodies and with the inadequacy of decision-making processes and the elephantine cumbersomeness of legislative action in colleges and universities.³

Current attempts by students to gain more control over their own matters and over college governance in general are not a new phenomenon. Their desires to influence curriculum, academic standards, teaching methods, selection and promotion of professors, to gain student representation on decision-making committees, and self-determination of student activities all have precedents in medieval universities.⁴

Although student control existed at many medieval universities, it was most prevalent at Bologna during the thirteenth and fourteenth centuries. Most students who attended Bologna were foreigners, and in order to protect themselves from injustices by the city and to provide needed student services, they formed societies referred to as "nations."⁵ The nations, which were similar to trade guilds, were

²Earl J. McGrath, Should Students Share the Power? (Philadelphia: Temple University Press, 1970), p. 52.

³Ibid., p. 53.

⁴V. R. Cardozier, "Student Power in Medieval Universities," Personnel and Guidance Journal 46 (June 1968): 944.

⁵Ibid.

organized according to the regions from which students had come. At the head of each nation was a student elected councillor who represented the interest of this body and its members.⁶

Students from all nations established rules and regulations for themselves, their landlords, and their professors. The professors were required to take an oath of obedience to the councillor and to follow the teaching methods and academic standards established by the students. Professors who did not observe the rules were fined or not paid for their services. However, student power became so extreme that in 1230 professors appealed to the city of Bologna to provide endowed chairs. The city funded two chairs and by 1381 there were twenty-three funded chairs in the university. As the number of chairs increased, student control of Bologna diminished.⁷

During the fourteenth century, various forms of student control existed at universities in Paris, Montpellier, Toulouse, Angers, Orleans, Prague, Salamanca, and Avignon. Because of student riots, boycotts of professors, or threats of emigration from the offending city, students were able to maintain an active role in university government. Students gave their consent to

⁶H. G. Good, A History of Western Education, 2nd ed. (New York: McMillan, 1961), p. 104.

⁷Cardozier, "Student Power in Medieval Universities," pp. 946-948.

rules affecting them, participated in selecting courses, and elected voting representatives on university governing boards.⁸

In time, professors, ". . . resenting student dominance, joined with various outside non-academic authorities, the town officials, the church and eventually the king, to weaken the students' reign and commensurately to strengthen their own."⁹ Oftentimes faculties formed a guild (collegium) to determine their membership, establish standards, and govern their affairs. Because a university was a valuable financial asset to a city, the threat of migration or a strike by professors often secured a redress of grievance or salaries from town officials, civic leaders, and private donors. Eventually, as donors increased, they came to have more influence in selecting professors and supervising their activities. This practice gradually led the way for external boards of governors to administer the universities. By the seventeenth century, students ceased to have a major role in academic government.¹⁰

In Germany, the first university was established at Prague in 1347.¹¹ In German universities, students never gained the same power and control found in southern European universities. Although foreign students attended the universities, the power of the nations was transferred to the university council composed of professors.

⁸Ibid., p. 945.

⁹McGrath, Should Students Share the Power? p. 13.

¹⁰Ibid., pp. 13-14.

¹¹Good, History of Western Education, p. 103.

From the beginning, German professors were not identified with a college or nation and, because they were endowed, did not have to rely on student fees.¹²

At the English universities of Oxford and Cambridge, students were quite young, often enrolling at the age of twelve and thirteen. Because of this fact, "colleges" were formed to provide living quarters and dining facilities for various groups of students. While universities on the Continent were professional schools training mature men of affairs, the English colleges were preparatory schools tutoring young apprentice clerics. Since students were expected to emulate their elders, the leaders of church and state determined that control of the colleges should be in the hands of the faculty.¹³ By the end of the fifteenth century, a pattern of in loco parentis and faculty influence in student life had been established.¹⁴

By the late eighteenth century, the American colonies had spawned nine colleges in one way or another modeled after the English colleges of Oxford and Cambridge.¹⁵ Although colonial colleges adopted the Scottish form of academic governance, where

¹²Cardozier, "Medieval Universities," p. 945.

¹³Good, History, p. 106, and McGrath, Should Students Share the Power? p. 15.

¹⁴Cardozier, "Medieval Universities," p. 948.

¹⁵Frederick Rudolph, The American College and University: A History (New York: Vintage Books, 1962), p. 3.

groups of laymen served as governing bodies, they did embrace the English educational precedents regarding faculty control of student life.¹⁶

During the early nineteenth century, college authorities sustained student control by strict moral codes and religious training. It was not until the late 1800s that students arrived at a position of importance in American colleges. In juxtaposition to the classic curriculum, students planted their extracurriculum, giving them powers outside the formal system.¹⁷ Greek fraternities developed because of college mismanagement of dormitories; literary societies and debate clubs, because of uninspired teaching and library resources; and organized athletics, because of colleges' sole interest in the development of the mind.¹⁸

As the twentieth century approached, students were given greater formal recognition and responsibility for managing their affairs. The curriculum provided more elective courses. College authorities treated students as adults. Various forms of student government, encouraging democratic citizenship, flourished in colleges throughout the 1920s.¹⁹ Most students were satisfied with

¹⁶ McGrath, Should Students Share the Power? p. 15.

¹⁷ Rudolph, American College and University, p. 157.

¹⁸ Harold L. Hodgkinson, College Governance--The Amazing Thing Is That It Works at All (Washington, D.C.: ERIC Clearinghouse on Higher Education, report 11, July 1971), p. 5.

¹⁹ Rudolph, American College, pp. 369-370.

their involvement in extracurricular activities and conceded college governance to the administration and faculty.

In the sixties, however, student interests intensified in academic and administrative activities on campus as well as in political activities off campus. Students initiated changes in academic standards, grading systems, course evaluation, and curriculum development. They sought participation on policy and decision-making committees formerly reserved for faculty members, administrators, and trustees.²⁰

Student participation in decision making in higher education during the 1970s has not followed a consistent pattern. The roles of administrators, faculty, trustees, and students in college governance have varied depending upon the task to be accomplished. Informal decision-making processes of the past have been marked by increased conflict as different groups vie for their concerns.²¹ Furthermore, the eighteen-year-old vote has given "students potential influence in state capitols and Congressional halls beyond anything known before, and often beyond the influence students have on campus over their own faculty senates and boards of trustees."²²

In the seventies, "one new governance development of the utmost significance to students is the unionization movement among college

²⁰Hodgkinson, College Governance, p. 5.

²¹Scott C. Wren, The College Student and Higher Education (n.p.: The Carnegie Foundation for the Advancement of Teaching, 1975), p. 34.

²²Carnegie Commission, Governance, pp. 61-62.

faculties."²³ A recent Carnegie Commission survey reports:

Sentiment for unionization is strongest in community colleges and in the more specialized comprehensive colleges . . . that are closest to teachers at the secondary and primary level, and weakest in the research universities where faculty members usually have substantial independence and authority.²⁴

The Commission contended that because community college faculty have never had much influence in college governance, collective bargaining may provide them the opportunity to gain power from administrators and trustees.²⁵ Although the Commission did not take a position on faculty collective bargaining, it did emphasize that collective bargaining agreements may have a significant impact on student interests:

Unionization by faculty members may give rise on some campuses to unionization by students. . . . It is interesting that while faculty unionization carries the connotation of a progressive alliance with the workers, it has the conservative reality of excluding students. Students may come to find that the participation they achieve in faculty-student committees is partly nullified by their exclusion from faculty bargaining units. They may seek to organize in response. This organization may be of a political rather than of a union nature, and faculty unions on campus may face student political associations at the state capitol.²⁶

Thus, student participation in academic governance in higher education is now being interfaced with faculty collective bargaining. Many community college faculties have readily embraced collective

²³Wren, College Student, p. 35.

²⁴Carnegie Commission, Governance, p. 41.

²⁵Ibid., p. 40.

²⁶Ibid., pp. 43-44.

bargaining, which should alert students who attend these institutions "to be aware and prepared for developments that could . . . affect the nature of their involvement in campus decision-making processes."²⁷

College Governance and Students

Throughout the years, governance structures and decision-making processes at American colleges and universities have varied depending upon internal and external issues unique to each campus. Two major influences that transformed governance in higher education into what it is today were: (1) greater academic freedom to faculty members and greater faculty control over academic affairs; and (2) the decline of in loco parentis control over students.²⁸

The many factors that influence current campus governance structures did not recently come into existence. They existed long before faculties demanded participation in college governance and students protested parental roles of universities. Several underlying factors, according to Watts, contributing in shaping current governance structures were:

The growing gatekeeper role of colleges and universities, their deepening engagement in society's affairs, their sometimes anachronistic forms of governance, and their tendency to defer living for learning to later and later ages. . . .²⁹

²⁷Wren, College Student, p. 36.

²⁸Carnegie Commission, Governance, p. 7.

²⁹Charles H. Watts II, "Problems of Academic Governance," in Collective Negotiations in Higher Education: A Reader, eds. Clarence R. Hughes, Robert L. Underbrink, and Charles O. Gordon (Carlinville, Ill.: Blackburn College Press, 1973), p. 10.

Students brought their influence into play not only in campus issues but also societal issues. Sometimes their methods of addressing grievances have taken the form of direct confrontation with authorities causing ". . . strains on campus and divisiveness in relations with society."³⁰ Wren, commenting on recommendations of the Carnegie Commission concerning college students, contends that student participation in governance is essential in order to give adequate consideration to goals and concerns of students. Although faculty members, administrators, and trustees have influence in campus decision making, "they cannot expect to make unilateral decisions for students, instead of with them."³¹

In anticipating more student participation in governance, the Commission recommended that: (1) governance structures should provide students with the right to be heard on campus issues; (2) students should serve on joint faculty or administrative committees with the right to vote; (3) students should evaluate teaching performance and periodically review performance of departments; and (4) formal grievance procedures should be available to students.³²

A cursory review of current student concerns in higher education corroborates many Commission recommendations for student participation in governance. A recent national survey of attitudes

³⁰Carnegie Commission, Governance, p. 9.

³¹Wren, College Student, p. 47.

³²Carnegie Commission, Governance, p. 71.

of Fall 1975 freshmen reported that students felt they should assist in evaluating faculty.³³ Also more student protest occurred in 1975 than at any time since 1971; students protested tuition increase, elimination of student-backed programs, and reduction in student aid.³⁴ In 1976 students continued to use rallies, sit-ins, and strikes to protest university policies, increases in tuition, and budget cuts.³⁵

Students have not only protested and demonstrated on campus regarding their right, as members of the academic community, to participate in governance, but also in the courts. A student brought a breach of contract suit asking for tuition refund and legal cost against a university because a course was worthless and nothing was learned.³⁶ The University of Wisconsin--Milwaukee Student Association sued university officials in a dispute over student rights in making committee appointments.³⁷ A group of medical students filed a class action suit contending that increases

³³"Fact-file: Attitudes of First-Time Students," Chronicle of Higher Education, 12 January 1976, p. 3.

³⁴Philip W. Semas, "Student Protest, 1975: Stress on Economic Issues," Chronicle of Higher Education, 9 June 1975, p. 3.

³⁵Gael M. O'Brien, "Student Protests," Chronicle of Higher Education, 19 April 1976, p. 2.

³⁶Philip W. Semas, "Students Filing 'Consumer' Suits," Chronicle of Higher Education, 24 November 1975, p. 1.

³⁷"Students May Sue Officials, Wisconsin Court Rules," Chronicle of Higher Education, 24 March 1975, p. 2.

in tuition charged by the university are a breach of contract.³⁸ The suit contended proposed increases in tuition did not conform with increases stated in the catalog.

Although students continue to ask the courts to determine whether colleges and universities are delivering the education promised, "such 'consumer suits' have not been successful so far."³⁹ There are few legal precedents because students cannot afford the legal fees to bring the case to trial, many students acting as their own attorney run into legal technicalities, and the courts are reluctant to substitute their judgement for that of academicians.⁴⁰ Regardless of the outcomes of court decisions and campus protests, students continue to seek more opportunities to participate in governance.⁴¹

In McGrath's study of student participation in academic governance, approximately 88 percent of the 875 reporting institutions had admitted students to membership on at least one policy-making board. However, only 175 institutions had admitted students to board meetings and less than 3 percent gave them voting privileges.⁴² In Illinois, Kamp studied the preferences of

³⁸Philip M. Boffey, "Medical Students Sue Their School, Hoping to Block Tuition Increases," Chronicle of Higher Education, 2 September 1975, p. 11.

³⁹Semas, "Students Filing 'Consumer' Suits," p. 1.

⁴⁰Ibid.

⁴¹Carnegie Commission, Governance, p. 2.

⁴²McGrath, Should Students Share the Power? pp. 38-40.

community college administrators, trustees, faculty, and student leaders for student participation in policy formulation. Student government presidents preferred a greater degree of participation in policy formulation areas of academic affairs, staff personnel affairs, and student affairs. However, campus presidents, board chairmen, and faculty association presidents preferred a lesser degree of student involvement. The student leaders felt that students should have a voice and a vote in the decision-making process. Kamp sees a potential source of conflict as students desire more participation in governance than faculty, administrators, or board members are willing to permit.⁴³

In contrast to these studies' findings, there are administrators and faculty members who fully support student participation in governance. Richard C. Richardson, Jr., president, Northampton Area Community College, encourages student involvement in governance. He writes: "If we are to achieve acceptance by students of organizational policies, then we will need to involve them in the development of such policies or risk arriving at conclusions that are unacceptable to those whom they are designed to serve."⁴⁴ Another college president views students as full members of the college community with

⁴³Gene A. Kamp, "Preferences of Illinois Community College Formal Leaders For Student Participation in Policy-Formulation," in Student Development Programs in Illinois Community Colleges, ed. Terry O'Banion (Springfield, Ill.: Illinois Junior College Board, 1972), pp. 69-78.

⁴⁴Richard C. Richardson, Jr., "The Students' Role in the Affairs of the College," in Student Development Programs in the Community Junior College, eds. Terry O'Banion and Alice Thurston (Englewood Cliffs, N.J.: Prentice-Hall, 1972), p. 54.

the opportunity to participate in all decisions that affect their life and their education.⁴⁵

Faculty members have been willing to concede a broader student role in college decision making. A recent Ladd-Lipset survey found that faculty members had changed their opinion regarding student participation in decision making from 1969 to 1975. More faculty felt students should be given a role in university affairs. However, saying that students should have a role and actually conferring the power were two different matters.⁴⁶ When it came to granting voting rights to students in areas of faculty concerns, faculty members generally opposed the idea.⁴⁷ As a matter of fact, faculty members had much concern about students intruding into areas which were once reserved for faculty decision making.⁴⁸

The discussion so far has brought out that there is conflict in the relative roles of students, administrators, and faculty regarding decision-making authority within higher education. Students are challenging the traditional authority given to faculty and administrators for most academic decisions. They are

⁴⁵Idem, ed., Reforming College Governance, New Directions for Community Colleges, no. 10 (San Francisco: Jossey-Bass, 1974), p. 54.

⁴⁶Everett Carll Ladd and Seymour Martin Lipset, "Students in Campus Decision-Making: What Do Faculty Members Think?" Chronicle of Higher Education, 22 March 1976, p. 12.

⁴⁷Carnegie Commission, Governance, p. 2.

⁴⁸Ibid., p. 39.

"pushing for confrontation on the very basic grounds of student authority in such traditional faculty matters as faculty appointments, admissions program requirements, and degree certification."⁴⁹

It seems that most students are demanding freedom to participate in the decision-making process that affects their education.⁵⁰

The arguments for and against student participation in governance vary from campus to campus. McGrath summarizes traditional arguments as follows:

For student participation:

Institutional Professions and Actions--Students today understand the significance education has on their future social status, domestic and economic well-being, and want a role in developing their future

Sophistication of Today's Students--In contrast to prior generations, today's students are more conscious and concerned about social, economic, racial, political, and international problems

Students Should be Educated for Democracy--If one of the goals of higher education is to educate for responsible citizenship, then granting students a role in academic governance would enhance their preparation for citizenship

Students Could Improve Higher Education--Student participation in curriculum development could accelerate improvement of course content and curriculum offerings and move institutions closer to student interests and more relevant to conditions of society

Abolition of 'In Loco Parentis'--Students should actively participate on decision-making committees that regulate and determine student life style

⁴⁹Hughes, Underbrink, and Gordon, eds., Collective Negotiations in Higher Education, p. 125.

⁵⁰Watts II, "Problems of Academic Governance," p. 7.

Improvement of Instruction--Since the quality of education students receive is determined by the qualifications of the faculty, students should participate in the selection and evaluation of instruction

Against student participation:

Students Will Dominate the Academic Society--Students already have affected the governance process without formal involvement; however, their admission to decision-making committees could seriously alter the balance of power in favor of students

Immaturity of Students--Because of their youth and limited life experience, students could not effectively participate in academic governance

Brief Involvement of Students--Students attend college a relatively few number of years and do not acquire the perspective and commitment needed for long range educational planning

Ignorance of Professional Values--Students do not possess the comprehensive knowledge and complement of abilities involved in practice of a profession

Interference With Study and Gainful Employment--For practical reasons, students cannot devote the necessary time participating on decision-making committees without seriously affecting their educational progress⁵¹

Whatever the eventual outcome of these arguments, the "available body of fact and informed opinion" suggests that:

(1) students should have a voice in determining academic policies and educational programs; (2) there is no reason to assume that students and other members of the academic community could not work together on decision-making committees; and (3) students can enrich the governance process by expressing opinions and facts that may have been overlooked by other participants.⁵²

⁵¹McGrath, Should Students Share the Power? pp. 51-66.

⁵²Ibid., pp. 67-70.

The governance issue for higher education in the seventies is ". . . not whether students should participate, but how, to what extent, and through what innovations in organization and procedure this involvement can be most expeditiously and effectively achieved."⁵³

Collective Bargaining and Students

Historically, student participation in college and university decision making varied as different groups within and outside the academic community gained influence. During present times, however, collective bargaining has become one of the most fundamental issues affecting academic governance and student participation in campus decision making.⁵⁴ Klotz writes that:

Unfortunately, few students realize that faculty-administration negotiations over salary and work conditions can directly affect their tuition and student services. Few have noticed that as governance matters are switched from student-faculty committees to the negotiation table, their participation in campus decision-making--hard-won during the protests of the 60's--will become as limited as their say in what next year's seat belts will look like.⁵⁵

Faculty collective bargaining demands have been more than economic issues.⁵⁶ Among the primary reasons given for faculty interest in collective bargaining is to gain more influence in college decision making.⁵⁷ A 1974 study by the Stanford Project on

⁵³Ibid., p. 71.

⁵⁴Wren, College Student, p. 35.

⁵⁵Klotz, Students, Collective Bargaining, p. 6.

⁵⁶Alan R. Shark, "The Student's Right to Collective Bargaining," Change, April 1973, p. 9.

⁵⁷Hughes, Underbrink, and Gordon, eds., Collective Negotiations in Higher Education, p. 12.

Academic Governance found that union leaders at two and four-year institutions felt that collective bargaining had a dramatic effect of improving campus governance and democratic decision making for all faculty members.⁵⁸ O'Neil thinks that the collective bargaining issue will increase faculty activism during the 1970s as three national organizations (American Federation of Teachers, National Education Association, and American Association of University Professors) compete for members. He also feels that local governance issues will intensify faculty interest in collective bargaining.⁵⁹

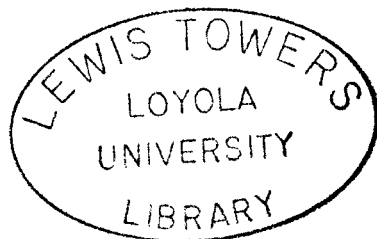
Faculty collective bargaining can seriously challenge a shared decision-making process. It often results in changes in governance structures and authority as roles of everyone from trustees to students are altered.⁶⁰ Collective bargaining, as viewed by Richardson, may be an appropriate means of enhancing present governance structures as faculty members assume more responsibility for educational planning.⁶¹ Ladd and Lipset contend that not only has faculty unionism enhanced faculty authority but

⁵⁸Means and Semas, Handbook: Faculty Collective Bargaining, p. 69.

⁵⁹Robert M. O'Neil, The Courts, Government, and Higher Education (New York: Committee for Economic Development, 1972), pp. 4-5.

⁶⁰Jack N. Schuster, ed., Encountering the Unionized University, New Directions for Higher Education, no. 5 (San Francisco: Jossey-Bass, 1974), pp. 4, 61.

⁶¹Richardson, Jr., Reforming College Governance, p. 55.



also reduced student power.⁶² The reason for this, they believe, is that "student groups rise and fall, have little memory, and generally will be unable to beat the faculty in an adversary relationship."⁶³

The increase of student power in governance is another reason given for the rapid growth of faculty unionization and collective bargaining in higher education. Some observers, Crossland contends, feel that student power has been as important as administration power in impelling faculties to unionize defensively.⁶⁴ The student activist movement of the 1960s led to increased student participation in many decisions previously reserved for the faculty.⁶⁵ Students gained influence in areas of curriculum and faculty evaluation.⁶⁶ They "intruded into what were once faculty preserves for decision making, and these intrusions and their possible extension" became a source of concern for several faculty members.⁶⁷ This concern was brought out in a recent national survey of faculty members at campuses with collective

⁶²Everett Carl Ladd, Jr., and Seymour Martin Lipset, The Divided Academy: Professors and Politics (New York: McGraw-Hill, 1975), p. 290.

⁶³Ibid.

⁶⁴Fred E. Crossland, "Will the Academy Survive Unionization?" Change, February 1976, p. 42.

⁶⁵Ibid.

⁶⁶Linda Bond, "Impact of Collective Bargaining on Students," in Lifelong Learners--A New Clientele for Higher Education, ed. Dyckman W. Vermilye (San Francisco: Jossey-Bass, 1974), p. 134.

⁶⁷Carnegie Commission, Governance, p. 38.

bargaining; 78 percent of the faculty respondents rejected the proposal that "student representatives should be allowed to take part in collective bargaining negotiations."⁶⁸

The National Student Association, along with many state and local student groups, believes that faculty unionism seriously threatens student gains in governance structures secured in the 1960s.⁶⁹ In the spring of 1975, the Executive Director of the Association of Illinois Student Governments wrote to student trustees and student body presidents:

I am sure you are well aware of the fact that collective bargaining has made and is making rapid progress on college and university campuses in Illinois. There is no doubt that collective bargaining is upon us as is exemplified by the fact that a collective bargaining bill for college and university faculty has recently been introduced in the 79th General Assembly. The Association of Illinois Student Governments realizes that faculty collective bargaining will have significant ramifications to present college and university governance structures, as well as student rights and privileges. In order to prepare ourselves, the Association has opened files on the matter, begun to collect articles, and at this time is trying to probe student attitudes and concerns. We are also trying to identify human resources, both student and professional, that may be helpful as this project progresses.⁷⁰

A recent survey of 103 faculty collective bargaining agreements revealed that almost half of the agreements negotiated at four-year

⁶⁸ Everett Carll Ladd, Jr., and Seymour Martin Lipset, "Faculty Members Note Both Positive and Negative Aspects of Campus Unions," Chronicle of Higher Education, 23 February 1976, p. 11.

⁶⁹ *Idem*, Divided Academy, p. 285.

⁷⁰ Douglas Whitley, Executive Director, Association of Illinois Student Governments to Student Trustees and Student Body Presidents, 5 March 1975.

institutions and about one-third of the agreements negotiated at two-year institutions contained governance provisions.⁷¹

Brouder, elaborating on why faculty unionism may threaten student participation in governance, supposes that: (1) because collective bargaining is a two-party process, students may have no access in providing input when policies are considered nor able to alter them after they are adopted in the contract; (2) faculty and administrators may hesitate in seeking student input in policies discussions because it could later weaken their position at the negotiating table; (3) management may be reluctant to involve other parties outside the collective bargaining agreement in governance decisions because they are only legally bound to parties of the contract; and (4) if governance procedures are part of the contractual agreement and the parties disagree over interpretation, all decision-making processes may cease until the issue is resolved.⁷²

Many observers have suggested that community college faculty members are most receptive to unionism. For example, the Carnegie Commission reports that "sentiment for unionization is strongest in community colleges" where faculty members never have exerted much influence through faculty senates and advisory boards.⁷³ Richardson

⁷¹Shark and Brouder, Final Report: Students and Collective Bargaining, p. 17.

⁷²Ibid., pp. 18-19.

⁷³Carnegie Commission, Governance, pp. 40-41.

observes that the recent past history of community college governance has seen an abundance of autocratic, arbitrary administrators, and a job-oriented faculty, content to allow management to make all decisions.⁷⁴ He views collective bargaining as a means faculty are most likely to use in resolving some of the past inadequacies by increasing their influence in the campus decisions process.⁷⁵

Another reason for community college faculty interest in collective bargaining, according to Watts, is that faculty have an "inferiority complex" because they have minimal status in academic decision making.⁷⁶ Additionally, Ladd and Lipset believe that because community college faculty members receive salary increases primarily based upon their teaching competency and years of service and not upon their publications or research, unions fulfill a need by negotiating salary and fringe benefits equally for all members.⁷⁷

As expected, faculty unionization in community colleges continues to increase. As of spring 1975, about 70 percent of all colleges and universities that negotiated with their faculty were two-year institutions.⁷⁸ Regional attitudes toward unions have enhanced the status of faculty bargaining. The Northeast region

⁷⁴Richard C. Richardson, Jr., "The Future Shape of Governance in the Community College," Community and Junior College Journal 46 (March 1976): 52-53.

⁷⁵Ibid.

⁷⁶Watts II, in Collective Negotiations, p. 5.

⁷⁷Ladd and Lipset, Divided Academy, pp. 261-262.

⁷⁸Ibid., p. 266.

ranks highest in unionization, followed by the North Central, West, and the South. Regions that have a longer tradition of unionism generally support favorable attitudes toward collective bargaining.⁷⁹

Faculty unionism continues to increase irrespective of state legislators passing laws granting collective bargaining rights.⁸⁰

Even though Illinois does not have a collective bargaining law, over 50 percent of the public community college districts have collective bargaining agreements with their faculties.⁸¹ In northeastern Illinois, as of November 1976, the Cook County College Teachers Union represented approximately 80 percent of the faculty at fifteen of the sixteen community colleges in Cook County.⁸²

Regardless of the eventual outcome of arguments for or against academic collective bargaining, one consequence appears valid: What happens during negotiations can, "and often does, profoundly affect the ways in which educational goods and services are delivered to the student."⁸³ It is possible that a collective bargaining agreement could subtly change the mission and scope of a college. For instance, variations in class scheduling could affect

⁷⁹Richard J. Ernst, Jr., ed., Adjusting to Collective Bargaining, New Directions for Community Colleges, no. 11 (San Francisco: Jossey-Bass, 1975), p. 25.

⁸⁰Philip W. Semas, "Union Balloting," Chronicle of Higher Education, 15 September 1975, p. 10.

⁸¹Means and Semas, Handbook: Faculty Collective Bargaining, p. 53.

⁸²Norman G. Swenson, President, Cook County College Teachers Union to Union Members, 15 November 1976.

⁸³Shark and Brouder, Final Report: Students and Collective Bargaining, p. 9.

the accessibility of the college for students; work load and class size policies could determine the college's ability in meeting student learning needs; and criteria and procedures for evaluation of instruction could affect the quality of education.⁸⁴

Not only are students concerned about the impact that collective bargaining may have on the quality of instruction and their participation in governance, but many believe increases in student tuition will pay for raises in salaries and fringe benefits negotiated by faculty unions.⁸⁵ Other students believe that colleges, in order to meet the costs incurred through collective bargaining, will reduce or eliminate programs and services.⁸⁶

The discussion so far has brought out the many consequences of collective bargaining for students. There is also much debate regarding student impact on collective bargaining. William McHugh postulates:

If it is true that faculty and paraprofessionals will introduce into the bargaining process matters concerning institutional policy and self-interest of students, and if it is true that students are actively participating in matters concerning institutional policy and the self-interest of faculty, then it is probable that students will eventually become involved in the bargaining process at those institutions where it is used.⁸⁷

⁸⁴Ibid., p. 10.

⁸⁵Bond, in Lifelong Learners, p. 132.

⁸⁶Shark and Brouder, Final Report, p. 13.

⁸⁷William F. McHugh, "Collective Bargaining and the College Student," Journal of Higher Education 42 (March 1971): 180.

Coe believes that students may respond to collective bargaining by either forming their own organizations to bargain with faculty and management or influence "the bargaining process through pressure tactics."⁸⁸

David O'Connor, in an extensive law review, proposes a case for student participation in collective bargaining, claiming students can be viewed as college employees under the National Labor Relations Act. He contends, "if students are not provided with a legitimate means of attaining power within the institutional framework of the university, they will adopt destructive means to achieve that end."⁸⁹ Aside from strikes and demonstrations, students could use selective boycotts against academic programs or voluntarily reduce their course load, and thus seriously affect faculty and management planning and budgeting.⁹⁰

Alan Shark, a long time advocate of student participation in collective bargaining, contends that students' interests would best

⁸⁸Alan C. Coe, "The Implications of Collective Bargaining for Students and Student Personnel Administrators," National Association Student Personnel Administrators Journal 11 (October 1973): 17.

⁸⁹David F. P. O'Connor, "Student Employees and Collective Bargaining Under the National Labor Relations Act: An Alternative to Violence on American College Campuses," George Washington Law Review 38 (July 1970): 1050.

⁹⁰Kevin Bacon, "Testimony of the University of California Student Lobby on 'Collective Negotiations in Post-secondary Education,'" (Sacramento, Calif.: Student Lobby, 19 April 1974), pp. 10-11.

be served by their forming their own bargaining unit.⁹¹ In paralleling the rights of faculty with those of students, Shark asserts:

While faculty pursue better teaching conditions, students must pursue better learning conditions. While faculty seek faculty excellence, students must seek student excellence. Faculty conditions of employment can easily be equated with student conditions of enrollment. Faculty cherish academic freedom as to what to teach; students must cherish academic freedom as to what to learn.⁹²

Although student participation in collective bargaining may not be widespread, there have been enough instances to describe their participation in one of the following manners:

1. consulting with either or both faculty and administration bargaining teams outside the negotiating session⁹³
2. direct participation in bargaining between faculty and administration
3. aggressively protecting student interests if faculty strike
4. seeking independent bargaining by a student union
5. lobbying for legislation to protect student interests⁹⁴

Student consultation with management and faculty bargaining teams outside the negotiation session is based on the assumption

⁹¹Alan R. Shark, "A Student's Collective Thought on Bargaining," Journal of Higher Education 43 (October 1972): 557-558.

⁹²Ibid., pp. 556-557.

⁹³Shark and Brouder, Final Report, p. 40.

⁹⁴Alan R. Shark, "The Educational Consumer on Academic Collective Bargaining: A Progress Report," Paper presented at the 61st meeting of the Association of American Colleges, n.p., 13 January 1975, p. 7.

that the two bargaining teams will be able to adequately represent student concerns without involving students directly in negotiations.⁹⁵ The success of this form of student participation is dependent on regularly scheduled meetings and ". . . a high degree of commitment to meaningful dialogue on all sides."⁹⁶ McHugh sees the possibility of using students on negotiation resource committees to make studies, collect facts, and determine opinions on issues important to students.⁹⁷ Elaborating on this form of indirect student representation, Bucklew mentions that another option would be to assign ". . . a bargaining agent, such as a student affairs officer, the specific task of evaluating bargaining issues in regard to their effect on students and student life."⁹⁸ Maine's new public bargaining law allows students to meet with both union and management representatives before negotiations begin and with management negotiators at regular intervals during contract negotiations.⁹⁹

The most common form of direct student participation in negotiations has been as observer/participant.¹⁰⁰ In discussing

⁹⁵ Neil S. Bucklew, "Unionized Students on Campus," Education-
al Record 54 (Fall 1973): 304.

⁹⁶ Shark and Brouder, Final Report, p. 41.

⁹⁷ McHugh, "Collective Bargaining," p. 184.

⁹⁸ Bucklew, "Unionized Students," p. 304.

⁹⁹ Semas, "Maine Guarantees Students," p. 4.

¹⁰⁰ Shark and Brouder, Final Report, p. 179.

this approach, Bucklew mentions various ways students could be included, such as silent third-party observers assuring that student concerns are considered; allowing student observers to discuss only issues that affect students; granting students full participation in discussions; and including student observers as members on either or both bargaining teams.¹⁰¹ Recently, faculty members at five Illinois universities adopted regulations for collective bargaining that included provisions for student observers/participants at negotiations, thus allowing students to present their positions on issues discussed during the negotiations.¹⁰² According to the Final Report of the Research Project on: Students and Collective Bargaining, students have participated as observers/participants in negotiations at colleges and universities in at least eight other states.¹⁰³

Students have also directly participated in negotiations upon the mutual consent of faculty and management or by invitation to join one or the other bargaining team.¹⁰⁴ Examples of direct student participation in academic collective bargaining are set forth in recent legislation in Montana and Oregon. Both states have passed laws giving students rights to participate in collective

¹⁰¹Bucklew, "Unionized Students," p. 304.

¹⁰²Anderson, personal letter, 4 November 1976.

¹⁰³Shark and Brouder, Final Report, pp. 184-188.

¹⁰⁴Ibid., pp. 32-33.

bargaining between public colleges and their faculties. The Montana law includes students as part of the management bargaining team, while the Oregon legislation embraces students as independent third parties.¹⁰⁵ However, neither law grants students voting power.¹⁰⁶

The existing labor relations model is essentially a bipartite system between management and labor.¹⁰⁷ Some observers of faculty bargaining have proposed tripartite negotiations among administration, faculty, and students. Even though students may negotiate separately with either faculty or administration, Shark believes that involving students as a third party at the bargaining table is a more thorough means of negotiation.¹⁰⁸

Commenting on students at the bargaining table as third parties, Brouder feels students may prevent administration and faculty from making trade-offs that would be detrimental to student interest. She also believes that tripartite bargaining would enable students to negotiate a contract covering terms and conditions of their enrollment.¹⁰⁹ In discussing the possible

¹⁰⁵Means and Semas, Handbook, pp. 89-91.

¹⁰⁶Ibid., p. 90.

¹⁰⁷Bucklew, "Unionized Students," p. 304.

¹⁰⁸Shark, "Student's Right," p. 62.

¹⁰⁹Kathleen Brouder, "Students, Unions, and Collective Bargaining," in Student Unionization, ed. Chip Berlet (Washington, D.C.: United States National Student Association, 1975), p. 18.

models for student participation in negotiations as a third bargaining team, Bucklew mentions three options: (1) students could have power only to present counterproposals; (2) students could be granted approval/veto power on issues that directly affect them; and (3) students could have full bargaining team rights, ". . . including the power to present, demand, and ratify any final contract agreement."¹¹⁰

In commenting on the various methods of direct student participation in collective bargaining, Shark suggests that probably the most significant factor in the success of student participation will be the skills and abilities of the individuals students elect to represent them at negotiations.¹¹¹ He elaborates that:

. . . student organizations which have the clearest idea of what they hope to accomplish through participation in academic collective bargaining will have the greatest success in protecting or representing student interests as defined by students.¹¹²

It is not an uncommon response for students to aggressively protect their interests if faculty strike. Many students feel that a strike, especially a prolonged strike, will seriously affect their education.¹¹³ In the event of an extended strike, Bacon has suggested the following: tuition and fees should be refunded to

¹¹⁰Bucklew, "Unionized Students," p. 304.

¹¹¹Shark and Brouder, Final Report, p. 38.

¹¹²Ibid.

¹¹³Klotz, Students, Collective Bargaining, p. 9.

students if no "make-up" time is added to the academic year; student financial aid payments should continue even though students are not attending classes; and the quality of education should not be "cheapened" in order to make up for time lost due to strikes.¹¹⁴

If the impact a strike has on students seems obscure, student reactions to faculty job actions have been more obvious. A typical student response is to seek court action to terminate the strike and force faculty and management to resolve their differences at the bargaining table.¹¹⁵ Student anti-strike action has occurred at Illinois community colleges in Chicago; Pennsylvania community colleges of Philadelphia and Allegheny County; and Washington community colleges of Tacoma, Green River, and Olympic.¹¹⁶

Donohue has observed that unless students perceive negotiations directly affecting their lives, they mostly remain unaware and unconcerned about collective bargaining.¹¹⁷ However, when students believe that collective bargaining issues have an impact on them, "they can and have shown considerable force in both representation and direction of the process."¹¹⁸

¹¹⁴Bacon, "Testimony," p. 12.

¹¹⁵Shark and Brouder, Final Report, p. 43.

¹¹⁶Ibid., p. 44.

¹¹⁷William R. Donohue to Larry Larvick, 22 May 1974, comments on "Students and Collective Bargaining" presentation at National Association of Student Personnel Administrators Convention, Chicago, 1974. (Mimeographed.)

¹¹⁸Ibid.

Student efforts to seek independent bargaining rights by forming a union are not new. Regardless of the existence or absence of legal authorization, student employees of universities (such as teaching assistants, cafeteria or service workers, and student librarians) were among the first groups to seek recognition.¹¹⁹ Some student groups were successful in unionizing while other groups failed. In 1974 the National Labor Relations Board ruled that research assistants at Stanford University were students, not employees, and rejected their petition to form a union for collective bargaining.¹²⁰

Although other attempts by student employees to gain bargaining rights floundered at the University of California at Berkeley and the University of Oregon, the Teaching Assistants Association (TAA) at the University of Wisconsin at Madison was successful.¹²¹ The TAA, officially recognized at Wisconsin in April 1970, continues as the oldest existing student union. It and a similar union at the University of Michigan are the only such remaining organizations in the United States.¹²² Since 1970 the

¹¹⁹Berlet, Student Unionization, p. 13.

¹²⁰"NLRB Rules Stanford RA's are Students, Rejects Union Bid," Higher Education and National Affairs, 8 November 1974, p. 4.

¹²¹Bucklew, "Unionized Students," p. 302, and Barry Mitzman, "Union Power for Teaching Assistants," Change, June 1975, p. 17.

¹²²Mitzman, "Union Power," p. 17.

TAA has negotiated three contracts obtaining increase in salary and fringe benefits along with provisions for job security, work load, grievance procedures, and participation in educational and curriculum planning.¹²³

Students have not only sought bargaining rights as university employees but also as concerned students.¹²⁴ In 1974 the National Student Association Union Task Force informed their members of their continued efforts to organize student unions. The Task Force requested student help in strengthening local and state organizations to support a national union organization.¹²⁵ Student bodies on some campuses have attempted to organize unions and seek recognition as exclusive bargaining agents for student concerns and negotiate directly with the administration.

Some observers believe that the influence of faculty unions and ineffective student governments have nurtured the growth of student unions.¹²⁶ The influence of faculty unionization on some campuses, according to a recent Carnegie Commission report, may encourage students to unionize.¹²⁷ Shark asserts that "faculty unionization has given new impetus to discussions about organizing

¹²³Ibid.

¹²⁴Bucklew, "Unionized Students," p. 304.

¹²⁵"News," National Student Association Task Force, April 1974, Temple University, Philadelphia, Pennsylvania.

¹²⁶Berlet, Student Unionization, p. 13.

¹²⁷Carnegie Commission, Governance, p. 43.

students along similar lines for the purpose of winning bargaining rights."¹²⁸

Many student governments are ineffective, according to Richardson, because they have no authority, are powerless to seriously affect institutional policies, and lack student respect.¹²⁹ Student union organizers at the University of Massachusetts claim that because student governments and other campus organizations are legal creations of college administrators, the extent of student influence ". . . through these organizations is usually limited, and sometimes nonexistent."¹³⁰ A student union, however, not conceived or financially supported by the administration, could become fiscally and politically independent, thus effectively responding to student concerns.¹³¹

In the Final Report of the Research Project on: Students and Collective Bargaining the authors state that "it is difficult to evaluate the feasibility of the union approach to student organizing."¹³² Of the two identifiable approaches to unionization, the

¹²⁸ Shark and Brouder, Final Report, p. 46.

¹²⁹ Richardson, Jr., in Student Development Programs in the Community Junior College, p. 56.

¹³⁰ Shark and Brouder, Final Report, p. 47.

¹³¹ Berlet, Student Unionization, p. 13.

¹³² Shark and Brouder, Final Report, p. 50.

Student Organizing Project, established in 1974 at the University of Massachusetts, is still in the process of establishing a union; and the Stockton Student Union, founded in 1973 at Stockton State University, New Jersey, has never been formally recognized by the Board of Trustees.¹³³ In summarizing the student unionization concept, the Project Directors for the Research Project on Students and Collective Bargaining state:

Given the time and energy that has been devoted to both advancing and opposing the concept, it is rather surprising--and somewhat disheartening--to discover that student leaders are no closer to a consensus on the feasibility or desirability of student unionization than they were a decade ago.¹³⁴

Some observers believe that the only way students can ensure direct participation as third parties is through enabling legislation.¹³⁵ Current national collective bargaining laws only provide for bipartite bargaining, leaving the legal status of tripartite bargaining ambiguous. With the exception of Montana and Oregon bargaining laws that include direct student participation in negotiations, "all instances of student involvement which have occurred anywhere in the country to date have been the result of mutual consent of the faculty and management bargaining teams."¹³⁶ It has not only been difficult for students to obtain mutual consent

¹³³Ibid.

¹³⁴Ibid.

¹³⁵Bond, in Lifelong Learners, p. 135, and Bacon, "Testimony," p. 10.

¹³⁶Shark and Brouder, Final Report, p. 52.

but also difficult to maintain it once granted. Many times when students reach the bargaining table, they find the extent of their participation narrowly defined.¹³⁷

In a 1975 survey by the Education Commission of the States and the National Conference of State Legislatures, "state lawmakers rated public-employee collective bargaining as the top issue before them."¹³⁸ At least twenty state legislatures were considering collective bargaining bills for higher education.¹³⁹ Any collective bargaining legislation in higher education, according to Angell, should protect the rights of all members of the academic community including student rights to participate in collective bargaining.¹⁴⁰ Even though bargaining legislation failed in many states, students were more successful than organized labor.¹⁴¹ In 1975 students gained bargaining rights in Montana and Oregon; and, during 1976, in Maine.¹⁴²

¹³⁷ Ibid., pp. 52-53.

¹³⁸ Philip W. Semas, "Laws on Faculty Bargaining," Chronicle of Higher Education, 31 March 1975, p. 1.

¹³⁹ Ibid.

¹⁴⁰ George W. Angell, "Some Primary Concerns Expressed by Campus Administrators, Trustees, Faculty, Students, Unions and Taxpayers about Collective Bargaining Laws," Special Report, no. 11 (Washington, D.C.: Academic Collective Bargaining Information Service, December 1974), pp. 1-5.

¹⁴¹ Means and Semas, Handbook, p. 27.

¹⁴² Semas, "Maine," p. 4.

Although legislation has been enacted or proposed in various states, there is no identifiable model for student participation in negotiations: The Montana law enables student participation on management bargaining teams; the Oregon statute permits students to be at negotiating sessions as independent third-party observers; and the Maine law provides for students to meet and confer with management teams on a regular basis outside the negotiation sessions.¹⁴³ According to the findings of the Research Project on Students and Collective Bargaining, "students in at least nine other states," during 1976, were either lobbying or preparing bills based upon the Montana, Oregon, and Maine laws.¹⁴⁴

Brouder and Miller, contributors to the Final Report of the Research Project on: Students and Collective Bargaining, propose several reasons why students may be pursuing legislation to obtain a role in academic collective bargaining as follows:

1. Legislators seem to be more responsive than the faculty or administration to student requests for a role in collective bargaining
2. Through lobbying and the impact of the 18 to 21-year-old vote, students could exert more political pressure on state legislators than on the faculty or administration
3. State legislators would be more reluctant to withdraw a statute giving students a role in collective bargaining than faculty or administration would be to withdraw their mutual consent for student participation

¹⁴³ Shark and Brouder, Final Report, p. 181.

¹⁴⁴ Ibid.

4. Legislation that includes student participation in collective bargaining would also safeguard a student rôle for participation in governance
5. Statutes would establish a legal basis for student interest in collective bargaining and governance issues
6. Student lobbying efforts to obtain enabling legislation in one state may encourage other state student organizations to do likewise¹⁴⁵

The success of student lobbyists depends upon a responsive, well-financed, highly knowledgeable staff at the state capitol. Regardless of the role in collective bargaining students decide upon, they need to be represented at legislative committee hearings on these topics.¹⁴⁶ As Emmet concludes, legislative activity in the area of collective bargaining during the late 1970s will affect all public higher education; and, "regardless of what the legislative perspective on the issue is, can we expect students to stay on the sidelines when all this is going on?"¹⁴⁷

Research Findings

A review of literature indicates very little research regarding student participation in collective bargaining issues. An examination of Educational Resources Information Center (ERIC); DATRIX--Direct Access to Reference Information: a Xerox Service; National Association of Student Personnel Administrators publications; American Association of Community and Junior College

¹⁴⁵ Ibid., pp. 53-54.

¹⁴⁶ Ibid., p. 173.

¹⁴⁷ Ibid.

publications; Phi Delta Kappa research material; Education Index; and the Educational Record revealed no studies or dissertations similar to this investigation have been conducted. Although research on collective bargaining in the community college has been conducted with administrators, faculty and students as subjects, no studies have been undertaken using only students. More specifically, no studies have been done in unionized community colleges investigating and describing student opinion toward participating in selected academic collective bargaining issues.

The attitudes of students, faculty, and administrators at California State College, Bakersfield, a four-year state college, and Bakersfield College, a two-year community college, toward selected aspects of faculty collective bargaining were studied by Oxhandler in 1975. The investigator hypothesized that there would be substantial differences in attitude toward collective bargaining between and among groups of students, faculty, and administration at each college. The major findings of the study indicated general agreement between all three groups that (1) economic and educational policy factors should be negotiated, (2) certain features of collective bargaining legislation should be provided, and (3) fact finding and arbitration were supported as methods for resolving impasse. Administrators disagreed with faculty and students that nonacademic governance issues were negotiable. The data did not support the hypothesis that there were substantial differences between and among students, faculty, and administrators. Although

this study indicated student opinion toward selected aspects of collective bargaining, it did not proceed to investigate student opinion toward participation in the selected academic collective bargaining issues.¹⁴⁸

Another study that involved student attitudes toward collective bargaining was done by Donohue in 1972. The purpose of this study was to describe the attitude of undergraduate students at Central Michigan University toward collective bargaining. The study sought descriptive data on student attitudes toward four areas related to collective bargaining: (1) organized labor and management; (2) organized university faculty and administration; (3) organized student unions; and (4) the relationship of the above areas to students' sex, classification, hometown, race, residence, and age. Analysis of data utilized means, standard deviation, and analysis of variance. The results indicated that the students as a whole had no distinct identification with organized labor and management. They did identify more with faculty collective bargaining concepts than administrative ones and identified most with student unionization concepts. The writer concluded that these findings were temporary and could easily and significantly be changed by collective bargaining situations which students perceive as directly affecting their daily lives. A recommendation of this

¹⁴⁸ Richard Malcom Oxhandler, "Attitudes of Students, Faculty and Administrators Toward Collective Bargaining at Two Public Colleges in California" (Ed.D. dissertation, Western Michigan University, 1975), pp. 1-135.

study for further investigation was a specific delineation of student attitudes toward participation in collective bargaining.¹⁴⁹

In the spring of 1973, Thomas studied collective bargaining issues as they related to chief student personnel administrators, student affairs staff, and student government presidents at four-year institutions of higher education having collective bargaining agreements. A section of this study examined student awareness of the dynamics and impact of collective bargaining on their campus. In contrast to student identification with student unionization concepts as reported in Donohue's study, Thomas found that students did not perceive student unionization as a realistic approach in confronting academic collective bargaining. In general, the researchers agreed that students were unaware of the possible effects of collective bargaining on the quality of their education. In both studies, student response to the category for no opinion was greater than responses for either affirmative or negative responses.¹⁵⁰ However, Thomas emphasized that "on those campuses where student interest has emerged, frustration appears to be a more descriptive word to student reaction to collective bargaining."¹⁵¹

¹⁴⁹William Richard Donohue, "A Descriptive Study of Central Michigan University Student Attitudes Toward Collective Bargaining" (Ph.D. dissertation, Michigan State University, 1972), pp. 1-91.

¹⁵⁰Ronald W. Thomas, "Collective Bargaining and Student Personnel Workers," paper presented at the National Association of Student Personnel Administrators Convention, Chicago, 1974.

¹⁵¹Ibid., p. 5.

This frustration is intensified as students discover that their role in governance has diminished as a result of faculty collective bargaining.¹⁵²

Hedgepeth's study also found students unaware of the impact of collective bargaining on their campus. He used a case study approach to understand the dynamics and consequences of collective bargaining at the State University College at Cortland, Cortland, New York. Although the consequences of collective bargaining had affected student development and programs, he found students unaware of this impact.¹⁵³ Students, however, were ". . . perceived as developing an openness to the concept of collective bargaining and adapting its processes to their own use."¹⁵⁴ Hedgepeth concluded that if students continue to have little influence in the decision-making process, this could increase their interest in student unionization.¹⁵⁵

According to Borus, faculty collective bargaining had minimal, if any, impact on students. In studying unionized and non-unionized colleges and universities during 1970 through 1974, he sought to determine the effects of collective bargaining on student services, increased tuition cost, and student participation in governance. Using a case study approach along with interviews and

¹⁵²Ibid.

¹⁵³Royster C. Hedgepeth, "Consequences of Collective Bargaining in Higher Education: An Exploratory Analysis," Journal of Higher Education 45 (December 1974): 691-700.

¹⁵⁴Ibid., p. 700.

¹⁵⁵Ibid.

questionnaires, Borus concluded that collective bargaining had little impact on students.¹⁵⁶

One of the most recent comprehensive studies on students and collective bargaining is the Final Report of the Research Project on: Students and Collective Bargaining. The two-year national study completed in December 1976 examined student participation in collective bargaining and the impact of collective bargaining on students. The researchers conducted case studies at five universities where students had responded to collective bargaining, collected related literature on students and collective bargaining, documented instances of student participation in collective bargaining, and led workshops and seminars on the role of students in collective bargaining. Some major findings of this study were as follows:

1. Most student leaders perceived outcomes of collective bargaining increasing tuition and eroding their role in governance and evaluation of instruction
2. Although it was difficult to determine the impact of collective bargaining on student interests due to a lack of longitudinal studies, there was enough evidence to suggest that collective bargaining limits the extent of student participation in governance and the uses of student evaluation of instruction
3. The typical organized student response to collective bargaining was to insist upon being present during negotiations
4. There was no consensus among persons who have experienced student participation in collective bargaining as to the actual impact of students on negotiations; nor was there consensus among student leaders as to their purpose for involvement

¹⁵⁶"Impact of Bargaining on Students Said Nil," Higher Education and National Affairs, 30 January 1976, p. 8.

5. In instances where students had been seated at the bargaining table and not members of one bargaining team, they tended to support one side or the other depending upon the issue
6. Most students gained access to the bargaining table by mutual consent of faculty and management, even though no applicable laws existed
7. Statewide student organizations are increasing their efforts to encourage legislators to include a role for student participation in collective bargaining legislation¹⁵⁷

Student participation in governance is another collective bargaining issue that merits investigation. Much of the current literature from the United States National Student Association about students, unions, and collective bargaining supports the opinion that because of increases in faculty collective bargaining the role of students in governance is diminishing.¹⁵⁸ So as collective bargaining increases the faculty role in governance, it can also decrease the student role in governance.

Faculty have expressed support for collective bargaining when there was expectation that the outcome would increase their role in governance. In a community college study, Brown explored the relationship of certain variables on faculty attitudes toward collective bargaining in four community colleges in southern Florida. Variables examined were: university governance, liberalism-conservatism, student role, salaries, and fringe benefits.

A Collective Negotiation Instrument with variables correlated with

¹⁵⁷ Shark and Brouder, Final Report, pp. 177-182.

¹⁵⁸ Berlet, Student Unionization, pp. 1-47, and Klotz, Students, Collective Bargaining, pp. 1-64.

the Carnegie Commission Scale was administered to a representative sample from the community colleges. An ANOVA test on faculty mean was computed. From the findings, some major conclusions were that university governance is more related to negotiation attitudes than faculty perceptions of their liberal-conservative selves and student role in university involvement. Variations of collective bargaining attitudes between faculty were related to the extent faculties of these institutions were allowed to participate in academic decision making.¹⁵⁹

In a statewide study in Illinois, Kamp examined the preferences of community college administrators, trustees, faculty, and student leaders for student participation in policy formulation. The researcher developed a twenty-four-item checklist that represented major policy areas of academic affairs, college staff personnel affairs, and student affairs. Student government presidents preferred a greater degree of participation in the three major policy areas. However, campus presidents, board chairmen, and faculty association presidents preferred a lesser degree of student involvement. Not only did student leaders feel that students should have a voice, but also a vote, in the decision-making process. Kamp perceived a potential source of conflict as students

¹⁵⁹Edward Furney Brown, Jr., "Variables Affecting Collective Bargaining Attitudes in a Select Set of Community Colleges in South Florida" (Ed.D. dissertation, University of Miami, 1975), pp. 1-250.

desire more participation than faculty, administrators, or board members are willing to permit.¹⁶⁰

In the winter of 1971, the Illinois Junior College Board called for a statewide study to assess the effectiveness of community college student personnel programs. An integral part of the study was an examination by Neher of existing patterns of student participation in community college governance. A survey questionnaire containing thirty-three policy areas in four major categories was developed and mailed to the sample. The sample was comprised of forty-six Illinois public community college deans of students who returned thirty-nine questionnaires. An analysis of data indicated that students were involved as participants in policy making in all of the four major policy categories studied: academic affairs, college staff personnel affairs, student affairs, and business affairs. Every college reported student participation in at least one of the thirty-three policy areas except those of faculty and administrative salary. Students were reported as participants to the greatest degree in the category of student affairs when compared to the percentage of participation in the other three categories. However, student participation on policy-making committees did not always mean that they had the right to vote. Although over 50 percent of the responding colleges reported that none of the major campus groups resisted student participation

¹⁶⁰Kamp, "Preferences of Illinois Community College Leaders for Student Participation in Policy-Formulation," in Student Development Programs in Illinois Community Colleges, pp. 69-80.

in policy making, the faculty in the remaining colleges were most commonly as a group resisting student participation.¹⁶¹

Neher contends that there was an unwillingness in Illinois community colleges to grant students significant participating roles other than in those policy areas traditionally given over to students by default.¹⁶² He goes on to say that:

If colleges are going to exhibit their trust in students by giving them a participative role in policy-making, the trust should extend to voting student participation; tokenism is a readily recognizable form of manipulation and should be eliminated.¹⁶³

The findings of the Kamp and Neher studies suggest that students should be given equal voting rights in policy-making committees. In a study of student participation in governance at Ohio State University, Hawes and Trux researched the functions of committees as they relate to student participation. They identified six committee functions as follows: symbolic, decision making, feedback, representative, educational, and delaying decision making. The researchers sampled students who were not on committees as well as student and faculty committee members. Although students were represented on 50 percent of the committees, the faculty outnumbered the students on 92 percent of the committees. Most students sampled felt that students were under-represented on

¹⁶¹Timothy Neher, "Patterns of Student Participation in Illinois Community College Governance," in Student Development Programs in Illinois Community Colleges, pp. 54-68.

¹⁶²Ibid., p. 64.

¹⁶³Ibid., p. 65.

committees, while faculty felt that student representation was adequate.¹⁶⁴ However, student noncommittee members as well as student and faculty committee members ". . . agreed that committees with student representatives were more responsive to student issues than were nonstudent committees."¹⁶⁵

As faculty have become unionized, negotiated agreements have increased the faculty role in decision making and decreased the student role. In a shared governance structure, change theoretically results from the processing of mutual inputs. In a collective bargaining structure, change results from conflict and confrontation. Thus, the role of students in a collective bargaining process is going to be different than in a shared governance process.

A review of research regarding student participation in selected collective bargaining issues indicates that students should be involved in the evaluation of instruction, since this has a direct effect on the quality of education they receive. In a recent study in Illinois, Piland compared opinions of community college students, faculty, and administrators toward student evaluation of instruction in five community colleges. The data were analyzed by percentages, frequency of responses, and the chi-square test of independence. The major findings were: (1) There were no significant

¹⁶⁴Leonard C. Hawes and Hugo R. Trux IV, "Student Participation in University Decision-Making Process," Journal of Higher Education 45 (December 1974): 123-134.

¹⁶⁵Ibid., p. 134.

differences in the opinions of students, faculty, and administrators regarding student evaluation of instruction based on selected demographic characteristics; and (2) There were significant differences when the opinions of students, faculty, and administrators were compared. Students and faculty agreed with items that questioned the objectivity of student evaluation of instruction. Students and administrators agreed with items that reflected the seriousness with which students approach instructional evaluation. Faculty and administrators agreed that the results of student evaluation of instruction made an impact on the faculty member's instructional performance. A major recommendation was that community college faculty and administrators investigate the role of student evaluation of instruction as part of an integrated faculty evaluation process.¹⁶⁶

Research by the American Council on Education reported similar data on student attitudes toward evaluation of instruction. In a national survey of Fall 1975 freshmen at 366 institutions including seventy-five two-year colleges, 72 percent of the students felt they should help evaluate faculty.¹⁶⁷

Student evaluation of instruction can be affected by faculty collective bargaining contracts. The Research Project on Students and Collective Bargaining, in surveying seventy two-year college

¹⁶⁶William E. Piland, "Student Evaluation of Instruction in Community Colleges: A Study of Student, Faculty and Administrator Opinions" (Ed.D. dissertation, Northern Illinois University, 1974), pp. 1-159.

¹⁶⁷"Fact-file," Chronicle, p. 3.

contracts and thirty-three four-year college contracts, found that "references to faculty evaluation appear as frequently as references to all other types of governance-related provisions combined."¹⁶⁸ About a third of the two-year college agreements and a little less than half of the four-year college contracts included references to optional or required student participation in the evaluation of instruction.¹⁶⁹

The literature review indicates that students are concerned increases in tuition will pay for faculty gains at the bargaining table. The Final Report of the Research Project on: Students and Collective Bargaining states, "there is not enough hard evidence to either refute or support the commonly-expressed fear that collective bargaining usually leads to tuition hikes. . . ." ¹⁷⁰ There is, however, research to suggest that collective bargaining agreements increase management cost which, depending on the situation, could lead to tuition increase. Staller studied the impact of collective bargaining on faculty teaching at two-year public colleges and focused on the effects of unionization on faculty workload as well as faculty compensation. Data were gathered mainly from the Higher Education General Information Survey (HEGIS) on characteristics of 263 two-year public colleges throughout the United States for the 1970-71 academic year. The

¹⁶⁸Shark and Brouder, Final Report, p. 25.

¹⁶⁹Ibid.

¹⁷⁰Ibid., p. 178.

results indicated a positive and significant relationship between employer expenditures for fringe benefits and the existence of a collective bargaining contract. The analysis also suggested that unionization had some success in lowering faculty workloads and raising fringe benefits.¹⁷¹

Research on the effects of certain student characteristics on community college student opinion regarding their evaluation of instruction was studied by Piland. He only found the variable of sex significant of student opinion when compared to other variables of school location, age, occupational or transfer student, and class standing. Female students identified more with the importance of faculty evaluation than did male students.¹⁷²

Donohue's study on student attitudes toward collective bargaining at Central Michigan University reported the following significant demographic comparisons:

- "1. Females are less identified with student union concepts than males . . .
- "2. Twenty year olds identify more with labor and student union concepts than 18 year olds . . .
- "3. Juniors identify more with labor and student union concepts than freshmen . . .
- "4. Of the Juniors who more strongly identify with labor and student union concepts than freshmen, the men seem to differ more towards these concepts than women . . .

¹⁷¹Jerome Mark Staller, "The Impact of Faculty Collective Bargaining on Faculty at Two-Year Public Colleges" (Ph.D. dissertation, Temple University, 1975), pp. 1-179.

¹⁷²Piland, "Student Evaluation," p. 80.

- "5. Students living in different living arrangements reflect different attitudes toward collective bargaining . . .
- "6. Non-whites identify more with Labor, Faculty and Student Union concepts than whites . . ."173

Even though research is sparse regarding demographic data and student opinion toward collective bargaining, a study of community colleges in New York revealed some characteristics of faculty attitudes toward collective bargaining. Six community colleges in New York State were studied by Gallo to examine specific variables which may influence the attitudes of faculty members toward collective negotiations. The research was designed to analyze interrelationships of the following: (1) satisfaction and dissatisfaction of faculty members; (2) attitudes of faculty members toward teaching as a profession; (3) personal characteristics of faculty members; (4) size of college, age of college, location, etc.; and (5) attitudes of faculty members toward collective negotiations. Three of the colleges selected had formal collective bargaining, while the other three institutions were not formally organized. A sample of 245 faculty members (41 percent return) responded to the 200-item questionnaire on a Likert-type scale. The data were analyzed using both bivariate and multivariate analyses to determine the degree of relationship between selected variables and attitudes toward collective bargaining.

¹⁷³Donohue, "A Descriptive Study of Student Attitudes," pp. 62-63.

Some major findings of this study were that faculty members varied greatly in their attitude toward collective negotiations. Also, faculty members at nonunionized colleges provided the same support for the concept of collective negotiations as unionized faculty members. The size of college, location of college, age of college, and type of college had little effect on attitudes toward collective negotiations. This study concluded that college faculty members demonstrated the same support for collective bargaining regardless of their college location or if they were or were not employed at a unionized campus.¹⁷⁴

Summary

Some observers of American higher education may view current student endeavors to participate in academic decisions as a new phenomenon. Historically, however, students in medieval universities had more influence and control over the quality of education they received than do students during present times. Nevertheless, over the centuries, student power waned as faculty and governing boards acquired more control of institutions.

In early American colleges, students were completely removed from any role in academic governance. Because colleges could not provide for many student needs outside the classic curriculum, students initiated organizations and activities giving

¹⁷⁴Robert Richard Gallo, "An Analysis of the Attitudes of Faculty Members Toward Collective Negotiations in Selected Community Colleges in New York State" (Ph.D. dissertation, Cornell University, 1974), pp. 1-156.

them greater recognition and responsibility in managing their affairs.

Until the 1960s, most students were satisfied with their involvement in extracurricular activities and conceded college governance to the administration and faculty. However, because of various events within and outside higher education in the sixties, student interest in participating on academic decision-making bodies intensified. Students, through various methods, gained admittance to decision-making committees that were formerly reserved for faculty and administration.

During the seventies, the rise of faculty unionization seriously challenged the role of student participation in governance. Many student leaders asserted that collective bargaining erodes student participation in governance, causes increases in tuition, and reduces the quality of programs, teaching, and services to students.

Students have attempted to participate in collective bargaining in a variety of ways; nevertheless, no single model for student participation has emerged. Three states have passed legislation giving college students statutory rights to participate in negotiations between management and faculty. Many observers believe that state legislators will see increased efforts by student organizations to encourage them to include a role for students in any collective bargaining legislation.

Although faculty unionization is greatest in community colleges, there is a lack of research regarding community college student opinion regarding participation in collective bargaining. Some studies have revealed that students were unaware of the impact of collective bargaining on the quality of education they receive. Other studies have reported conflicting student opinion regarding student unionization and the impact of collective bargaining on students. The research findings of some studies reported students wanting a greater role in decision making than faculty and administration were willing to grant. Student characteristics were noted in a few studies, and effects of faculty unionization on governance were examined in other studies.

The review of literature was undertaken to place this study within a historical perspective, identify current governance and collective bargaining issues that concern students, and review research findings relative to the purpose of the study. Studies on community college student opinion regarding participation in collective bargaining issues were sparse. Only two studies identified student characteristics relative to student participation in collective bargaining issues. In addition, no studies examined student willingness to participate in collective bargaining issues. The lack of research on community college students regarding participating in collective bargaining issues emphasized the need for this study.

CHAPTER III

PROCEDURES AND METHODOLOGY

This research proposes to investigate and describe opinions of Thornton Community College students regarding student participation in selected academic collective bargaining issues. Chapter II reviewed the related literature. This chapter describes the method employed to accomplish the purpose of this study.

Instrument Characteristics

Instrument development. Selected academic collective bargaining issues are reflected in the Student Collective Bargaining Survey developed for this study. A review of related literature indicated the importance of these academic collective bargaining issues relative to student participation. The six selected collective bargaining issues for the purpose of this study include:

1. academic standards, student participation in establishing and reviewing grading policies, admission and graduation requirements¹
2. student rights, exercising the right to self-organization and to form, join, or assist any student organization to bargain

¹O'Banion and Thurston, Student Development Programs in the Community Junior College, pp. 59-60, and Bacon, "Testimony of the University of California Student Lobby," pp. 3-4.

collectively through representatives of their own choosing on terms and conditions of their education²

3. conditions of enrollment, student participation in decisions involving class size limitation, teaching load, frequency and diversity of course offerings, academic calendar, facility use, and availability of faculty members for student consultation³

4. governance and decision making, students having shared power and equal representation on faculty and administration decision-making committees⁴

5. student evaluation of faculty, active role of students in establishing criteria, method, and use of student evaluation of faculty⁵

6. curriculum development, student participation in academic course planning and curriculum review⁶

²Klotz, Students, Collective Bargaining, and Unionization, p. 52; Berlet, Student Unionization, pp. 13-26; and Semas, "Maine Guarantees Students a Faculty Bargaining Role," p. 4.

³Klotz, Students, Collective Bargaining, and Unionization, pp. 8-12; O'Banion and Thurston, Student Development Programs in the Community Junior College, pp. 60-65; and Ladd and Lipset, "Students in Campus Decision-Making: What Do Faculty Members Think?" p. 12.

⁴Neher, "Patterns of Student Participation in Illinois Community College Governance," pp. 64-66; McGrath, Should Students Share the Power? pp. 51-52; and Hodgkinson, College Governance, pp. 4-5.

⁵Piland, "Student Evaluation of Instruction in Community Colleges," pp. 94-96; Bacon, "Testimony of the University of California Student Lobby," pp. 4-5; and Bond, "Impact of Collective Bargaining on Students," p. 135.

⁶Shark, "A Student's Collective Thought on Bargaining," p. 555; Carnegie Commission, Governance of Higher Education, pp. 61-72; and Semas, "Students Filing 'Consumer' Suits," p. 1.

The content of the instrument was guided by the purpose for the study and a review of the literature. The instrument utilizes a Likert scale with categories of strongly disagree, disagree, no opinion, agree, strongly agree. The instrument items were designed to reflect the six academic collective bargaining issues. Some items were chosen directly from a "Student Union--Non-Student Union Attitude Questionnaire" used in a study by Donohue.⁷ Other items were constructed from arguments for and against student participation in academic collective bargaining issues, discussed at length in United States National Student Association publications, O'Banion and Thurston, McGrath, and Bacon.⁸ Questionnaire items were also derived from analyzing faculty contract agreements of the City Colleges of Chicago, MaComb County Community College, and Thornton Community College.

Instrument validation. Competent judges were chosen to review the instrument. The panel of judges consisted of the following individuals:

Mr. Donald Anderson

attorney; chief management negotiator in community college collective bargaining contract negotiations

⁷Donohue, "Central Michigan University Student Attitudes Toward Collective Bargaining," pp. 82-84.

⁸Berlet, Student Unionization; Klotz, Students, Collective Bargaining, and Unionization; O'Banion and Thurston, Student Development Programs, pp. 51-66; McGrath Should Students Share the Power? pp. 51-82; and Bacon, "Testimony," pp. 3-12.

Mr. Dennis Dryzga

instructor at Thornton Community College, South Holland, Illinois; chief faculty union negotiator in community college contract negotiations, and treasurer of Local 1600 Cook County College Teachers Union

Dr. Donald Petersen

professor of business and management at Loyola University of Chicago; federal mediator and arbitrator

Dr. William Piland

dean of instruction at College of Lake County, Grays Lake, Illinois; member of management negotiation team in community college contract negotiations

Dr. John Eddy

professor of guidance and counseling at Loyola University of Chicago

Dr. Judy Mayo

assistant professor of guidance and counseling at Loyola University of Chicago

The instrument was submitted to the judges who were instructed to review the instrument for clarity, understandability, and relevancy. In addition, they were requested to delete, add, or change any item in the instrument to better represent the content (Appendix A).

Content validity was obtained by asking the judges to determine if the items in the instrument reflected the selected academic collective bargaining issues. According to Borg and Gall, Kerlinger, and Garrett, content validity is established when the instrument's items represent the content it was designed to

measure.⁹ Before an item was considered valid, at least 70 percent of the panel members had to agree that the item measured the content it was designed to measure.¹⁰ Items that lacked this agreement response level were eliminated from the instrument; additional items were added, and some items were rewritten for clarity.

Based upon the judges' comments and critique, the instrument was revised and resubmitted to the judges (Appendix B). Their assistance was requested in reviewing the revised instrument for content, form, and category validation (Appendix C).

Category validation was obtained by requesting the judges to place each item into one of the six categories of academic collective bargaining issues (Appendix D). They were asked to determine the item placement based upon the issue description and in relation to the same context other items were placed in that category. An item was considered a valid category measure when at least 70 percent of the judges agreed that the item represented one of the six collective bargaining issues.¹¹ Three items lacked this agreement response level and were eliminated from the instrument.

⁹Walter R. Borg and Meredith D. Gall, Educational Research: An Introduction, 2nd ed. (New York: David McKay Co., 1974), p. 136; Fred N. Kerlinger, Foundations of Behavioral Research, 2nd ed. (New York: Holt, Rinehart, & Winston, 1973), p. 458; and Henry E. Garrett, Statistics in Psychology and Education, 5th ed. (New York: David McKay Co., 1964), p. 355.

¹⁰C. A. Moser and G. Kalton, Survey Methods in Social Investigation, 2nd ed. (New York: Basic Books, 1972), p. 364.

¹¹Ibid.

No new items were added to the instrument. The resultant instrument consisted of thirty-nine items and was pre-tested.

Instrument pre-test. A pre-test was conducted by administering the revised thirty-nine-item instrument to fifty students at Thornton Community College. The students were randomly selected and not included in the sample. The students were asked to read each item for clarity and understandability. They were also asked to indicate if, in their opinion, the item expressed agreement for or against student participation.

Best suggests that a sample of opinion can be obtained through the use of questions, or getting an individual's reactions to statements.¹² He goes on to say that "the number of favorable and unfavorable statements should be approximately equal."¹³ The instrument pre-test revealed that the number of items for or against student participation was approximately equal (Appendix D). Items that lacked a 70 percent discrimination response were rejected.¹⁴ One item fell short of this discrimination response level and was eliminated from the instrument. The results of the pre-test were used to finalize the instrument into thirty-eight items prior to administering it to the sample (Appendix E).

Instrument reliability. The reliability of the instrument was determined after the data were collected from a sample of

¹²John W. Best, Research in Education (Englewood Cliffs, N.J.: Prentice-Hall, 1959), p. 155.

¹³Ibid., p. 157. ¹⁴Moser and Kalton, Survey Methods, p. 364.

460 students. A coefficient of determination (alpha) of .82 was computed using Cronbach's alpha.¹⁵ The coefficient alpha represents the average of all possible split-half correlations for dividing the instrument into two parts and ". . . gives an exact coefficient of equivalence for the full test."¹⁶

Population

The population of this study consisted of students at Thornton Community College. Thornton Community College, a public community college in South Holland, Illinois, is located in a suburb of Chicago and has a district population of slightly under 300,000 citizens. It offers the first two years of four-year curriculums, and one and two-year career curriculums, and programs designed to serve special educational purposes. Thornton operates under the State of Illinois Junior College Act with guidelines established by the Illinois Community College Board.¹⁷

Thornton Community College was selected for this study because: (1) the faculty has been unionized for more than five years; (2) students elect a representative to serve on the college's Board of Trustees; (3) the student body is similar to student bodies

¹⁵Computed using Statistical Package for the Social Sciences, SPSS Batch Release 7.0-Reliability, Loyola University of Chicago.

¹⁶Claire Selltiz et al., Research Methods in Social Relations (New York: Holt, Rinehart & Winston, 1959), p. 175.

¹⁷Illinois Community College District 510, Thornton Community College 1976-77 Catalog (Benton Harbor, Mich.: Patterson College Publications, 1976), p. 4.

at other community colleges in the south suburban Chicago area;¹⁸ (4) various student groups have expressed opinions regarding local collective bargaining issues;¹⁹ (5) students have no representation on academic standards and curriculum planning committees; (6) students have no representation with faculty and administration on college decision-making committees; and (7) the college district population is similar to surrounding south suburban community college district populations; (8) the investigator, as Dean of Counseling, was uniquely able to gain permission to do the study.

During the fall of 1976, the President and Vice-President for Educational Services at Thornton Community College were contacted to gain permission for conducting the study. Permission was granted with the understanding that the collection of data would take place during the 1977 Spring semester.

Data Collection Methodology

Determination of sample size. The review of literature offered no indication of what proportion of students may respond in a particular manner regarding participation in academic collective bargaining issues. Therefore, for the purpose of this

¹⁸ Summarization of interviews with administrators, instructors, and counselors at Thornton Community College, Prairie State College, and Moraine Valley Community College regarding student characteristics.

¹⁹ "Editorial," Thornton Community College Courier, 23 September 1976, p. 2; "Letters to the Editor," Courier, 30 September 1976, p. 2; and "Letters to the Editor," Courier, 7 October 1976, p. 2.

study, it was assumed that: (1) the opinions of students sampled would be split 50-50 on the issues; (2) the proportion of sample percentages (50 percent agree--50 percent disagree) would not be in error of the true population by more than ± 5 percent; and (3) a 1 in 20 chance would be taken on getting a nonrepresentative sample of the true population (two-tailed test where $t = \pm 1.96$ and $d = .05$).²⁰

The size of the sample should be large enough that any proportion between 45 percent and 55 percent would represent a nonsignificant deviation from 50 percent. The estimated sample size was computed by the formula:²¹

$$\begin{aligned}
 n_0 &= \frac{t^2 pq}{d^2} && \text{Where } d = .05 \\
 &= \frac{(1.96)^2 (.50) (.50)}{(.05)^2} && t = \pm 1.96 \\
 &= \frac{3.84 (.25)}{.0025} && p = .50 \\
 & && q = .50
 \end{aligned}$$

A minimum random sample size of 384 should provide, within a 20 to 1 chance, a proportion of students who agree with participation in collective bargaining issues within ± 5 percent of the true population. However, in order to insure a representative sample, a larger sample size than needed was chosen to allow for

²⁰Henry E. Garrett, Statistics in Psychology and Education, 5th ed. (New York: David McKay Co., 1964), pp. 239-241.

²¹William G. Cochran, Sampling Techniques, 2nd ed. (New York: John Wiley & Sons, 1967), p. 75.

incomplete questionnaires. The Student Collective Bargaining Survey (SCBS) was administered to 470 students. Not all questionnaires administered to the sample were complete. Because of reprographic and collation errors, ten out of 470 questionnaires were not usable. These were eliminated from the study, leaving a total N of 460 students.

Sampling procedures. The 460 students in the sample were enrolled in courses taught at Thornton Community College. There were twenty-seven courses randomly sampled from the Seat Count list of all courses taught during the 1977 Spring semester (Appendix F). The total number of courses sampled was determined using the average number of students enrolled in each course and the desired sample size. The courses selected were those taught for college credit in the occupational and transfer curriculums for day and evening students. Courses chosen in this manner provided a broad cross-section of the student body. The questionnaire was administered to students in the selected courses by the researcher to insure uniform questionnaire administration.

Analysis of Data

Data Source

The data needed to test the research hypotheses in this study were student opinions regarding participation in six selected academic collective bargaining issues as measured by the instrument. The data were located in student responses to items in the instrument

that identify collective bargaining issues. Six scales were used to gather data: (1) academic standards, which is used interchangeably with Scale A; (2) student rights, which is used interchangeably with Scale B; (3) conditions of enrollment, which is used interchangeably with Scale C; (4) governance and decision making, which is used interchangeably with Scale D; (5) student evaluation of faculty, which is used interchangeably with Scale E; and (6) curriculum development, which is used interchangeably with Scale F. The specific item numbers associated with each scale were identified and validated by a panel of experts as discussed in the instrument validation section.

The data were processed using computer facilities at Thornton Community College and Loyola University of Chicago. Student responses to the completed questionnaires were transferred to coding sheets from which data processing cards were keypunched and verified. The data were processed using the Statistical Package for the Social Sciences (SPSS) and the Multivariate Analysis of Variance (MANOVA) program.

The data are presented in Chapter IV in two sections: (1) Characteristics and Analysis of the Sample; and (2) Hypotheses Testing.

Characteristics and Analysis of the Sample

Tables summarizing the characteristics of the sample population are presented for the major groupings of sex, age, race, student type, student classification, and enrollment period. Raw

numbers and percentages for each major group and subgroup are tabulated. Also, the means and standard deviations for Scales A through F are summarized in the tables. These data are used to describe and compare the student responses in relation to major groups and subgroups of the sample.

The total number of student responses is distributed on a continuum for each of the six scales. The higher scale scores reflect more agreement regarding student participation; the lower scale scores reflect more disagreement regarding participation in selected collective bargaining issues. Each scale includes the response categories of strongly disagree, disagree, no opinion, agree, and strongly agree. Tables for the continuum distribution of student responses are presented for Scales A through F to identify the degree of directional preference on each issue. The mean and standard deviation are used to assist in generally describing student opinion in each scale.

Hypotheses Testing

Research methodology. Analysis of variance (ANOVA) and multivariate analysis of variance (MANOVA) procedures are used to analyze the hypotheses. The ANOVA tests significant differences of more than two groups; the MANOVA tests significant differences among groups and two or more interval or ratio scales. The assumptions underlying ANOVA procedures were that the samples were independent and had normal distributions with a common variance. The assumptions underlying MANOVA procedures were that the data were

random samples from independent populations which had multivariate normal distributions with multiplicity of dependent variables.²²

The level of significance is an alpha set at the .05 level. A .05 level was selected because student opinion responses will vary within a narrow margin deemed natural and the result of pure chance.²³

Depending upon significance levels obtained using ANOVA and MANOVA procedures, further post hoc examination of data is utilized.²⁴

Statistical analysis. The first hypothesis, H_1 , asserts that student opinion scores for each of the six scales have equal dispersion. The scores for each scale are tested in relation to the other scales using ANOVA procedures. The following six null hypotheses, H_2 through H_7 , assert that student opinion scores based upon major groupings have equal dispersions. The major groupings of the instrument are sex, age, race, student type, student classification, and enrollment period. The scores for each major grouping are tested in relation to Scales A through F using MANOVA procedures. The last hypothesis, H_8 , asserts that student

²²Kerlinger, Foundations of Behavioral Research, pp. 149, 220.

²³Paul D. Leedy, Practical Research: Planning and Design (Washington, D.C.: MacMillan Publishing Co., 1974), p. 140.

²⁴William L. Hays, Statistics for the Social Sciences, 2nd ed. (New York: Holt, Rinehart & Winston, 1973), pp. 457-519, 596-613 passim, and George A. Ferguson, Statistical Analysis in Psychology and Education, 3rd ed. (New York: McGraw-Hill, 1971), pp. 268-275.

willingness to participate in collective bargaining and their scale opinion scores have equal dispersion. The scores for each scale are tested in relation to student willingness to participate in collective bargaining using MANOVA procedures. In addition, typical student characteristics that identify with participation in selected collective bargaining issues are described.

Summary

The Student Collective Bargaining Survey (SCBS) instrument was developed to measure student opinions regarding student participation in six academic collective bargaining issues. The content of the instrument was guided by the purpose of the study and a review of the literature.

The instrument was validated, tested for reliability, and administered to a sample of 460 students. The students were enrolled in twenty-seven courses randomly sampled from all courses taught for college credit in the occupational and transfer curriculums for day and evening students.

In Chapter IV, the characteristics of the composite sample for the major groupings of sex, age, race, student type, student classification, and enrollment period are described. The hypotheses are analyzed using ANOVA and MANOVA procedures. Post hoc examination of data is also utilized.

CHAPTER IV

RESULTS AND DISCUSSIONS

In Chapter IV an analysis of Thornton Community College student opinions regarding student participation in selected academic collective bargaining issues is presented.

The Student Collective Bargaining Survey (SCBS) was administered to a sample of 460 students. The instrument identifies student opinion regarding student participation in collective bargaining issues. The SCBS contains six scales: (1) academic standards, used interchangeably with Scale A; (2) student rights, used interchangeably with Scale B; (3) conditions of enrollment, used interchangeably with Scale C; (4) governance and decision making, used interchangeably with Scale D; (5) student evaluation of faculty, used interchangeably with Scale E; (6) curriculum development, used interchangeably with Scale F; and a separate item soliciting student willingness to participate in collective bargaining.

The chapter is divided into two sections: (1) Characteristics and Analysis of the Sample, and (2) Hypotheses Testing.

Characteristics and Analysis of the Sample

A summary of characteristics of the 460 students involved in this study is presented in Table 1. The characteristics of the sample were representative of the total student population at

TABLE 1
CHARACTERISTICS OF COMPOSITE SAMPLE POPULATION

(N = 460)

Characteristics	N	%
SEX		
Male	245	53.3
Female	<u>215</u>	<u>46.7</u>
Total	460	100.0
AGE		
Under 20	148	32.2
20-24	150	32.6
25-29	64	13.9
30-34	45	9.8
35 or over	<u>53</u>	<u>11.5</u>
Total	460	100.0
RACE		
White	356	77.4
Non-white	<u>104</u>	<u>22.6</u>
Total	460	100.0
STUDENT TYPE		
Transfer	258	56.1
Occupational	125	27.2
Undecided	<u>77</u>	<u>16.7</u>
Total	460	100.0

TABLE 1 (continued)

Characteristics	N	%
STUDENT CLASSIFICATION		
Freshman	208	45.2
Sophomore	<u>252</u>	<u>54.8</u>
Total	460	100.0
ENROLLMENT PERIOD		
First	80	17.4
Second	103	22.4
Third	45	9.8
Fourth	102	22.2
Fifth	76	16.5
Sixth or more	<u>54</u>	<u>11.7</u>
Total	460	100.0

Thornton Community College during the 1977 Spring semester. Slightly more than half the students sampled were male (53.3 percent). Approximately one-third (32.2 percent) of the students sampled were under age twenty, while almost another one-third (32.6 percent) were between the ages of twenty through twenty-four, and slightly more than one-third (35.2 percent) were twenty-five years old or older. Over three-quarters (77.4 percent) of the students sampled were white, and more than half (56.1 percent) were transfer students. The majority of students (54.8 percent) were sophomores, and most students were either enrolled in the second or fourth enrollment period. Since there were insufficient student responses within certain categories of race and age to adequately analyze the data, group levels within these categories were collapsed.

Composite student responses for each questionnaire item by frequency, percentage of response, mean, and standard deviation are presented as supplemental data in Appendix G.

The composite distribution of 460 student responses regarding student participation in collective bargaining issues, Scales A through F, is presented in Table 2. A majority (54.8 percent) of the student responses on Scale A indicated agreement regarding participation in issues involving academic standards. The mean of 3.58 placed the average student response within the "agree" identification range regarding participation. The standard deviation of .80 indicated that approximately 68 percent of the

TABLE 2

DISTRIBUTION OF COMPOSITE STUDENT RESPONSES ON SCALES A THROUGH F

(N = 460)

Scale	Strongly Disagree (1.00-1.49)	Disagree (1.50-2.49)	Neutral (2.50-3.49)	Agree (3.50-4.49)	Strongly Agree (4.50-5.00)	Mean	SD
Scale A	9.0%	6.3%	38.0%	43.9%	10.9%	3.58	.80
Scale B	.4%	9.8%	48.3%	40.0%	1.5%	3.32	.69
Scale C	.2%	11.1%	46.1%	37.0%	5.7%	3.37	.76
Scale D	---	6.3%	49.1%	42.4%	2.2%	3.40	.64
Scale E	.7%	11.1%	36.5%	43.9%	7.8%	3.47	.82
Scale F	---	5.4%	35.2%	49.6%	9.8%	3.64	.73

student responses would fall within the neutral to agree identification range.

The distribution of scores on Scale B indicated that almost half (48.3 percent) of the student responses were neutral regarding participation in issues involving student rights. The mean score of 3.32 placed the average student response in the "neutral" identification range. The standard deviation of .69 for Scale B indicated a spread of scores within the neutral to agree identification range for approximately two-thirds (68.3 percent) of the students.

Student responses regarding participation in issues involving conditions of enrollment are shown in Scale C. Slightly less than half (46.1 percent) of the student responses were neutral on this scale. The mean score of 3.37 placed the typical student response in the "neutral" identification range. The standard deviation of .76 for Scale C indicated approximately 68 percent of student responses would fall between the scores of 2.61 and 4.13.

An inspection of Scale D revealed almost half (49.1 percent) of the student responses regarding participation in governance and decision-making issues were in the "neutral" identification range. The mean score of 3.40 and the standard deviation of .64 indicated that a majority of student responses (68.3 percent) would fall within the neutral to agree identification range.

On Scale E over half (51.7 percent) of the student responses were in agreement regarding student participation in evaluation of

faculty, while only 12.8 percent were in disagreement with this issue. The mean score on Scale E was 3.47 with a standard deviation of .82.

The distribution of scores on Scale F indicated that a majority of student responses (59.4 percent) were in agreement regarding student participation in issues involving curriculum development. The mean score of 3.64 placed the average student response in the "agree" identification range. The standard deviation of .73 indicated approximately two-thirds (68.3 percent) of the student responses would fall within the neutral to agree categories.

In examining total student responses to the six scales in Table 2, the majority of student responses indicated agreement regarding student participation in issues measured by Scales A, E, and F. The rank order of scales on which students responded regarding student participation in collective bargaining issues was as follows:

1. Scale F, curriculum development
59.4 percent agreement; N = 460
2. Scale A, academic standards
54.8 percent agreement; N = 460
3. Scale E, student evaluation of faculty
51.7 percent agreement; N = 460
4. Scale D, governance and decision making
44.6 percent agreement; N = 460

5. Scale C, conditions of enrollment

42.7 percent agreement; N = 460

6. Scale B, student rights

41.5 percent agreement; N = 460

Student responses were mostly neutral toward participation in governance and decision-making issues, followed by conditions of enrollment and student rights issues. The majority of student responses indicated agreement regarding student participation in collective bargaining issues involving curriculum development, academic standards, and student evaluation of faculty. It would appear that students sense the impact of these issues on student participation more immediately than issues involving faculty union negotiations (student rights) or governance and conditions of enrollment. For instance, student opinions regarding the quality of education they receive could relate more to the role of students in evaluating instruction, planning curriculum, and determining academic standards than their participation on committees that may or may not discuss immediate student concerns.

Hypotheses Testing

In this section, analysis of variance (ANOVA) and multivariate analysis of variance (MANOVA) procedures are used to analyze the hypotheses. Depending upon the significance levels obtained in the hypothesis testing, further post-hoc examination of data is utilized.

Hypothesis 1. There are no significant differences of opinions among students regarding participation in selected academic collective bargaining issues as measured by the Student Collective Bargaining Survey (SCBS).

The hypothesis was tested using the reliability program of the Statistical Package for the Social Sciences at Loyola University of Chicago. The results of the analysis of variance are presented in Table 3. The F ratio for the main effects of the scale differences was 18.24 with 5 and 2295 degrees of freedom. The probability of obtaining an F ratio as large as 18.24 would occur only one time in one thousand. The hypothesis, H_1 , is rejected, thus indicating there was a significant difference in student opinion across the scales.

The results of the test for nonadditivity were insignificant, indicating each scale measured a different issue and should not be combined with other scales to reflect a total score.¹ In other words, the same conclusions could not be made regarding student opinions for all scales.

Since there were differences in student opinions across the scales, an investigation was needed as to where significant differences occurred and in which direction. A post-hoc examination of scale means was undertaken using Scheffe test statistics.² In

¹Roger E. Kirk, Experimental Design: Procedures for the Behavioral Sciences (Belmont, Calif.: Brooks/Cole Publishing Co., 1968), pp. 137-139.

²Ibid., pp. 112-113.

TABLE 3
ANOVA FOR SCALES A THROUGH F
(N = 460)

Variation Source	Sums of Squares	Degrees of Freedom	Mean Square	F Ratio	P Less Than
Between Scales	24.13	5	4.83	18.24*	.001
Residual	607.23	2295	.26		
Total	631.36	2300			
Nonadditivity	.25	1	.25	.96	.324
Balance	606.98	2294	.26		
Total	607.23	2295			

*F Ratio significant

discussing post-hoc examination procedures, Ferguson emphasizes that they should only be used following a significant F test.³

Post-hoc comparisons between the combined means of Scales A, E, and F in relation to the combined means of Scales B, C, and D are presented in Table 4. These scales were combined and compared because, as noted in Table 2, students agreed with participation in issues measured by Scales A, E, and F and were neutral regarding participation in issues measured by Scales B, C, and D. The results of the Scheffe test for the two combined sets of scale means indicated significant differences at the .05 level. Student responses denoted more agreement for student participation in issues involving academic standards, evaluation of faculty, and curriculum planning than in issues involving student rights, conditions of enrollment, and governance and decision making.

Since the issues of academic standards, evaluation of faculty, and curriculum development relate to instructional concerns, it may be inferred that students were more interested in participating in issues of an instructional nature. The issues of student rights, conditions of enrollment, and governance and decision making relate to noninstructional concerns and solicited mostly neutral responses from the students.

Table 5 contains the correlation matrix for Scales A through F. Although all scales were slightly related, Scale B

³Ferguson, Statistical Analysis, p. 269.

TABLE 4

SCHEFFE COMPARISON OF SCALES A, E, AND F TO SCALES B, C, AND D

Variable Group	M	Mean Square	Comparison Group	Scheffe F Ratio
Scale A	3.45	.26	(A, E, and F with B, C, and D)	68.08*
Scale B	3.30			
Scale C	3.22			
Scale D	3.36			
Scale E	3.40			
Scale F	3.50			

*Significant at .05 level; $F > F^1$.05; 5, 2295 where $F^1 = 11.05$

TABLE 5

CORRELATION MATRIX FOR SCALES A THROUGH F

	Scale A	Scale B	Scale C	Scale D	Scale E	Scale F
Scale A	1.00					
Scale B	.44	1.00				
Scale C	.35	.47	1.00			
Scale D	.47	.63	.48	1.00		
Scale E	.33	.40	.48	.43	1.00	
Scale F	.44	.47	.35	.47	.41	1.00

(student rights) and Scale D (governance and decision making) had a higher positive relationship. The coefficient of determination of .63 for Scales B and D accounted for approximately 40 percent of the variance.

It may be possible to explain some of the shared variance between Scales B and D by assuming that issues of student rights and governance and decision making involve a similar process. That is, student participation in these issues would involve a process of meeting, discussions, articulation, and negotiation.

As the aforementioned discussions denote, student responses indicated an importance for participation in issues that directly related to their immediate concerns. The results and discussions that follow analyze the impact of collective bargaining issues on various student sub-groups within the sample.

The MANOVA program from Loyola University of Chicago was used to test the remaining hypotheses, H_2 through H_8 . Multivariate analysis of variance was used to compare each independent variable and its group levels with the six dependent variables. The six dependent variables were Scales A through F. The independent variables of the instrument were sex, age, race, student type, student classification, enrollment period, and student desire to participate in collective bargaining. The variable group levels were the categories or responses within each independent variable. For example, the group levels for race were white and non-white student responses.

Multivariate tests of significance were reported using Wilk's lambda criterion (likelihood ratio test).⁴ Kshirsagar explains that the Wilk's lambda criterion "plays the same role in multivariate analysis that F plays in univariate analysis."⁵ When the overall MANOVA test indicated the research hypothesis was significant at the .05 level, separate univariate F tests were reported. These univariate F tests identified scales that contributed to the overall significance and assisted in determining the variable group levels having significant mean effects.⁶

When univariate F ratios were statistically significant, post-hoc examination of data was computed using Scheffe tests for all possible comparisons among variable group level means.⁷ The Scheffe test was selected because it is exact for unequal group size. These post-hoc comparisons were made following statistically significant univariate F tests to determine which variable group level mean contributed to the overall significance.⁸

A oneway analysis of variance was computed using the SPSS program for all significant univariate F tests. These oneway ANOVA

⁴Jeremy D. Finn, A General Model for Multivariate Analysis (New York: Holt, Rinehart & Winston, 1974), pp. 312-321.

⁵Anant M. Kshirsagar, Multivariate Analysis (New York: Marcel Dekker, 1972), p. 289, and William W. Cooley and Paul R. Lohnes, Multivariate Data Analysis (New York: John Wiley & Sons, 1971), pp. 226-231.

⁶Finn, Multivariate Analysis, p. 320.

⁷Ferguson, Statistical Analysis, pp. 270-271.

⁸Ibid., p. 269.

tests calculated within group mean squares and group means needed to compute Scheffe test statistics. Since the Scheffe procedure is a conservative post-hoc multiple comparison method, it is less likely to reject the null hypothesis when false (Type I error). In order to decrease the chance of making a Type I error, a .10 significance level was used in all post-hoc examinations of data. The selection of this significance level was in accord with the recommendation of Ferguson and Scheffe.⁹

Hypothesis 2. There are no significant differences between male and female opinions of student participation in selected academic collective bargaining issues as measured by the SCBS.

In Table 6, the multivariate analysis of variance for male and female responses is presented. The F ratio for the main effects was 3.75 with 6 and 453 degrees of freedom. The probability of obtaining an F ratio as large as 3.75 would occur only one time in one thousand; thus, the hypothesis, H_2 , is rejected. There were significant differences between male and female opinions regarding participating in collective bargaining issues.

Univariate F tests for the second hypothesis, displayed in Table 7, indicated that male and female mean scores differed significantly at the .05 level on Scales A, B, D, and F. Therefore, further investigation was needed to determine in which direction (agree--disagree) male or female means differed.

⁹Ibid., p. 271.

TABLE 6

MANOVA TEST OF SIGNIFICANCE FOR MALE AND FEMALE RESPONSES
USING WILK'S LAMBDA CRITERION

Source	DF	F Ratio	P Less Than
Main Effects	6	3.75*	.001
Error	453		
Total	459		

*F Ratio significant

TABLE 7

UNIVARIATE F-TESTS FOR MALE AND FEMALE RESPONSES

Variable	MS	F Ratio	P Less Than	
Scale A	5.41	9.95*	.002	
Scale B	3.82	10.97*	.001	
Scale C	.01	.02	.880	
Scale D	2.58	8.81*	.003	
Scale E	1.34	2.40	.112	
Scale F	3.18	6.75*	.010	df = 4,445

*F Ratio significant at the .05 level

A post-hoc data examination using Scheffe procedures, shown in Table 8, indicated statistically significant differences between male and female means on Scales A, B, D, and F. The rank order of scales on which female responses differed significantly from male responses was as follows:

1. Scale F, student evaluation of faculty
Females--64 percent agreement; N = 215
Males--55 percent agreement; N = 245
2. Scale A, academic standards
Females--61 percent agreement; N = 215
Males--49 percent agreement; N = 245
3. Scale D, governance and decision making
Females--51 percent agreement; N = 215
Males--39 percent agreement; N = 245
4. Scale B, student rights
Females--48 percent agreement; N = 215
Males--36 percent agreement; N = 245

Female responses indicated more agreement than male responses for student participation in issues involving academic standards, student rights, governance and decision making, and curriculum development.

The means and standard deviations for male and female responses on Scales A through F are displayed in Table 9. Although not significantly different, female means were higher than male means on every scale except Scale C. The study data indicated that

TABLE 8

SCHEFFE COMPARISONS OF MALE AND FEMALE RESPONSES FOR SCALES A, B, D, AND F

Variable Group Level	M	Mean Square	Group Comparison	Scheffe F Ratio
SCALE A				
Group 1--Male	3.35	.54	(1,2)	10.30*
Group 2--Female	3.57			
SCALE B				
Group 1--Male	3.22	.35	(1,2)	10.72*
Group 2--Female	3.40			
SCALE D				
Group 1--Male	3.26	.30	(1,2)	8.65*
Group 2--Female	3.41			
SCALE F				
Group 1--Male	3.42	.47	(1,2)	7.06*
Group 2--Female	3.59			

*Significant at .10 level; $F > F' .10; 1,458$ where $F' = 2.71$

TABLE 9

MEANS AND STANDARD DEVIATIONS FOR MALE AND FEMALE RESPONSES ON SCALES A THROUGH F

(N = 460)

Sex	N		Scales					
			A	B	C	D	E	F
Male	245	Mean	3.35	3.22	3.23	3.26	3.35	3.42
		S.D.	.76	.62	.72	.53	.72	.67
Female	215	Mean	3.57	3.40	3.22	3.41	3.46	3.59
		S.D.	.71	.56	.73	.56	.78	.71

female community college students agreed more with student participation in certain collective bargaining issues than male students. Females not only agreed with student participation in instructional issues (Scales A and F) but also noninstructional issues (Scales B and D). The data also provided evidence that the composite student opinions (Table 2) regarding student participation did not accurately represent all the issues that concerned female students.

Hypothesis 3. There are no significant differences of opinions among students of different ages regarding student participation in selected academic collective bargaining issues as measured by the SCBS.

The multivariate analysis of variance for student responses by age groups appears in Table 10. The F ratio for the main effects of the scale differences was 1.87 with 24 and 1571 degrees of freedom. The probability of obtaining an F ratio as large as 1.87 would occur only seven times in one thousand; thus, the hypothesis, H_3 , is rejected. There were significant differences of opinions among students of different ages regarding student participation in collective bargaining.

The results of univariate F tests are presented in Table 11. Significant differences of opinions at the .05 level were found among students of different age groups regarding student participation on Scales C, D, and F. Post-hoc examination of data was utilized to determine in which direction (agree--disagree)

TABLE 10

MANOVA TEST OF SIGNIFICANCE FOR STUDENT AGE GROUPS
USING WILK'S LAMBDA CRITERION

Source	DF	F Ratio	P Less Than
Main Effects	24	1.87*	.007
Error	1571		
Total	1598		

*F Ratio significant

TABLE 11

UNIVARIATE F-TESTS FOR STUDENT AGE GROUPS

Variable	MS	F Ratio	P Less Than	
Scale A	.37	.67	.617	
Scale B	.76	2.16	.073	
Scale C	1.94	3.77*	.005	
Scale D	1.08	3.70*	.006	
Scale E	.96	1.72	.144	
Scale F	1.20	2.55*	.039	df = 4,455

*F Ratio significant at .05 level

student responses among age groups differed.

Table 12 shows Scheffe comparisons between age group means for Scales C, D, and F. On scales where student mean responses differed significantly, the higher means indicated more agreement regarding student participation on those issues. For Scale C, conditions of enrollment, students under twenty-five years old and thirty through thirty-four years old had significantly higher mean scores than students thirty-five years old or older. On Scale D, governance and decision making, students under age twenty-five had significantly higher mean scores than students over the age of thirty-four. Finally, on Scale F, curriculum development, students under age twenty-one had significantly higher mean scores than those students thirty-five years old or older.

The means and standard deviations of student responses by age group for Scales A through F are displayed in Table 13. An examination of this data indicated that, although the means were not significantly different, students thirty-five years old or older had lower mean scores on every scale except Scale A. The study data provided evidence that community college students twenty-five through twenty-nine years old and over thirty-four years old identified less with student participation in certain collective bargaining issues than any other age group.

The written comments from many older students on the questionnaire indicated that because of family and work commitments they did not have time to participate. As the discussion of results

TABLE 12

SCHEFFE COMPARISONS OF STUDENT AGE GROUPS FOR SCALES C, D, AND F

Variable Group Level	M	Mean Square	Comparison Group	Scheffe F Ratio	Comparison Group	Scheffe F Ratio
SCALE C						
Group 1--under 20	3.28	.51	(5,4)	9.18*	(3,2)	1.26
Group 2--20-24	3.28		(5,2)	11.61*	(3,1)	1.25
Group 3--25-29	3.16		(5,1)	11.61*	(1,4)	.17
Group 4--30-34	3.33		(5,3)	4.14	(1,2)	.00
Group 5--35 or over	2.89		(3,4)	1.49	(2,4)	.17
SCALE D						
Group 1--under 20	3.33	.29	(5,2)	14.66*	(4,3)	.04
Group 2--20-24	3.40		(5,3)	6.56	(4,1)	.00
Group 3--25-29	3.35		(5,1)	9.06*	(1,2)	1.26
Group 4--30-34	3.33		(5,4)	5.65	(1,3)	.06
Group 5--35 or over	3.07		(4,2)	.58	(3,2)	.39
SCALE F						
Group 1--under 20	3.53	.47	(5,3)	9.37*	(2,4)	.74
Group 2--20-24	3.46		(5,4)	4.34	(2,1)	.78
Group 3--25-29	3.66		(5,1)	5.60	(1,3)	1.59
Group 4--30-34	3.56		(5,2)	3.00	(1,4)	.07
Group 5--35 or over	3.27		(2,3)	3.81	(4,3)	.56

*Significant at .10 level; $F > F' .10$; 4,455 where $F' = 7.76$

TABLE 13

MEANS AND STANDARD DEVIATIONS OF STUDENT RESPONSES BY AGE GROUPS FOR SCALES A THROUGH F

(N = 460)

Age Group	N		Scales					
			A	B	C	D	E	F
Under 20	148	Mean	3.47	3.33	3.26	3.33	3.41	3.53
		S.D.	.61	.49	.66	.46	.67	.61
20-24	150	Mean	3.43	3.36	3.28	3.40	3.50	3.46
		S.D.	.76	.63	.75	.54	.68	.69
25-29	64	Mean	3.56	3.24	3.16	3.35	3.39	3.66
		S.D.	.86	.65	.67	.60	.81	.69
30-34	45	Mean	3.38	3.35	3.33	3.33	3.28	3.56
		S.D.	.90	.68	.87	.61	.89	.71
35 or older	53	Mean	3.37	3.11	2.89	3.07	3.22	3.27
		S.D.	.75	.58	.69	.62	.92	.84

for the eight hypotheses indicates, students who were willing to participate in collective bargaining most frequently agreed upon student participation in every collective bargaining issue. It is possible that one reason many older student responses were mostly neutral regarding student participation was because of their time commitments outside of college.

Hypothesis 4. There are no significant differences of opinions among students of different races regarding student participation in selected academic collective bargaining issues as measured by the SCBS.

In Table 14, the multivariate analysis of variance for student responses by race is presented. The F ratio of the main effects of scale differences was 4.06 with 6 and 453 degrees of freedom. The probability of obtaining an F ratio as large as 4.06 would occur only one time in one thousand; thus, the hypothesis, H_4 , is rejected. There were differences of opinions among students of different races regarding participation in collective bargaining issues.

A univariate analysis of the data as presented in Table 15 revealed that significant differences in mean scores among races existed on Scales B and D. On the individual scales of student rights and governance and decision making, white and non-white student means differed at the .05 level of significance.

A post-hoc examination of Scales B and D was undertaken to determine in which direction (agree--disagree) significant differences

TABLE 14

MANOVA TEST OF SIGNIFICANCE FOR STUDENT RESPONSES BY RACE
USING WILK'S LAMBDA CRITERION

Source	DF	F Ratio	P Less Than
Main Effects	6	4.06*	.001
Error	453		
Total	459		

*F Ratio Significant

TABLE 15

UNIVARIATE F-TESTS FOR STUDENT RESPONSES BY RACE

Variable	MS	F Ratio	P Less Than	
Scale A	.18	.32	.572	
Scale B	2.08	5.90*	.016	
Scale C	.66	1.26	.261	
Scale D	1.61	5.46*	.020	
Scale E	1.71	3.07	.081	
Scale F	.05	.10	.751	df = 1,458

*F Ratio significant at .05 level

occurred among means. Table 16 presents Scheffe comparisons of student responses by race for Scales B and D. On both scales, student rights and governance and decision making, non-white student mean scores were significantly higher than mean scores for white students. The higher mean scores indicated more agreement regarding student participation in those issues.

The rank order of scales on which non-white student responses differed significantly from white student responses was as follows:

1. Scale D, governance and decision making
Non-white--51 percent agreement; N = 104
White--43 percent agreement; N = 356
2. Scale B, student rights
Non-white--45 percent agreement; N = 104
White--40 percent agreement; N = 356

The means and standard deviations for student responses by race on the six scales are shown in Table 17. Although the means were not significantly different, on three scales (Scales A, B, and D) non-white student mean scores were higher than white student mean scores. It was inferred from the data that students of different races regard participation in certain collective bargaining issues differently.

The study data denoted that non-white students and female students favored more student participation in noninstructional issues of governance and collective bargaining (student rights).

TABLE 16

SCHEFFE COMPARISONS OF STUDENT RESPONSES BY RACE FOR SCALES B AND D

Variable Group Level	M	Mean Square	Comparison Group	Scheffe F Ratio
SCALE B				
Group 1--White	3.27	.35	(1,2)	5.83*
Group 2--Non-white	3.43			
SCALE D				
Group 1--White	3.30	.30	(1,2)	5.39*
Group 2--Non-white	3.44			

*Significant at .10 level; $F > F' .10; 1,458$ where $F' = 2.71$

TABLE 17

MEANS AND STANDARD DEVIATIONS FOR STUDENT RESPONSES BY RACE ON SCALES A THROUGH F

(N = 460)

Race	N		Scales					
			A	B	C	D	E	F
White	356	Mean	3.44	3.27	3.24	3.29	3.44	3.50
		S.D.	.76	.60	.71	.53	.75	.68
Non-white	104	Mean	3.49	3.43	3.15	3.44	3.29	3.48
		S.D.	.70	.58	.77	.58	.72	.74

It is also noted that both of these student sub-groups indicated more agreement for student participation in noninstructional issues than did the distribution of student responses for the composite sample (Table 2). The data provided evidence that the diversity of student opinions regarding participation in collective bargaining issues is associated with the impact issues have on particular student sub-groups. Furthermore, the composite student opinion, in many cases, did not accurately represent student opinions in relation to student sub-groups.

Hypothesis 5. There are no significant differences between transfer and occupational student opinions of student participation in selected academic collective bargaining issues as measured by the SCBS.

The multivariate test of significance for transfer, occupational, and undecided student responses is presented in Table 18. An F ratio of 1.00 was not significant at the .05 level; therefore, the hypothesis, H_5 , is not rejected. It is inferred from the data that student opinions among the student types of transfer, occupational, and undecided were similar regarding participation in collective bargaining issues. Since the multivariate test was not statistically significant, no univariate tests or Scheffe comparisons were computed.

In Table 19, the means and standard deviations for student types on Scales A through F are displayed. Although the means were not significantly different, the means of undecided students were

TABLE 18

MANOVA TEST OF SIGNIFICANCE FOR TRANSFER, OCCUPATIONAL, AND
UNDECIDED STUDENT RESPONSES USING WILK'S LAMBDA CRITERION

Source	DF	F Ratio	P Less Than
Main Effects	12	1.00	.447
Error	902		
Total	914		

TABLE 19

MEANS AND STANDARD DEVIATIONS FOR TRANSFER, OCCUPATIONAL, AND
UNDECIDED STUDENT RESPONSES ON SCALES A THROUGH F

(N = 460)

Student Type	N	Scales						
		A	B	C	D	E	F	
Transfer	258	Mean	3.49	3.34	3.25	3.39	3.45	3.53
		S.D.	.78	.63	.77	.57	.75	.71
Occupational	125	Mean	3.45	3.27	3.21	3.29	3.89	3.50
		S.D.	.68	.56	.67	.48	.73	.70
Undecided	77	Mean	3.32	3.21	3.14	3.16	3.26	3.37
		S.D.	.74	.53	.66	.55	.79	.61

lower than means of transfer and occupational students on all scales except Scale F. On Scale F, curriculum development, undecided students had a mean score higher than the two other groups. Perhaps because undecided students have not decided upon a major area of study, curriculum and course content issues were of concern to them.

Hypothesis 6. There are no significant differences between freshman and sophomore opinions of student participation in selected academic collective bargaining issues as measured by the SCBS.

The multivariate test of significance shown in Table 20 for freshman and sophomore responses indicated a significant F ratio of 2.29 with 6 and 453 degrees of freedom. The probability of obtaining an F ratio as large as 2.29 would occur only four times in one hundred; therefore, the hypothesis, H_0 , is rejected. There were significant differences between freshman and sophomore opinions regarding participation in collective bargaining issues.

The results of univariate F tests, presented in Table 21, indicated significant differences at the .05 level between freshman and sophomore mean scores on Scale A, academic standards, and Scale E, evaluation of faculty.

The rank order of scales on which sophomore responses differed significantly from freshman responses was as follows:

TABLE 20

MANOVA TEST OF SIGNIFICANCE FOR FRESHMAN AND
SOPHOMORE RESPONSES USING WILK'S LAMBDA CRITERION

Source	DF	F Ratio	P Less Than
Main Effects	6	2.23*	.039
Error	453		
Total	459		

*F Ratio significant

TABLE 21

UNIVARIATE F-TESTS FOR FRESHMAN AND SOPHOMORE RESPONSES

Variable	MS	F Ratio	P Less Than	
Scale A	4.13	7.55*	.006	
Scale B	.02	.06	.801	
Scale C	.21	.40	.530	
Scale D	.04	.14	.706	
Scale E	2.40	4.30*	.039	
Scale F	.03	.07	.793	df = 1,458

*F Ratio significant at .05 level

1. Scale A, academic standards

Sophomores--60 percent agreement; N = 252

Freshmen--49 percent agreement; N = 208

2. Scale E, faculty evaluation

Sophomores--55 percent agreement; N = 252

Freshmen--48 percent agreement; N = 208

Table 22 displays the Scheffe comparisons among freshman and sophomore means for Scales A and F. On scales where student mean responses differed significantly, the higher means indicated more agreement regarding student participation on those issues. The post-hoc examination of mean scores indicated sophomore means were significantly higher than freshman means for issues of academic standards and faculty evaluation.

As Table 23 shows, sophomore means, although not significantly different, were higher than freshman means on all scales of the instrument. The study data also revealed that sophomores indicated more agreement for student participation in instructional issues than freshmen. The data provided evidence that student opinions regarding participation in collective bargaining issues were related to their accumulated credit hours.

Hypothesis 7. There are no significant differences of opinions among students in relation to the number of semesters enrolled regarding student participation in selected academic collective bargaining issues as measured by the SCBS.

TABLE 22

SCHEFFE COMPARISONS OF STUDENT CLASSIFICATION FOR SCALES A AND F

Variable Group Level	M	Mean Square	Comparison Group	Scheffe F Ratio
SCALE A				
Group 1--Freshman	3.35	.55	(1, 2)	7.52*
Group 2--Sophomore	3.54			
SCALE F				
Group 1--Freshman	3.32	.56	(1, 2)	4.58*
Group 2--Sophomore	3.47			

*Significant at .10 level; $F > F' .10; 1,458$ where $F' = 2.71$

TABLE 23

MEANS AND STANDARD DEVIATIONS FOR STUDENT CLASSIFICATION ON SCALES A THROUGH F

(N = 460)

Student Classification	N	Scales						
		A	B	C	D	E	F	
Freshman	208	Mean	3.35	3.29	3.20	3.32	3.32	3.49
		S.D.	.69	.55	.67	.53	.73	.65
Sophomore	252	Mean	3.54	3.31	3.24	3.34	3.47	3.51
		S.D.	.78	.63	.77	.56	.76	.73

The multivariate test of significance for student responses by enrollment period is shown in Table 24. The F ratio of 1.21 was not significant at the .05 level; therefore, the hypothesis, H_7 , is not rejected. From the data it was inferred that there were no significant differences of opinion among students toward participation in collective bargaining issues regardless of the number of semesters enrolled (enrollment periods). Furthermore, as indicated in Table 25, there were no discernable differences among the mean responses of students for various enrollment periods.

The study data revealed that student opinions regarding participation in collective bargaining issues did not depend upon the number of semesters students enrolled in courses. However, student opinions differed regarding participation depending upon student sub-groups of sex, age, race, and student classification. In addition, student opinions within sub-groups in many instances differed from composite student opinions regarding student participation. This data provided further evidence that community college student opinions regarding student participation in collective bargaining issues should be examined in relation to certain student characteristics.

Hypothesis 8. There are no significant differences between student willingness to participate and their opinions regarding participating in selected academic collective bargaining issues as measured by the SCBS.

TABLE 24

MANOVA TEST OF SIGNIFICANCE FOR STUDENT RESPONSES BY ENROLLMENT PERIODS
USING THE WILK'S LAMBDA CRITERION

Source	DF	F Ratio	P Less Than
Main Effects	30	1.21	.201
Error	1798		
Total	1828		

TABLE 25

MEANS AND STANDARD DEVIATIONS FOR STUDENT RESPONSES BY
ENROLLMENT PERIODS FOR SCALES A THROUGH F

(N = 460)

Enrollment Period	N	Scales						
		A	B	C	D	E	F	
First	80	Mean	3.42	3.33	3.21	3.34	3.27	3.55
		S.D.	.66	.51	.59	.49	.70	.55
Second	103	Mean	3.40	3.31	3.22	3.38	3.39	3.47
		S.D.	.69	.58	.72	.52	.73	.67
Third	45	Mean	3.51	3.42	3.32	3.37	3.62	3.58
		S.D.	.60	.54	.71	.57	.70	.65
Fourth	102	Mean	3.50	3.30	3.22	3.33	3.43	3.44
		S.D.	.74	.58	.74	.51	.73	.75
Fifth	76	Mean	3.55	3.26	3.16	3.36	3.42	3.63
		S.D.	.83	.72	.82	.58	.82	.75
Sixth or more	54	Mean	3.35	3.21	3.26	3.13	3.40	3.33
		S.D.	.93	.63	.79	.64	.82	.73

Student willingness to participate in collective bargaining was examined using a multivariate test. The results are displayed in Table 26. The F ratio for the main effects of scale differences was 11.41 with 12 and 904 degrees of freedom. The probability of obtaining an F ratio as large as 11.41 would occur only one time in one thousand; thus, the hypothesis, H_8 , is rejected. There were significant differences among student mean responses regarding their willingness to participate in collective bargaining issues.

The results of univariate F tests, as displayed in Table 27, indicated significant differences at the .001 level between student responses of "yes," "no," and "not sure" regarding their willingness to participate in collective bargaining and student responses on Scales A through F.

A post-hoc examination of Scales A through F was undertaken to determine in which direction (agree-disagree) significant differences among student mean responses occurred. Table 28 presents Scheffe comparisons for student responses regarding their willingness to participate in collective bargaining issues in relation to Scales A through F. On scales where student responses differed significantly, the higher mean responses indicated more agreement regarding student participation in those issues. The "yes" mean response was significantly higher than the mean responses of "no" and "not sure" on every instrument scale. In addition, students who were willing to participate in collective bargaining agreed more with student participation in every collective

TABLE 26

MANOVA TEST OF SIGNIFICANCE FOR STUDENT RESPONSES REGARDING
THEIR WILLINGNESS TO PARTICIPATE IN COLLECTIVE BARGAINING
USING THE WILK'S LAMBDA CRITERION

Source	DF	F Ratio	P Less Than
Main Effects	12	1.41*	.001
Error	904		
Total	916		

*F Ratio significant

TABLE 27

UNIVARIATE F-TESTS FOR STUDENT RESPONSES REGARDING THEIR
WILLINGNESS TO PARTICIPATE IN COLLECTIVE BARGAINING

Variable	MS	F Ratio	P Less Than	
Scale A	11.51	22.70*	.001	
Scale B	16.71	58.77*	.001	
Scale C	9.48	19.50*	.001	
Scale D	12.23	49.86*	.001	
Scale E	10.81	20.93*	.001	
Scale F	8.47	19.17*	.001	df = 2,457

*F Ratio significant

TABLE 28

SCHEFFE COMPARISONS OF STUDENT RESPONSES REGARDING THEIR WILLINGNESS
TO PARTICIPATE IN COLLECTIVE BARGAINING AND SCALES A THROUGH F

Variable Group Level	M	Mean Square	Comparison Group	Scheffe F Ratio
SCALE A				
Group 1--Yes	3.68	.51	(2,1)	43.39*
Group 2--No	3.15		(2,3)	18.01*
Group 3--Not sure	3.50		(3,1)	4.98*
SCALE B				
Group 1--Yes	3.58	.28	(2,1)	117.36*
Group 2--No	2.93		(2,3)	50.47*
Group 3--Not sure	3.37		(3,1)	12.25*
SCALE C				
Group 1--Yes	3.43	.49	(2,1)	36.88*
Group 2--No	2.95		(2,3)	14.54*
Group 3--Not sure	3.26		(3,1)	4.66*
SCALE D				
Group 1--Yes	3.57	.25	(2,1)	98.38*
Group 2--No	3.01		(2,3)	38.46*
Group 3--Not sure	3.37		(3,1)	12.50*

TABLE 28 (continued)

Variable Group Level	M	Mean Square	Comparison Group	Scheffe F Ratio
SCALE E				
Group 1--Yes	3.64	.52	(2,1)	42.35*
Group 2--No	3.11		(2,3)	14.60*
Group 3--Not sure	3.43		(3,1)	6.68*
SCALE F				
Group 1--Yes	3.70	.44	(2,1)	37.26*
Group 2--No	3.24		(2,3)	14.02*
Group 3--Not sure	3.53		(3,1)	5.06*

*Significant at .10 level; $F > F' .10$; 2,457 where $F' = 4.60$

bargaining issue than those students who responded "no" or "not sure."

Further analysis of Table 28 indicated that students who were "not sure" about participating in collective bargaining had significantly higher mean responses to every instrument scale than those students who responded "no." The higher mean responses for students who responded "not sure" indicated more agreement with student participation in every collective bargaining issue (Scales A through F) than those students who responded "no."

As Table 29 indicates, the mean scores for students who responded "yes" were higher on all scales on the instrument than were the mean scores for students who responded "not sure" or "no." Students who were "not sure" had higher mean scores on all scales than students who would not participate in collective bargaining.

Further study of Table 29 revealed that approximately one-third (35.9 percent) of the students sampled indicated they would participate in collective bargaining; approximately another one-third (32.2 percent) indicated they would not participate; and slightly less than one-third (31.9 percent) were undecided about participating. It is of interest to note that students who indicated they would participate in collective bargaining had the highest mean responses on all instrument scales, placing all their responses in the "agree" category. Furthermore, students who indicated they would not participate in collective bargaining had the lowest mean responses on all scales of the SCBS, placing all

TABLE 29

MEANS AND STANDARD DEVIATIONS FOR STUDENT RESPONSES REGARDING THEIR
WILLINGNESS TO PARTICIPATE IN COLLECTIVE BARGAINING AND SCALES A THROUGH F

(N = 460)

Response Category	N	Scales						
		A	B	C	D	E	F	
Yes	165	Mean	3.69	3.58	3.45	3.57	3.64	3.70
		S.D.	.68	.53	.74	.50	.70	.65
No	148	Mean	3.15	2.93	2.95	3.01	3.11	3.24
		S.D.	.77	.54	.65	.52	.77	.70
Not sure	147	Mean	3.50	3.37	3.26	3.37	3.44	3.53
		S.D.	.69	.54	.70	.46	.69	.65

their scores in the "neutral" response category.

The characteristics of student sub-groups in relation to their willingness to participate in collective bargaining are presented in Table 30. The characteristics of students based upon the response categories of "yes," "no," and "not sure" were proportionately similar to the characteristics of the composite sample as displayed in Table 1. For example, the percentage of male and female students who responded "yes" represented approximately the same percentage of male and female students in the composite sample. The data indicated that students who were willing to participate in collective bargaining were not a disproportionate representation of the composite sample.

The study data revealed that community college student opinions regarding student participation in collective bargaining issues were related to their willingness to participate. Students who were willing to participate in collective bargaining also were of the opinion that there should be more student participation in collective bargaining issues. The data provided evidence that an essential component in understanding community college student opinion regarding student participation in collective bargaining issues should include students' expressed desire to participate.

Additional Findings

Post-hoc multiple comparisons were computed for all paired combinations of means for the five independent variables of sex, age, race, student classification, and student willingness to

TABLE 30

CHARACTERISTICS OF STUDENT SUB-GROUPS IN RELATION TO THEIR
WILLINGNESS TO PARTICIPATE IN COLLECTIVE BARGAINING

(N = 460)

Characteristic	Yes		No		Not Sure	
	N	%	N	%	N	%
SEX						
Male	80	48.5	83	56.1	82	55.8
Female	85	51.5	65	43.9	65	44.2
Total	165	100.0	148	100.0	147	100.0
AGE						
Under 20	44	26.7	47	31.8	57	38.8
20-24	59	35.8	43	29.1	48	32.7
25-29	28	17.0	17	11.5	19	12.9
30-34	18	10.9	18	12.2	9	6.1
35 or over	16	9.7	23	15.5	14	9.5
Total	165	100.0	148	100.0	147	100.0
RACE						
White	120	72.7	124	83.8	112	76.2
Non-white	45	27.3	24	16.2	35	23.8
Total	165	100.0	148	100.0	147	100.0

TABLE 30 (continued)

Characteristic	Yes		No		Not Sure	
	N	%	N	%	N	%
STUDENT TYPE						
Transfer	110	66.7	73	49.3	75	51.0
Occupational	36	21.8	49	33.1	40	27.2
Undecided	19	11.5	26	17.6	32	21.8
Total	<u>165</u>	<u>100.0</u>	<u>148</u>	<u>100.0</u>	<u>147</u>	<u>100.0</u>
STUDENT CLASSIFICATION						
Freshman	70	42.4	68	45.9	70	47.6
Sophomore	95	57.6	80	54.1	77	52.4
Total	<u>165</u>	<u>100.0</u>	<u>148</u>	<u>100.0</u>	<u>147</u>	<u>100.0</u>
ENROLLMENT PERIOD						
First	19	11.5	25	16.9	36	24.5
Second	38	23.0	32	21.6	33	22.4
Third	24	14.5	10	6.8	11	7.5
Fourth	35	21.2	34	23.0	33	22.4
Fifth	30	18.2	27	18.2	19	12.9
Sixth or more	19	11.5	20	13.5	15	10.2
Total	<u>165</u>	<u>100.0</u>	<u>148</u>	<u>100.0</u>	<u>147</u>	<u>100.0</u>

participate. These variables were selected because there were statistically significant differences among student responses within sub-groups regarding student participation. The results of multivariate analysis of variance tests are presented in Table 31. The data indicated no significant interactions among all possible paired combinations of the five variable means.

The study data revealed that each independent variable had an effect by itself on student opinion and not in combination with other independent variables. For example, although there were significant differences between male and female responses and among student responses based upon age groups, there was no significant interaction between the combined variables of sex and age.

The data provided evidence that student opinions regarding participation were not related to the interaction of age, sex, race, student classification, and student willingness to participate in collective bargaining. Furthermore, it is of interest to note that community college student opinions regarding participation in collective bargaining issues could be ascertained from the responses of certain student sub-groups.

Summary

A comparison of Thornton Community College student opinions regarding student participation in selected academic collective bargaining issues indicated significant differences on three of the six scales of the Student Collective Bargaining Survey (SCBS). The responses of the 460 students in the sample agreed to a greater

TABLE 31

POST-HOC MANOVA TESTS OF PAIRED COMBINATIONS OF SIGNIFICANT INDEPENDENT VARIABLES

Interaction	DF	F Ratio	P Less Than
SEX AND AGE			
Main Effects	24	1.31	.143
Error	1519		
SEX AND RACE			
Main Effects	6	.412	.871
Error	451		
SEX AND STUDENT CLASSIFICATION			
Main Effects	6	.218	.971
Error	451		
SEX AND STUDENT WILLINGNESS			
Main Effects	12	1.136	.327
Error	898		

TABLE 31 (continued)

Interaction	DF	F Ratio	P Less Than
AGE AND RACE			
Main Effects	24	1.34	.125
Error	1554		
AGE AND STUDENT CLASSIFICATION			
Main Effects	24	.94	.552
Error	1554		
AGE AND STUDENT WILLINGNESS			
Main Effects	48	1.51	.222
Error	2169		
RACE AND STUDENT CLASSIFICATION			
Main Effects	6	1.29	.261
Error	451		

TABLE 31 (continued)

Interaction	DF	F Ratio	P Less Than
RACE AND STUDENT WILLINGNESS			
Main Effects	12	.94	.508
Error	898		
STUDENT CLASSIFICATION AND STUDENT WILLINGNESS			
Main Effects	12	.78	.672
Error	898		

extent with student participation in issues of an instructional nature (academic standards, evaluation of faculty, and curriculum development) than in noninstructional issues (student rights, conditions of enrollment, and governance and decision making).

There were significant differences between male and female opinions regarding student participation in collective bargaining issues. Females agreed to a greater extent than males with student participation in issues involving academic standards, student rights, governance and decision making, and curriculum development.

An analysis of student responses based on age disclosed significant differences on three of the six SCBS scales. Community college students ages twenty-five through twenty-nine and thirty-five years old or older agreed to a lesser extent than any other age group with student participation in issues involving conditions of enrollment, governance and decision making, and curriculum development.

A comparison of responses for students of different races indicated significant differences of opinion regarding student participation in selected collective bargaining issues. Non-white students agreed to a greater extent than white students with student participation in issues involving student rights and governance and decision making.

The opinions of transfer, occupational, and undecided students regarding student participation in collective bargaining issues were not found to differ significantly. Community college

transfer, occupational, and undecided students tended to express similar opinions on the six scales of the SCBS.

Freshman and sophomore student opinions differed significantly on two of the six Student Collective Bargaining Survey scales. Sophomores were more in agreement than freshmen with participation in issues involving academic standards and evaluation of faculty.

There were no significant differences of opinions among students regardless of the number of semesters enrolled toward student participation in academic collective bargaining. Community college students, regardless of the number of enrollment periods, had similar opinions on the six SCBS scales.

A comparison of student responses regarding their willingness to participate in collective bargaining and their opinions relative to student participation in collective bargaining issues indicated significant differences on every SCBS scale. Community college students who were willing to participate in collective bargaining also had the highest "agree" responses for student participation on every instrument scale. Those students who were not sure about participating in collective bargaining had moderate "agree" responses for student participation on every SCBS scale. Finally, those students who were not interested in participating in collective bargaining had "neutral" responses regarding student participation in collective bargaining issues.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

During the 1970s, many college students have become increasingly concerned about the impact of collective bargaining on their education. Some observers believe students should participate in academic collective bargaining because it is at the negotiating table where issues that directly affect students are decided. Other observers contend that students should have no more a voice in faculty negotiations than customers of a private company have in that company's union negotiations.

Regardless of the eventual outcomes of arguments for or against student participation in collective bargaining, research on the subject is limited. Little attention has been given to identifying and examining student opinion, especially community college student opinion, regarding participation in collective bargaining. The lack of information concerning student opinions toward participation in academic collective bargaining issues in community colleges emphasized the need for this study.

Purpose of the Study

This study examined opinions of Thornton Community College students regarding selected academic collective bargaining issues

in order to determine the relative importance of each issue for student participation. The relationship between certain student characteristics and student opinion regarding participating in selected academic collective bargaining issues was investigated. The willingness of students to participate in collective bargaining was also studied.

Research Hypotheses

The research hypotheses were as follows:

1. There are no significant differences of opinions among students regarding participating in selected academic collective bargaining issues as measured by the Student Collective Bargaining Survey (SCBS)

2. There are no significant differences between male and female student opinions of student participation in selected academic collective bargaining issues as measured by the SCBS

3. There are no significant differences of opinions among students of different ages regarding student participation in selected academic collective bargaining issues as measured by the SCBS

4. There are no significant differences of opinions among students of different races regarding student participation in selected academic collective bargaining issues as measured by the SCBS

5. There are no significant differences between transfer and occupational student opinions of student participation in

selected academic collective bargaining issues as measured by the SCBS

6. There are no significant differences between freshman and sophomore opinions of student participation in selected academic collective bargaining issues as measured by the SCBS

7. There are no significant differences of opinions among students in relation to the number of semesters enrolled regarding student participation in selected academic collective bargaining issues as measured by the SCBS

8. There are no significant differences between student willingness to participate and their opinions regarding participating in selected academic collective bargaining issues as measured by the SCBS

Review of the Literature

A review of related literature identified current academic collective bargaining issues that concern students, surveyed relevant research related to the proposed study, and explored selected historical events in higher education as they related to this study. The historical background of student participation in governance and academic decision making was traced from medieval universities, where students had significant influence on the educational process, to American colonial colleges where students had little, if any, influence on the quality of education they received.

The impact of student activism and faculty unionization in the 1960s and early 1970s on college governance and academic decision making was discussed. Many student leaders contend that collective bargaining erodes student participation in governance, causes tuition increases, and reduces the quality of education and services to students.

Although student participation in academic collective bargaining has not been widespread, various student responses to collective bargaining were presented. Many forecasters predict that student organizations during the 1970s will increase their efforts to encourage state legislators to include a role for students in any collective bargaining legislation.

Research on collective bargaining in higher education was reviewed. Studies concerned with student participation in collective bargaining, effects of faculty unionization and governance on student participation, and student characteristics in relation to student participation were examined.

Procedures and Methodology

The procedures and methodology of the study included the following:

1. From the literature review, six academic collective bargaining issues important for student participation were identified as follows: academic standards, student rights, conditions of enrollment, governance and decision making, student evaluation of faculty, and curriculum development. Items in the

instrument; the Student Collective Bargaining Survey, were designed to reflect the six collective bargaining issues.

2. A panel of judges examined the instrument for content validity. They also validated the placement of items into six categories (scales) measuring collective bargaining issues. The instrument was pre-tested on fifty students at Thornton Community College who identified items in the questionnaire that expressed agreement for or against student participation. The pre-test results were used to finalize the instrument into thirty-eight items. The reliability coefficient of the instrument was computed to be .82 (Cronbach's alpha).

3. The 460 students in the sample were enrolled in twenty-seven courses randomly sampled from courses taught in the occupational and transfer curriculums for day and evening students at Thornton Community College. Student responses for each collective bargaining issue were tested in relation to other issues using analysis of variance (ANOVA) procedures. Student characteristic variables of sex, age, race, student type (occupational or transfer), student classification, and enrollment period were tested in relation to the six dependent variables (collective bargaining issues) of the survey instrument using multivariate analysis of variance (MANOVA) procedures. The MANOVA procedure was also used to test the relation between student responses for each issue and their willingness to participate in collective bargaining. Post-hoc examination of data was also utilized.

Results of the Study

The results of the analysis of data were as follows:

Hypothesis 1. There were significant differences of opinions among community college students regarding participation in selected academic collective bargaining issues.

Student opinions regarding participation in six academic collective bargaining issues indicated that students were more interested in participating in issues involving academic standards, evaluation of faculty, and curriculum development than in issues of student rights, conditions of enrollment, and governance and decision making.

Hypothesis 2. There were significant differences between male and female student opinions regarding student participation in selected collective bargaining issues.

Females agreed to a greater extent than males with student participation in academic standards, student rights, governance and decision making, and curriculum development issues.

Hypothesis 3. There were significant differences of opinions among students of different ages regarding student participation in selected collective bargaining issues.

Students twenty-five through twenty-nine years old and over thirty-four years old agreed to a lesser extent than any other age group with student participation in collective bargaining issues involving conditions of enrollment, governance and decision making, and curriculum development.

Hypothesis 4. There were significant differences of opinions among students of different races regarding student participation in selected collective bargaining issues.

Non-white students agreed to a greater extent than white students with student participation in student rights and governance and decision-making issues.

Hypothesis 5. There were no significant differences between transfer and occupational student opinions of student participation in selected academic collective bargaining issues.

Transfer, occupational, and undecided students had similar opinions regarding student participation in the six collective bargaining issues measured by the instrument.

Hypothesis 6. There were significant differences between freshman and sophomore opinions of student participation in selected academic collective bargaining issues.

Sophomores were more in agreement than freshmen with student participation in collective bargaining issues of academic standards and evaluation of faculty.

Hypothesis 7. There were no significant differences of opinions among students in relation to the number of semesters enrolled regarding student participation in selected academic collective bargaining issues.

Regardless of the enrollment period, students had similar opinions regarding student participation in collective bargaining issues.

Hypothesis 8. There were significant differences between student willingness to participate and their opinions regarding participating in selected academic collective bargaining issues.

Students who indicated a willingness to participate in collective bargaining were more in agreement with student participation in every collective bargaining issue than students who were undecided or not interested in participating in collective bargaining.

Conclusions

1. Thornton Community College student opinions regarding student participation in selected collective bargaining issues indicated a preference for participation in issues involving academic standards, student evaluation of faculty, and curriculum development. Student opinions were more nearly neutral toward participation in issues involving student rights, conditions of enrollment, and governance and decision making. It should be noted that student opinions were not in disagreement regarding student participation in these issues.

Student responses indicated an importance for participation in issues that directly related to their immediate concerns. At the time of this study, Thornton Community College students had no representatives on committees that established academic standards or planned curriculum. From the data, it would appear that students believe they should participate with faculty and administration on committee decisions involving issues of this

nature. The research of Kamp and Neher supports these results.¹ They found that community college students want equal voting rights along with faculty and administration on policy-making committees.

Most students sampled felt that students should participate in the evaluation of faculty. Research by the American Council on Education reported similar findings on student attitudes toward evaluation of instruction.² Student responses indicated that they should be involved along with faculty and administration in establishing the criteria for faculty evaluation. Furthermore, there were data to suggest that results of student evaluation of faculty should be used in decisions involving the hiring, firing, and promotion of faculty.

The three collective bargaining issues (academic standards, student evaluation of faculty, curriculum development) that students agreed upon as being important for student participation connotated concerns of an instructional essence. Student responses indicated they should participate in issues that directly affect the instruction they receive.

Student responses toward participation in issues involving student rights, conditions of enrollment, and governance and decision making suggest that at the time of the study these issues were

¹For a detailed discussion of this matter, see pp. 60-62 above.

²"Fact-file," Chronicle, p. 3.

not regarded as being primary for student participation. However, it should also be noted that student opinions were not against participation in these three issues. One of the issues, student rights, was indicative of student participation in collective bargaining. This researcher would agree with Donohue, Thomas, and Hedgepeth that most students are unaware or unconcerned about the effects of collective bargaining until they perceive the outcomes of collective bargaining as directly affecting the quality of their education.³ From the study data it may be inferred that Thornton Community College students have already felt the effects of their lack of participation in issues involving academic standards, student evaluation of faculty, and curriculum development.

2. The relationship between certain student characteristics and student opinion toward participating in selected academic collective bargaining issues indicated several significant differences of opinion among student groups. The study data indicated that in many instances composite student opinions regarding student participation in collective bargaining issues and student opinions based on certain student characteristics differed.

A. Female community college student responses agreed to a greater extent than male responses with student participation on scales measuring academic standards, student rights, governance and decision making, and curriculum development.

³For a detailed discussion of this matter, see pp. 55-57 above.

Two of the scales, student rights and governance and decision making, on which female responses were higher than male responses were indicative of student participation in college governance and collective bargaining. Donohue's 1972 study of student opinion toward collective bargaining at Central Michigan University reported females identified less with student union concepts than males.⁴ Perhaps some of the differences in female opinions between the two studies can be accounted for by the women's awareness movement of the mid-1970s, different occupational goals, and a concern by community college female students about the impact collective bargaining is having on the quality of their education.

B. Community college students twenty-five through twenty-nine years old and over thirty-four years old agreed to a lesser extent than any other age group with student participation in issues involving conditions of enrollment, governance and decision making, and curriculum development. However, students under twenty-one years old indicated agreement regarding student participation in every issue.

At times administrators and faculty may feel that the older community college student opinion (thirty-five years old or older) is not represented on committees. The results of this study indicated that those students who agreed upon

⁴Donohue, "Student Attitudes Toward Collective Bargaining," pp. 62-63.

more student participation in collective bargaining issues were also the same students who were willing to serve on committees. The study data provided evidence that many older community college students were not interested in participating in collective bargaining because they did not have time. Therefore, those students who are concerned about the issues may prove to be more reliable committee members than those with no stated interest.

C. Non-white community college students agreed to a greater extent than white students with student participation in issues involving student rights and governance and decision-making issues.

These findings are similar to the previously mentioned conclusions of Donohue.⁵ Non-white students, regardless if they attended a senior institution or community college, indicated considerable agreement regarding student participation in issues involving student rights and governance.

D. Community college students planning to transfer to four-year colleges along with students in occupational curriculums and those undecided about their educational future expressed similar opinions regarding student participation in collective bargaining issues.

The study results indicated that collective bargaining issues of concern to transfer students were probably of concern

⁵ Ibid.

to occupational and undecided students as well. Since student opinions were similar toward participation in collective bargaining issues among these three groups, students from any group could adequately represent student concerns.

E. Sophomores were more in agreement than freshmen with student participation in issues involving academic standards and student evaluation of faculty.

The study data indicated that community college student opinions regarding student participation in collective bargaining issues were related to the credit hours accumulated. Although sophomores indicated more student participation in issues of an instructional nature, both freshmen and sophomores emphasized through written remarks on the questionnaires their concerns about the quality of instruction. This researcher would agree with Piland's recommendation that community college administrators, faculty, and students "need to review research findings concerning student evaluation of instruction if evaluation is to have an impact on improvement of instruction."⁶

F. Community college students regardless of the number of semesters enrolled expressed similar opinions regarding student participation in collective bargaining issues.

These findings were similar to those expressed for sophomore students. The data indicated that student opinions

⁶Piland, "Community College Student Evaluation of Faculty," p. 90.

were influenced more by the accumulated number of credit hours completed than by the number of semesters enrolled.

3. Student opinions regarding student participation in collective bargaining issues were consistent with their desire to participate in collective bargaining. Students who were willing to participate also agreed upon more student participation in every collective bargaining issue. Students who were undecided about participating in collective bargaining moderately agreed upon student participation in collective bargaining issues. Students who indicated they would not participate in collective bargaining had mostly neutral responses regarding student participation.

Some critics of student participation in the decision-making process assert that most students will not give the time and commitment necessary to participate. The data indicated that community college students who were concerned about collective bargaining issues were willing to make commitments necessary to participate in decisions that affected the quality of their education.

4. Student responses based on certain student characteristics differed from composite student responses regarding student participation in collective bargaining issues. The composite student responses, regardless of various student characteristics, indicated agreement for student participation in issues involving academic standards, evaluation of faculty, and curriculum development. Student responses for sub-groups within the sample varied regarding the importance of each issue for student participation.

The collective bargaining issues of academic standards, student rights, governance and decision making, and curriculum development were mentioned twice as much for student participation by the various student sub-groups as issues involving conditions of enrollment and evaluation of faculty: that is, (a) for females--academic standards, student rights, governance and decision making, and curriculum development; (b) for students under twenty-four years old--conditions of enrollment, governance and decision making, and curriculum development; (c) for non-white students--student rights and governance and decision making; and (d) for sophomores--academic standards and evaluation of faculty.

5. This study supplements the present body of knowledge regarding college governance and academic collective bargaining with additional research. In particular, an understanding of community college student opinions regarding participation in various collective bargaining issues was acquired.

Recommendations

1. Community colleges interested in or anticipating student participation in the decision-making process should identify student concerns as they relate to certain student characteristics, thus preparing the way for meaningful student involvement from all segments of the student body. This study provides a valid instrument, the Student Collective Bargaining Survey, that community colleges could use in determining student opinions regarding participating in collective bargaining issues.

2. Administrators and faculty members need to establish formal and informal communication channels for decision-making committees that would allow community college students, especially female students, to express their concerns. Also, action research should be undertaken by the college to ascertain reasons for female student concerns and implement methods for more female student participation.

3. Community college administrators, faculty, and students should implement procedures for determining student committee members based upon stated student interest in participating in the issues undertaken by the committee. Committees seeking student members should disseminate information to the student body regarding the purpose, objectives, and guidelines of the committee.

4. Community college decision-making committees should provide for student membership from age groups that are most concerned and interested in student participation.

5. This study examined community college student opinions regarding student participation as a shared governance process in collective bargaining issues. That is, students should participate in decisions they perceive as directly affecting their lives and education. Additional research that investigates the impact of increased student participation on the psychological and sociological climate of the community college also merits investigation. For instance, student perceptions of administration and faculty could change as a result of increased participation in the decision-making process. Such information could assist administrators,

faculty, and students as they endeavor to determine the appropriate role of students in campus decision making.

6. Community college students from all racial backgrounds should be afforded the opportunity to participate in decisions they perceive as directly affecting the quality of their education.

7. The impact of collective bargaining on community college students should not be ignored. Management and faculty negotiation teams should be apprised of student concerns regarding collective bargaining issues. Student participation in decisions that determine academic standards, plan curriculum, and establish criteria for faculty evaluation should be considered a viable option.

8. The participatory role of students in the decision-making process could be advanced as community college student personnel staff assume a proactive leadership role within the educational community. Student personnel workers should institute inservice programs for the entire college staff on student development concepts, provide leadership training for students interested in participating in the campus decision-making process, and promote student participation in academic program development.

9. Finally, in order to expand baseline data and provide a greater pool of information on community college student opinions regarding collective bargaining, further research should be undertaken to determine: (a) whether community college administrators, faculty, governing board members, and student opinions differ regarding student participation in collective bargaining issues;

(b) whether community college student opinions differ from opinions of students in senior institutions and graduate schools regarding student participation in collective bargaining issues; (c) whether variables of college location, socioeconomic status, and grade point average influence community college student opinions toward participation in collective bargaining issues; and (d) whether community college student opinions change in relation to collective bargaining issues as a result of faculty unionization, student participation on decision-making committees, or student participation in collective bargaining.

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APPENDIX A

December 3, 1976

As you may remember, you volunteered to serve as a member on a panel of experts to assist me in validating a questionnaire to be used in my dissertation. I would now appreciate your assistance.

The research proposes to investigate and describe opinions of Thornton Community College students toward student participation in selected academic collective bargaining issues. The selected issues were determined by reviewing the related literature on this topic and are: academic standards, recognition of student participation, student rights, conditions of enrollment, governance and decision making, student evaluation of faculty, and curriculum development.

Please read the questionnaire and critique it using the following questions as a guide:

1. Are the questions clear and in your opinion will they be understood by college students?
2. Do the questions reflect the above mentioned issues?
3. Are there additional questions which should be asked regarding the above mentioned issues?
4. Are some questions irrelevant?

Please feel free to delete, add, or change any item in the questionnaire and send me your responses and corrected questionnaire by December 13, 1976.

Your assistance and help are greatly appreciated. Thank you.

Sincerely,

Larry Larvick

APPENDIX B

INSTRUCTIONS FOR COMPLETING QUESTIONNAIRE

This questionnaire is part of a study investigating the opinions of students toward participating in certain educational issues. Since opinions are being asked, there are no correct or incorrect answers. All that is necessary is that you give your frank opinion. Your responses will be strictly confidential and no individual will be named in the final report.

Please read the directions carefully and then respond to each question as indicated. Some of the questions may be difficult to answer but please respond to each question as well as you are able.

Your time and assistance are greatly appreciated.

QUESTIONNAIRE

Please check the categories which best describe you:

1. SEX:

_____ male
 _____ female

2. AGE:

_____ under 20
 _____ 20-24
 _____ 25-29

3. RACE:

_____ White/Caucasian
 _____ Black/Negro/Afro-American
 _____ Oriental
 _____ Spanish surnamed American
 _____ American Indian
 _____ other, please specify _____
 _____ 30-34
 _____ 35-39
 _____ over 40

4. STUDENT TYPE:

_____ transfer student (planning to complete major area
 of study at 4-year college)
 _____ occupational student (in career program, not planning
 to transfer to 4-year college)
 _____ undecided student

5. STUDENT CLASSIFICATION:

_____ Freshman (have earned a total of 30 credit hours
 or less)
 _____ Sophomore (have earned a total of more than
 30 credit hours)

6. ENROLLMENT PERIOD:

Please check the total number of semesters or sessions (enroll-
 ment periods) you attended and earned college credit at TCC (include
 the present semester as well as Summer and Interim sessions)

_____ 1 enrollment period _____ 3 enrollment periods
 _____ 2 enrollment periods _____ 4 enrollment periods

QUESTIONNAIRE

Instructions: Please read each statement carefully and circle the letter that best reflects your opinion.

USE THIS KEY: SD--strongly disagree
 D--disagree
 N--no opinion
 A--agree
 SA--strongly agree

For the purpose of this study, please use the following definitions:

1. Collective bargaining (contract negotiation or negotiation)--a process whereby employee-employer representatives attempt to reach agreement on wages, fringe benefits, and conditions of employment by making offers and counter offers in good faith.
2. Contract (collective bargaining contract)--a written agreement that can be enforced by law setting forth conditions of employment, fringe benefits, salaries, and other terms agreed to in collective bargaining.

- SD D N A SA 1. Students should assist the faculty and administration in determining the number of students in a class.
- SD D N A SA 2. Students should be consulted in determining the number of courses a full-time instructor teaches.
- SD D N A SA 3. Results of students' evaluation of faculty should be used by the college's administration to rehire and fire faculty.
- SD D N A SA 4. Students should serve on curriculum advisory committees along with faculty and administrators to assist in approving new courses, evaluating existing courses, and reviewing educational programs.
- SD D N A SA 5. Students are concerned that increases in salaries and fringe benefits negotiated by faculty unions will come out of students' pockets in the form of higher tuition and course fees.
- SD D N A SA 6. Administrators are better able than students to evaluate the teaching ability of faculty members.

- SD D N A SA 7. Most students assume that the administration and faculty have student interests and well-being in mind during contract negotiations.
- SD D N A SA 8. Decisions about the length of the academic year and college calendar are the sole responsibility of the faculty and administration.
- SD D N A SA 9. Students should be given equal representation with faculty and administration on all decision-making committees.
- SD D N A SA 10. Students should not attempt to participate with faculty and administrators in developing college policies.
- SD D N A SA 11. College students should have no more voice in faculty union negotiations than the customers of a private company have in that company's union negotiations.
- SD D N A SA 12. Decisions involving the use of student evaluations of faculty should be worked out in joint conference with faculty, administrators, and students.
- SD D N A SA 13. The selection of courses available each semester for student registration is the sole decision of the administration and faculty.
- SD D N A SA 14. Some college decisions concerning the welfare of students should only be made by students.
- SD D N A SA 15. Students should designate representatives to meet and consult with administration and faculty union representatives regarding the terms of the collective bargaining contract prior to its being accepted.
- SD D N A SA 16. Placing students in positions of shared power with faculty and administration would improve college governance (management).
- SD D N A SA 17. Students should have the right to self-organize and to form, join, or assist any student organization to bargain collectively with faculty unions and administrative staff regarding such student concerns as: teaching excellence, tuition costs, adequate classroom or lab facilities, learning resources, counseling services, and other conditions of their education.

- SD D N A SA 18. Students have special insights into educational programs and teaching methods that should be used by administration and faculty to improve their education.
- SD D N A SA 19. Students should serve on academic standards committees along with faculty and administrators to assist in reviewing grading policies, admission and graduation requirements.
- SD D N A SA 20. Strikes by faculty unions have no long-term effects on the education of college students.
- SD D N A SA 21. Determining the criteria for evaluating teaching ability of faculty members is a decision for administrators and faculty.
- SD D N A SA 22. Student representatives should not take sides during administration/faculty union collective bargaining, but be present at negotiations as observers or commentators.
- SD D N A SA 23. Students should have representatives on committees that advise the administration and Board of Trustees on policy matters.
- SD D N A SA 24. Most students would not agree with the idea that they should organize to negotiate with the faculty and administration concerning conditions of their education.
- SD D N A SA 25. The knowledge of most students make them ineffective in developing educational programs and courses to fulfill their own educational needs.
- SD D N A SA 26. Students have already had a significant voice in community college policy making without being formally involved.
- SD D N A SA 27. The allocation and use of college facilities like dining rooms, parking lots, and lounges are college decisions which should only be worked out between faculty and administration.
- SD D N A SA 28. Student representatives should consult and work together with the administration regarding the terms of the union contract prior to its acceptance by the administration.

- SD D N A SA 29. There are some institutional decisions related to overall college goals in which students are not interested.
- SD D N A SA 30. Students should have an active role in evaluation, promotion, and rehiring or firing decisions regarding faculty members.
- SD D N A SA 31. Most students cannot give the time and commitment necessary to participate in administration/faculty union contract negotiations.
- SD D N A SA 32. Students do not have the capability to participate in the decision-making process surrounding the hiring, firing, and promotion of faculty.
- SD D N A SA 33. Student representatives should consult and work together with the faculty regarding the terms of the union contract prior to its acceptance by the faculty.
- SD D N A SA 34. The general knowledge of most students makes them ineffective in making decisions concerning admission and graduation requirements.
- SD D N A SA 35. Most students spend such a brief time in community college that they do not want to be involved with long range course planning and curriculum development.
- SD D N A SA 36. Students should be involved in decisions affecting the length of faculty office hours and the availability of faculty members for student consultation.
- SD D N A SA 37. Collective bargaining between faculty unions and administration decreases the role of students in college decisions and policy making.
- SD D N A SA 38. Students have little interest in the technical and complicated problems of planning college budgets and should leave these decisions to the faculty and administration.
- SD D N A SA 39. Students are more interested in their own education and do not really care about the outcome of faculty union contract negotiations.

- SD D N A SA 40. Students should be included on committees that determine academic probation and dismissal policies.
- SD D N A SA 41. Students are not sufficiently interested in administration/faculty union collective bargaining to make a positive contribution by participating in the negotiations. •
- SD D N A SA 42. The knowledge and experience of most students make them somewhat ineffective in determining requirements for degrees and certificates.

APPENDIX C

March 2, 1977

Thank you for assisting in critiquing the questionnaire that I plan to use in a study of community college student opinion regarding participation in selected collective bargaining issues. From your comments and the comments of other "judges," substantial changes were made in the instrument.

I again request that you use your valuable time in reviewing the revised instrument for clarity, bias, understandability, and relevancy. Also, please feel free to delete, add, or change any questionnaire item. In addition, please place the number of each item in one of the six categories listed below. Determine the item placement based upon the category description and in relation to the same context you placed other items in the category. Please place each item in only one category. There is sufficient space in each category description for this purpose.

The categories are as follows:

A. Academic standards, student participation in establishing and reviewing grading policies, admission and graduation requirements

Questionnaire item numbers _____

B. Student rights, exercising the right to self-organization and to form, join, or assist any student organization to bargain collectively through representatives of their own choosing on terms and conditions of their education

Questionnaire item numbers _____

C. Conditions of enrollment, student participation in decisions involving class size limitation, teaching load, frequency and diversity of course offerings, academic calendar, facility use, and availability of faculty members for student consultation

Questionnaire item numbers _____

D. Governance and decision making, students having shared power and equal representation on faculty and administration decision-making committees

Questionnaire item numbers _____

E. Student evaluation of faculty, active role of students in establishing criteria, method, and use of student evaluation of faculty

Questionnaire item numbers _____

F. Curriculum development, student participation in
academic course planning and curriculum review

Questionnaire item numbers _____

Enclosed please find a self-addressed stamped envelope. I
would appreciate your comments and item category placement
responses as soon as possible. •

Thank you again.

Sincerely,

Larry Larvick

APPENDIX D

RESULTS OF CATEGORY VALIDATION AND PRE-TEST

I. Final instrument item numbers grouped by categories after judges' content and category validation and student pre-test. •

Scale A, Academic standards: 1⁺, 2⁻, 3⁺, 4⁻

Scale B, Student rights: 5⁺, 6⁻, 7⁺, 8⁺, 9⁺, 10⁻, 11⁻,
12⁻, 13⁺, 14⁻, 15⁻

Scale C, Conditions of enrollment: 16⁺, 17⁺, 18⁻, 19⁺

Scale D, Governance and decision making: 20⁺, 21⁺, 22⁺,
23⁻, 24⁻, 25⁺, 26⁻, 27⁻

Scale E, Student evaluation of faculty: 28⁺, 29⁻, 30⁺,
31⁻, 32⁺, 33⁻

Scale F, Curriculum development: 34⁺, 35⁺, 36⁻, 37⁻

II. The plus (+) or minus (-) sign above each item number indicates directional identification for or against student participation in that collective bargaining issue as identified in the pre-test. A plus (+) sign indicates agreement toward participation and a minus (-) indicates disagreement toward participation in issues measured by Scales A through F.

APPENDIX E

STUDENT COLLECTIVE BARGAINING SURVEY

INSTRUCTIONS FOR COMPLETING QUESTIONNAIRE

This questionnaire is part of a research study investigating opinions of students toward participating in certain educational issues. The researcher is a doctoral candidate at Loyola University of Chicago. Since opinions are being asked, there are no correct or incorrect answers. All that is necessary is that you give your frank opinion. Your responses will be strictly confidential and no individual will be named in the final report.

Please read the directions carefully and then respond to each question as indicated. Some of the questions may be difficult to answer but please respond to each question as well as you are able.

Your time and assistance are greatly appreciated.

STUDENT COLLECTIVE BARGAINING SURVEY

Please check the categories which best describe you:

1. SEX:

male

female

2. AGE:

under 20

20-24

25-29

30-34

35-39

40-44

45-49

50-54

55-59

over 60

2. RACE:

White/Caucasian

Black/Negro/Afro-American

Oriental

Spanish surnamed American

American Indian

other, please specify _____

4. STUDENT TYPE:

transfer student (planning to complete major area of study at 4-year college)

occupational student (in career program, not planning to transfer to 4-year college)

undecided student

other, please specify _____

5. STUDENT CLASSIFICATION:

Freshman (have earned a total of 30 credit hours or less)

Sophomore (have earned a total of more than 30 credit hours)

other, please specify _____

6. ENROLLMENT PERIOD:

Please check the total number of semesters or sessions (enrollment periods) you attended and earned college credit at TCC (include the present semester as well as Summer and Interim sessions)

- _____ 1 enrollment period
- _____ 2 enrollment periods
- _____ 3 enrollment periods
- _____ 4 enrollment periods
- _____ 5 enrollment periods
- _____ other, please specify

STUDENT COLLECTIVE BARGAINING SURVEY

Instructions: Please read each statement carefully and circle the letter that best reflects your opinion.

USE THIS KEY: SD--strongly disagree
 D--disagree
 N--no opinion
 A--agree
 SA--strongly agree

For the purpose of this study, please use the following definitions:

1. Collective bargaining (contract negotiation or negotiation)--a process whereby faculty and administration representatives attempt to reach agreement on wages, fringe benefits, and conditions of employment by making offers and counter offers in good faith.
2. Contract (collective bargaining contract)--a written agreement that can be enforced by law setting forth conditions of employment, fringe benefits, salaries, and other terms agreed to in collective bargaining.

SD D N A SA 1. Students should serve on academic standards committees along with faculty and administrators to assist in reviewing grading policies, admission and graduation requirements.

SD D N A SA 2. Most students do not possess the specific knowledge needed to be effective in making decisions concerning admission and graduation requirements.

SD D N A SA 3. Students should be included on committees that determine student academic probation and dismissal policies.

SD D N A SA 4. The lack of knowledge and experience of most students makes them somewhat ineffective in determining requirements for degrees and certificates.

SD D N A SA 5. Students should have the right to participate in collective bargaining because increases in salaries and fringe benefits negotiated by faculty unions could come out of students' pockets in the form of higher tuition and course fees.

- SD D N A SA 6. College students should have no more voice in faculty union negotiations than the customers of a private company have in that company's union negotiations.
- SD D N A SA 7. Some college decisions concerning the welfare of students should only be made by students.
- SD D N A SA 8. Students should have representatives meet and consult with administration and faculty union representatives regarding the terms of the collective bargaining contract prior to its being accepted.
- SD D N A SA 9. Students should have the right to self-organize and to form, join, or assist any student organization to bargain collectively with faculty unions and administrative staff regarding such student concerns as: teaching excellence, tuition costs, adequate classroom or lab facilities, learning resources, counseling services, and other conditions of their education.
- SD D N A SA 10. Strikes by faculty unions have no long-term effects on the education of college students.
- SD D N A SA 11. Most students would not agree with the idea that they should organize to negotiate with the faculty and administration concerning conditions of their education.
- SD D N A SA 12. Most students will not give the time and commitment necessary to participate in administration/faculty union contract negotiations.
- SD D N A SA 13. Student representatives should consult and work with the faculty regarding the terms of the union contract prior to its acceptance by the faculty.
- SD D N A SA 14. Students are more interested in their own education and do not really care about the outcome of faculty union contract negotiations.
- SD D N A SA 15. Students are not sufficiently interested in administration/faculty union collective bargaining to make a positive contribution by participating in the negotiations.

- SD D N A SA 16. Students should assist the faculty and administration in determining the number of students in a class.
- SD D N A SA 17. Students should be consulted in determining the number of courses a full-time instructor teaches.
- SD D N A SA 18. Decisions about the length of the academic year and college calendar should remain the sole responsibility of the faculty and administration.
- SD D N A SA 19. Students should be involved in decisions affecting the length of faculty office hours and the availability of faculty members for student consultation.
- SD D N A SA 20. Students should be given equal representation with faculty and administration on all college decision-making committees.
- SD D N A SA 21. Placing students in positions of shared power with faculty and administration would improve college governance (management).
- SD D N A SA 22. Students should have representatives on committees that advise the administration and Board of Trustees on college policy matters.
- SD D N A SA 23. Students already have a significant voice in community college policy making without being formally involved.
- SD D N A SA 24. There are some institutional decisions related to overall college goals in which students are not interested.
- SD D N A SA 25. Collective bargaining between faculty unions and administration decreases student participation in college decisions and policy making.
- SD D N A SA 26. Students have little interest in the technical and complicated problems of planning college budgets and should leave these decisions to the faculty and administration.
- SD D N A SA 27. Students should not attempt to participate with faculty and administrators in developing college policies.

- SD D N A SA 28. Results of students' evaluation of faculty should be used by the college's administration to rehire and fire faculty.
- SD D N A SA 29. Administrators are better able than students to evaluate the teaching ability of faculty members.
- SD D N A SA 30. Decisions involving the use of student evaluations of faculty should be worked out in joint conference with faculty, administrators, and students.
- SD D N A SA 31. Determining the criteria for evaluating teaching ability of faculty members should remain decisions for administrators and faculty.
- SD D N A SA 32. Students should have an active role in evaluation, promotion, and rehiring or firing decisions regarding faculty members.
- SD D N A SA 33. Students do not have the capability to participate in the decision-making process surrounding the hiring, firing, and promotion of faculty.
- SD D N A SA 34. Students should serve on curriculum advisory committees along with faculty and administrators to assist in approving new courses, evaluating existing courses, and reviewing educational programs.
- SD D N A SA 35. Students have special insights into educational programs and teaching methods that should be used by administration and faculty to improve their education.
- SD D N A SA 36. Most students do not possess the specific knowledge needed to be effective in developing educational programs and courses to fulfill their own educational goals.
- SD D N A SA 37. Most students spend such a brief time in community college that they do not want to be involved with long range course planning and curriculum development.

38. If the opportunity presented itself for student participation in collective bargaining, would you be willing to be designated as a student representative?

_____ Yes

_____ No

_____ Not sure

If you would like to comment, please use other side.

APPENDIX F

COURSES SELECTED FOR SAMPLING

Art: Advanced Life Drawing*
Accounting: Intermediate Accounting
Biology: Environmental Biology
Business: Business Mathematics
Business: Principles of Marketing*
Business: Principles of Salesmanship*
Chemistry: Organic Chemistry II
Economics: Principles of Economics
Electronics Technology: Basic Electronics*
English: Composition and Rhetoric
English: Composition and Literature
Graphic Arts: Reproduction Camera II*
Humanities: General Humanities II*
Law Enforcement: Introduction to Law Enforcement
Law Enforcement: Criminal Investigation
Mathematics: College Algebra
Music: Fundamentals of Music
Nursing: Concepts in Nursing Practice
Philosophy: Introduction to Philosophy
Psychology: Introduction to Psychology*
Psychology: Human Growth and Development
Reading: Developmental Reading
Social Service: Introduction to Social Welfare*
Sociology: Social Problems
Teacher Aide: Principles of Educational Practice
Urban Studies: Introduction to Urban Studies
Welding: Print Reading*

*Evening class

APPENDIX G

TABLE 32

STUDENT RESPONSES FOR EACH ITEM OF THE SCBS

(N = 460)

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		M	SD
	f	%	f	%	f	%	f	%	f	%		
1	7	1.5	56	12.2	23	5.0	235	51.1	139	30.2	3.96	.99
2	37	8.0	137	29.8	34	7.4	195	42.4	57	12.4	3.21	1.22
3	12	2.6	60	13.0	25	5.4	247	53.7	116	25.2	3.86	1.02
4	47	10.2	201	43.7	57	12.4	120	26.1	35	7.6	2.77	1.17
5	15	3.3	95	20.7	58	12.6	194	42.2	98	21.3	3.58	1.13
6	23	5.0	118	25.7	63	13.7	171	37.2	85	18.5	3.39	1.19
7	31	6.7	225	48.9	38	8.3	131	28.5	35	7.6	2.81	1.15
8	15	3.3	86	18.7	66	14.3	248	53.9	45	9.8	3.48	1.01
9	9	2.0	34	7.4	30	6.5	271	58.9	116	25.2	3.98	.89
10	21	4.6	62	13.5	46	10.0	185	40.2	146	31.7	3.81	1.16
11	10	2.2	88	19.1	68	14.8	214	46.5	80	17.4	3.58	1.05

TABLE 32 (continued)

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		M	SD
	f	%	f	%	f	%	f	%	f	%		
12	46	10.0	224	48.7	65	14.1	111	24.1	14	3.0	2.62	1.05
13	17	3.7	100	21.7	98	21.3	209	45.4	36	7.8	3.32	1.02
14	41	8.9	189	41.1	60	13.0	130	28.3	40	8.7	2.87	1.18
15	22	4.8	174	37.8	86	18.7	152	33.0	26	5.7	2.97	1.06
16	11	2.4	87	18.9	51	11.1	243	52.8	68	14.8	3.59	1.03
17	36	7.8	205	44.6	94	20.4	98	21.3	27	5.9	2.73	1.07
18	26	5.7	172	37.4	56	12.2	157	34.1	49	10.7	3.07	1.17
19	14	3.0	97	21.1	49	10.7	243	52.8	57	12.4	3.50	1.05
20	11	2.4	125	27.2	65	14.1	201	43.7	58	12.6	3.37	1.08
21	24	5.2	93	20.2	100	21.7	186	40.4	57	12.4	3.35	1.09
22	8	1.7	36	7.8	51	11.1	303	65.9	62	13.5	3.82	.83
23	5	1.1	70	15.2	122	26.5	214	46.5	49	10.7	3.50	.91
24	24	5.2	299	65.0	70	15.2	57	12.4	10	2.2	2.41	.85

TABLE 32 (continued)

Item	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		M	SD
	f	%	f	%	f	%	f	%	f	%		
25	9	2.0	90	19.6	175	38.0	176	38.3	10	2.2	3.19	.84
26	26	5.7	160	34.8	68	14.8	171	37.2	35	7.6	3.06	1.12
27	5	1.1	42	9.1	34	7.4	279	60.7	100	21.7	3.93	.87
28	23	5.0	120	26.1	64	13.9	182	39.6	71	15.4	3.34	1.17
29	18	3.9	89	19.3	48	10.4	214	46.5	91	19.8	3.59	1.12
30	4	.9	30	6.5	37	8.0	295	64.1	94	20.4	3.97	.79
31	12	2.6	127	27.6	63	13.7	206	44.8	52	11.3	3.35	1.08
32	33	7.2	131	28.5	69	15.0	184	40.0	43	9.3	3.16	1.15
33	28	6.1	116	25.2	74	16.1	192	41.7	50	10.9	3.26	1.13
34	3	.7	33	7.2	34	7.4	270	58.7	120	26.1	4.02	.83
35	6	1.3	50	10.9	85	18.5	248	53.9	71	15.4	3.71	.90
36	22	4.8	134	29.1	80	17.4	182	39.6	42	9.1	3.19	1.10
37	28	6.1	151	32.8	83	18.0	161	35.0	37	8.0	3.06	1.12

APPROVAL SHEET

The dissertation submitted by Larry Joseph Larvick has been read and approved by the following committee:

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

11-28-77
Date

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