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ANALYSIS OF OPINIONS OF VOTERS AND KEY
EDUCATIONAL LEADERS TOWARD GOVERNANCE OF
POST-SECONDARY EDUCATION IN MICHIGAN.
(VOLUMES I AND II)

MICHIGAN STATE UNIVERSITY, PH.D., 1979

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ANALYSIS OF OPINIONS OF VOTERS AND KEY
EDUCATIONAL LEADERS TOWARD GOVERNANCE
OF POST-SECONDARY EDUCATION
IN MICHIGAN

VOLUME I

By

Philip J. Gannon

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and
Higher Education

1979

ABSTRACT

ANALYSIS OF OPINIONS OF VOTERS AND KEY EDUCATIONAL LEADERS TOWARD GOVERNANCE OF POST-SECONDARY EDUCATION IN MICHIGAN

By

Philip J. Gannon

This study focuses upon the following problem areas emphasized in the 1974 report of the Governor's Commission on Higher Education:

I. The degree to which key individuals in Michigan higher education differ or agree about Michigan's higher education regarding:

- A. Centralization vs. Decentralization--Statewide Voluntary, Advisory, and Regulatory Boards
- B. Governance
- C. Statewide Planning
- D. Institutional Autonomy
- E. Boards of Trustees--Satisfaction, Selection, and Size
- F. Post-Secondary Education vs. Higher Education
- G. Future and Present Conditions of Post-Secondary Education
- H. Responsibilities of a Statewide Board of Higher Education
- I. Public Community Colleges;

II. The degree to which demographic and psychographic characteristics (position, type of institution, organization for bargaining purposes, experience in higher education) are significant variables associated with opinions concerning issues in the report of the Governor's Commission on Higher Education;

III. The degree of difference that registered voters' opinions display toward selected important issues of post-secondary education.

The study used mail and telephone surveys developed from an analysis of the commission's minutes, papers, and final report. The mail survey included key educational officials: governing board chairmen, board members, chief faculty representatives, and presidents of Michigan private and public higher educational institutions. Four hundred sixty-two questionnaires were returned, a return rate of sixty-nine percent. The telephone survey used a system that allowed for ninety-two percent of Michigan households with telephones to be contacted; a ninety-six percent completion rate was achieved.

The findings of the study are:

There was general concurrence with the recommendations of the Governor's Commission for an advisory approach. Institutional representatives indicated a regulatory approach would not meet the needs of the future. They favored a voluntary and advisory approach under a separate statewide advisory board for higher education, whose role would be to disseminate information and serve as the focal point for issue resolution and long-range planning. They

avored limiting the responsibilities of the present State Board of Education to primary and secondary education.

Representatives of both private and public institutions responded that they want to be involved in planning for post-secondary education and developing a new State Board of Higher Education. They agreed that community colleges now directed by K-12 systems should form new districts with separate boards of control, and that community colleges should be an integrated part of the responsibility of a new State Board of Higher Education.

Institutional representatives consider the independence of boards of control of colleges and universities a key factor in the quality of higher education in Michigan. A majority felt that members of the institutional boards should be elected on a non-partisan basis; close to a majority approved appointment by the Governor with advice and consent of the Senate; less than five percent favored a partisan election; they agreed that faculty and students should not serve on their own boards of control. Voters preferred a non-partisan election, with a partisan vote as second choice, and gubernatorial appointment third.

With regard to future conditions of post-secondary education, institutional representatives felt that enrollment would decrease or stabilize; voters, that it would increase. Voters felt the quality of higher education would remain the same or improve. A majority of the voters felt students are being well prepared for the job market; forty-five percent of institutional representatives voiced concern.

ACKNOWLEDGMENTS

In my professional life many people have extended understanding, help, and shared their insight and skills. This same kindness and professional help was true in the development and completion of this dissertation.

Thanks to my wife and children who were understanding when weekend plans and vacations had to be changed to achieve a goal. Their support was always constant.

Thanks to an office force that has been with me many years and undoubtedly appreciates the completion of this task more than I do.

Professionally I owe a great deal to the chairman of my committee, Dr. James Nelson, for not losing faith in a rather elderly graduate student and to Michigan State University and the land grant philosophy.

A special thanks to Dr. Vishwa Mishra for his insight and expert advice.

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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

Worldwide, institutions of higher education are having their roles and functions changed and, with this change, their degree of autonomy is decreasing. Regardless of the traditions pertaining to private and public higher education in each state of the Union, institutions of higher education are being challenged as to their continuing autonomy and their responsibility to the state and federal governments.

Leaders in higher education and in state and federal government are taking positions in relation to (1) governance, (2) centralization vs. decentralization, (3) statewide planning, (4) institutional autonomy, (5) board of trustees: satisfaction, selection, and size, (6) post-secondary education vs. higher education, (7) goals and purposes, (8) role definition, (9) finance, and (10) enrollment.

The list above centers on the major issues facing post-secondary institutions, state governments and the federal government, as they separately and collectively strive to meet their commitments to their constituencies.

In Michigan, the tradition of institutional autonomy has been extremely strong and substantiated through a number of court

cases and constitutional recognition. In recent years, the need for some form of coordination and planning has been recognized by all segments of Michigan's public higher education and government. A number of studies have been completed and used to implement change in Michigan higher education. In December of 1972 the Honorable Governor William G. Milliken established the Governor's Commission on Higher Education, which completed its work and presented its report in October of 1974. This commission sought "to find a broad consensus on needed reforms in post-secondary education and bring about their implementation." It also asserted that there is a need to determine opinions and attitudes of significant individuals and groups toward this report.

Need for the Study

One of the key issues facing Michigan higher education will be the process by which institutions and the state will view and react to the issues of institutional autonomy and the need for state planning and coordination. Prior to the mid 50's, neither colleges and universities nor federal and state governments involved themselves significantly in short- and long-range planning, nor did a need manifest itself for extensive coordination and cooperation among locally governed public community colleges. The interface between these groups and among colleges was amiable and one of respect. With the large influx of students during the late 50's and early 60's, higher education forced a reallocation of funding priorities on federal and state governments. With increased funding

came the request from the legislative and the executive branches of the state government for review and accountability.

As Logan Wilson, Past President of the American Council on Education has pointed out, "in a short period of fifteen years the issue of relative autonomy of colleges and universities and their freedom from unified control and national or state centralized control has moved from far down the agenda to one of the top priorities in higher education."¹ Also, the decline in the number of high school graduates and a leveling off of taxes people wish to pay the state government have sharpened competition for funds as well as increased the public's demand for accountability.

Robert O. Berdahl, in Statewide Coordination of Higher Education, also emphasized how far centralization has moved in the United States, noting that by 1969 only two states had no politically named coordinating agencies and only two continued to rely on voluntary associations to perform the coordinating function. John Gardner and Claude Bissel, quoted in Berdahl's book, point out rather clearly the issue of autonomy from the perspective of higher education.

The issue of university autonomy will never be finally solved. It can only be lived with.

--John Gardner

Autonomy does not depend upon financial independence, for in these days, no university . . . is financially

¹"Form and Function in American Higher Education," Emerging Patterns in American Higher Education, ed. Logan Wilson (Washington, D.C.: American Council on Education, 1965), pp. 29-37.

independent, nor does it depend upon isolation from politics, which at best is nervous and unreal, for every university these days must engage in constant conversations with those who have been elected to public office. Academic autonomy really depends on a broad social assumption that, despite the exigencies of the moment, we must not make decisions on inadequate information.²

--Claude Bissel

In 1973 William Milliken, Governor of Michigan, in his charge to his newly appointed Commission on Higher Education, listed several major concerns. The Governor's charge to the commission is briefly summarized below:

1. Institutions of higher education have fallen from high regard to where only 33% of the American people express high confidence in educational leadership as compared with a figure of 61% in 1966.
2. Not too many years ago institutions could request resources for capital outlay or operation from the State and, although many felt they did not receive all they wished, the rate was such that it probably could be looked on as the golden age for higher education in the history of the United States. In the last few years it seems that it has almost totally reversed.
3. Because of the dissatisfaction of many students in the late 60's and with the financial crunch and changing of priorities, higher education is being re-evaluated. It has to be accountable in ways and forms it never had before.
4. The effectiveness of teaching must also be reviewed.
5. The validity of the expressed desire of institutions for expansion is questioned.
6. The need for measurement of quality is to be emphasized and the validity of more buildings, expanded programs, and bigger campuses is questioned.³

²Robert A. Berdahl, Statewide Coordination of Higher Education (Washington, D.C.: American Council on Education, 1971), preface, xiii.

³"Governor's Message and Charge of the Commission on Higher Education," January 24, 1973.

The Governor asked the Commission on Higher Education to be sensitive to what he hoped would be some of the anticipated outcomes and recommendations. His request is summarized below. The Commission on Higher Education should:

1. Make recommendations regarding planning and coordination of post-secondary education and study the financial needs of post-secondary education.
2. Look carefully at the role and function of higher education in Michigan.
3. Devise a system for more effective planning and coordination.
4. Look for a more effective way for governance.
5. Look for a bold new design for the ordering and delivery of higher education service in Michigan.⁴

At the federal level the Task Force on Higher Education, known as the Newman Commission, pointed out the trend toward uniformity in our institutions, growing bureaucracy, over-emphasis on academic credentials, isolation of students from the world and lack of sensitivity to career involvement on the part of higher education. Like most states in the Union which now have centrally developed planning coordination systems, Michigan higher education stands at the crossroads. Michigan's constitution of 1962 appeared to give the Department of Education the role for coordination and planning. This has been contested in the courts and the autonomy of the individual colleges and universities has been substantiated. Boards of Trustees are the accountable group. Consequently, there is no office designated by law in Michigan that can request

⁴Ibid.

cooperation and coordination of higher education. The executive and legislative offices through appropriations and other approaches do, however, impact planning and coordination.

However, the action usually lacks a balanced, long-range impartial approach. Historically, Michigan has had a strong commitment to all segments of public education. Over 80% of students in post-secondary education in Michigan attend public institutions. In Ohio and many eastern states the proportion would be closer to 50%. In its constitutions and through court decisions, Michigan has reemphasized many times its respect for autonomy of local boards of education and particularly universities and colleges. Time and time again when clashes have arisen between institutions of higher learning and the legislature or Governor's office, the courts have reaffirmed the autonomy of the institution and the reserve rights of the boards of control.

As has taken place nationally, Michigan has had a number of studies completed regarding the question of coordination and the need for a statewide system. With the exception of the Governor's Commission on Higher Education, there have been few direct studies made on this question in the last few years. Studies that have been completed over the last twenty years are:

1. The John Dale Russell study for the legislature which did a complete and detailed review of higher education in Michigan with some of its suggestions implemented in the Constitutional Convention of 1961-62. During the Constitutional Convention there was a major rewriting of the educational article which changed

significantly the role of some of the higher educational institutions in Michigan and reinforced the autonomy of universities. At the same time it redefined the role of the State Board of Education and made possible the appointment of an advisory board for community and junior colleges.

2. In 1965 Governor Romney appointed a fifty-six member Blue Ribbon Citizens' Committee that reviewed higher education. Their major function was to give guidance to the new State Board of Education and to determine the impact of the newly enacted Constitution.

3. In 1966-67 the State Board of Education developed its educational Master Plan which met with little acceptance and had little impact.

4. In 1973 Governor Milliken's Commission on Higher Education was appointed at a time of crises for higher education because of the changing enrollment patterns and limited financial resources.

The study by the Commission on Higher Education pointed out that there is need to determine the attitudes of the people of the state of Michigan and the different segments of post-secondary education regarding their outlook toward a need for change in the areas of coordination, cooperation, autonomy, and other key issues in post-secondary education. The Commission on Higher Education made its report in 1974 and Governor Milliken stated in his "State of the State" address in 1976 that the state of Michigan must carefully review the role, function, and system of higher education

in Michigan. The Governor and the commission further expressed the desire that the attitudes of the people both directly and indirectly involved in post-secondary education should be determined and analyzed. Consequently, this study would be helpful to the commission and to the state in analyzing opinions of key individuals in post-secondary education regarding the recommendations of the Commission on Higher Education.

The Problem

Statement of the Problem

What, then, is the nature and pattern of opinions held by Michigan voters, board of trustees' chairmen, board members, key faculty leaders, and presidents of public and private two-year institutions, four- and five-year institutions, and professional graduate schools and universities toward the recommendations of the report of the Governor's Commission on Higher Education and to what extent do these opinions differ?

Scope of the Problem

The study focuses upon and analyzes the following problem areas emphasized in the report of the Governor's Commission on Higher Education.

1. The degree to which key individuals involved in Michigan higher education differ or hold similar opinions of Michigan's higher education regarding:

- I. Centralization vs. Decentralization--Statewide Voluntary, Advisory, and Regulatory Boards

- II. Governance
- III. Statewide Planning
- IV. Institutional Autonomy
- V. Board of Trustees: Satisfaction, Selection, and Size
- VI. Post-Secondary Education vs. Higher Education
- VII. Future and Present Conditions of Post-Secondary Education
- VIII. Responsibilities of a Statewide Board of Higher Education
- IX. Public Community Colleges

2. The degree to which demographic and psychographic characteristics (position, type of institution, organization for bargaining purposes, experience in higher education) are significant variables associated with opinions concerning issues in the report of the Governor's Commission on Higher Education.

3. The degree of difference that registered voters' opinions display toward selected important issues of post-secondary education.

These are the problem questions that the study will investigate, but there are limitations to the study as listed below.

Limitations of the Study

1. The questionnaire used to interview sampled Michigan registered voters by telephone was limited to specific issues and not as extensive as the mail questionnaire to key individuals in post-secondary education. The data collected by this approach are used in a limited fashion and are only meant to give indications of

voters' reactions to several issues and to give breadth to the study.

2. It was not the intent of this study to include the following groups:

- a. the Governor of Michigan's office and staff;
- b. the legislature of Michigan and their staff;
- c. the State Board of Education and Department of Education of Michigan;
- d. the Board of Education, staff, and faculty of secondary school districts;
- e. the faculty, staff, and students of post-secondary institutions of Michigan.

Opinions of the groups listed above will be important to the implementation of any plan that changes Michigan's approach to post-secondary education.

Definition of Terms Used

The writer offers here the following definitions that he has developed in the execution of this study. These are the author's operational definitions for purposes of this study.

Key Educational Officials

The key educational officials are: faculty representative, board chairman, board member, and president of a Michigan post-secondary educational institution.

Faculty Representative

The faculty representative is defined here as formally designated or elected to a position of leadership within the

post-secondary education institution, normally representing the faculty's interest on a top-policy board (chairman of the institution's senate, assembly, or union president).

Board Chairman

The elected or formally designated chairman of the post-secondary education board of control.

Board Member

The elected or formally designated member of a post-secondary education board of control.

President

The appointed chief executive officer of a post-secondary institution, at times identified as "administrator" in the questionnaire.

Post-Secondary Education

"Post-secondary education is any instruction, research, public service or other learning opportunity offered to persons who have completed their secondary education, or who are beyond the compulsory secondary school attendance age (age 16) and who are participating in an organized education program or learning experience administered by other than schools whose primary role is elementary and secondary education."⁵

⁵Governor's Commission.

Statewide Board of Higher Education

A body of individuals appointed or elected who may plan, coordinate, regulate, and advise post-secondary education in accordance with their duties determined by law.

Goals and Purposes

The objectives toward which a post-secondary institution is directed.

Planning

The approach used by the state or post-secondary institution in development of a program for the accomplishment of a goal.

Coordination

The approach used by the state or post-secondary institution for bringing together post-secondary institutions to work toward a common action, effort, or goal.

Governance

The guiding and directing of a post-secondary institution or statewide board.

Voluntary

The acting or performing by a post-secondary institution or a state towards its responsibilities in post-secondary education without external persuasion for compliance.

Advisory

The offering of advice or recommendations by the state or post-secondary institution towards its responsibilities in post-secondary education without requiring acceptance or action.

Regulatory

The controlling by a state of the operation and direction of post-secondary institutions toward their responsibilities.

Two-Year Institution

Those public and private institutions that have programs that are predominantly two years in length and offer an associate degree (proprietary business junior colleges, private junior colleges, public and private community colleges).

Four- to Five-Year Institutions

Those private and public institutions that offer a baccalaureate degree and may offer a master's degree (private liberal arts, private business schools, private technical, private Bible and public colleges).

Professional Graduate Schools and Universities

Those private and public institutions that offer professional degrees, including the Ph.D. (law schools, medical schools, and universities).

Institutions Organized for
Formal Bargaining

Those private and public institutions of post-secondary education that have a group or groups of employees organized under Act 379, Public Act of 1965 as amended.

Majority

Over 50% but less than 75% for bifurcate divisions, with the same logic of proportionate percentages for other divisions.

Most

In excess of 75%.

Organization of the Remainder
of the Dissertation

The second chapter of the dissertation will consist of a synthesis of selected primary and secondary literature sources relating to the basic objectives of the study.

The design and methodology of the study will be presented in the third chapter.

The fourth chapter will consist of analysis and information regarding the findings of the study.

The final chapter will generate some conclusions, generalizations, and recommendations pertaining to the governance procedures for post-secondary education in the state of Michigan.

CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

Introduction

This chapter will review materials as they relate to the key areas of study within the dissertation and the Governor's Commission Report on Higher Education. These areas are as follows:

- I. Centralization vs. Decentralization--Statewide Voluntary, Advisory, and Regulatory Boards
- II. Governance
- III. Statewide Planning
- IV. Institutional Autonomy
- V. Board of Trustees: Satisfaction, Selection, and Size
- VI. Post-Secondary Education vs. Higher Education
- VII. Future and Present Conditions of Post-Secondary Education
- VIII. Responsibilities of a Statewide Board of Higher Education
- IX. Public Community Colleges

These nine topics will be approached from three different directions: (1) research findings dealing with opinions of key educational officials and voters toward these issues, (2) statewide planning for higher education, nationally, and (3) the issues of governance in Michigan higher education.

A complete and exhaustive survey was made of the literature on opinions of key educational officials and voters. No studies were found that analyzed opinions of educational officials regarding proposed state plans for Michigan or other states, nor was there any research completed on the attitudes of voters in Michigan or the United States about the type of higher education governance they preferred.

Although there was no research that related directly to this kind of opinion survey, there was a great deal of literature pertaining to the subject of statewide planning, coordination, and governance.

Because this study relates directly to the Report of the Michigan Commission on Higher Education to the Governor, the minutes of that body were reviewed carefully, along with all of their supplementary reports, which included a number from national authorities who were requested to work with the commission regarding the direction Michigan should take in its approach toward statewide coordination and governance.

In the development of the questionnaire, the commission's report and its literature were used as a backdrop for formulating the questions that later were analyzed and reviewed by selected Michigan higher education board members, presidents, and key faculty representatives for inclusion in the final mailed questionnaire.

Numerous master plans for higher education for other states were analyzed regarding the nine key areas noted above, along with

legal case studies used in determining the question of autonomy for Michigan institutions of higher education.

This chapter will be devoted to a review of the most pertinent literature and research relating to these topics.

Research on the Key Issues

Peter Mills conducted a national study in 1971 of community college boards of trustees involved in the process of institutional change.⁶ This study was a survey of 239 presidents and 296 trustees of community colleges undergoing change.

Some of his findings were directly related to the issue of governance. The findings indicated that the trustees believed strongly that public two-year colleges should be governed as part of a higher education system, rather than as part of a public school system. In general, they also agreed with the position of open admissions and universal higher education.

The study also showed that in approximately 40% of the institutions there was a system of institutional governance that involved faculty, students, administration, and staff. The reasons most frequently given by presidents for change in the method of institutional governance were: (1) the involvement of collective bargaining and (2) the increased interest by students in participating in the governance of the institution.

⁶Peter K. Mills, A Study of the Community College Board of Trustees and the Process of Institutional Change (New Brunswick, New Jersey: Rutgers, The State University, Graduate School of Education, 1971).

In 1972, a study was made of the opinions of Colorado legislators and collegiate trustees concerning selected issues in higher education.⁷ Sixty-one legislators and seventy trustees were asked to respond to fifty selected issues in higher education. Several of these issues centered on accountability, academic freedom, tenure, economic considerations and costs, statewide coordination and control, and shared internal governance. The respondents were given the opportunity to record their opinions from "strongly agreeing" to "strongly disagreeing."

The findings of the study indicate that this group, composed of both legislators and trustees, felt that higher education had a positive impact on the economy of the state. They supported the position of academic freedom. They desired faculty participation in public affairs, but indicated that faculty should not take positions on political and related issues. Both groups strongly agreed that the primary emphasis should be on teaching.

Operational efficiency, both groups agreed, was of almost equal importance. On the issue of federal support, there were mixed opinions and uncertainty as to the proper role of the federal government in higher education.

As to faculty work loads, both the legislators and the trustees felt they were too light, and they were uncertain about the desirability of uniform salary schedules.

⁷ Stephen Romine, Colorado Legislators and Collegiate Trustees Respond to Selected Issues in Higher Education (Boulder: Colorado University Higher Education Center, December, 1972).

On the issue of where the locus of statewide planning and coordination should rest, there was considerable difference. Both legislators and trustees agreed that there should be increased planning at local and state levels. The trustees definitely disagreed that the legislature should have a stronger role in the direction of higher education institutions in Colorado. Both groups preferred that the boards of trustees in their state should play a stronger role in the governance of their institutions than should the Colorado Commission on Higher Education.

On the issue of shared internal governance, both legislators and trustees were uncertain whether students should have the opportunity to participate in the administrative process. The trustees felt that faculty should have some opportunity to participate in shared internal governance, but the legislators were less in agreement on this issue.

Both groups concurred that community colleges should play a much more important role in fostering open door admissions in the future. There was some disagreement as to the type of admission policies that should prevail at four-year institutions and graduate institutions.

A study was completed in 1973 by David Leslie on faculty perceptions on the legitimacy of decision making at Pennsylvania institutions.⁸ This monograph dealt primarily with an investigation

⁸David W. Leslie, Variability in Faculty Perception of the Legitimacy of Decision Making at Nine Pennsylvania Institutions (University Park: Center for the Study of Higher Education, Pennsylvania State University, November, 1973).

of faculty perceptions at the time that Pennsylvania colleges were undergoing stress with the development of collective bargaining. It pointed out that a study of the dynamics of collegiate governance must take into account the type of institution and the issues being studied.

During the last ten to fifteen years, the legitimacy of particular forms of collegiate governance has been increasingly questioned by different groups. Governance is directly challenged in collective bargaining. Although its prime thrust is economic, many times collective bargaining has a lasting impact on institutional governance.

One of the significant aspects of Leslie's study was the investigation into whether perceptions and opinions of individuals in higher education would be influenced by the type of institution within which they worked. The results of this study emphasized that faculty of mature universities have similar outlooks toward governance. In contrast, emerging regional universities and community colleges find their faculties with opinions diverging from collegiality to a mode of collective bargaining.

In 1974, George Hall completed a study entitled State Board of Community Colleges: An Analysis of Concepts and Practices.⁹

Boards from 20 states were studied. The approach used was to analyze the agenda and minutes of the state boards responsible for

⁹George L. Hall, State Boards of Community Colleges: An Analysis of Concepts and Practices (Gainesville: Florida University Institute of Higher Education, March, 1974).

community colleges and to obtain board members' opinions regarding their perceptions of the major problems facing community colleges within their state and at what level resolution of these problems would take place. From the analysis of the agenda and minutes of these meetings, it was ascertained that financial matters, facilities, and curricula were the three major topics of concern, followed by personnel, policy matters, and students. Board members felt that the most pressing problems were articulation, coordination, finance, and curricula.

In 1973, the Association of Governing Boards made a survey of the opinions of board chairmen. They surveyed 1915 chairmen of governing boards and received a return of 788 (49%).¹⁰ J. L. Zwingle and William V. Mayville used the results of this survey to add dimension to their monograph on college governance, the problems of authority, and how boards of trustees should be selected. They discussed the issue of autonomy as it related to tenure, collective bargaining, and the responsiveness of boards of control. Also discussed were the issues of educational reforms as those issues were related to boards of trustees, board representation, delegation of authority, and board members' perceptions of their positions as change agents. Some of the concerns for boards as change agents were the need for periodic review, the problems of

¹⁰J. L. Zwingle and William V. Mayville, College Trustees: A Question of Legitimacy (Washington, D.C.: Report No. 10, ERIC/Higher Education Clearinghouse, 1974).

plurality of roles, and the constant necessity to work on the educational mission of the institution.

A study completed by Fred Harclerod in 1975 for the American Association of State Colleges and Universities pertained to the efficiency of state universities and higher education.¹¹

This report combined a review of the literature concerning governance with an extensive survey of the member institutions of that Association. In the survey, opinions of presidents or their representatives were collected. Data also were collected on the actual costs and added costs which result from an institution's involvement in a statewide coordinated and governing system. The study included a discussion on how business and industry are organized into centralized or decentralized structures and how these structures relate to meeting goals and purposes.

The monograph provided an excellent review of developments in governance and statewide coordination over the last thirty years. A major observation was that statewide coordination increased dramatically in the 1960's.

Additionally, the study pointed out that nine functions have been established for higher education administration: (1) System Organizational Structure, (2) Program Allocation, (3) Budget Development, (4) Fiscal Policies, (5) Program Content, (6) Personnel Selection, (7) Planning, (8) Evaluation-Accountability, and

¹¹ Fred A. Harclerod, Institutional Efficiency in State Systems of Public Higher Education (Tucson, Arizona: Higher Education Program, College of Education, University of Arizona, November, 1975).

(9) Capital Programs. Each of the above functions was listed and the degree of responsibility was allocated for the following areas: (1) state government, (2) coordinating body, (3) board of trustees, and (4) higher education institution.

As the study pointed out, all public institutions have been subject, since their beginning, to some form of state coordination or control, and the federal government interacts with them in many ways through a multitude of laws. There also is impact from the executive office, as in Wisconsin in 1971, when Governor Patrick J. Lucey eliminated the Wisconsin Coordinating Committee for Higher Education and merged the University of Wisconsin and the Wisconsin State Universities into the University of Wisconsin System.

One of the concepts that this report established was that, while planning and the need for coordination were paramount during the 60's and early 70's, excessive centralization may be the problem of the 80's.

The study pointed out the current status of centralization of institutions that were part of the association and noted their degree of autonomy.

In 1977, Sandra Drake made an extensive study of the types of boards of two-year colleges and whether there were differences of attitudes between the trustees and presidents toward management of their institutions and operations of the board.¹²

¹²Sandra L. Drake, A Study of Community and Junior College Boards of Trustees (American Association of Community and Junior Colleges, 1977).

The data for this study were gathered by questionnaire, with the assistance of the American Association of Community and Junior Colleges, and the Association of Governing Boards. Two questionnaires were developed: one for presidents and the other for board members. Demographic data on the background of board members were generated. Their attitudes toward functions of the board and its relationship to the institution also were surveyed.

Comparisons were made between public and private two-year institutions. Further study was made of state boards to compare those which had complete responsibility for governance, to those with shared governing authority and those which served as coordinating boards.

The effectiveness of the boards' functions was measured and studied against previous studies of the Association of Governing Boards.

In 1977, Maxwell King and Robert Breuder reported on the relationship between college presidents and trustees, and how they might meet the challenge of leadership.¹³ Their study to determine the perceptions of trustees and presidents regarding the assumptions and techniques of community college presidents in relating to boards of trustees was sent to 55 trustees and 142 presidents throughout the United States.

¹³Maxwell C. King and Robert L. Breuder, President-Trustee Relationships: Meeting the Challenge of Leadership (Washington, D.C.: American Association of Community and Junior Colleges, 1977).

The study emphasized the approaches and styles the president should use in dealing with the board. A key opinion of both presidents and board members was that presidents should be careful in dealing with board members on substantive matters on a one to one or small group basis, in preference to working with the entire board; they also felt that quality of information was more important than quantity, and that board members should be well informed in advance of board meetings. This study re-emphasized functions of the board and the president, and the necessity for some degree of autonomy at the local level, if these functions were to be carried out.

Statewide Planning for Higher Education

The six states that were studied, Virginia, Connecticut, Montana, Illinois, California, and Washington, were selected because of the breadth of their statewide studies. The choice of these states was also determined because of the range of their higher education systems, the approaches they used to statewide planning, governance, and institutional autonomy, and the recency of their reports. The order of presentation of the state plans follows a presentation of the most centralized to the least centralized, excluding Michigan, which would be considered to rank at the end of this type of continuum, allowing for institutional autonomy and a decentralized approach to state planning.

Virginia

In 1967 the State Council for Higher Education for Virginia published its first master plan.¹⁴ This was intended to be a ten-year plan and was considered to be an important initial development for the Commonwealth. In 1974, because of the rapid changes taking place in higher education, the State Council developed a new plan called the Virginia Plan for Higher Education. This plan, as do many, involves faculty, institutions, legislature, and many other segments of the state. The State Council distributed a fourteen-goal statement with a questionnaire to professionals in higher education, as well as to selected citizens. Their recommendations included a planning request which calls for continuous updating and evaluation rather than a five- or ten-year plan to stand alone. Virginia's approach to coordination compared to Michigan's is much more directive and appears to be becoming more centralized. The Virginia Plan for Higher Education emphasizes the changing role of the state:

In addition to the Council of Higher Education's existing authority to review and approve newly proposed programs, it should have the authority to terminate those programs which are non-productive. (45)

Equally critical is the fact that with an identifiable and declining number of potential students, enrollment growth at any one institution will affect the enrollment at other institutions and within the system as a whole. For these reasons, the Council of Higher Education should be responsible for approving enrollment projections for Virginia's state-supported institutions. (45)

¹⁴The Virginia Plan for Higher Education (Richmond, Virginia: State Council of Higher Education for Virginia, January, 1974).

During the next decade as the demand for financial resources increases, educational priorities must be determined. The Council of Higher Education, as the planning and coordinating agency for state-supported institutions of higher education in Virginia, should have increased responsibilities for conducting a coordinated review of budget requests from individual institutions to assure equitable allocation and the most efficient and effective utilization of the resources committed to higher education. (46)

Certainly the exercise of any of the above mentioned functions by a central board is to some degree anathetical to institutional autonomy. However, with a central coordinating board working in conjunction with the institutional governing boards, any loss of autonomy is measurably less than under a single central governing board. (46)

Connecticut

In January, 1974, the State of Connecticut Commission for Higher Education completed its first master plan for higher education.¹⁵ The areas of study were similar to those of other state master plans: concern for enrollment, facilities, program, non-traditional approaches, equal opportunity, and finance. An important area, not found in all studies, was a request for a statewide information system. This master plan, as do others, emphasized some of the same concerns being mentioned in Michigan by the legislature, citizens and institutional representatives.

The plan itself is specific in its recommendations, and the areas studied are similar to those mentioned in the literature of studies in Michigan.

¹⁵Master Plan for Higher Education in Connecticut, 1974-1979
(Hartford, Connecticut: Commission for Higher Education, January, 1974).

Partly in response to public demands for greater accountability, the Commission for Higher Education and the constituent units have intensified their evaluative and planning activities in recent years. The most comprehensive effort to date occurred in 1970 when four citizen Task Forces studied and made recommendations in four major areas: (1) Needs--Socio-Economic, Manpower, Regional; (2) Function, Scope and Structure of Higher Education; (3) Financing Higher Education; and (4) Qualitative and Quantitative Performance and Achievement in Higher Education.

Unlike previous studies, the Master Plan is more than a report to the Governor and General Assembly. As adopted by the Commission, it will provide--within the present status--a basis for the Commission's relationships to the operating units and for additional legislative proposals affecting higher education. (x)

Montana

In 1973 the legislature of Montana created the Montana Commission on Post-Secondary Education and directed it to make a detailed and thorough study of post-secondary education in that state.¹⁶ In November, 1974, the study for Montana was completed. The study covered present and future needs of the state for post-secondary education, set goals and objectives, determined the resources available, and recommended the most educationally and economically effective ways to meet the state's needs. The plan was very detailed and specific and had an addendum that was unusual and most interesting. This was the minority report concerning the issues that the Commission faced.

¹⁶Draft Report. Montana Commission on Post-Secondary Education (Helena, Montana: Commission on Post-Secondary Education, November, 1974).

On July 1, 1973, a new system under the constitution of Montana was established for post-secondary education. This was described in a report as follows:

The single governing board for all of public education was replaced by a Board of Public Education and a Board of Regents. The Regents were delegated "full power, responsibility and authority to supervise, coordinate, manage and control the Montana University System." The Regents also share responsibility with local boards of trustees for governance of community colleges. The Board of Public Education, in addition to its responsibilities for primary and elementary schools, was designated by statute as the State Board for Vocational Education with program and budget control of post-secondary vocational-technical centers. The Constitution also created a State Board of Education, consisting of the members of the Board of Regents and the Board of Public Education. This board is charged with planning, coordinating and evaluating policies and programs for the entire educational system and with submitting comprehensive budgets for Montana public education.

The significance of the establishment of the University System in the Constitution is that it no longer is a creature of the legislature and the basic structure of higher education is not subject to alteration by statute. In effect, higher education is a constitutional entity in the same way as the legislature, the executive and the judiciary branches of government. In this response, the Regents can be described as "constitutionally autonomous." (29)

Montana's population and structure allow for a different approach possibly than one that would be acceptable or appropriate for Michigan, with its much larger population and greater number of complex institutions. It is of significance that the Montana board has constitutional autonomy similar to the autonomy given to the public universities and colleges of the state of Michigan.

Illinois

Master planning for states is a complex and difficult process. The state of Illinois has been involved since 1961 with a State Board of Higher Education which placed their primary emphasis on planning activities.¹⁷ Over the years Illinois has moved from a decentralized higher education system to one that still allows for institutional autonomy but is much more directive than Michigan regarding coordination and planning and institutional autonomy. The emphasis on planning, as a continuous and complex process, was stated in the 1966 Master Plan, Phase II:

Master planning is necessarily a continuous process. A large complex of social institutions is not easily moved. Indeed, resistances appear to compound with each proposed change. The net result is that revisions and modification must be proposed and considered in a planned series of stages so that, step by step, progress can be sure-footed. (4)

California

California was one of the first states to develop a master planning approach. Its history in this area has been long and involved. Just recently the California legislature placed itself in the planning mode rather than having professional or outside consultants develop a revised or updated master plan.¹⁸ This apparently evolved because of the legislature's concern about: (1) the lack of

¹⁷ A Master Plan for Higher Education in Illinois, Phase II - Extending Educational Opportunity (Springfield, Illinois: Board of Higher Education, December, 1966).

¹⁸ John Vasconcellos and Patrick M. Callan, "Legislative Master Planning: The California Experience," Planning for Higher Education 3 (February 1974).

continuity in the implementation of planning, and (2) the higher education community's inability to meet the needs of their state.

This was not the first major study of higher education directed by a legislative committee in California. However, those most generally recognized as the most important studies, the Suzollo Report (1932), the Stray Report (1948), the Restudy (1955), and the renowned Master Plan of 1960, were all conducted independently of the legislature and state government, although under occasional legislative auspices or legislative prodding. The Master Plan was basically a self-study, written by a team consisting of two representatives from each of the state's public and private institutions of higher education. (1)

The approach taken by the legislature was very broad and involved a great deal of public participation across the state of California. They used a variety of techniques to obtain input-- articles, surveys, research reports, policy studies, and personal contacts. From this study evolved statewide goals for higher education and a number of recommendations for change. Some of the salient goals were: (1) universal access, (2) lifelong learning, (3) flexibility, and (4) institutional coordination and cooperation.

Some of the recommended changes were: (1) continuous planning process, (2) sensitivity to minorities and women, (3) a change in the governance structure in the appointment of board members, (4) a change in the consultation and planning agency for the state with a clear majority of the members public rather than professional representatives, (5) regional councils. Inasmuch as California has a reputation of being a leader in the development of statewide coordination and planning, it is significant to recognize that apparently the legislature and the executive office have moved more directly into the governance of higher education through this

approach. This has involved the public more directly than the professional educator at policy setting levels. It would seem that years of coordination and planning of higher education with a very sophisticated higher education board structure with ample funding did not satisfactorily meet the needs of the citizens, as perceived by the legislature.

Washington

In May of 1974, the Council on Higher Education, in its recommendations for the development of post-secondary education in the state of Washington, requested that: (1) the state be responsive to the full range of adult education, (2) education be available for all students beyond high school age, (3) there be access to a variety of options, and (4) there be a utilization and coordination of all educational resources.¹⁹ The mandate in the Staff Preface of this study is similar to those found in many of the state studies:

In 1969, the State Legislature created the Council on Higher Education as a permanent planning and coordinating body to conduct comprehensive planning for Washington higher education. This mandate was interpreted by the Council as entailing the development of a long-range plan, the first version of which would apply during the remaining years of the decade of the 1970's. (3)

Washington's development and approach to statewide coordination, compared to Virginia's, appears to be moving in a direction of

¹⁹Recommendations for the Development of Post-Secondary Education in Washington: Report of the Council on Higher Education's Advisory Committee on Educational Goals (Olympia: Council on Higher Education, State of Washington, May, 1974).

more local autonomy for institutions and follows in a general direction of the traditions accepted in Michigan.

The Issues of Governance in Michigan
Higher Education

The need for coordinated governance of Michigan higher education has been addressed by many different sectors within the state.

Coordination and Planning

In 1975 Governor William G. Milliken asked that an eight-member committee, headed by Oscar A. Lunden, former Vice Chairman of General Motors Corporation, be a task force on Michigan efficiency. In a report delivered to the Governor in 1976, this group developed more than 100 recommendations for improving the management of college and university operation. As to the issues of autonomy and cooperation, this group in its implementation progress report of 1978 reaffirmed previous positions of consultants and educators as to the need for coordination and planning for higher education in Michigan.

It is hoped that the question of autonomy can be set aside in instances where cooperative efforts with other institutions or state agencies would be of mutual benefit. One of the key task force proposals was to establish a planning authority for higher education. Three alternatives were suggested which shared a common viewpoint that the new entity should be given authority for general planning and coordination of all post-secondary education. Creation of this coordinating body is essential if proposals for increased efficiency and cost reduction are to be implemented effectively.²⁰

²⁰"Implementation Progress Report: A summary of first year accomplishments and future challenges--March, 1978" (Lansing: Michigan Efficiency Task Force, 1978).

Many articles have been in the Michigan papers regarding issues of higher education, finance, coordination, curriculum, governance, planning, and future conditions of post-secondary education. On November 19, 1977, a headline read "Milliken Tells Universities to Get Financial Act Together."

Higher education is being prodded by Gov. William G. Milliken to develop a coordinating council to watch-dog programs and expansions at the state's 13 universities.

At unpublicized meetings last Monday, the governor and the university presidents also discussed the formula approach for divvying up appropriations on what they feel may be a more equitable basis than what now frequently develops into a dog-eat-dog scramble to get more.

"I think even the universities realize there's a need for some coordination," said Douglas Smith, the governor's special assistant for education. "It's kind of cut-throat (now). Each institution wants more and more."

Coordination is needed to end the duplication of programs we have out there, the expansion of programs and the fact that we have limited dollars and a declining enrollment. We need better coordination if we are to use our resources well.

"Whoever has the legislators in key positions--they do come out well," Smith said. It's a political process rather than the needs of the schools. Because of this, some schools are under-funded and other schools are doing quite well.²¹

Paul Dressel made some salient points regarding coordination and autonomy in the Michigan higher education scene. From his long experience of over 45 years in higher education, he had the following to say:

Perhaps most of all in my expeditions around the country I have marveled at the way in which Michigan institutions have fought off formal coordination. To

²¹"Milliken Tells Universities to Get Financial Act Together," Lansing State Journal, 19 November 1977.

say that there is no coordination is simply a myth. In my own observation and experience at Michigan State, it seems to me that many times we have faced more coordination from legislative and budget offices than I find in other states and great amounts of energy have been expended by many, many people in responding to increasingly intrusive demands for new kind of data and for review of data already provided.

I see faculty members largely as using institutions to maximize their own accomplishments, and I see many administrators trying to do the same. In this process, I see institutions as taking a position that what they do is so esoteric that others cannot understand it and ought to be satisfied to provide the dollars requested with assurance that they will be well used. As I have looked at many institutions across the country, I have not seen one but what could make cutback in its programs, thereby improving the rest of its offerings and in no wise significantly reducing its educational services to the state. My feeling is that it is overdue for faculty members to reexamine their roles in educational institutions and for administrators to take responsibility for insisting that the faculty do this.

In my judgment, the situation in higher education today is not a result of the public attempting to wrest autonomy from our institutions, but rather a conviction, which I have come to share, that the institutions have not used autonomy responsibly.²²

Areas of Concern

In 1978 a study and survey was completed by Dan Angel, State Representative of the 49th district, regarding critical issues facing Michigan higher education. He emphasized ten major areas of concern for higher education: (1) authority, (2) role and mission, (3) declining enrollment, (4) cost benefit, (5) community college structure, (6) midwestern state educational compact, (7) the external

²²Paul L. Dressel, "Conflicting Pressures for Coordination and Autonomy in Michigan Higher Education," Michigan State University, 1977. (Mimeographed.)

degree, (8) state tuition policy, (9) funding model, and (10) coordination of private institutions.

Angel also noted the needs of the state and called for an approach to study and implement a more appropriate way to deal with higher education than is presently allowed under the structure of the state constitution.

A number of trends on the horizon will have a serious impact on higher education in the 1980's: declining enrollment, the high cost of maintaining already existing programs, demands for state support of other programs, and the slowing of Michigan's rate of economic growth. These trends result in increasing concerns about the best use of financial resources. If the state and its higher educational institutions exercise the appropriate leadership now to prepare, then economic political and social repercussions projected for the 1980's can be cushioned or accommodated.

I am not alone in my call for formation of a state plan for higher education: In 1974, the Governor's Commission on Higher Education pointed to the need for "developing and articulating a statement of Michigan's basic goals and purposes in post-secondary education."

In 1976, the Michigan Efficiency Task Force report called for "a master plan for higher education."

Earlier in 1977, the Michigan Bureau of Management Sciences of the Department of Management and Budget concluded in a report that there is "a genuine need for the development of a new State Plan."²³

Constitutional Ambiguity

In the State of State message of 1978 the Governor was more specific in pointing out the constitution's ambiguity and that the state had little or no means of long-range planning for higher

²³Dan Angel, "Critical Issues Facing Michigan Higher Education 1978" (Lansing, Mich.: Michigan House Republican Caucus, 1978).

education in Michigan. He had the following to say about a State Board of Higher Education:

I continue to believe that the constitutional ambiguity regarding institutional autonomy, the role of the State Board of Education and subsequent court decisions have resulted in ineffective planning and coordination in higher education. No means really exist to explore changes and develop better institutional cooperation and statewide planning. I again call for a separate State Board of Higher Education as recommended in 1974 by my Commission of Higher Education. This recommendation has received the endorsement of the four-year college presidents and the Michigan Association of Governing Boards.²⁴

State Board of Education

In March of 1965 a Citizens' Committee on Higher Education of Michigan reported to Governor George Romney. In their recommendations regarding the issues facing Michigan they gave the following directions to the State Board of Education of Michigan.

The ability of the State Board of Education to carry out its charge to do overall planning and to coordinate higher education will depend heavily upon the support of the public, the legislators, and the governor and other state administrative officers. Much will depend also, upon the Board's ability to win the respect and cooperation of the higher education institutions themselves. But in the end, the Board's ability to secure cooperation and compliance on major issues will fall back upon how well it carries out its constitutional charge to advise the legislature as to financial requirements and how well the legislature and the various departments of the state support it in carrying out that charge.

The Committee congratulates the Michigan institutions upon their efforts to accomplish voluntary coordination through the Michigan Coordinating Council for Public Higher Education. When wholly relied upon, however, voluntary compliance has broken down when the interests

²⁴William G. Milliken, "Michigan State of the State Message" (Lansing: Governor's office, January, 1978).

of a major institution have become challenged. The Committee proposes that the State Board of Education encourage voluntary compliance to the greatest extent possible, but it proposes, also, that the Board be prepared at all times to apply pressure on the institutions as necessary to secure compliance when otherwise it might fail.

A second way is for the legislature to assign the institutions their respective roles by law.

A third way is to have an all-powerful state board of education whose coordinating orders have the effect of law.

The fourth way is designed to preserve flexibility and diversity and to reward the institutions for the exercise of imagination and creativity. It is, therefore, more suited to Michigan.²⁵

Over the years the State Board of Education has not been successful in implementation of the recommendations of this committee. It has not gained the backing of the institutions of higher education, the legislature, or the Governor.

In 1967 a court case was filed by the University of Michigan, Michigan State University, and Wayne State University requesting that certain acts of the legislature be declared unconstitutional as contrary to the provisions of the Article VIII, Section 5, of the Michigan constitution of 1965 which gives the institution general supervision of the control and direction of their expenditures and funds. At the recommendation of the Attorney General, the State Board of Education intervened in this case to ask also for legal clarification concerning their role in general planning and coordination of higher education consistent with Article VIII,

²⁵"Reports of the Six Study Committees" and "A Consolidated and Summary Statement of Findings and Recommendations," Report of Citizens Committee on Higher Education in Michigan (Kalamazoo, Mich.: The Citizens Committee on Higher Education, Harold T. Smith, Executive Director, March, 1965).

Section 3, of the 1965 Michigan constitution. The decision pertaining to the above case, the "Salomon decision" of the Ingham County Circuit Court ruled in favor of institutions having independence from the legislature and the state board in program planning. A later decision by the Oakland County Circuit Court used the "Salomon decision" as precedent in a case where the legislature had requested that community colleges levy a certain level of tuition. The court held that the legislature did not have this authority, given the autonomy of community college boards. Consequently, in Michigan the courts have upheld the constitutional autonomy of its post-secondary institutions, and the State Board of Education has not been successful in carrying out its perceived role of coordination.

In May of 1977 Gorton Riethmiller was given the position of Ombudsman to the State Board of Education for post-secondary education. He was asked by the department to visit with college presidents and other college officials across the state to see whether he could work out a cooperative relationship between the State Department and the institutions and to advise the Superintendent of Public Instruction on the varying views of the different institutions. He summed up his feelings regarding his visits and the role of the state board and post-secondary education in the following statement:

Ambiguities in the present Constitution regarding the function and authority of the State Board of Education together with more than a decade of irresolution and conflict dictate a new course of action. In spite of continual efforts on the part of the State Board of Education, it is evident that the existing structure will not work. Therefore, the State Board of Education should

recognize its plight and dilemma in regard to post-secondary education and exert its leadership to direct staff to present various alternatives whereby a separate board or commission on post-secondary education may be created. Such alternatives should include possible Constitutional revision and/or statutory enactments, various viable structures of organizational authority and responsibilities, and the means whereby policies will be formed and administration of policies will be implemented. From these alternatives the State Board of Education should counsel with the Legislature and the Governor as to the best means for resolving the existing situations.²⁶

The State Board of Education and the Governor at times have differences of opinion regarding their roles, as pointed out in the Detroit Free Press on March 30, 1978. The state board requested a continuing role in higher education, but the Governor remained firm that there should be a separate board.

State Board of Education members urged Governor Milliken Wednesday to abandon his drive for a separate board on higher education. Milliken refused. He said the complexities of education problems in Michigan are such "that a single board can't deal satisfactorily with the whole range." He also said the present board has enough on its hands dealing with its primary responsibility--the problems of elementary and secondary education--and that a separate board for higher education would have more "acceptability" with the state's higher education community. Superintendent of Public Instruction, John W. Porter, who opposes Milliken's proposal, ticked off a list of accomplishments by the current Board of Education during the last decade in higher education. He too urged Milliken to give the board the tools to do more. Milliken, however, said he plans to redouble his efforts to win legislative approval for a ballot proposal that would establish a separate higher education board in the constitution. Such a board, under Milliken's plan, would be appointed by the governor and have advisory powers only.

²⁶Gorton Reithmiller, Report to the State Board of Education 1978.

But, said Milliken Wednesday, it would be staffed and financed sufficiently "so that by sheer force of quality of its work it would have significant influence." A proposal for constitutional amendment proposal to set up the new board was introduced in the House last July by Rep. John S. Mowat, Jr., R-Adrian, but it has yet to be given a public hearing in committee. In general, the Legislature has treated such proposals coolly over the years, preferring to deal with higher education planning through the annual appropriations process. Both Milliken and the Board of Education members agree that such a process has led to duplication of many services and overlapping jurisdictions in such matters as enrollment and course offerings. Michigan's major universities, with their potent lobbies in the Legislature, have prospered under such a system, however, and have been reluctant to endorse proposals that would give significant powers either to the Board of Education or to a separate board on higher education in 1974, and Milliken, for the last three years, has included such a recommendation in his State of the State message to the Legislature.²⁷

Peter McCarthy, correspondent for Gannett News Service, responded for the news service on August 18, 1978. In reviewing some of the functions of the State Board of Education, his comments emphasized the State Board of Education's difficulties:

An insight--of sorts--into the growth process of higher finances of higher education was provided last week by the State Board of Education. The board reviewed 50 new courses of study that were given official approval by the Legislature in June. Of those 15, requiring an estimated \$900,000 a year to operate, the board staff had urged that seven were not a justified investment for the taxpayers' money. The board, however, decided that two of those rejections should have its approval, anyhow. That the board even bothered may be puzzling. The Legislature had already approved the new courses of study, plus 18 others, in its higher education bill and presumably provided funding for them. Some of the programs deemed by the State Board staff as unworthy of tax dollar support did get legislative approval. For instance, the State Board staff concluded that Oakland University's proposal to set up a master's degree program in computer

²⁷"Milliken Firm on 2nd Board of Education," Detroit Free Press, 30 March 1978.

science had failed to determine whether there was even any market demand for such graduates. In any case, a cooperative arrangement for other schools to share faculty and computer time might provide a more economical use of resources, the staff evaluation concluded. Presumably, the \$79,000-a-year program is already under way. Some programs get thumbs down from everyone concerned, such as the perennial Michigan State University request for a dental surgery program, at \$144,000 a year, or a law school, at \$409,000 a year. Some may regard legislative screening of new courses, started three years ago to put a stop to empire building, as an exercise in self-importance, because of the constitutional autonomy of the universities. But for a school to go ahead without that approval is to risk a very unfriendly reception when it comes time for next year's appropriations. The Constitution guarantees the universities academic freedom in spending the money anyway it pleases them--but it better please the Legislature, too.²⁸

Election, Appointment of Institutional Boards

Throughout Michigan's history of post-secondary education, the issue of appointment or election of public college and university boards of control has been debated; changes have taken place periodically. In the 1800's, for example, the University of Michigan Board of Regents was appointed by the Governor. At a later date, 1863, the regents were elected to office by a statewide vote. This change from an appointed board to an elected one resulted from concerns over the political nature of the appointments and their impact upon the university.

Judicial decisions established the autonomy of the University of Michigan and defined its relationship with the Governor's office

²⁸"Board Review Puzzling," Lansing State Journal, 18 August 1978, sec. 2.

and the legislature. The courts ruled that the regents, having been elected by the people, were responsible to them for the university's budget and direction. The university was exempted from the direction of the legislature and the executive office in areas of budget and program.

Michigan's former state teacher colleges, i.e., Northern Michigan, Western Michigan, Eastern Michigan, and Central Michigan Universities, were under the direction of a single statewide board, which was criticized for not having the time to give direction and guidance to the separate institutions. These colleges were given university status and granted autonomy in the 1965 constitution. The statewide board was replaced by individual boards, whose members are appointed by the Governor with the advice and consent of the Senate.

At present the boards of the three major public universities in Michigan, Wayne State University, Michigan State University, and the University of Michigan are elected at large; this approach is supported at these institutions. The boards of the other public institutions, whose members are appointed, favor appointment with advice and consent of the Senate.

The subject has become one of the key issues in Michigan post-secondary education, and was discussed in The State Journal. The following editorial appeared on December 10, 1978.

Before last November's election, Republican candidates for the Michigan State University Board of Trustees expressed concern about reports that some trustees wanted a hurry-up decision on a new president for the school.

Presumably, the concern was that the Democratic majority on the board wanted to make sure it would be a Democratic decision just in case the two Republicans won in November. Had that happened, the board would have had four Republicans and four Democrats in January instead of the present 6-2 Democrat vote domination.

Whatever political maneuvering was going on, it evaporated on Nov. 7 when two Democrats were elected, Carol Lick and Barbara Sawyer.

What the MSU situation provides is another reason why members of top state education boards should not be elected on a partisan basis.

Politicking has been a particular bane of the State Board of Education and the MSU board, with much too much infighting and posturing over policies, many of which are more related to party philosophies than educational needs of the state.

Electing the state's top education leaders on a straight party line basis, which is what usually happens, is simply a lousy way to run an educational system.

Another point worth noting is the high voter dropoff in the education balloting which took place this year as in past elections. That is a clear suggestion that many voters are either disinterested or are not voting because they know nothing about the candidates. We suspect it's a combination of both.

A better system would be to establish a state citizen committee to screen and select nominees for the education posts and then have the governor appoint from those lists. The selections could also be subject to advice and consent of the Senate, as is the case with state college boards other than the Big Three and the state board.

Such a course, in our view, would provide a better system for bringing educational quality to the governing boards than the politicized hit and miss approach that we now have.²⁹

In an article which appeared on January 16, 1979, W. Kim Heron, a Lansing State Journal staff writer, said:

A proposal to make the governing boards of Michigan State University, the University of Michigan and Wayne

²⁹"Politicking in Education," Lansing State Journal, 10 December 1978.

State University appointed rather than elected offices has drawn mixed reaction after being forwarded by Governor William last week.

Governor Milliken made the proposal for a constitutional amendment during his State of the State message on Thursday and cited the success of the appointive system at the other ten colleges and universities in the state. Under his plan, the appointments would go through the Senate for confirmation.

"The Presidents of the universities have in the past indicated they are not satisfied with the quality and type of people you get through the present system," said a top Milliken aide. The aide said former Michigan university presidents Clifton R. Wharton, Jr., Thomas Gullen and Robin Fleming of MSU, WSU and U of M respectively, had expressed those concerns on leaving office.

Proponents of the plan, which would have to be approved by the Legislature and go before the voters as a constitutional amendment, say the plan will reduce politics on the boards.

Since the elected education seats, the three universities and the state board of education, usually go to the party which runs the strongest in the major statewide races, supporters of the appointment idea say few voters are expressing their opinion anyways.

Critics of the Milliken proposal say an appointive system would be subject to patronage, would still be political and would deny voters the opportunity to express their choice.

Edgar A. Harden, interim president of MSU, said that he supported the constitutional amendment "as a matter of basic philosophy." He said he came to that view after working with an appointed board as president of Northern Michigan University.

"I think there are people who will take an appointment who will not run on a political platform," said Harden. He said the NMU board had "pretty good representation," in terms of business, labor and social interest groups.³⁰

External Influences

The role and constituency of those directing higher education has changed rapidly in the last ten years with increased state

³⁰"Talented Trustees in Spite of System?" Lansing State Journal, 16 January 1979.

coordination, the development of state boards, and the stronger role played by the federal and state governments. In particular, collective bargaining has had a direct impact on the decision and policy making processes of institutions of higher education, the Governor's office, political parties, business and unions, and the federal government.

The Governor in his State of the State message in 1977 made the following observations regarding a regional approach to higher education.

Last summer, the Midwestern Governors' Conference observed:

"Long-term trends in higher education enrollments, the high cost of maintaining already existing programs at post-secondary education institutions in the Midwest, the cost of the numerous new high-cost programs which are being proposed (particularly at the professional level), and the projected future long-term growth of the region's economy all suggest that a new approach may be required to the planning and financing of higher education among Midwestern states."

The governors, at my urging, agreed to explore the possibility of establishing more systematic, inter-state, and regional approaches to new program review and approval, cost sharing and contracting regionally, and the use of federal funds to facilitate the necessary planning for such arrangements.

The Council of State Governments is, I am pleased to say, pursuing this regional approach. I will be making specific recommendations as to how Michigan may benefit from such an arrangement when the Council of State Governments, working with the Midwestern Governors' Conference, completes its work.³¹

In the National Education Association's publication of October, 1978, Barry Stearns, President of the Michigan Association

³¹William G. Milliken, "Michigan State of the State Message" (Lansing: Governor's Office, January, 1977).

for Higher Education, discussed the approach of a new coordinated bargaining program that would be implemented across the state of Michigan. The approach is that of regional bargaining where agreements on the part of the union at the local level must be coordinated with a regional approach before acceptance by the local union can take place. Consequently, this changes the autonomy of the local union and board. The approach being developed for Michigan colleges and universities is one that will coordinate bargaining of their unions across the state. Mr. Stearns makes the following points regarding the union's plans:

Any MAHE affiliate that settles early for less will have to answer to its counterparts at other Michigan colleges. Regional review boards are being established which will have authority to examine all tentative agreements and to grant exceptions to the minimum standards where necessary.

"Coordination--acting in concert with others rather than standing alone--gives a small association bargaining leverage. The minimum standards are providing us with a new sense of direction, purpose, and control at the bargaining table."

MAHE's eventual goal is common expiration dates for all contracts across the state, to give faculty even more effective coordinated bargaining clout.³²

In an article by Gene I. Maeroff, New York Times, September 6, 1977, there was a succinct description of what is happening to colleges and universities as they accept funding and direction from the federal government:

Higher education, along with elementary and secondary education, has been the target of growing Federal intervention as Washington has steadily expanded its regulation of the schools and colleges along with its funding

³²National Education Association publication, October, 1978.

of them. The Government's involvement in higher education now touches almost every aspect of academic life from hiring and dismissals to student aid, curriculum, architectural design, research activities and extracurricular programs. The Government gives \$14 billion a year directly to the country's 11 million college and university students and to their institutions. Washington also contributes to higher education through income tax provisions worth almost \$2 billion, such as allowing parents to claim students as dependents and permitting scholarships and grants to be excluded from income. Despite all this, however, there is no unifying policy on higher education. In this respect, the situation resembles that in elementary and secondary education. At least 70 subcommittees of 34 separate committees in the House and Senate have some jurisdiction over 439 statutory authorities affecting post-secondary education, according to Allan W. Ostar, executive director of the American Association of State Colleges and Universities. Thus, there are many handles by which Washington can attempt to get a grip on higher education, as many schools have discovered.

In the December 13, 1977, issue of The State Journal, Lansing, Michigan, the editorial headline was "Get the Fed Meddlers Out." The issue at hand dealt with the acceptance of funding by the College of Human Medicine, Michigan State University, and the direction that Congress was taking in determining admission standards as well as openings for medical schools across the country, if the institution was willing to accept the funding. As the editorial states:

Many far-sighted educators warned years ago that once the federal government got into the aid-to-education business it would not be long before special interests in Congress would be trying to call the shots in areas where they don't belong. The prophecies, of course, were all too true and Michigan State University trustees found themselves grappling with one of the consequences last week. On the agenda was a \$576,000 grant to the university's College of Human Medicine from the National Institute of Health. One of the strings attached was a provision that MSU must increase its third-year enrollments by five percent and fill those slots with American students who

attended foreign medical schools the first two years. This stipulation was attached by Congress apparently to benefit some affluent students, mostly from the states of California, New York and New Jersey, who could not get into U.S. medical schools at the first-year level and thus opted for the foreign institutions. In short, the federals are using the power of money to influence medical school admission policies.

The research in the field, the state planning documents, and the more recent newspaper articles and monographs all emphasize the concerns across the United States regarding:

- I. Centralization vs. Decentralization--Statewide Voluntary, Advisory, and Regulatory Boards
- II. Governance
- III. Statewide Planning
- IV. Institutional Autonomy
- V. Board of Trustees: Satisfaction, Selection, and Size
- VI. Post-Secondary Education vs. Higher Education
- VII. Future and Present Conditions of Post-Secondary Education
- VIII. Responsibilities of a Statewide Board of Higher Education
- IX. Public Community Colleges

The intensity in Michigan is increasing for some decision to be made regarding the future of coordination and planning for Michigan higher education. In January, 1978, at the time of the Governor's State of the State Address, the executive office and others in the state discussed their concern for the impact of centralization and the need to be sensitive to institutional autonomy. It appears that the pendulum is swinging in the state of Michigan in the direction of the recommendations of the Governor's Council

Report for an Advisory Board, but an approach that does give Michigan a plan and a way to exchange information and recommend priorities.

In Chapter III the study methodology is explained, including how the writer gathered and analyzed information regarding opinions and attitudes of Michigan voters and key educational officials toward the report of the Governor's Commission on Higher Education.

CHAPTER III

METHODOLOGY

In determining what is to happen in post-secondary education in Michigan, the opinions of several significant segments of the state's population will need to be considered. Among these groups are: (1) the Senate and House and their fiscal agencies, (2) the executive office and its staff, (3) the Department of Education, the State Board of Education, and the State Board for Public Community and Junior Colleges, (4) the "key educational officials," i.e. governing board chairmen, board members, chief faculty representatives, and presidents of Michigan's private and public higher education institutions, and (5) the voters. The assessment of voters' opinions was considered crucial since Governor Milliken's State of the State address of both 1977 and 1978 pointed out the need for creating a separate Board for Higher Education either through referendum or constitutional amendment.

Inasmuch as the opinions of "key educational officials" and voters on governance of higher education contained in the recommendation of the Governor's Commission on Higher Education have not been systematically studied, the author selected those two segments of the population as being of prime importance for an opinion study and analysis.

The Methods and Procedures

The methods utilized in the execution of the study consisted primarily of (1) mail survey research techniques and (2) telephone survey interviewing.

The first set of techniques--the mail survey techniques--was utilized in the assessment of opinions of the "key educational officials" of Michigan's public and private higher education institutions. The mail survey techniques were preferred over personal interviewing because of time efficiency and cost effectiveness that they ensure. Additional advantages of the techniques over personal interviews include: (1) less distribution bias in connection with the aforesaid groups under study, (2) less distribution bias in connection with the individual, (3) no interviewer bias, (4) better chance of obtaining more accurate replies, (5) better chance of obtaining thoughtful replies, (6) more time efficiency (7) centralized control, and (8) cost saving.

Even then it was realized that use of mail survey techniques does suffer from certain inherent limitations. These limitations may include: (1) unavailability of mailing list, (2) bias in the mailing list, (3) questionnaire design, (4) questionnaire length, and (5) return rate of the mailed questionnaires. These limitations were reviewed, studied, and the following procedures were developed to lessen their impact.

First, with the cooperation of both the public and private institutions of higher education in Michigan, professional associations that serve these institutions, and the various bureaus of the

state government, a comprehensive mailing list of "key educational officials" was developed. The list was checked and updated through the assistance of the U.S. Postal Service and telephone calls to the institutions where the "key educational officials" were located. This procedure ensured correct postal addresses for these officials and virtually eliminated distribution bias with the groups under study.

Second, the limitation of low rate of return in the mail survey questionnaire was considered to be a serious one. Schrier suggests that usually a 40 percent return is considered a good rate.³³ Attempts, therefore, were made: (1) to maximize the response rate, (2) to make the questionnaire easy to complete in a limited time, and (3) to ensure the representativeness of the obtained data as well as the confidentiality of the respondent. The return rate was maximized by sending out advance letters, one from the writer, one from the Governor of Michigan, and at a later date a letter from the Executive Secretary of the Association of Independent Colleges and Universities of Michigan, along with a copy of the Governor's Commission report. This had the effect of personalizing the mail questionnaire. All communications mailed out to the respondents used the stationery of the Office of the Governor, the Association of Independent Colleges and Universities of Michigan, or Lansing Community College, and carried the signature of the Governor of Michigan, the Executive Secretary of the Association of Independent

³³Fred T. Schrier, Modern Marketing Research: A Behavioral Approach (Blenmont: Wadsworth Publishing Co., 1963), p. 198.

Colleges and Universities of Michigan, or the President of Lansing Community College. After the advance letters were sent, the final questionnaire with a cover letter from the author was mailed out (see Appendix B).

The procedure was found to be effective since by the closing date a total of 462 questionnaires were returned for a return rate of 69 percent.

The second method--the telephone survey interviewing--was utilized to assess the opinions of Michigan voters. The complex Random Digit Dialing (RDD) system of telephone interviewing in Michigan was developed in the 1976 presidential election. The system is a preferred probability sample of Michigan households with telephones. It allows access to the 92 percent of the Michigan households which have telephones.³⁴

Procedurally, a core of 13 interviewers with telephone interviewing experience were recruited and trained for the survey. These interviewers were specifically instructed about the need for building rapport and for avoiding the various biasing factors. The random monitoring of the interviewers indicated that the cooperation between interviewers and interviewees was remarkably high. This may account for the approximately 96 percent completion rate of the telephone interviews.

³⁴V. M. Mishra, "Mishra Random Digit Dialing (RDD) System for Projecting Election Outcome. A Research Tool for Political Mass Communication" (East Lansing: Mishra and Associates, 1976).

The Sample

To test the central proposition and related hypotheses, two universes for the sampling purposes were identified and several sampling considerations were made.

The first universe for the study consisted of the "key educational officials" of all the public and private institutions of higher education in Michigan. These "key educational officials" included key faculty leaders, board chairmen, board members, and presidents of the aforesaid institutions. Since the total number of the key faculty leaders, board chairmen, and presidents of these institutions was small enough not to warrant sampling, the entire universe of these three segments of the "key educational officials" was included in the study. The numerical distributions of these segments from both types of institutions were as follows: (1) the key faculty leaders, $N = 67$; (2) board chairmen, $N = 67$; and (3) presidents, $N = 67$. Also, the entire universe of board members from public higher education institutions of the state for an $N = 468$ was included in the study.

However, since the private institutions of higher education do seem to have a relatively large number of board members, it was deemed necessary to draw a sample of this segment in the interest of time efficiency and cost effectiveness. Therefore, a random sample of 100 board members from the list of these board members contained

in the directory of the Association of Independent Colleges in the State of Michigan was systematically drawn.³⁵

The aggregate return rate of 69 percent was considered significant enough to approximate reliable results which would have been obtained if everyone in the universe had been interviewed.

The second universe for the study consisted of registered voters in the State of Michigan. From this universe, a sample of 540 registered voters was drawn from a preferred probability sample of Michigan households with telephones. The complex Random Digit Dialing (RDD) system of interviewing ensured the representativeness of the sample by allowing equal access to 92 percent of the Michigan households which have telephones. The completion rate for telephone interviews was 96 percent.

The Questionnaire

On the basis of earlier discussion, it was determined that the important issues which face the "key educational officials" in Michigan and which need to be studied include: (1) Centralization vs. Decentralization--Statewide Voluntary, Advisory, and Regulatory Boards, (2) Governance, (3) Statewide Planning, (4) Institutional Autonomy, (5) Board of Trustees: Satisfaction, Selection, and Size, (6) Post-secondary Education vs. Higher Education, (7) Future and Present Conditions of Post-secondary Education, (8) Responsibilities

³⁵See Leslie Kish, Survey Sampling (New York: John Wiley and Sons, 1965).

of a Statewide Board of Higher Education, and (9) Public Community Colleges.

A draft mail survey questionnaire was developed to assess the opinions of the "key educational officials" on these issues. In the development of this questionnaire, a careful analysis of the final report of the Governor's Commission and this commission's minutes and background papers was made. The analysis generated valuable input for the construction of the questionnaire. Additionally, the mail survey questionnaire incorporated the items that were constructed to translate the objectives of this study.

The mail survey questionnaire, then, was pretested on a sub-sample of the "key educational officials" in Michigan. The questionnaire was revised to ensure proper mail survey layout, structured design clarity in wording and phrasing and ease with which it can be filled out in a short time span. The average completion rate for the mail survey questionnaire was found to be approximately 15 minutes.

A second draft questionnaire in the format of a telephone interview survey instruction was also developed to assess the opinions of Michigan's registered voters on the issues. In the development of this questionnaire, a set of significant indicants of attitudes, opinions, and perception of the "key educational officials" as gleaned from the results of the mail survey was identified. This process generated some valuable input for the construction of the telephone interview questionnaire (see Appendix B).

The telephone survey instrument, too, was pretested among a sub-sample of Michigan's registered voters and revised. The average completion time for the telephone survey was found to be about three minutes per sampled voter.

Both survey instruments contained independent variables and related items on opinions on higher education issues such as:

(1) voting patterns of respondents, (2) minority vs. non-minority characteristics of voters, (3) the "key educational officials" levels of experience in higher education, (4) these leaders' positions, (5) type of the institution of higher education, and (6) unionized vs. non-unionized nature of these institutions.

These instruments also contained dependent variables related items on opinions on such issues as (1) job market for college trained persons, (2) enrollment patterns, (3) quality of education, (4) level of information relating to higher education among the sampled voters, (5) type of board selection, and (6) single state-wide board.

The Analysis and Interpretation of Data

The analysis and interpretation of the data reported in this study are concerned mainly with the statistical description of the data rather than inferences drawn from the data. The mathematical model of statistical description was chosen for several reasons.

First, descriptive statistics, which is a frequently under-emphasized aspect of statistics, can generate summary statistics on the various variables of this study and can help draw inferences

from the samples to population. Even then it is realized that statistical tests of significance are crucial since inferences are the core of most of the studies of the type reported here. Nevertheless, these inferences involve the projection of some descriptive sample statistics to a description of population. In the process, it is the descriptive statistics that is being projected through inferences.

Second, the writer chose the descriptive statistics of percentages rather than a measure of central tendency since he wanted a simple index of the relative occurrences of the alternative of responses. Additionally, he thought the readers of such a report will comprehend conclusions better when defended with percentages rather than with other measures of central tendency. This assumption was based on the fact that these readers tend to think dichotomously. Therefore categories of responses were combined to form a set of dichotomies for ease of description.

Third, even then it was realized that the results of the study reported here could have turned out differently than what they have turned out to be. This belief prompted the writer to take some measures to move from the discomfort of uncertainty to a probabilistic estimate of reality through such statistical tests of significance as Chi Square.

Fourth, the writer, in the aforesaid context also realized that the primary value of the data lies in what they indicate, or what they appear to show. This appearance may be quite exact, may be a matter of chance, or may be a mixture of both. Therefore, it

could be quite wasteful to suppress results because they are not individually significant, or because their joint significance can not be satisfactorily appraised.

Fifth, even then attempts have been made here that the interpretation does not go beyond the limits of the data. It should be pointed out that any interpretation and generalization based upon the findings reported here must be treated guardedly. They must take Redfield's admonition into account: "The effort of the scientific mind to reduce the reality to elements amenable to analysis, comparison, and even mensuration early results in a distortion or in the disappearance of the subject matter as common sense knows it."³⁶

The Coding and Processing of Data

The data were coded by the author with the help of one coder. The intercoder reliability, which was measured in terms of effective level of agreement among the codes, was at the 98 percent level.

The processing of data was conducted with the help from the Management Information Systems Department at Lansing Community College. A series of cross tabulation routines were utilized to analyze the data from both descriptive and inferential statistical perspectives.

³⁶Robert Redfield, "Relations of Anthropology to Social Sciences and Humanities," in Sol Tax (ed.), Anthropology Today (Chicago: University of Chicago Press, 1962), p. 458.

Hypotheses

The following hypotheses were developed from a review of the literature pertaining to the field of governance in higher education, background material developed by authorities that were called together to work on the report of the 1976 Governor's Commission on Higher Education, interviews with authorities who served on the Governor's Commission on Higher Education, several task forces of the commission, and the author's experience in higher education.

I. Centralization vs. Decentralization--Statewide Voluntary, Advisory, and Regulatory Boards

Hypothesis I

The majority of the institutional respondents will support the creation of a separate State Board of Higher Education, with advisory power for coordination and planning.

Hypothesis II

There will not be a majority of institutional respondents who will support the creation of a separate State Board of Higher Education with regulatory control for coordination and planning.

Hypothesis III

The majority of the institutional respondents will agree with the recommendations of the 1976 Governor's Commission on Higher Education regarding limiting the functions and responsibilities of the present State Board of Education.

II. Governance

Hypothesis IV

The majority of the institutional respondents will not support the establishment of a new State Board of Higher Education by constitutional change with regulatory authority.

III. Statewide Planning

Hypothesis V

The majority of the institutional respondents will agree that the present approach to planning and coordination for higher education in Michigan will not meet the needs of the future.

Hypothesis VI

There will be no majority agreement among the institutional respondents that consideration of statewide planning and coordination for Michigan higher education is separable from concerns of institutional governance.

IV. Institutional Autonomy

Hypothesis VII

The majority of the institutional respondents will agree that one of the strengths of higher education in Michigan is the relative independence of the boards of control.

Hypothesis VIII

There will not be a majority of institutional respondents of public colleges and universities who will agree that the present institutional boards should be replaced with a single statewide board.

Hypothesis IX

The majority of institutional respondents with more experience in higher education will not favor replacing the present institutional boards with a single statewide board.

Hypothesis X

The majority of voters will not favor replacement of the present college and university boards by a statewide board of control.

Hypothesis XI

There will be no majority agreement among the institutional respondents that the absence of a statewide board of control will lead to duplication of resources, unwarranted competition, and lack of inter-institutional cooperation.

VI. Board of Trustees:
Satisfaction, Selection,
and Size

Hypothesis XII

The majority of voters will agree that they are uninformed about post-secondary education.

Hypothesis XIII

The majority of institutional respondents of public colleges and universities will favor selection of public college and university board members through appointment by the Governor, with advice and consent of the Senate.

Hypothesis XIV

The majority of voters will favor selection of public college and university board members through appointment by the Governor, with advice and consent of the Senate.

Hypothesis XV

The majority of the institutional respondents will agree that individuals should not be elected or appointed to serve on boards of control of their own institution.

VI. Post-Secondary Education
vs. Higher Education

Hypothesis XVI

The majority of the institutional respondents will hold a favorable opinion toward the Governor's Commission's definition of post-secondary education.

Hypothesis XVII

The majority of the institutional respondents will agree that the goals and purposes of post-secondary education in Michigan are not clearly defined.

VII. Future and Present
Conditions of Post-Secondary
Education

Hypothesis XVIII

The majority of voters will agree that enrollment will increase in the future, rather than decrease or not change.

Hypothesis XIX

The majority of the institutional respondents will agree on these future characteristics of post-secondary education: (1) increasing cost, (2) more specialized demands for educational services, (3) competition for students, (4) competition for revenue, (5) institutional missions more difficult to define, (6) maintenance of quality more difficult to define, (6) maintenance of quality more difficult to sustain, (7) cooperative effort among institutions of higher education more difficult to manage, (8) resources more difficult

to manage, (9) greater diversity of programs of higher education, and (10) increased respect for higher education by the public.

Hypothesis XX

The majority of voters will agree that the quality of public colleges and universities will improve.

Hypothesis XXI

The majority of voters who identify themselves as belonging to the minority races will hold more favorable opinions toward the role of public colleges and universities in preparing students for the job market than the voters who identify themselves as white.

Hypothesis XXII

Voter opinions regarding Michigan public higher education will show differences according to the following four Michigan geographical regions: (1) central, (2) southeast, (3) Upper Peninsula, and (4) western.

Hypothesis XXIII

Voter opinions will vary according to their residential patterns, such as central city, farm, rural, suburban, and small city.

Hypothesis XXIV

There will be a majority of the institutional respondents who will agree that Michigan's public higher education is effectively preparing students for the job market.

Hypothesis XXV

A greater percentage of the responding institutional presidents will hold a more favorable opinion toward the role of colleges and universities in preparing students for the job market than will the key faculty representatives.

Hypothesis XXVI

The majority of voters will hold positive opinions toward the role of Michigan public colleges and universities in preparing students for the job market.

VIII. Responsibilities of a
Statewide Board of Higher
EducationHypothesis XXVII

The majority of the institutional respondents will support the recommendations of the Governor's Commission regarding the makeup, functions, responsibilities, and duties of a new State Board of Higher Education.

IX. Public Community CollegesHypothesis XXVIII

The majority of the institutional respondents will agree that Michigan community colleges should not offer baccalaureate degrees.

Hypothesis XXIX

The majority of institutional respondents of regional public and private four- to five-year institutions will not support redistricting of Michigan community colleges to provide services of these institutions equally to all areas of the state.

The next chapter will deal with the analysis of data collected from "key educational officials" and a sample of Michigan voters regarding their opinions toward the Governor's Commission on Higher Education.

CHAPTER IV

ANALYSIS OF DATA

Introduction

The report of the Governor's Commission on Higher Education primarily dealt with nine areas:

- I. Centralization vs. Decentralization--Statewide Voluntary, Advisory and Regulatory Boards
- II. Governance
- III. Statewide Planning
- IV. Institutional Autonomy
- V. Board of Trustees: Satisfaction, Selection, and Size
- VI. Post-Secondary Education vs. Higher Education
- VII. Future and Present Conditions of Post-Secondary Education
- VIII. Responsibilities of a Statewide Board of Higher Education
- IX. Public Community Colleges

The data for this dissertation evolved from an analysis of opinions from key educational respondents and sampled Michigan voters. The data were organized and analyzed by following the above mentioned categories.

Profile of the Respondents

The profile of the respondents evolves into two distinct patterns representative of the two universes studied. The

registered voters' profile follows the demographic patterns for Michigan registered voters representative of their majority/minority makeup and their distribution geographically into four major areas of the state: (1) central, (2) southeast, (3) Upper Peninsula, and western. The sample was further delineated into voter patterns for: (1) central city, (2) farm, (3) rural, (4) small city, and (5) suburbs. The eleven subdivisions pertaining to the above mentioned categories made possible an analysis of the voters' opinions and attitudes toward post-secondary education and their possible voting patterns toward the key question of coordinating or controlling public higher education in Michigan.

Over 600 key faculty, presidents, board chairmen, and board members of eighty-two Michigan higher educational institutions, ranging in type from private and public two-year colleges, four-year public and private colleges, to specialized institutions and public and private universities, were mailed questionnaires, with a completion return of over 69%. The range in size of the institution was from several hundred to over 40,000 students. For each type of institution, the opinions of the respondents were analyzed by number of years of experience in institutions of higher education and whether or not their institution was organized for bargaining purposes by employees.

I. Centralization vs. Decentralization--
Statewide Voluntary, and
Regulatory Boards

A. Approaches to Governance:
Voluntary (46% Agreeing)

When institutional representatives were asked whether the voluntary approach for governance and coordination for higher education was appropriate, 52% of the board members were in favor with the administrators at 46%. Faculty members disagreed that the voluntary approach would be a satisfactory one, with only 36% favoring this proposition.

When analyzed by types of institutions, the respondents of the private community colleges seemed to be more in favor of the proposition than did the public community colleges (57% to 49%). The four-year private and public colleges were about the same, but the private colleges were slightly more in favor (47% vs. 42%). Universities were quite similar in position, but once again the private graduate universities were more in favor (56%) than were the public graduate universities (50%).

Analyzed by respondents' years of experience in higher education, the most interesting difference was that administrators with more experience seemed to be of the opinion that the voluntary approach was a better one.

B. Approaches to Governance:
Advisory (59% Agreeing)

Hypothesis I

The majority of the institutional respondents will support the creation of a separate State Board of Education, with advisory power for coordination and planning.

The range of opinions by institutional representatives regarding the creation of a separate State Board of Higher Education with advisory powers did substantiate the hypothesis that there would be general support for this position (53% - 68%) (Appendix A, Table 2).

Institutional representatives were asked their opinions regarding a statewide advisory approach for governance and coordination of higher education. The strongest advocates of this position were the administrators (68%), followed by the faculty (59%), with board chairmen and board members in general agreement, 53% and 55% respectively.

Analyzed by types of institutions, the respondents of the four-year private colleges were least inclined (50%) in this direction, with the public universities most inclined to accept this position (66%).

Analyzed by respondents' experience in higher education, the important difference was with the administrators. The longer they served in higher education, the more they favored the statewide advisory approach, with an 18% shift in favor of this position after ten years or more of experience.

C. Approaches to Governance:
Regulatory (12% Agreeing)

Hypothesis II

There will not be a majority of institutional respondents who will support the creation of a separate State Board of Higher Education with regulatory control for coordination and planning.

Institutional representatives, by position (68% - 84%) and by type of institution (61% - 80%), strongly supported the position that it would be inappropriate for Michigan to create a separate board for higher education, with regulatory control for coordination and planning. The hypothesis was supported (Appendix A, Tables 3 and 3a).

When institutional representatives were asked their opinions regarding a regulatory approach for statewide governance and coordination for higher education, faculty were in least disagreement with this, as compared with administrators who were most emphatically in opposition (68% for faculty and 84% for administrators). Seventy-seven percent of board chairmen and 74% of board members also disagreed with this approach, but not to the degree of difference between faculty and administrators.

Analyzed by types of institutions, respondents agreed generally across the board that this was not the approach to take, although there was some degree of difference with the private graduate universities (61% in opposition) compared with the public universities (80% in opposition).

D. State Board of Education:
Limiting Present Functions and
Responsibilities (66% Agreeing)

Hypothesis III

The majority of the institutional respondents will agree with the recommendations of the 1976 Governor's Commission on Higher Education regarding limiting the functions and responsibilities of the present State Board of Education.

The majority of the institutional representatives agreed that the responsibilities of the present State Board of Education should be limited. The range was from 62% to 70%, therefore substantiating the hypothesis (Appendix A, Table 4).

Institutional representatives' opinions regarding the responsibilities of the present State Board of Education and its limitation constitutionally to leadership, general supervision, planning and coordination seemed to be in general agreement on this question; the agreement level ranged from 62% to 70%.

Analyzed by types of institutions, the respondents of the private community colleges, four-year colleges, and universities were significantly less inclined to agree with this position, compared with those of the public institutions who favored it. On this issue the private and the public institutions seemed to show important variation; this difference ranged from 35% to 80%. This issue may relate directly to a number of court cases involving public universities and colleges but not involving private institutions, hence, the variation.

The respondents from institutions organized for bargaining purposes held their position more strongly regarding the limits for the state board (72%), than did those not organized (50%).

II. Governance

A. Constitutional Ambiguity: (50% Agreeing)

When asked the question about the ambiguity of the present state constitution regarding planning and coordination and the authority of the State Board of Education, both board chairmen (51%) and administrators (55%) seemed to agree to a greater extent than did faculty members (46%) and board members (46%).

B. Constitutional Revision: Advisory (60% Agreeing)

As to the question whether there should be a constitutional revision for the establishment of a new State Board for Higher Education limiting its responsibilities to planning and coordination of all education beyond the secondary level, with advisory but not mandatory authority, there was an important range of opinion. All respondents supported the question, with administrators at 67%, board chairmen at 63%, board members at 59%, and faculty members at 49%.

Responses analyzed by types of institutions showed that the private institutions seemed to be less inclined to agree with this position than public institutions, ranging from 30% to 69%. The public community colleges were strongest in support of this question (69%). An important difference of opinion was indicated between the

four-year public colleges in agreement at 45%, compared with public universities at 55%.

C. Constitutional Revision:
Regulatory Authority
(15% Agreeing)

Hypothesis IV

The majority of the institutional respondents will not support the establishment of a new State Board of Higher Education by constitutional change with regulatory authority.

The majority of the institutional representatives were in opposition to the establishment of a new state board by constitutional change with regulatory authority for general planning and coordination. The hypothesis was substantiated (Appendix A, Table 7).

The respondents' years of experience in higher education tended to move them in the direction of less concurrence with this approach.

D. Statutory Enactment:
Coordination and Planning
(40% Agreeing)

When respondents were asked the question whether coordination and planning should be brought about by statutory enactment, little statistical support emerged with the exception of faculty who favored this position at the 50% level.

Analyzed by types of institution, respondents favoring this position to the greatest extent were from the public institutions. Those least favorably impressed were from the private institutions.

E. Constitutional Revision:
Coordination and Planning
(33% Agreeing)

When respondents were asked the question whether coordination and planning should be brought about by constitutional change, faculty respondents held more pronounced differences of opinion regarding this question compared with the other groups, disagreeing on this approach 51% compared with administrators at 32%.

When respondents were viewed from the standpoint of types of institutions, those with the strongest disagreement were from four-year public colleges (55%), and public universities (57%).

III. Statewide Planning

A. Planning and Coordination:
Present Approach Not Satisfactory
(54% Agreeing)

Hypothesis V

The majority of the institutional respondents will agree that the present approach to planning and coordination for higher education in Michigan will not meet the needs of the future.

The institutional representatives, with the exception of the board members, agreed that the present approach for the planning and coordination of higher education in Michigan would not meet future needs (43% - 61%). The hypothesis was substantiated (Appendix A, Table 10).

Institutional representatives, when asked if they were of the opinion that the present approach to planning and coordination would meet the needs of Michigan higher education for the future, showed some disagreement. Board chairmen responded more strongly

(52%) that the present approach would not work, compared to board members (43%). The faculty were strongly convinced that this approach would not be adequate, with the faculty (61%) and administrators (59%) both agreeing that our present approach was not satisfactory. The representatives of public institutions held the opinion that our present approach would not be satisfactory, with community colleges (56%) most strongly holding this position. The private colleges, however, were inclined to be more in agreement that the present approach was satisfactory.

The length of service of board members made little difference in their attitude; however, when faculty had more than ten years of experience in higher education they responded more strongly that our present approach was not satisfactory, along with administrators of more than ten years experience. As they gained more experience in higher education their opinions on this issue were positive.

B. Statewide Planning and
Coordination Separable from
Concerns of Institutional
Governance (45% Agreeing)

Hypothesis VI

There will be no majority agreement among the institutional respondents that consideration of statewide planning and coordination for Michigan higher education is separable from concerns of institutional governance.

This complex question regarding governance demonstrated the wide variance of opinions of the institutional representatives. There were a few that fell in the "no opinion" group, emphasizing

opinions one way or the other held by institutional representatives (37% - 49%). The hypothesis was substantiated (Appendix A, Table 11).

Institutional representatives, when questioned about state-wide planning and coordination for higher education and their separation from concerns of institutional governance, held opinions that generally were evenly distributed. Faculty held the strongest opinion in contrast with the other groups (54% disagreeing). Board chairmen, board members and administrators responded somewhat the same, evenly divided on their opinions.

Four-year public colleges and private graduate institutions and universities were the only two types of institutions in which the representatives were in agreement regarding this question (61% and 56%). The respondents from the public universities were in strongest disagreement (57%) with the proposition that these concerns were separable.

C. Private Colleges Involved in
State Coordination and Planning
(71% Agreeing)

When institutional respondents were asked whether state law should provide for involving the state's independent colleges and universities and the private trade, technical and business schools in the overall planning and coordination process, all categories of institutional respondents were in agreement ranging from 64% to 78%.

Institutional respondents, analyzed by types of institutions, exhibited an interesting pattern of responses. Respondents of

private colleges as well as those of public colleges viewed the involvement of these institutions in planning and coordination differently.

Those of four-year private colleges and community colleges favored being involved. Those of private graduate schools and universities did not favor being involved at 46%. However, with the exception of the four-year public colleges and private graduate schools, the next lowest favoring this position were those of public universities at 61%. The possible role clash between four-year public colleges and four-year private colleges might be so direct that the private colleges would want to be involved in the planning and the public colleges would want the private colleges excluded. The single purpose universities and graduate schools, because of their uniqueness and security, might view the state as being much more involved in statewide planning and coordination. Competition for students might be more direct at the four-year public college level than at the graduate school level at the time of this study.

IV. Institutional Autonomy

A. Continuance of Independence of the Boards of Control of Colleges and Universities (79% Agreeing)

Hypothesis VII

The majority of the institutional respondents will agree that one of the strengths of higher education in Michigan is the relative independence of the boards of control.

The hypothesis was substantiated by all institutional representatives, ranging from 88% approval by board chairmen and board members to 59% by faculty (Appendix A, Table 13).

Institutional representatives, when asked to respond to the proposition that one of the strengths of higher education in Michigan is the relative independence of the boards of control, were in strong agreement, with faculty being in agreement 59%, but considerably less than the other three groups. Undoubtedly, their response could have something to do with their possible perception of the relative strength of the faculty vis-a-vis board and administrators.

Responses analyzed by different types of institutions showed that the private institutions tended to be less favorably inclined towards this proposition than the public institutions. All, however, were in high agreement.

The more experience respondents had in higher education, the more they tended to be in favor of a strong independent board, with the exception of faculty members. If faculty had less than ten years experience in higher education they were more in favor (70%), but less in favor (54%) if they had more than ten years experience.

B. Single Statewide Board:
Discontinuance of Local Boards of
Control--Institutional Respondents
(12% Agreeing)

Hypothesis VIII

There will not be a majority of institutional respondents of public colleges and universities who will agree that the present institutional boards should be replaced with a single statewide board.

More representatives of public institutions agreed (94%) than did private institutional representatives (81%), substantiating the position of the hypothesis. The opinions of the respondents, as related to agreement and disagreement by the type of institution they represented, were significant statistically ($P < .0001$) (Appendix A, Tables 14a and 15).

When respondents were asked whether the present boards of control for public colleges and universities should be discontinued and these colleges and universities placed under a single statewide board, board chairmen (86%) and board members (90%) held the strongest opinions in opposition. The faculty (70%), although in opposition, were less so than administrators (84%), or board members. However, the administrators tended to follow the faculty in not holding quite as strong a position as the board members. It is apparent that all categories of respondents held strong opinions in opposition to this question.

Analyzed by types of institutions, the respondents of the public community colleges and the four-year public colleges and universities held the strongest position, followed by those of the private colleges.

Hypothesis IX

The majority of institutional respondents with more experience in higher education will not favor replacing the present institutional boards with a single statewide board.

The institutional respondents, by level of experience, were in substantial agreement that the present boards should not be

replaced by a single statewide board. Proportionately more respondents with less than ten years of experience indicated their disagreement with the replacement of the present boards than did those with more experience. Descriptive statistics demonstrate that the hypothesis was not upheld. Differences in the opinions of the respondents, by level of experience, as related to attitudes toward replacement of present boards, were significant statistically ($P < .05$) (Appendix A, Tables 14c and 16).

C. Single Statewide Board:
Discontinuance of Local Boards of
Control--Registered Voters
(33% Agreeing)

Hypothesis X

The majority of voters will not favor replacement of the present college and university boards by a statewide board of control.

The sampled Michigan registered voters substantiated the hypothesis that they would not favor the replacement of present college and university boards of control by a statewide board, with 66% opposed to a change, and only 33% favoring the statewide board. The voters' opinions were significant statistically ($P < .0001$) (Appendix A, Table 17).

The sample of registered voters who reported they were informed on this issue, when asked whether the present governing board members for Michigan public colleges and universities should be replaced by a single statewide board, noted that this should not be the case. Forty-eight percent said this should not be done and 24% said it should (Appendix A, Table 18).

The respondents of minority races were less against this approach than were the whites. The whites were 51% against and the minority races 33% against (Appendix A, Table 18a). The responses to this question can be significant from the standpoint of centralization versus decentralization and the possibility that a centralized system benefiting minorities can be more easily activated through a statewide system than through separate local boards.

D. Single Statewide Board:
Advisory or Regulatory--
Registered Voters (40% Advisory,
38% Regulatory)

In looking at the state, regionally, it was noted that the strongest position for an advisory board was that of the Upper Peninsula (60%), whereas the western part of the state favored it 51%, followed by central Michigan (38%) and the southeast (35%). However, the regions reported their opinions regarding a regulatory approach in the following pattern: the central and southeastern parts were in favor by 41% each, the Upper Peninsula by 27% and the western part by 28% (Appendix A, Table 19b).

Respondents from rural areas had the highest percentage in favor of an advisory board (47%), followed by suburban (42%), farm and small city (39%), and central cities (35%). The strongest position favoring a regulatory approach was that of respondents of the central cities (46%), followed by the farm area (44%), and then small city, rural and suburban (Appendix A, Table 19c).

E. Separate State Board:
Educational Community Support
(45% Agreeing)

When asked about support in the education community for the creation of a separate State Board of Higher Education with advisory powers, institutional representatives gave less than majority approval, with the board members 33%, compared with the board chairmen 47%, administrators 52% and faculty 48% agreeing.

Analyzed by types of institution, respondents from the private and public colleges and universities were less inclined to think there was support, while more respondents from the public community colleges (49%) thought there was support.

With board members, the more experience they had in higher education the more prone they were to have an opinion that there was support in the educational community. With the faculty, experience seemed to make no difference, but with administrators an important difference. The longer they were in administration in higher education, the more prone they were to believe that there was substantial support for this position (36% vs. 63%).

F. Separate State Board:
Legislative Support
(16% Agreeing)

When asked the question about support for a separate State Board of Higher Education on the part of the legislature, the majority of respondents held no opinion or did not feel they were well enough informed to answer this question. It appears that the

educational community does not feel informed on the position of the legislature regarding this question.

G. Separate State Board:
Executive Support (27% Agreeing)

When asked whether there was substantial support for a separate State Board of Education in the executive office, the majority responded that they lacked information or held no opinion, with the exception of board chairmen who had some tendency to respond favorably to the question (38%).

H. Not Having Statewide Board:
Lead to Duplication and
Competition (24% Agreeing)

Hypothesis XI

There will be no majority agreement among the institutional respondents that the absence of a statewide board of control will lead to duplication of resources, unwarranted competition, and lack of inter-institutional cooperation.

Institutional representatives agreed that a state board of control was not necessary and that this lack of coordination would not lead to duplication of resources, unwarranted competition, and lack of inter-institutional cooperation (57% - 75%). The hypothesis was substantiated (Appendix A, Table 23).

When asked whether not having a statewide board of control for higher education would lead to duplication of resources and unwarranted competition, all disagreed with the statement. However, faculty (57%) and administrators (58%), as compared with board

chairmen (68%) and board members (75%), expressed less disagreement concerning this issue.

When viewed from the standpoint of types of institutions, all strongly disagreed with this position. The public colleges and universities disagreed more strongly than did the private institutions. It is apparent that all of higher education, public and private, feel that a state board of control is not necessary to stop duplication or unwarranted competition and lack of inter-institutional cooperation.

Respondents from institutions organized for bargaining purposes also disagreed with this position more strongly than did those institutions not organized.

V. Board of Trustees: Satisfaction, Selection, and Size

A. Voter Satisfaction Level:
Governing Boards (65% Not Informed,
22% Satisfied, 10% Not Satisfied,
3% Don't Know)

Hypothesis XII

The majority of voters will agree that they are uninformed about post-secondary education.

The sampled Michigan registered voters substantiated the hypothesis by indicating that they were uninformed (65%). The positions held by these voters were statistically significant ($P < .0001$) (Appendix A, Tables 24 and 25).

The sampled registered voters in a telephone survey, when asked the question of how well they were satisfied with the actions of the governing boards of our public colleges and universities,

responded that they were not well informed (65%). Thirty-eight percent were satisfied or moderately satisfied, and only 12% were dissatisfied.

The opinions of whites and minorities on this question seemed to follow somewhat the same trend, regardless of what area of the state was surveyed.

The opinions of those respondents reporting themselves as being informed, when viewed by regions, were as follows: the respondents of the Upper Peninsula were the most satisfied (86%), those of the western part of the state were moderately satisfied (69%), and those least satisfied were those of the southeast part of the state at 59%.

Classifying the opinions of this group by urban or rural, showed the farm and rural voters the least satisfied and the small city/suburban and central city the most satisfied.

B. Post-Secondary Board of Trustee
Selection: Elected on Non-Partisan
Ballot (59% Agreeing)

When institutional respondents were asked whether board members in higher education should be elected on a non-partisan ballot, the administrators and faculty were most in favor of this (62%), and the board members (56%) were almost identical with board chairmen (55%) in support.

Analyzed by types of institutions, the respondents disagreeing most strongly with the proposition were from the public universities (86%). Those from private graduate schools and

universities agreed with the proposition at 72%, those from private community colleges agreed at 81% and those from public community colleges agreed at 77%. Those from four-year public colleges were very close to being the lowest, following the trend of those from public universities with only 16% favoring this position. The three major public universities in the state have their boards selected on a partisan ballot. It is very possible that those so selected would find selection by a non-partisan ballot not appropriate according to their background and service. This, in part, might also be the reason for respondents from the four-year public colleges disagreeing, but possibly from a different position. Their board members are selected through appointment by the Governor with advice and consent of the Senate, and in this study respondents of four-year public colleges have favored their present approach rather than public election, partisan or non-partisan.

Institutional respondents with increased experience in higher education demonstrated a tendency to be less in favor of supporting a position for non-partisan ballot for selection of board members in higher education. This finding is to some extent a reversal of the expected response, inasmuch as it is saying that with increased experience the individual would be less favorably inclined toward a non-partisan approach to election. It does not say, however, that the respondents favor election on a partisan ballot or appointment by the Governor, which is supported by later findings. Of the three approaches--by partisan election, by non-partisan

election or by appointment--this proposition (non-partisan election) drew the highest degree of agreement from respondents.

C. Post-Secondary Board of
Trustees Selection: Elected on
Partisan Ballot (5% Agreeing)

When institutional respondents were asked whether board members in higher education should be elected on a partisan ballot, all reported that this was not the approach to take. The responses ranged in disagreement with this proposition from 91% for administrators to 86% for the board members.

Analyzed by their types of institutions, all respondents disagreed with the proposition, with those of the four-year public colleges and public universities being in least disagreement at the 80% level as compared with the others at the 90% level or higher.

D. Post-Secondary Board of
Trustee Selection: Appointment
by Governor (45% Agreeing)

Hypothesis XIII

The majority of institutional respondents of public colleges and universities will favor selection of public college and university board members through appointment by the Governor, with advice and consent of the Senate.

Proportionately more respondents of public institutions than private institutions favored appointment of board members by the Governor, substantiating the hypothesis. However, both public and private institutional respondents demonstrated a stronger preference for selection by a non-partisan vote (Appendix A, Tables 28 and 28a).

When institutional respondents were asked whether the board members in higher education should be appointed by the Governor with advice and consent of the Senate, the administrators were in greatest agreement at 49%, followed by board chairmen (45%), and then by faculty (46%), and board members (40%). Board members disagreed with this position to the highest degree (52%), with the others in the high 40 percentiles. Responses to this question, in all categories, didn't appear to vary noticeably.

For the three questions on selection of boards, the pattern shows respondents, voters and institutional, to be in greatest agreement for the non-partisan approach, secondly for appointment by the Governor, with almost total disagreement for the partisan approach. With more detailed analysis and with an understanding that the boards of the three major universities are selected on a partisan ballot, the data exhibited the following pattern. Both public universities under 30,000 in size and over 30,000 in size were in close agreement at the 80% level that non-partisan election was not the approach for selection of board members. However, all segments of higher education disagreed with the approach of selecting board members on a partisan ballot. The disagreement ranged from 85% to 100% with the exception of public universities with over 30,000 students which agreed (55%) with this approach and disagreed at 45%.

Analyzed by their types of institutions, the respondents in greatest agreement for appointment of board of trustees by the Governor were from the four-year public colleges (87%). Those from

private community colleges were the least in favor of this position at 20%. Respondents from public universities favored this position at 79%. However, the data, when reviewed by size of institution, showed the public universities under 30,000 in size agreeing at the 96% level with public universities over 30,000 agreeing at the 40% level (60% disagreeing), which once more points out that respondents from the three largest universities found the partisan ballot was their favored approach for selecting a board. But, selection by Governor's appointment was the favored approach of the public universities under 30,000 in size.

Institutional respondents with increased experience in higher education were more in agreement with the approach of appointment by the Governor, with administrators with greater experience showing the greatest degree of difference, 28% favoring this position with less than ten years experience in higher education as compared to 61% of those administrators with more than ten years experience, followed by faculty at 39% favoring with less than ten years experience and 51% favoring with more than ten years experience.

It would appear that the single most important factor in determining the opinions of respondents from public colleges and universities was the type of institution and the present process used for selecting their governing boards.

E. Post-Secondary Board of
Trustee Selection Process: Voter
Opinions (Non-Partisan--42%
Agreeing; Partisan--27% Agreeing;
Appointment by the Governor--21%
Agreeing)

Hypothesis XIV

The majority of voters will favor selection of public college and university board members through appointment by the Governor, with advice and consent of the Senate.

The sampled Michigan registered voters favored the selection of board members in higher education institutions by a non-partisan election (42%), rather than by a partisan election (27%), or by appointment by the Governor (21%). The hypothesis was not supported. However, their voter opinions were found to be statistically significant ($P < .0001$) (Appendix A, Tables 29 and 30).

Representatives of sampled Michigan registered voters, when asked about the three main ways of selecting governing board members for Michigan public colleges and universities, preferred the non-partisan ballot by a sizeable margin (42%), a partisan ballot (27%), and the Governor appointment with advice and consent of the Senate (21%) (Appendix A, Table 29). It is of some interest to note that the voters prefer a non-partisan ballot as compared with institutional representatives who are more favorably inclined to appointment; however, the voters reported the partisan approach as their second choice as compared with institutional representatives agreeing on appointment by the Governor.

The sampled Michigan registered voters, when categorized as voters who defined themselves as belonging to the minority races and

those who defined themselves as white, showed an important difference: minority voters reported agreement on the partisan ballot process at 35% and the non-partisan ballot process at 33%, as compared with white voters favoring the non-partisan ballot at 46% and the partisan ballot at 26%. Both groups reported in close agreement at having the Governor appoint with advice and consent of the Senate, 21% versus 17% (Appendix A, Table 29a). The sampled voters categorized by race may be exhibiting differences for a number of reasons. Voters who identify themselves as members of the minority races may perceive that there is a greater opportunity through party accountability to influence the decision-making process of governing boards through the selection by partisan ballot. Commitments to a party position have been perceived to be more visible in Michigan politics under the partisan approach than under the non-partisan approach or appointment by the Governor.

When sampled Michigan voters were categorized geographically, those favoring the non-partisan ballot at the highest level were from the Upper Peninsula (53%), with those from the other parts of the state--central, southeast and western--in the 40 percentiles. A partisan ballot was favored in the western part of the state (33%), the highest, with the rest of the areas in the mid-20 percentiles. The Governor's appointment with advice and consent of the Senate was least acceptable in the Upper Peninsula (7%) and most favorably accepted in the southeast (23%) (Appendix A, Table 29b).

When sampled Michigan registered voters' opinions were analyzed by urban/suburban makeup, the non-partisan ballot was favored to the greatest extent by those from the suburbs (49%), and least favorably accepted by those from the farm area (30%). The partisan ballot was most favorably accepted by those from the central city (34%) and least favored by those from the suburban areas (20%). The Governor's appointment with Senate approval was favored by those from the farm area at a high of 35% with the lowest at 16% by those in the small cities (Appendix A, Table 29c).

F. Post-Secondary Board of
Control Selection Process:
Faculty Representation on Own
Institutional Board of Control
(20% Agreeing)

Hypothesis XV

The majority of the institutional respondents will agree that individuals should not be elected or appointed to serve on boards of control of their own institution.

Institutional representatives held opinions that showed them in agreement that people should not be appointed to their own boards of control, whether they be faculty members (9% - 46%), or students (15% - 41%). They were also in agreement that it was appropriate that these individuals be allowed to serve on boards of control other than their own, rather directly answering the question about their opinions on conflict of interest. The hypothesis was supported (Appendix A, Tables 31 - 35).

When institutional respondents were asked whether faculty members should be allowed to serve on their own institution's board

of control, board chairmen reported the strongest opinions regarding this issue and disagreed at the 89% level, with the administrators almost identical at 88% and board members at 84%. The faculty took an opposite position with 46% agreeing and 43% disagreeing. Interestingly, faculty members did not support this position by even a bare majority and were almost evenly split on this issue. It would appear that possible conflict of interest is of concern to all institutional respondents.

Opinions of institutional respondents, analyzed by their types of institutions, showed those of public universities opposed to this position at the 88% level with those from private community colleges at 67%, the lowest level of disagreement.

Institutional respondents with increased experience in higher education developed a most interesting pattern in contrast to faculty members with less than ten years experience. Board members and administrators, regardless of years of experience, opposed having faculty members from their own institution serving on their boards, with both board members and administrators demonstrating more opposition with increased experience. Faculty members with less than ten years experience favored this method of service at 52% agreement and faculty members with more than ten years experience at 44%. Analyzed from the standpoint of disagreement, those with less than ten years experience in higher education opposed at the 49% level, almost a majority. It would appear that the faculty members with less than ten years experience in higher education exhibit a much higher degree of interest in serving on their own

boards and are possibly less concerned with conflict of interest. They may reflect more political orientations as voiced by AFT, NEA, AAUP, and others.

G. Post-Secondary Board of
Control Selection Process:
Student Representation on Own
Institutional Board of Control
(27% Agreeing)

When asked whether students should be allowed to serve on their own institution's board of control, the institutional respondents most in agreement with this were faculty (41%). Board chairmen were in lowest agreement (15%). In disagreement with this proposition, the board chairmen were the highest (85%) and the faculty were the lowest (51%). Faculty representatives reported greater disagreement with students serving on boards (51%) (Appendix A, Table 32) than with faculty serving on boards (43%) (Appendix A, Table 31). It is interesting to note that board members, after faculty, were the next highest group in favor of allowing students on the board, as compared with board chairmen and chief administrative officers.

Analyzed by their types of institutions, respondents with the greatest objection to the proposal were from private graduate institutions and universities at 76%. The next highest disagreement came from the public universities and four-year private colleges at 69%, and the least objection came from the private community colleges at 40%. Respondents of this type of institution were the only ones who favored the proposal in a majority of 53%.

Institutional respondents with increased years of experience in higher education, without exception, were more opposed to students serving on their own boards. Board members disagreed with the approach at 61% with less than ten years experience, compared with those with more than ten years experience at 68%. Faculty with less than ten years experience disagreed at 30%, and those with more than ten years experience disagreed at 59%. Administrators with less than ten years experience disagreed at 64%, compared with those with more than ten years experience at 84%. The only group that agreed with this proposition was the faculty with less than ten years, who approved at the 61% level (Appendix A, Table 32c). It will be interesting to see in the future whether the faculty attitude or opinion continues with increased experience or whether it is an indicator of strongly held opinions regarding student involvement.

H. Post-Secondary Board of
Control Selection Process:
Faculty Members on Boards of
Control Other Than Their Own
(66% Agreeing)

When institutional respondents were asked whether faculty members should be allowed to serve on boards of control in institutions other than their own, board chairmen favored this approach the least (54%), compared with faculty (76%), and administrators (69%). It appears that the conflict of interest issue of faculty serving on their own board was "key," inasmuch as all respondents favored allowing faculty members to serve on boards of control other than

their own. Consequently, the respondents are not opposing faculty involvement as such.

I. Post-Secondary Board of
Control Selection Process:
Administrators and Staff Members
on Boards of Control Other Than
Own (59% Agreeing)

When institutional respondents were asked whether administrators and staff members should be allowed to serve on boards of control of institutions other than their own, administrators responded most favorably (68%), with faculty next highest in agreement (63%). The board members agreed at 59% and the board chairmen at 47%. Board chairmen, although not giving a simple majority of approval or disapproval, had the highest number with no opinion.

Institutional respondents, analyzed by types of institutions, were in favor of this proposition with the exception of those from four-year public colleges who divided their opinion almost evenly.

Institutional respondents with increased years of experience in higher education demonstrated an interesting pattern. Board members with less than ten years experience agreed at the 64% level, but those with more than ten years experience fell to 45%. Faculty, regardless of length of service, agreed; however, there was a slight increase on the part of faculty with less than ten years experience, 65% to 61%. Administrators were in highest agreement at 64% and 71%, with the more experienced in higher education favoring this approach.

J. Post-Secondary Board of
Control Selection Process:
Students Allowed to Serve on
Boards Other Than Their Own
(54% Agreeing)

Institutional respondents questioned whether students should be allowed to serve on boards of control in institutions other than their own revealed administrators most in favor of this approach (62%) and board chairmen least in favor (42%). Board chairmen disagreed with this proposition at 43%. This one percent difference is not statistically important but it is a possible indicator of a difference in opinion compared to other categories of respondents who all favored this proposition.

Analyzed by types of institutions, respondents showed an exceedingly interesting pattern. Those from four-year private and public colleges and private graduate schools and universities agreed at the lowest level, 47%, 45%, and 24% respectively, with the private and public community colleges agreeing at 53% and 62%, and public universities at 64%.

Faculty and administrators with increased years of experience in higher education favored this proposition to the greatest extent, 61% and 64% respectively. Faculty with less than ten years experience agreed at 48% and administrators at 57%. The reverse was the case with board members--those with less than ten years favored this position at 57% and those with more than ten years experience at 47%.

K. Community College Board:
Elected (68% Agreeing)

When institutional respondents were asked whether community college boards of control should continue to be elected, all agreed. The lowest in agreement were the faculty at 59% and the highest were the board members at 73%. Board chairmen agreed at the 71% level and administrators at 67%.

Analyzed by types of institutions, the respondents favored community college boards to continue being elected, with the exception of those from public universities at 43%. The highest in favor of election were from the public community colleges at 91%. They are also the most directly affected since they presently select their board members in this manner. The others ranged from the 50's into the 60's. Further analysis showed that respondents from public universities under 30,000 in size, which have their board members appointed, disagreed with this question at the 49% level and agreed with it at the 35% level. Interestingly enough, the public universities over 30,000 that have elected boards agreed at the 60% level. It appears that one of the most important factors in determining response to this question is the mode of selection currently being used at the respondent's college.

L. Community College Board:
Appointed by the Governor
(23% Agreeing)

When institutional respondents were asked whether the community college boards of control should be appointed by the Governor with advice and consent of the Senate, they disagreed in

every category with this approach for community college board selection. The board members were highest in disagreement (69%), administrators (68%), board chairmen (65%) and faculty lowest (55%). The present boards of control of community colleges, including the K-12 board, are elected at large and, as had been the case in the other questions, respondents seemed to prefer to remain with the selection method now being used for that type of institution.

Analyzed by types of institutions, respondents from the four-year public colleges reported 48% disagreement with this approach and 33% agreement. The group most in disagreement with appointment by the Governor were from the public community colleges (89%), followed by those from private community colleges (73%), and those from four-year private colleges and graduate schools and universities in the mid-50's.

M. Separate Boards of Trustees
for Community Colleges Now Under
K-12 Boards (69% Agreeing)

When institutional respondents were asked whether there should be separate boards of trustees for those community colleges presently under K-12 boards, all categories agreed, the highest being administrators at 73%, followed by board chairmen at 70%, faculty at 68%, and board members at 65%.

Analyzed by types of institutions, the respondents agreed that separate boards should be established, with the exception of those from private graduate schools and universities, who reported a level of 41% having no opinion, 29% not responding, and only 24%

in agreement. Forty-six percent of those from private community colleges were in agreement. Respondents from public community colleges, being most directly impacted, were in the highest level of agreement at 79%, followed by those from four-year public universities at 63%, those from public four-year colleges at 61%, and those from four-year private colleges at 60%.

Institutional respondents with increased experience in higher education, without exception, were in greater agreement. Board members with less than ten years experience were 61% in agreement, and those with more than ten years experience were at 73% agreement on this question. Faculty with less than ten years experience reported 57% agreement, compared with those having more than ten years experience at 77% agreement. Administrators with less than ten years experience reported 64% agreement, compared with those having more than ten years experience at 77%.

N. State Board of Higher
Education Membership Appointed
by the Governor (58% Agreeing)

The majority of institutional respondents of all categories favored selection of members to the state board by the Governor. The administrators and board chairmen favored this position to a greater degree (61% and 60%) than did board members and faculty members (58% and 53%).

By types of institution there was a widespread difference of opinion among respondents concerning this type of selection. Respondents from private and public community colleges were the

least in favor, with those from four-year public colleges the highest at 87%. The four-year public colleges are institutions that are now working under this type of board selection.

Institutional respondents from colleges and universities that were organized for bargaining purposes were in favor of this type of selection to a noticeably greater extent than those not organized, 61% compared to 49%.

Institutional respondents, when analyzed from the standpoint of length of experience in higher education, showed board members as well as administrators with greater experience more in favor of this type of selection. A reverse tendency was noticeable with faculty members, with those having less than ten years experience being more in favor of this approach than those with more than ten years experience. The difference on the part of administrators showed the highest degree of divergence, from 42% to 73% for those having experience of more than ten years.

O. Members Elected at Large (35% Agreeing)

On the proposition that the members of the proposed board be elected at large, institutional representatives took the following position: all classifications disagreed with this proposition, with the lowest at 51% and the highest at 62%. In comparison, the category in agreement at the highest level was faculty at 43%. Both administrators and board chairmen, compared to faculty, would seem to be holding opinions of some disagreement regarding the appropriateness of this approach for selection of board members.

The impact of faculty organizations external and internal to the institutions and their involvement in statewide politics may give an insight into the opinions of both groups, present board members vis-a-vis faculty.

Institutional respondents, analyzed by types of institutions, showed wide divergence of opinions on this question. Respondents from private community colleges favored election at large (67%), compared with those from four-year public colleges at 9%. However, respondents from four-year private and public colleges and universities all disagreed that the board should be elected at large, with those from public community colleges in disagreement at 47% and those from private community colleges at 27%. It appears that the divergence does not follow a path that can be explained by how the present individual institutions' boards are selected; however, the four-year public colleges have the strongest feelings on this proposition. It is possible that the private community colleges with their appointed boards feel that an elected board would be more representative of the public interest.

Institutional respondents, when analyzed from length of experience in higher education, developed interesting patterns on this question. Administrators with less than ten years experience reported 43% in opposition to this approach, compared with administrators with more than ten years experience at 69%. Faculty reversed this tendency, with those having less than ten years

experience at 61% in opposition and those with more than ten years 43% in opposition.

P. Membership Delimitation
(85% Agreeing)

Institutional representatives, when asked the question whether proposed boards should be limited to no less than seven and no more than fifteen, were overwhelmingly in agreement.

Institutional respondents, analyzed by years of experience in higher education, tended in general to favor delimitation of this kind with increased years of experience, with the exception of the board members where only a slight difference was observed.

Q. Election of Board Chief
Executive Officer (22% Agreeing)

The institutional respondents, when asked whether the chief executive officer of this board should be elected, all opposed this approach, but with fair divergence of opinion. The administrators opposed it at 77%, followed by board members and board chairmen at 64% and 69%, with faculty in opposition at 57%.

Institutional respondents, analyzed by types of institutions, opposed this position, with the exception of those from private community colleges who approved it by 54%. Those of public universities and four-year public colleges were strongest in opposition at 84%.

Institutional respondents, analyzed by years of experience in higher education, tended to be more in opposition to this position

with additional years of experience than did respondents with fewer years of experience in higher education.

R. Appointment of Board Chief
Executive Officer (66% Agreeing)

When institutional representatives were asked whether the chief executive officer of the proposed State Board for Higher Education should be appointed, the administrators were in greatest agreement (78%), and in lowest agreement were faculty members (59%).

S. Board Functions Reviewed
(87% Agreeing)

When institutional respondents were asked whether the functions of this proposed board should be reviewed every five to eight years, all categories agreed at the level of 83% or better.

Institutional respondents, analyzed by years of experience, tended with additional years of experience to increase their agreement regarding this type of review of the board, with the exception of board members. It is possible that board members, being familiar with that role, may not be so inclined to agree with this type of periodic review, as would administrators and faculty.

VI. Post-Secondary Education
vs. Higher Education

A. Definition (82% Agreeing)

"Post-secondary education is any instruction, research, public service or other learning opportunity offered to persons who have completed their secondary education or who are beyond the compulsory secondary school attendance age (age 16) and who are

participating in an organized educational program or learning experience administered by other than schools whose primary role is elementary and secondary education."

Hypothesis XVI

The majority of the institutional respondents will hold a favorable opinion toward the Governor's Commission's definition of post-secondary education.

Without exception, the surveyed respondents held highly favorable opinions regarding the acceptance of the definition of post-secondary education (79% - 85%). The hypothesis was substantiated (Appendix A, Table 45).

When institutional respondents were asked whether the above definition is appropriate for post-secondary education, all categories of respondents favored the definition at the 79% level or higher, with faculty at 85%, board chairmen and administrators at 83% each, and board members at 79%.

Analyzed by types of institutions, the respondents agreed, with a range of 61% for those from private graduate schools and universities to a high of 88% for those from public community colleges and public universities.

Institutional respondents with increased experience in higher education were more in favor of this definition, the exception being board members with less than ten years at 85% and those with more than ten years at 80%. The reverse held true with faculty with more than ten years experience in higher education favoring the definition (89%) compared with those having less than

ten years experience (78%). Administrators with more than ten years experience favored this position at 90% and those with less than ten years agreed at 71%. Although the board members reversed the trend, as noted, whether they had more or less than ten years experience, they were in the 80% level, and thus did not differ from the other groups to any great extent. It is important to note that the definition developed by the Governor's Commission on Higher Education was highly accepted by all categories of respondents. Usually a consensus is difficult to reach when one is trying to define an area as complex as post-secondary education.

B. Post-Secondary Education:
Goals and Purposes Clearly
Defined (26% Agreeing)

Hypothesis XVII

The majority of the institutional respondents will agree that the goals and purposes of post-secondary education in Michigan are not clearly defined.

Those who responded from institutions of higher education to the question about clarity of goals and purposes of post-secondary education, generally agreed that this was not the case (49% - 64%). The hypothesis was substantiated (Appendix A, Table 46).

Institutional representatives responded to the question about clarity of goals and purposes of post-secondary education in Michigan by indicating that they are not clearly defined: board chairmen (54%), administrators (51%), board members (49%), and faculty (64%).

When it came to types of institutions, the private institutions, with the exception of the private universities, did not hold as strong an opinion. All other institutions responded that the goals were not spelled out and clearly defined.

However, those institutions that were organized for bargaining purposes responded more strongly in agreement that the goals and purposes were not clear (56%), than those that were not organized (40%).

When analyzed by respondents' years of experience in higher education, the opinions of both faculty and administrators were that the goals for post-secondary education for Michigan were not clearly defined. Board members held very similar positions. With increased experience, administrators and faculty held an even stronger position that the goals were not clearly spelled out.

VII. Future and Present Conditions of Post-Secondary Education

A. Enrollment: Will Stabilize (41% Agreeing)

When asked whether the future conditions of post-secondary education regarding enrollment would be stabilized, those in greatest agreement that this would be the case were the faculty members (50%), administrators (43%), and the least in agreement were the board chairmen (35%), followed by the board members (37%).

Analyzed by types of institutions, respondents viewed stabilized enrollment as not being a condition for the future. Respondents from private community colleges felt the strongest that

stabilized enrollment would not be the case (60%), followed by those of private graduate institutions and universities (53%) and four-year private colleges (49%).

B. Enrollment: Will Decrease
(47% Agreeing)

Analyzed by types of institutions, respondents who agreed there would be a decrease in enrollment were from the private community colleges and the public universities at 54% and those from four-year private colleges at 48%. The opinions of institutional representatives were: administrators 40%, faculty 50%, board members 45%, and board chairmen 52%.

C. Enrollment: Will Increase
(18% Agreeing)

When asked whether the future holds an increase in enrollment, all categories of the respondents felt this would not be the case: faculty 13%, board chairmen 17%, administrators 19%, and board members 23%.

Analyzed by types of institutions, all disagreed with this position of increasing enrollment.

The greater the number of years of experience in higher education, the more respondents agreed that increases in enrollment would not take place.

Hypothesis XVIII

The majority of voters will agree that enrollment will increase in the future, rather than decrease or not change.

The sampled registered Michigan voters did have opinions regarding enrollment trends. Their opinions were 45% that enrollment would increase, 22% that there would be no change, and 33% that enrollments would decrease. Descriptively, the hypothesis was supported. The voters' opinions were found to be statistically significant ($P < .0001$) (Appendix A, Table 51).

D. Enrollment: Voter Opinions
(38% Increase; 27% Decrease)

When the sampled registered voters were asked whether enrollment for Michigan public colleges would increase or decrease, the greatest number reported that it would increase (38%), while 27% thought it would decrease.

The respondents of minority races reported (52%) that they anticipated an increase in enrollment in public higher education in the next five years. The white voters agreed (36%) with this position. This descriptive statistic is representative of recent studies of minority opinions about the future showing that they are often more optimistic than the white majority.

Viewed by degree of urbanization, respondents from the farm area reported the greatest agreement (52%) that enrollment would increase, followed by central cities (46%), suburban areas (39%), small cities (32%) and rural areas (31%).

Hypothesis XIX

The majority of the institutional respondents will agree on these future characteristics of post-secondary education: (1) increasing cost, (2) more specialized demands for educational services, (3) competition for students,

(4) competition for revenue, (5) institutional missions more difficult to define, (6) maintenance of quality more difficult to sustain, (7) cooperative effort among institutions of higher education more difficult to manage, (8) resources more difficult to manage, (9) greater diversity of programs of higher education, and (10) increased respect for higher education by the public.

The institutional representatives supported the hypothesis regarding the future conditions of post-secondary education, as related to costs, educational services, students, revenue, mission, quality, cooperation, management of resources, diversity of programs, and respect for higher education. Board members were the only group that fell below the 50% level, and this was in the area of institutional cooperation. All other areas were above 50% by all groups (Appendix A, Tables 52 - 61).

When institutional representatives and sample Michigan voters were asked their opinion about the following statements regarding the future condition of post-secondary education, they held varied opinions and attitudes.

E. Costs: Increasing
(93% Agreeing)

Institutional respondents reported they saw higher costs in the future, with agreement ranging from 88% to 97%.

F. Specialized Demands
(89% Agreeing)

When institutional respondents were asked the question concerning more specialized demands in the future for educational services, the faculty agreed most strongly (95%) that there would

be more specialized demands for educational services, with the other respondents agreeing above the 80% level.

G. Competition for Students
(90% Agreeing)

All institutional respondents reported that competition for students would increase, with a range of agreement from 83% to 96%.

Institutional representatives, analyzed by type of institutions, ranged in agreement from 76% for private graduate schools and universities to 100% for private community colleges.

H. Competition for Revenue
(94% Agreeing)

When asked about competition for revenue, institutional representatives agreed strongly that competition for revenue would be a common situation in the future, with agreement ranging from 89% to 98%.

Institutional representatives, analyzed by types of institutions, showed a higher level of agreement regarding competition for revenue if they were from public community colleges and universities, compared with those from private institutions, although the difference was not great.

I. Institutional Missions
(58% Agreeing)

When institutional representatives were asked whether institutional missions would be more difficult to define in the future, faculty concurred at 66% agreement, board chairmen at 63%, board members at 51% and chief administrators at 50% agreement.

J. Maintenance of Quality:
Michigan Voters (55% Agreeing);
Minority/White Voter Patterns
(68% to 58%)

Hypothesis XX

The majority of voters will agree that the quality of public colleges and universities will improve.

The sampled registered voters held the opinion that the quality of public college and university education would improve (55%), rather than remain the same (30%), or not improve (15%). The hypothesis was supported. The opinions held were significant statistically ($P < .0001$) (Appendix A, Table 57).

Hypothesis XXI

The majority of voters who identify themselves as belonging to the minority races will hold more favorable opinions toward the role of public colleges and universities in preparing students for the job market than the voters who identify themselves as white.

The sampled Michigan registered voters who identified themselves as members of minority races held different opinions from those who identified themselves as white. Minorities held a more favorable opinion toward the effectiveness of public higher education in preparing students for the job market than did the white voters, 42% to 36%. The descriptive statistics upheld the hypothesis (Appendix A, Table 58).

K. Maintenance of Quality
Difficult (62% Agreeing)

When institutional representatives were asked whether quality in higher education would be more difficult to sustain, the

faculty reported 70% agreement that this would be a difficult problem in the future. In comparison, the board chairmen agreed at 62%, administrators at 59%, and board members at 58%.

Institutional representatives, analyzed by types of institutions, generally agreed that quality would be difficult to sustain in the future. Their agreement ranged from a low of 47% to a high of 69%. However, type of institution was not an important variable for this question.

Institutional respondents, analyzed by increased years of experience in higher education, showed an interesting pattern of response. For example, board members and faculty with added years of experience were in greater agreement on this question, but administrators were in less agreement with added experience. Perhaps administrators feel quality will improve in higher education in the future because of better selection of personnel, better faculty, stronger administration, or a greater fulfillment of accountability concept.

Voters who identified themselves as belonging to the minority races showed a higher degree of optimism on this question compared with voters who identified themselves as being white. This difference between responses of white and minority races compared favorably with that of other recent studies. The greater concurrence by minorities may be based partially on their feeling that they are becoming part of the mainstream of American life.

Hypothesis XXII

Voter opinions regarding Michigan public higher education will show differences according to the following four Michigan geographical regions: (1) central, (2) southeast, (3) Upper Peninsula, and (4) western.

In the above question, as well as in other segments of the material regarding an analysis of voters' opinions, a definite difference of opinion was displayed geographically across Michigan, as represented by the wide variance from 60% in the Upper Peninsula to 33% in the southeast section of the state. This difference is found throughout the data, verifying the hypothesis (Appendix A, Table 66a).

Hypothesis XXIII

Voter opinions will vary according to their residential patterns, such as central city, farm, rural, suburban, and small city.

The opinions of the sample of Michigan registered voters did vary by their residential patterns, as seen throughout the data. The pattern was consistent, varying from a high of 40% to a low of 34%, as demonstrated in the table used. The hypothesis was substantiated (Appendix A, Table 66b).

L. Cooperative Effort: More Difficult (47% Agreeing)

When institutional respondents were asked whether cooperative effort among institutions of higher education would be more difficult, faculty members reported that it would (55%), compared with administrators (46%), board chairmen (45%), and board members (40%).

Analyzed by types of institutions, the respondents described an interesting pattern in which those of public four-year colleges and universities showed that cooperation would not be a difficult problem in the future, as compared with those of private colleges and the public community colleges that felt to a greater extent that cooperation could be a problem. This difference of opinion by respondents, analyzed by type of institution, deserves further study, to determine why institutions, by type, differ concerning this question. Problems of cooperation may relate to how these institutions perceive their future.

Institutional respondents from institutions organized for bargaining purposes disagreed that cooperation would be more difficult (46%), compared with 34% of the respondents from those institutions not organized. Also, of some importance was the finding that from those institutions not organized, 14% of the respondents had no opinion. It is possible that large public institutions and community colleges represent the greatest number of institutions and their respondents follow the opinions of organized institutions regarding this question.

M. Resources: More Difficult
to Manage (68% Agreeing)

When institutional respondents were asked the question about financial resources being more difficult to manage in the future, administrators reported the highest level of agreement on this question (75%), followed by faculty (71%), with board chairmen (64%), and board members at 60%. This pattern would follow the

logic that the individual closest to the problem with the greatest amount of information would be in agreement with experts in the field that claim financial resources would be a more difficult problem in the future.

Institutional representatives, analyzed by years of experience, were consistently at a higher level of agreement on this question with increased experience. Administrators with experience, probably because of their close involvement with financial resources and bargaining, perceived this to be a much more difficult problem in the future than did faculty and board members with additional experience. Administrators with added years of experience changed their opinions from 61% to 81%.

N. Diversity of Programs of
Higher Education (82% Agreeing)

Institutional representatives, when asked if the future holds greater diversity of programs in higher education, were in agreement that this would be the situation. Faculty agreed at the highest level (90%), administrators (81%), board chairmen (79%), and board members (78%). With greater diversity undoubtedly comes greater costs. This opinion agrees with the others that resources are going to be more difficult to acquire in the future and that greater demands will be made by society.

Institutional respondents with increased experience in higher education tended to be less in agreement that the future holds greater diversity of programs for higher education. This position may correspond with opinions that resources may be more difficult to

acquire and bargaining may be more rigid in the future; consequently, institutions may find flexibility to allow for diversity, a difficult goal to achieve. Today's experience in higher education may be pointing in this direction.

O. Increased Respect by Public
(39% Agreeing)

When institutional respondents were asked the question, will there be increased respect for higher education by the public, board members differed in their level of agreement considerably from other respondents. Board members were at the 50% level of agreement, with faculty at the lowest (24%), and board chairmen and administrators at 38% and 45%. It would appear that the faculty and board chairmen are more in agreement that the future does not hold more respect for higher education, compared with board members and administrators who believe that it might. It would be important at some future date to try to ascertain why the wide difference is reported in the levels of opinion between board members and faculty.

Institutional respondents, analyzed by types of institutions, showed only two groups in agreement that there would be increased respect for higher education: private graduate institutions and universities at 59%, and public universities at 65%. Respondents of private community colleges reported the lowest level of agreement (27%) on this question.

Both the institutional respondents with less than ten years and those with more than ten years of experience in higher education showed no discernible pattern of responding to the question on

increased respect for higher education by the public. It is interesting to note that administrators with less than ten years reported at 32% and administrators with more than ten years reported at 50%.

P. Higher Education Preparing
Students for Job Market
(56% Agreeing)

1. Institutional Respondents

Hypothesis XXIV

There will be a majority of the institutional respondents who will agree that Michigan's public higher education is effectively preparing students for the job market.

An analysis of respondents' opinions, from the standpoint of position as well as type of institution, showed a range of opinions regarding the effectiveness of the preparation of students for the job market by Michigan public higher education (44% - 68%). By type of institution, the range was from 38% by private community colleges, to 75% of the four-year public colleges. It appears that this is a question of some importance to all the respondents with a wide range of opinions expressed. The hypothesis was substantiated (Appendix A, Tables 64 and 64a).

Analyzed by types of institutions, respondents from the private community colleges agreed at the 38% level about the effectiveness of the institutions preparing students for the job market. The highest in agreement were from the four-year public colleges (75%), followed by those from the private graduate schools and universities (72%), and from the public universities (68%). The

range of respondents' opinions toward this question was wide and showed a split in opinion.

Hypothesis XXV

A greater percentage of the responding institutional presidents will hold a more favorable opinion toward the role of colleges and universities in preparing students for the job market than will the key faculty representatives.

The chief faculty representative and the president of the institutional respondents held significantly different opinions regarding preparation of students for the job market. Presidents agreed with the question, 74%, compared to the faculty representatives' agreement of 55%. The hypothesis was supported descriptively. This was significant statistically ($P < .05$) (Appendix A, Table 65).

Board members with increased experience in higher education showed no appreciable difference from those with less experience at 56% each. Faculty members with less than ten years experience agreed at the 30% level that most institutions are preparing students for the job market while those with more than ten years experience agreed more strongly (49%). Administrators in both cases registered agreement above the 50% level, those with less than ten years experience at 57%, and those with more than ten years experience at 77%.

Q. Colleges Preparing Students
for Job Market (60% Agreeing)

2. Voter Respondents

Hypothesis XXVI

The majority of voters will hold positive opinions toward the role of Michigan public colleges and universities in preparing students for the job market.

The sampled Michigan registered voters held the opinion (60%) that the public colleges and universities were preparing students effectively for the job market. The voters' opinions were found to be statistically significant, and the hypothesis was supported ($P < .002$) (Appendix A, Table 66).

When the question regarding Michigan's public colleges and universities preparing students satisfactorily for the present job market was asked of sampled Michigan registered voters, 60% of the group reported that they felt the colleges were doing a satisfactory job, but 40% disagreed.

Voters who defined themselves as belonging to the minority races reported considerable differences in opinion when compared with those voters who identified themselves as belonging to the white race (Appendix A, Table 58). Voters who were white agreed at the 42% level, with both reporting 38% that they did not know how well the institutions were doing in preparing students for the job market. Apparently, minority races feel more optimistic toward this particular function of higher education. One may assume, with their interest in using institutions as a means of moving into the

mainstream of American life, that the opportunity is most often found by acquiring the skills in an institution of higher education.

One might draw the conclusion from looking at this type of report that a great deal of effort should be given to informing the citizens and voters of the state on the facts concerning the effectiveness of colleges in preparing students for the job market if, in fact, this is an important consideration as to the role and function of public institutions.

The sampled Michigan registered voters responded to this question in the following manner when divided into geographical regions: those of the Upper Peninsula were the most optimistic regarding this question (60%), followed by central Michigan (42%), the western part of the state (38%), and the southeast (33%). Those of the southeast, although they involve the greatest number in the minority races who have indicated their optimism, also have the greatest number of white people living in the suburban areas and they agree less with this question.

When this question was asked of the sampled Michigan registered voters, categorized by areas of urbanization, the most optimistic were the farm and small city respondents at 40% each, followed by the central city at 38%, with rural and suburban areas at 34% each.

VIII. Responsibilities of a New State
Board of Higher Education

Hypothesis XXVII

The majority of the institutional respondents will support the recommendations of the Governor's Commission regarding the makeup, functions, responsibilities, and duties of a new State Board of Higher Education.

Institutional representatives agreed with the hypothesis on the functions, responsibilities, and duties which could be assumed by a new State Board of Higher Education, such as: collection of essential information (87% - 97%), continuous planning and assessment (80% - 89%), its advisory role to the Governor and legislature (87% - 91%), and its assistance in the development of cooperative relations within the educational community (78% - 93%) (Appendix A, Tables 67, 68, 69 and 71).

A. Collection of Essential
Information Functions
(93% Agreeing)

When the respondents were asked the question about collecting essential information and data about post-secondary education if a new State Board of Education were established, the highest in agreement were the faculty at 97% and the lowest in agreement were the board chairmen at 87%.

Institutional respondents, when analyzed by types of institutions, were in agreement with this function.

B. Planning and Assessment
Functions (86% Agreeing)

Institutional respondents, when asked whether the proposed state board should conduct comprehensive and continuous planning and assessment studies of all aspects of post-secondary education, generally agreed, with faculty agreeing 89%, administrators 88%, board members 88%, and board chairmen 80%. It appears that some board chairmen may perceive that this function intrudes on the reserve power of the local board.

Institutional respondents, analyzed by types of institutions, ranged from 59% to 93% in support of this function. However, it is of some interest that the range is wide and one might infer that the private graduate universities and four-year public colleges would not prefer to have this type of intrusion into their board functions.

C. Advise the Governor and
Legislature: Financial Needs
(89% Agreeing)

When institutional respondents were asked whether this board should advise the Governor and the legislature as to the financial and other needs of post-secondary education, the board members were highest in agreement (91%), the faculty second (89%), with the board chairmen at 87%, and administrators at 88%.

Institutional respondents, analyzed by types of institutions, fell into an interesting pattern, with all in high agreement, except four-year public colleges (55%). Four-year public colleges follow their pattern of not reporting opinions in as high agreement

as those of other types of institutions regarding the proposed functions for this board as they relate to local autonomy.

D. Advise Governor and
Legislature: Programs
(74% Agreeing)

When institutional respondents were asked whether this proposed board of higher education should advise the Governor and the legislature on the roles and missions of individual institutions, their education programs, and needs for new programs, centers, schools or departments, all agreed (ranging from 69% to 81%). This may be significant, inasmuch as the new board would advise directly on some very critical issues within individual institutions. However, the trade offs by faculty or administrators or board might be one reason for this acceptance.

Institutional respondents, analyzed by types of institutions, were in agreement, with four-year public colleges once more following their trend of least acceptance.

Institutional respondents with greater years of experience in higher education did not agree at the expected level. A tendency that had been observed in other questions was reversed here. It would appear that the faculty, board members, and administrators with less experience in higher education are more concerned with this function being handled by a state board than those with greater experience in higher education.

E. Development of Cooperative Relationships (88% Agreeing)

Of institutional respondents reacting to the question whether the board's responsibilities should include assistance in the development of cooperative relationships among institutions and among the sectors of post-secondary education, faculty and administrators were the highest in agreement (93%), followed by board members (88%), with the board chairmen lowest (78%). This may suggest a role clash between what is perceived by the board as its function compared to sharing this with the statewide board.

Institutional respondents, analyzed by types of institutions, once more revealed that those of the four-year public colleges were at the lowest level of agreement (74%) on this function of the statewide board, compared with public community colleges' higher agreement at 92%.

F. Appropriate Advisory Committees (77% Agreeing)

When institutional respondents were asked whether this board should name appropriate advisory committees and councils, they were in generally lower agreement than on other questions in this set, with administrators highest (80%) and faculty lowest (73%).

Analyzed by types of institutions, respondents from public community colleges and private graduate institutions and universities were in highest agreement (81% and 83%). The lowest in agreement were from the four-year public colleges (52%).

G. Advice and Counsel Concerning
Higher Education (90% Agreeing)

When institutional respondents were asked whether the board should provide from time to time other advice and counsel concerning higher education as either the Governor or the legislature may require, the proposition was accepted, with the faculty in highest agreement at 95% and the board chairmen in lowest agreement at 82%. Once again this might suggest a greater concern by board chairmen over local autonomy in comparison with those of the other categories.

Institutional respondents, analyzed by types of institutions, revealed the four-year public colleges to be lowest in agreement at 65%, with the private and public community colleges in highest agreement (93% and 94%).

IX. Public Community Colleges

A. Community Colleges: Should
Not Grant Baccalaureate Degrees
(75% Agreeing)

Hypothesis XXVIII

The majority of the institutional respondents will agree that Michigan community colleges should not offer baccalaureate degrees.

Institutional representatives, by a majority (64% - 85%), substantiated the hypothesis that community colleges should not grant baccalaureate degrees (Appendix A, Table 74).

When institutional respondents were asked whether community colleges should be allowed to grant baccalaureate degrees, all categories agreed that this would not be an appropriate role for

community colleges. The highest in agreement were faculty and administrators at 85% each, followed by board chairmen at 67%, and board members at 64%.

Analyzed by types of institutions, the respondents agreed that this approach should not be taken by community colleges, the highest being those of the four-year public colleges at 91%, followed by those from public universities at 80%, those from public community colleges at 72%, those from private graduate schools and universities at 64%, those from four-year private colleges at 63%, and private community colleges at 60%. Respondents seem to agree firmly with the role and function of community colleges as defined by legislation.

B. Redistricting of Michigan Community Colleges (52% Agreeing)

Hypothesis XXIX

The majority of institutional respondents of regional public and private four- to five-year institutions will not support redistricting of Michigan community colleges to provide services of these institutions equally to all areas of the state.

Respondents, by type of institution, substantiated the hypothesis that regional institutions would not be in favor of total redistricting of Michigan community colleges. Four-year private colleges (42%) and four-year public colleges (26%) did not support redistricting (Appendix A, Table 75a).

When institutional respondents were asked whether redistricting of Michigan community colleges should take place to provide the

services of these institutions equally to all areas of the state, board members and faculty agreed (55% and 58%) and board chairmen and administrators agreed at a 48% level (Appendix A, Table 75). Responses to the redistricting question appear to reflect the local concern of possible competition for students and programs.

Analyzed by their types of institutions, respondents followed an interesting pattern that could reflect the interest of local institutions. The respondents most in disagreement with this position were from the four-year public colleges. Undoubtedly, they would be the institutions upon which redistricting would have the greatest impact in program and student enrollment, e.g., redistricting in and around Northern Michigan University, Central Michigan University, or Western Michigan University. The respondents of four-year public colleges showed the least agreement (26%), that this should be the approach to take, followed by private graduate institutions and universities (29%), four-year private colleges (42%), and public universities (46%). Respondents from public community colleges most directly impacted were the highest in agreement (71%).

Institutional respondents with increased experience in higher education were, without exception, by category more in favor of redistricting of Michigan community colleges. The board members with less than ten years experience in higher education agreed at 52%, while board members having more than ten years experience agreed at 56%. Faculty with more than ten years experience were in agreement at 62% and those with less than ten years experience were at 57%.

Administrators with less than ten years experience showed a very important difference, with 35% in agreement, while those with more than ten years agreed at the 56% level. It is very possible that the newer administrators perceive the recent growth of the community college as a more direct threat to their institutions than do those who have been in higher education for a longer period of time.

C. Community Colleges: Same
Relationship as Baccalaureate
Institutions to Proposed State
Board of Higher Education
(64% Agreeing)

When institutional respondents were asked whether community colleges should have the same relationship to the proposed state board of higher education as baccalaureate institutions, opinions varied in an interesting pattern. Faculty were in the highest agreement (67%), followed by board chairmen and administrators at 62% each, and board members at 64%.

Analyzed by types of institutions, all categories of respondents were in agreement, with the exception of those from private graduate schools and universities at 47% and those from public universities at 43%. Respondents from other institutions were in favor of the proposition, with those from four-year public colleges at 68% and those from public community colleges at 76%. It is interesting to note that public universities do not perceive the community college in the role of having the same relationship with the proposed state board of higher education as do baccalaureate

institutions. This should be a point of further inquiry if a state board should evolve.

The next chapter will deal specifically with an interpretation of the findings, conclusions, and recommendations.

Hypothesis--Substantiation

I. Centralization vs. Decentralization--Statewide Voluntary, Advisory and Regulatory Boards

A. Approaches to Governance:
Voluntary (46% Agreeing)

B. Approaches to Governance:
Advisory (59% Agreeing)

Hypothesis I

The majority of the institutional respondents will support the creation of a separate State Board of Education, with advisory power for coordination and planning.

The range of opinions by institutional representatives regarding the creation of a separate State Board of Higher Education with advisory powers did substantiate the hypothesis that there would be general support for this position (53% - 68%) (Appendix A, Table 2).

C. Approaches to Governance:
Regulatory (12% Agreeing)

Hypothesis II

There will not be a majority of institutional respondents who will support the creation of a separate State Board of Higher Education with regulatory control for coordination and planning.

Institutional representatives, by position (68% - 84%) and by type of institution (61% - 80%), strongly supported the position that it would be inappropriate for Michigan to create a separate Board of Higher Education, with regulatory control for coordination and planning. The hypothesis was supported (Appendix A, Tables 3 and 3a).

D. State Board of Education:
Limiting Present Functions and
Responsibilities (66% Agreeing)

Hypothesis III

The majority of the institutional respondents will agree with the recommendations of the 1976 Governor's Commission on Higher Education regarding limiting the functions and responsibilities of the present State Board of Education.

The majority of the institutional representatives agreed that the responsibilities of the present State Board of Education should be limited. The range was from 62% to 70%, therefore substantiating the hypothesis (Appendix A, Table 4).

II. Governance

A. Constitutional Ambiguity
(50% Agreeing)

B. Constitutional Revision:
Advisory (60% Agreeing)

C. Constitutional Revision:
Regulatory Authority
(15% Agreeing)

Hypothesis IV

The majority of the institutional respondents will not support the establishment of a new State Board of Higher Education by constitutional change with regulatory authority.

The majority of the institutional representatives were in opposition to the establishment of a new state board by constitutional change with regulatory authority for general planning and coordination. The hypothesis was substantiated (Appendix A, Table 7).

D. Statutory Enactment:
Coordination and Planning
(40% Agreeing)

E. Constitutional Revision:
Coordination and Planning
(33% Agreeing)

III. Statewide Planning

A. Planning and Coordination:
Present Approach Not Satisfactory
(54% Agreeing)

Hypothesis V

The majority of the institutional respondents will agree that the present approach to planning and coordination for higher education in Michigan will not meet the needs of the future.

The institutional representatives, with the exception of the board members, agreed that the present approach for the

planning and coordination of higher education in Michigan would not meet future needs (43% - 61%). The hypothesis was substantiated (Appendix A, Table 10).

B. Statewide Planning and
Coordination Separable from
Concerns of Institutional
Governance (45% Agreeing)

Hypothesis VI

There will be no majority agreement among the institutional respondents that consideration of statewide planning and coordination for Michigan higher education is separable from concerns of institutional governance.

This complex question regarding governance demonstrated the wide variance of opinions of the institutional representatives. There were a few that fell in the "no opinion" group, emphasizing opinions one way or the other held by institutional representatives (37% - 49%). The hypothesis was substantiated (Appendix A, Table 11).

C. Private Colleges Involved in
State Coordination and Planning
(71% Agreeing)

IV. Institutional Autonomy

A. Continuance of Independence
of the Boards of Control of
Colleges and Universities
(79% Agreeing)

Hypothesis VII

The majority of the institutional respondents will agree that one of the strengths of higher education in Michigan is the relative independence of the boards of control.

The hypothesis was substantiated by all institutional representatives, ranging from 88% approval by board chairmen and board members to 59% by faculty (Appendix A, Table 13).

B. Single Statewide Board:
Discontinuance of Local Boards
of Control--Institutional
Respondents (12% Agreeing)

Hypothesis VIII

There will not be a majority of institutional respondents of public colleges and universities who will agree that the present institutional boards should be replaced with a single statewide board.

More representatives of public institutions agreed (94%) than did private institutional representatives (81%), substantiating the position of the hypothesis. The opinions of the respondents, as related to agreement and disagreement by the type of institution they represented, were significant statistically ($P < .0001$) (Appendix A, Tables 14a and 15).

Hypothesis IX

The majority of institutional respondents with more experience in higher education will not favor replacing the present institutional boards with a single statewide board.

The institutional respondents, by level of experience, were in substantial agreement that the present boards should not be replaced by a single statewide board. Proportionately more respondents with less than ten years of experience indicated their disagreement with the replacement of the present boards than did

those with more experience. Descriptive statistics demonstrate that the hypothesis was not upheld. Differences in the opinions of the respondents, by level of experience, as related to attitudes toward replacement of present boards, were significant statistically ($P < .05$) (Appendix A, Tables 14c and 16).

C. Single Statewide Board:
Discontinuance of Local Boards
of Control--Registered Voters
(33% Agreeing)

Hypothesis X

The majority of voters will not favor replacement of the present college and university boards by statewide board of control.

The sampled Michigan registered voters substantiated the hypothesis that they would not favor the replacement of present college and university boards of control by a statewide board, with 66% opposed to a change, and only 33% favoring the statewide board. The voters' opinions were significant statistically ($P < .0001$) (Appendix A, Table 17).

D. Single Statewide Board:
Advisory or Regulatory--
Registered Voters (40% Advisory,
38% Regulatory)

E. Separate State Board:
Educational Community Support
(45% Agreeing)

F. Separate State Board:
Legislative Support
(16% Agreeing)

G. Separate State Board:
Executive Support (27% Agreeing)

H. Not Having Statewide Board:
Lead to Duplication and
Competition (24% Agreeing)

Hypothesis XI

There will be no majority agreement among the institutional respondents that the absence of a statewide board of control will lead to duplication of resources, unwarranted competition, and lack of inter-institutional cooperation.

Institutional representatives agreed that a state board of control was not necessary and that this lack of coordination would not lead to duplication of resources, unwarranted competition, and lack of inter-institutional cooperation (57% - 75%). The hypothesis was substantiated (Appendix A, Table 23).

V. Board of Trustees: Satisfaction, Selection, and Size

A. Voter Satisfaction Level:
Governing Boards (65% Not
Informed, 22% Satisfied, 10% Not
Satisfied, 3% Don't Know)

Hypothesis XII

The majority of voters will agree that they are uninformed about post-secondary education.

The sampled Michigan registered voters substantiated the hypothesis by indicating that they were uninformed (65%). The positions held by these voters were statistically significant ($P < .0001$) (Appendix A, Tables 24 and 25).

B. Post-Secondary Board of
Trustee Selection: Elected on
Non-Partisan Ballot (59% Agreeing)

C. Post-Secondary Board of
Trustee Selection: Elected on
Partisan Ballot (5% Agreeing)

D. Post-Secondary Board of
Trustee Selection: Appointment
by Governor (45% Agreeing)

Hypothesis XIII

The majority of institutional respondents of public colleges and universities will favor selection of public college and university board members through appointment by the Governor, with advice and consent of the Senate.

Proportionately more respondents of public institutions than private institutions favored appointment of board members by the Governor, substantiating the hypothesis. However, both public and private institutional respondents demonstrated a stronger preference for selection by a non-partisan vote (Appendix A, Tables 28 and 28a).

E. Post-Secondary Board of
Trustee Selection Process: Voter
Opinions (Non-Partisan--42%
Agreeing; Partisan--27% Agreeing;
Appointment by the Governor--
21% Agreeing)

Hypothesis XIV

The majority of voters will favor selection of public college and university board members through appointment by the Governor, with advice and consent of the Senate.

The sampled Michigan registered voters favored the selection of board members in higher education institutions by a non-partisan election (42%), rather than by a partisan election (27%), or by appointment by the Governor (21%). The hypothesis was not supported. However, their voter opinions were found to be statistically significant ($P < .0001$) (Appendix A, Tables 29 and 30).

F. Post-Secondary Board of
Control Selection Process:
Faculty Representation on Own
Institutional Board of Control
(20% Agreeing)

Hypothesis XV

The majority of the institutional respondents will agree that individuals should not be elected or appointed to serve on boards of control of their own institution.

Institutional representatives held opinions that showed them in agreement that people should not be appointed to their own boards of control, whether they be faculty members (9% - 46%), or students (15% - 41%). They were also in agreement that it was appropriate that these individuals be allowed to serve on boards of control other than their own, rather directly answering the question about their opinions on conflict of interest. The hypothesis was supported (Appendix A, Tables 31 - 35).

G. Post-Secondary Board of
Control Selection Process:
Student Representation on Own
Institutional Board of Control
(27% Agreeing)

H. Post-Secondary Board of Control Selection Process: Faculty Members on Boards of Control Other Than Their Own (66% Agreeing)

I. Post-Secondary Board of Control Selection Process: Administrators and Staff Members on Boards of Control Other Than Their Own (59% Agreeing)

J. Post-Secondary Board of Control Selection Process: Students Allowed to Serve on Boards Other Than Their Own (54% Agreeing)

K. Community College Board: Elected (68% Agreeing)

L. Community College Board: Appointed by the Governor (23% Agreeing)

M. Separate Boards of Trustees for Community Colleges Now Under K-12 Boards (69% Agreeing)

N. State Board of Higher Education Membership Appointed by the Governor (58% Agreeing)

O. Members Elected at Large (35% Agreeing)

P. Membership Delimitation (85% Agreeing)

Q. Election of Board Chief Executive Officer (22% Agreeing)

R. Appointment of Board Chief
Executive Officer (66% Agreeing)

S. Board Functions Reviewed
(87% Agreeing)

VI. Post-Secondary Education
vs. Higher Education

A. Definition (82% Agreeing)

Hypothesis XVI

The majority of the institutional respondents will have a favorable opinion toward the Governor's Commission's definition of post-secondary education.

Without exception, the surveyed respondents held highly favorable opinions regarding the acceptance of the definition of post-secondary education (79% - 85%). The hypothesis was substantiated (Appendix A, Table 45).

B. Post-Secondary Education:
Goals and Purposes Clearly
Defined (26% Agreeing)

Hypothesis XVII

The majority of the institutional respondents will agree that the goals and purposes of post-secondary education in Michigan are not clearly defined.

Those who responded from institutions of higher education to the question about clarity of goals and purposes of post-secondary education generally agreed that this was not the case (49% - 64%). The hypothesis was substantiated (Appendix A, Table 46).

VII. Future and Present
Conditions of Post-Secondary
Education

A. Enrollment: Will Stabilize
(41% Agreeing)

B. Enrollment: Will Decrease
(47% Agreeing)

C. Enrollment: Will Increase
(18% Agreeing)

Hypothesis XVIII

The majority of voters will agree that enrollment will increase in the future, rather than decrease or not change.

The sampled registered Michigan voters did have opinions regarding enrollment trends. Their opinions were 45% that enrollment would increase, 22% that there would be no change, and 33% that enrollments would decrease. Descriptively, the hypothesis was supported. The voters' opinions were found to be statistically significant ($P < .0001$) (Appendix A, Table 51).

D. Enrollment: Voter Opinions
(38% Increase, 27% Decrease)

Hypothesis XIX

The majority of the institutional respondents will agree on these future characteristics of post-secondary education: (1) increasing cost, (2) more specialized demands for educational services, (3) competition for students, (4) competition for revenue, (5) institutional missions more difficult to define, (6) maintenance of quality more difficult to sustain, (7) cooperative effort among institutions of higher education more difficult to manage, (8) resources more difficult to manage,

(9) greater diversity of programs of higher education, and (10) increased respect for higher education by the public.

The institutional representatives supported the hypothesis regarding the future conditions of post-secondary education, as related to costs, educational services, students, revenue, mission, quality, cooperation, management of resources, diversity of programs, and respect for higher education. Board members were the only group that fell below the 50% level, and this was in the area of institutional cooperation. All other areas were above 50% by all groups (Appendix A, Tables 52 - 61).

E. Costs: Increasing
(93% Agreeing)

F. Specialized Demands
(89% Agreeing)

G. Competition for Students
(90% Agreeing)

H. Competition for Revenue
(94% Agreeing)

I. Institutional Missions
(58% Agreeing)

J. Maintenance of Quality:
Michigan Voters (55% Agreeing);
Minority/White Voter Patterns
(68% to 58%)

Hypothesis XX

The majority of voters will agree that the quality of public colleges and universities will improve.

The sampled registered voters held the opinion that the quality of public college and university education would improve (55%), rather than remain the same (30%), or not improve (15%). The hypothesis was supported. The opinions held were significant statistically ($P < .0001$) (Appendix A, Table 57).

Hypothesis XXI

The majority of voters who identify themselves as belonging to the minority races will hold more favorable opinions toward the role of public colleges and universities in preparing students for the job market than the voters who identify themselves as white.

The sampled Michigan registered voters who identified themselves as members of minority races held different opinions from those who identified themselves as white. Minorities held a more favorable opinion toward the effectiveness of public higher education in preparing students for the job market than did the white voters, 42% to 36%. The descriptive statistics upheld the hypothesis (Appendix A, Table 58).

K. Maintenance of Quality
Difficult (62% Agreeing)

Hypothesis XXII

Voter opinions regarding Michigan public higher education will show differences according to the following four Michigan geographical regions: (1) central, (2) southeast, (3) Upper Peninsula, and (4) western.

In the above question, as well as in other segments of the material regarding an analysis of voters' opinions, a definite difference of opinion was displayed geographically across Michigan, as

represented by the wide variance from 60% in the Upper Peninsula to 33% in the southeast section of the state. This difference is found throughout the data, verifying the hypothesis (Appendix A, Table 66a).

Hypothesis XXIII

Voter opinions will vary according to their residential patterns, such as central city, farm, rural, suburban, and small city.

The opinions of the sample of Michigan registered voters did vary by their residential patterns, as seen throughout the data. The pattern was consistent, varying from a high of 40% to a low of 34%, as demonstrated in the table used. The hypothesis was substantiated (Appendix A, Table 66b).

L. Cooperative Effort: More Difficult (47% Agreeing)

M. Resources: More Difficult to Manage (68% Agreeing)

N. Diversity of Programs of Higher Education (82% Agreeing)

O. Increased Respect by Public (39% Agreeing)

P. Higher Education Preparing Students for Job Market (56% Agreeing)

Hypothesis XXIV

There will be a majority of the institutional respondents who will agree that Michigan's public higher education is effectively preparing students for the job market.

An analysis of respondents' opinions, from the standpoint of position as well as type of institution, showed a range of opinions regarding the effectiveness of the preparation of students for the job market by Michigan public higher education (44% - 68%). By type of institution, the range was from 38% by private community colleges, to 75% of the four-year public colleges. It appears that this is a question of some importance to all the respondents with a wide range of opinions expressed. The hypothesis was substantiated (Appendix A, Tables 64 and 64a).

Hypothesis XXV

A greater percentage of the responding institutional presidents will hold a more favorable opinion toward the role of colleges and universities in preparing students for the job market than will the key faculty representatives.

The chief faculty representative and the president of the institutional respondents held significantly different opinions regarding preparation of students for the job market. Presidents agreed with the question, 74%, compared to the faculty representatives' agreement of 55%. The hypothesis was supported descriptively. This was significant statistically ($P < .05$) (Appendix A, Table 65).

Q. Colleges Preparing Students for Job Market (60% Agreeing)

Hypothesis XXVI

The majority of voters will hold positive opinions toward the role of Michigan public colleges and universities in preparing students for the job market.

The sampled Michigan registered voters held the opinion (60%) that the public colleges and universities were preparing students effectively for the job market. The voters' opinions were found to be statistically significant, and the hypothesis was supported ($P < .002$) (Appendix A, Table 66).

VIII. Responsibilities of a New
State Board of Higher Education

Hypothesis XXVII

The majority of the institutional respondents will support the recommendations of the Governor's Commission regarding the makeup, functions, responsibilities, and duties of a new State Board of Higher Education.

Institutional representatives agreed with the hypothesis on the functions, responsibilities, and duties which could be assumed by a new State Board of Higher Education, such as: collection of essential information (87% - 97%), continuous planning and assessment (80% - 89%), its advisory role to the Governor and the legislature (87% - 91%), and its assistance in the development of cooperative relations within the educational community (78% - 93%) (Appendix A, Tables 67, 68, 69, and 71).

A. Collection of Essential
Information Functions
(93% Agreeing)

B. Planning and Assessment
Functions (86% Agreeing)

C. Advise the Governor and
Legislature: Financial Needs
(89% Agreeing)

D. Advise Governor and
Legislature: Programs
(74% Agreeing)

E. Development of Cooperative
Relationships (88% Agreeing)

F. Appropriate Advisory
Committees (77% Agreeing)

G. Advice and Counsel Concerning
Higher Education (90% Agreeing)

IX. Public Community Colleges

A. Community Colleges: Should
Not Grant Baccalaureate
Degrees (75% Agreeing)

Hypothesis XXVIII

The majority of the institutional respondents
will agree that Michigan community colleges
should not offer baccalaureate degrees.

Institutional representatives, by a majority (64% - 85%),
substantiated the hypothesis that community colleges should not
grant baccalaureate degrees (Appendix A, Table 74).

B. Redistricting of Michigan
Community Colleges (52% Agreeing)

Hypothesis XXIX

The majority of institutional respondents of
regional public and private four- to five-year
institutions will not support redistricting of
Michigan community colleges to provide services
of these institutions equally to all areas of
the state.

Respondents, by type of institution, substantiated the
hypothesis that regional institutions would not be in favor of total

redistricting of Michigan community colleges. Four-year private colleges (42%) and four-year public colleges (26% did not support redistricting (Appendix A, Table 75a).

C. Community Colleges: Same
Relationship as Baccalaureate
Institutions to Proposed State
Board of Higher Education
(64% Agreeing)

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

One of the key issues facing Michigan post-secondary education is the process by which institutions and the state will view and react to the issues of institutional autonomy and the need for statewide planning and coordination, especially since Michigan higher education stands at the crossroads.

As has taken place nationally, a number of studies have been completed in Michigan regarding the question of coordinating post-secondary education. However, with the exception of the study completed in 1974 by the Governor's Commission on Higher Education, there have been few studies made on this question in the last several years. The report by the commission pointed out that there is a need to determine the opinions of the voters of the state of Michigan and key representatives of post-secondary educational institutions toward changes in statewide planning and coordination, institutional autonomy, and other issues in post-secondary education.

Governor Milliken stated in his 1978 "State of the State" address that the state of Michigan must carefully review the role, function, and system of higher education in Michigan.

The Governor and the commission further expressed the desire that the opinions of the people, both directly and indirectly involved in post-secondary education, should be determined and analyzed.

Through this study, the writer attempted to fulfill the expressed desire of the Governor and the commission. It was also hoped the study will help them, the legislature, the Department of Education, and Michigan by analyzing voters' opinions of key individuals in post-secondary education and sampled Michigan voters regarding the recommendations of the Commission on Higher Education.

To accomplish this, the study used the mail and telephone survey methods.

Two questionnaires were developed from a careful analysis of the final report of the Governor's Commission and the Commission's minutes and background papers. The first questionnaire was mailed to key educational officials, i.e., governing board chairmen, board members, chief faculty representatives, and presidents of Michigan private and public higher education institutions. A second questionnaire was developed for use in a telephone survey of a sample of registered voters of the state of Michigan. Four hundred sixty-two mail questionnaires were returned, for a return rate of 69%.

The telephone survey was conducted by thirteen interviewers, using a system that allowed for 92% of Michigan households with telephones to be contacted; a 96% completion rate was achieved for this group.

The objective of these surveys was to study the following questions:

What, then, is the nature and pattern of opinions held by Michigan voters, board of trustees' chairmen, board members, key faculty leaders, and presidents of public and private two-year institutions, four- and five-year institutions, and professional graduate schools and universities toward the recommendations of the report of the Governor's Commission on Higher Education and to what extent do these opinions differ?

Specifically the study focuses upon and analyzes the following problem areas emphasized in the report of the Governor's Commission on Higher Education:

1. The degree to which key individuals involved in Michigan higher education differ or hold similar opinions of Michigan's higher education regarding: Centralization vs. Decentralization-- Statewide Voluntary, Advisory, and Regulatory Boards; Governance; Statewide Planning; Institutional Autonomy; Board of Trustees-- Satisfaction, Selection, and Size; Post-Secondary Education vs. Higher Education; Future and Present Conditions of Post-secondary Education; Responsibilities of a Statewide Board of Higher Education; and Public Community Colleges.

2. The degree to which demographic and psychographic characteristics (position, type of institution, organization for bargaining purposes, experience in higher education) are significant variables associated with opinions concerning issues in the report of the Governor's Commission on Higher Education.

3. The degree of difference that registered voters' opinions display toward selected important issues of post-secondary education.

The foregoing problem areas were identified within the historical framework of the status of higher education in Michigan.

Since the establishment of its first college the State of Michigan has had a system for post-secondary education. Due to constitutional and legal requirements, there always has been involvement by the state. As is appropriate in a republic, the state has had a predominant role in determining what educational services should be in both the public and private sectors.

Michigan's tradition has been that quality is based on involvement and accountability at the local level, whether this be a secondary school board or the board of control of an institution of higher education. This approach has been challenged and tested from many directions as the needs of the state and the people have changed.

Prior to the 1860's post-secondary education was meant for a few and on a selected basis, both economically and academically. As the pace of technology increased during the 1800's, more sophisticated delivery systems were needed for agricultural and professional competence in the areas of business, industry, government, and the professions. The role of our universities and colleges changed.

With the rapid growth of the population the increased need for trained technicians, and the changing role of religion in our society, a diversification in higher education emerged. Some of our

private liberal arts colleges and the University of Michigan were recognized nationally in the late 1800's for their leadership. With the Morrill Act and the industrialization of agriculture, the land grant college movement evolved, and Michigan State University was established, the first of its kind in the United States.

The base for educational services expanded during the early 1900's. The dream of opportunity based on merit and the availability of public institutions began to emerge so that the young people of Michigan were given the opportunity to attend and advance according to their competencies.

Into the 40's this trend grew, and higher education, particularly public universities and colleges, accepted the roles of research, public service, and scholarship. With the advent of the Second World War and its aftermath, there was an explosion in the need for technological competence and a rapidly changing aspiration level on the part of citizens throughout the state. Post-secondary education's doorway opened wider and became the pathway for a career, higher income, and a more satisfying life. The G.I. Bill made possible the opportunity for returning servicemen to avail themselves of post-secondary education. A whole new segment of our society began to participate.

Discussion and debate began on universal access to post-secondary education, along with a sensitivity to and concurrent involvement of lifelong education. It appears that the 80's again will be a time for major changes in post-secondary education. During the 40's, there seemed to be a general consensus on the role of

higher education. However, the 80's will mirror our society and there will be considerably less consensus than in the 40's and 50's as to the responsibilities for post-secondary education in Michigan and throughout the world.

At this time of polarization and lack of consensus post-secondary education is being impacted for the first time with the potential of an extensive enrollment decline. The tendencies of the 80's appear to be for stabilization or decreased enrollment; radical change in the age of the students attending; greater emphasis on education as a lifetime process; and, with the development of metropolitan areas, relocation of college campuses that today may be situated in less than effective locations to deliver necessary educational services. Many of these campuses were built on the assumption that the major goals of higher education were to separate young people from society, educate them, and four years later have them emerge ready for their role in the world. The European university evolved as part of a city, but in this country it was developed originally as part of a religious-rural thrust, with the students removed from their homes while they gained their education. It appears that we have come full circle, with the need for the post-secondary educational institution to be in the midst of the populated areas.

With the changes in society taking place so rapidly, so, too, have there been changes in supply and demand for students and their training. For example, a few short years ago there was a shortage of teachers, but today there is a surplus. The same mode

pervades every professional field, which leads to rapid changes in demand and career placement. Consequently, there is an erosion of society's confidence in the economic value of post-secondary education.

Michigan's system of governance for higher education has followed the trends and needs of its population. The four-year church-related institutions, the complex professional institution, the land grant college, the technical institutes, and the evolution of the junior college into a comprehensive community college system are all part of this evolutionary process.

Michigan has tried many approaches to governance: having several of its public institutions under one board, operating the University of Michigan under both elected and appointed boards, and evolving a role regarding institutional autonomy confirmed by both the constitution and the courts.

Some areas of the country have had a tradition of private education being dominant; others have had a public system, with varying degrees of responsibility by local boards of control. The Michigan system has maintained recognition of the responsibility of the state for higher education and its funding, always appearing to move in the direction of greater responsibility and autonomy for its public and private institutions.

During the 60's, a period of rapid growth, and the 70's, with enrollment stabilized across the country, legislators noted that it was time to find a more definitive system for the allocation of resources for post-secondary education. Michigan has participated

in this development and now, on the threshold of the 80's, is considering the course to take in the future.

Our state has one of the better systems of post-secondary education in the United States, with a more formal type of statewide governance than is often recognized. The present system undergirds itself with three major, internationally recognized flagship public universities and a number of outstanding smaller private colleges and universities that are enhanced by a system of public colleges and universities and community colleges that serve most of the state making for a diversified and comprehensive system.

Because the Michigan system of higher education ranks as one of the leaders in the United States, the necessity of determining what new direction statewide governance will take is critical. It appears from studies made of states which have experienced centralization that this type of governance, promising increased efficiency, cost reduction, and less competition between institutions, has not achieved these goals to the degree anticipated. However, the 80's promise to sharpen the areas of concern within the Michigan post-secondary system. Therefore, it is necessary that there be study and involvement on the part of institutions and citizens regarding statewide coordination and planning.

State government representatives, as well as institutional representatives, recognize that a more formal system undoubtedly will have to emerge. Coordination does take place through voluntary efforts, the guidance of sophisticated staff at the executive and legislative levels, and with the continuing interface of legislators

and representatives of post-secondary education. This is a new emergence of another nature that has not been present in the past.

Many groups not found in the normal line of checks and balances of local or statewide lay control have developed. There has been a move from formal democratic control toward private power. For example, there has been a growth in political and fiscal power on the part of teachers' unions, testing services, sophisticated legislative and executive agencies, and many other pressure groups representing special interests. These groups are outside the normal lines of accountability, as found with elected and appointed boards of control and officials. This is an area of "shadow governance," an important ingredient in the decision-making process for our state.

Modern technology is facilitating rapid communication as well as its storage, assimilation, and analysis. Influences are being exerted by pressure groups such as students, faculty, and other organizations throughout society.

It appears that the institutional respondents of this study were sensitive to these changing patterns. It is with this backdrop that they reviewed the 1974 Report of the Governor's Commission on Higher Education and Governance, and gave their opinions.

The findings of this study are highlighted here.

The issue of centralization and decentralization followed a pattern that concurred with the recommendations of the Governor's Commission study which recommended an advisory approach.

Institutional representatives felt strongly that a regulatory approach would not meet the needs of the future with only 12% supporting this concept. They favored a voluntary and advisory approach. They indicated, however, that the present voluntary approach might not meet the needs of the future, and there is a need for a separate statewide advisory board for higher education, which could disseminate information and serve as a focal point for issue resolution and long-range planning. When asked whether the present State Board of Education should continue its role and relationship to post-secondary education, the answer was "no." It was noted that the board should limit its responsibility to primary and secondary education.

A majority of institutional respondents agreed that the present Michigan constitution, guaranteeing autonomy for many public institutions, was ambiguous when dealing with the question of the role of the present State Board of Education. There was a willingness to have this changed by constitutional revision, if the coordination and planning of a new state board would center on an advisory rather than a regulatory approach. The institutional representatives in post-secondary education accepted the fact that the present approach to planning and coordination will not meet the needs of the future and that there will have to be change. How statewide planning and coordination are separable from the concerns of institutional governance, however, remained the critical issue. The very essence of the role of a statewide board and the reserve power of a local board divides on this question. Specifically, what would a state

board, advisory or not, do in relation to local autonomy? The need for coordination is recognized. Concern runs high as to the consequences of local responsibility.

Both private and public institutions concurred that they should be involved in any program for the planning for post-secondary education and the development of a new State Board for Higher Education. Institutional autonomy is cherished, and there are many definitions for it. One could ask a student, a faculty member, a legislator, or the Governor to define this autonomy and their answers undoubtedly would vary. It is more a sense of philosophical commitment than an explicit fact. Yet, there was no doubt in the minds of those responding to the questions that the independence of the boards of control of colleges and universities is a key factor in the quality of higher education in Michigan.

Neither the voters of the state nor the institutional respondents felt there should be a discontinuance of the local boards or that a single statewide board should evolve and direct their post-secondary system. This, in a sense, follows what is happening nationally with the realization, in many social programs, that centralization has not necessarily changed the level of competence regarding decisions. In fact, centralization may have diminished the sensitivity and reaction time needed for an institution to meet the needs of its constituency.

However, voters did say by a very narrow margin that an all-encompassing statewide board should be advisory. The feeling emerges that voters anticipated it would become regulatory, emphasizing the

fact that once a system has evolved and takes on funding responsibility it also will have to have commensurate regulatory authority.

The institutional respondents then were asked, if no change is made in our present system, would we have more duplication and competition in the future? The feeling generally was that this would not be the case. The opinions were that present coordination evolves rather carefully through voluntary actions, overviewed by the staffs of the Governor's office, fiscal agencies of the legislature, and by the Governor and legislators themselves.

In the opinion of institutional respondents, the extent of approval by the legislature or the executive office for the creation of a new State Board of Higher Education was mixed. Close to fifty percent of the educational community would support it, but only a few felt, at this time, that there is legislative or executive support for this change. A great number of the respondents said they are uncertain or do not know.

One of the on-going concerns in a democracy, and it is a complex one, is the dissemination of information to the electorates. When voters were asked about their knowledge of the actions of the governing boards of public post-secondary institutions of Michigan, most of them said they are not informed. Of those who were informed, close to one-fourth said they were satisfied with these boards, and ten percent said they are not.

The future needs of post-secondary education in Michigan and changes that are now and will be taking place need to be publicized, if local responsibility and autonomy are to continue in our tradition. If necessary changes do not take place in post-secondary education, the reactions of the people could be severe and a demand may be made to centralize because institutions have not been able to make the necessary changes in role and function, staffing, and programs to meet the economic and social needs of the future.

When institutional representatives were asked their opinions about the selection of public post-secondary boards of trustees, they felt that trustees should be elected on a non-partisan ballot, 59% agreeing; less than five percent felt this should be done on a partisan ballot. Close to a majority said that appointment by the Governor with advice and consent of the Senate would be acceptable. Voters took a different stance, concurring that a non-partisan approach was the most acceptable. They indicated that a partisan vote would be a second choice, followed by the appointment of trustees by the Governor with advice and consent of the Senate.

When institutional respondents were asked whether faculty and students should serve on their own boards of control, all concurred that this should not take place. Comments made on the questionnaire pointed out they consider this a conflict of interest. There was little opposition to having students, faculty, or

administrators serve on boards of control of institutions other than their own.

Because community colleges evolved as part of the K-12 system of Michigan, they predominantly have had boards that gave direction both to the community college and the public school system. Most community colleges serve broad metropolitan areas, and school districts encompass a much smaller population base. As a result there have been concerns about district and non-district student tuition and the opportunity for total community participation in governance. The institutional representatives, throughout post-secondary education, concurred that the community colleges presently being directed by K-12 systems should separate from them and form new districts, with separate boards of control.

With the acceptance of the premise that a new Board of Higher Education should evolve, institutional representatives were asked how its members should be selected. The recommendations were 58% that appointment should be by the Governor with the advice and consent of the Senate, with 35% indicating that they should be elected at large. Institutional representatives agreed that the new board's membership, as recommended in the report of the Governor's Commission, should be limited to a range of seven to fifteen and its chief executive officer should be appointed by the board, not elected. There was strong concurrence that this board's functions should be reviewed periodically.

In the mid 40's and 50's concurrence on the role of higher education in Michigan was much narrower and appeared to have greater

consensus. The recommended definition of post-secondary education by the Governor's Commission is a broad and comprehensive statement, but there appears to be wide acceptance for the changes that have taken place in post-secondary education, the needs for a new direction, and the acceptance of a new definition.

When asked about the goals and purposes of post-secondary education, there was realization that they are not clearly spelled out. Undoubtedly, this was based on the fact that changes are necessary in funding, delivery systems, and staffing. There is a need for statewide discussion involving all segments of the population with regard to the future of post-secondary education in Michigan. These concerns undoubtedly would be of high priority for a new State Board for Higher Education.

Institutional respondents and voters were questioned about future conditions of post-secondary education. In general, there was a high degree of sharing of concerns on both parts. Institutional representatives felt that enrollment would decrease or stabilize, and only a few felt that it would increase. Voters' opinions, however, indicated that it would increase. This difference of opinion about the future is indicative of the need for a greater exchange of information about the future of post-secondary education between those who operate the institutions and those who share in the support of them.

Institutional representatives feel that costs will increase and there will be greater demand for specialized services along with a greater competition for students and revenues. They also

concurred that the missions of their institutions would probably be more difficult to clearly delineate.

There was a sharp difference of opinion between voters and institutional representatives on their perception of the maintenance of quality in educational services. The voters felt strongly that the quality of higher education would remain the same or improve. This was further emphasized by a stronger expression on the part of minority voters than white voters. However, the opposite was found to be the case on the part of institutional representatives, who indicated that maintenance of quality would be more difficult in the future.

Institutional representatives expressed their concern that cooperative effort might not easily take place, that resources would be more difficult to manage, and that a greater diversification of services would be requested. Less than a majority of the institutional representatives felt that the public did not have as much respect for public education as they have had in the past.

When asked whether institutions were preparing students well for the job market, forty-five percent of the institutional representatives said "yes," but sixty percent of the voters felt the job was being done.

These perceptions are considerably different. The need is great for a better exchange of information because the future holds extremely difficult times for post-secondary education. If the public is not given more specific information about the difficulties

ahead and an opportunity to participate in decision-making, reactions could be severe.

Further, voters are anticipating responsible actions on the part of public institutions, because they are investing personal funds as well as tax funds to acquire training they anticipate will lead to continued or improved career opportunities, as well as a broader education. As has been the case in teacher education when the market place did not adjust quickly enough, the reaction of the public will be quick and critical. Problems with teacher education appear to be duplicating themselves in other disciplines, including the health fields.

If there is to be a new State Board of Higher Education, what responsibilities would the institutional representatives be willing to have it accept? This once more probed for an answer to the question of institutional autonomy versus statewide planning and coordination.

There appeared to be a strong sentiment on the part of the institutional representatives that this new board should collect information and provide for its dissemination. An assumption could be made that the institutional representatives are saying that by gathering and disseminating information and informing the public, inappropriate institutional aspirations would be more difficult to achieve. Today these aspirations are being analyzed through careful study and partially settled through power politics at the executive office and legislative levels.

There was concurrence that the new board should do a great deal of planning and assessment and advise the Governor and legislature on financial needs. There was agreement by well over a majority, 74%, that it should give advice to the Governor and the legislature on programs. There was acceptance but also concern because this is the area that institutions need more control over to carry out local responsibility and deliver programs to their constituencies and to plan for the future.

The proposed board certainly would have no difficulty in assuming the role of developing cooperative relations, appropriate advisory committees, and in offering advice and counsel to all institutions of post-secondary education.

Specifically, when the institutions were requested to look at the evolving community colleges and their roles, there was strong concurrence that they should not change to the extent of offering baccalaureate degrees. However, the agreement that all Michigan residents should fall in a community college district brought concerns on the part of four-year public institutions and some private institutions. This undoubtedly was due to the possibility of more intense competition for local students. If a new State Board of Higher Education is developed, community colleges should be a part of this approach in the same fashion as other segments of post-secondary education are included.

L. William Seidman, Chairman of the Governor's Commission on Higher Education, emphasized that the commission had narrowed its priorities to making specific recommendations, with the hope of

facing the issues that would bring consensus and the greatest opportunity for implementation by the legislature and the people of Michigan. The makeup of the commission was a cross-section of those interested and knowledgeable of post-secondary education. It consisted of one representative from the health field, three from business, two from private colleges and institutes, one from agriculture, one from a community college, two from labor organizations, one from a public university, four students, three teachers, a judge, a public school representative, two attorneys, a representative of the State Board of Education, three lay citizen members, and two representatives from industry.

The major emphases made by the commission were: the establishment of a statewide advisory board for public higher education with constitutional authority for planning and coordination, and limitation of the State Board of Education to responsibility and authority for primary and secondary education. The commission felt that there was a need for greater clarity in the state constitution because of the ambiguity regarding the role of public colleges and universities vis-a-vis the constitution's provisions for the State Board of Education and its duties.

Because the commission anticipated rapid and considerable change in post-secondary education in the 80's, it was emphatically pointed out that the present approach for planning and coordination would not meet the needs of the future. The members felt that the planning and coordination of statewide education were separable from institutional governance. They further recommended that the

independent post-secondary institutions be responsible to the new State Board for Higher Education. In addition, they recommended that public and private colleges should remain independent and there should not be a single statewide regulatory board of control for post-secondary education in Michigan.

Selection of board members for the three major universities that now have elected boards, they felt, should be by appointment by the Governor, with advice and consent of the Senate. They also recommended that faculty not serve on their own boards, but students be given that opportunity.

The members developed a definition for post-secondary education, further pointing out that the goals of post-secondary education need to be clearly delineated. They were concerned about the future regarding enrollment fluctuations and preparation of students by institutions for the job market.

It is interesting to analyze how well the recommendations of this commission--that was appointed and, to some extent, represents a cross-section of those interested in post-secondary education in Michigan--compare with institutional representatives and the voters of Michigan.

When institutional representatives were asked whether a new state board should be advisory, voluntary, or regulatory, the results showed that the presidents favored the advisory approach followed by the faculty, board members, and board chairmen. Greatest opposition to the regulatory approach was expressed by the presidents. There was some indication that faculty would be more supportive of

this approach than the other three responding groups. When the data were analyzed by type of institution, the advisory approach found its greatest support in public universities followed by public community and four-year colleges. If the institution's faculty was unionized, it tended to be more in favor of the advisory approach. To select respondents that would be most supportive of the advisory approach, administrators with more than ten years of experience would be the place to turn. Faculty representatives with fewer than ten years of experience indicated less support.

An analysis of the data to determine where the greatest support lies for limiting the responsibilities of the present State Board of Education to primary and secondary education indicates the leadership of the faculty are the strongest supporters, 70% agreeing, and the presidents of institutions the least supportive, 62% agreeing. By type of institution, support would come from the public universities, while private institutions would appear to be less concerned about the present role of the State Board of Education and less supportive of the recommended change.

Board members and administrators with more than ten years of experience favored limiting the present State Board of Education. These would be the individuals to turn to for support, if this position were to be emphasized as recommended by the Governor's Commission.

The question of constitutional ambiguity was not clearly understood by many, the findings showed. Board chairmen and presidents, however, could be relied on for explanation, support, and

understanding. Private colleges, again, would be a concern if support was sought for changing the role of the present State Board of Education.

In discussing how well the present governing approach will meet future needs, the faculty representatives and presidents were the most positive that it would not be satisfactory. Community colleges and public universities indicated more concern, with private institutions expressing less interest. The more experienced faculty and administrators supported the position that Michigan's approach to coordination and planning is not satisfactory.

The issue of planning and coordination as being separable from governance is extremely complex. From the data, it appears that this question will have to be carefully reviewed and specifics detailed prior to any suggestion about the operation of a new state board. This is a pivotal question. Until the details are spelled out it could be a point of opposition. There is little opposition to the private colleges being involved with the new state board. Strongest support comes from the faculty, 78%, and presidents, 73%. The four-year public colleges did not support this position, which may be interpreted as perceiving the private institutions in a competitive role.

The issue of continued independence of boards of control for the institutions of higher education and the advisability of a single statewide board finds most of the groups agreeing that independent boards should continue and that there not be a single statewide board of control. However, there were indications from questionnaire

comments that faculty representatives would not support this position to the same degree as the other groups because it appears that this approach could have some conflicting interface with their statewide and national organizations.

When viewing the question of a single statewide board to discontinuance of institutional boards, voters did not support the establishment of this type of board, 67%. Minority voters were more in support of a centralized approach than white voters. Voters in the Upper Peninsula and the central part of the state did not support this type of single statewide board. Survey results indicated that the southeast and western parts of the state might be supportive of a single statewide board along with elimination of local boards of control. The rural and small city areas of the state were the most opposed to a single statewide board, followed by suburban areas and farms. Central cities, on the other hand, appeared to be moving toward acceptance of a centralized approach. If a vote were to take place on a constitutional revision calling for a new State Board for Higher Education, it would be important to note the areas of support and possible opposition.

If the recommendations of the commission's report regarding the selection of boards of trustees were to be accepted, institutional representatives would not support a partisan approach. All institutional representatives were slightly below the majority in favoring appointment by the Governor on this issue, faculty and administration strongest in their support of a non-partisan

election, 62%. Those who would desire to implement the commission's recommendations on appointment by the Governor for board selection would find support centered institutionally in the public four-year colleges and those universities that now have boards appointed by the Governor. Opposition to this type of selection would be from the state's three major universities. Private institutions and public community colleges would be less supportive, in general, of appointment by the Governor.

In the study, voters preferred the non-partisan approach for selection, with minorities moving more in the direction of a partisan election. All voters showed little support for appointment by the Governor with advice and consent of the Senate. All sections of the state tended to support non-partisan elections, as contrasted with support for partisan elections or appointment by the Governor. A review of the data by residential areas shows residents who live on farms were most supportive of appointment by the Governor, with some indication of support for this approach in the rural and suburban areas. Greatest support among the rural, small city, and suburban areas was for the non-partisan election.

The commission's recommendation that faculty and students participate on their own boards was rejected by institutional representatives. However, faculty representatives' opinions were generally supportive of faculty being allowed to serve on their own boards. There was an indication that this approach would receive less opposition from private colleges. Board members, faculty, and administrators with greater experience supported the position that

this would be a conflicting role for faculty. Concerning students, institutional representatives were opposed to the recommendation of the commission. Faculty and some board members were not as opposed to this approach and also it may be more acceptable to private institutions. Those with greater experience were more supportive of excluding students from participating on their own institutional boards.

Primary areas of concern on the part of the commission were how well Michigan institutions are preparing students for the job market, and what is ahead in relationship to enrollment patterns. Voters, when compared to institutional representatives, felt the institutions were doing a good job of preparing students for the job market. Minorities felt more strongly than white about this, and residents of the Upper Peninsula were more inclined to respond positively than those in other geographical areas of the state. There were indications that in suburbs and rural areas of the state people were uncertain as to how well this job was being done. Institutional representatives were most supportive, if they were administrators, and least supportive, if they were faculty. Faculty and administrators with more experience tended to feel more strongly that the institutions were doing an effective job in preparing students for the job market.

The voters felt that enrollment would increase in the future. However, minority voters were more positive, 52%, about this than whites, 36%. Voters in the southeast and western parts of the state were more positive and those in the Upper Peninsula were less

positive about enrollment increases. Those who live in the central cities and on farms were the most positive about enrollment increases. Rural and small city areas were most positive there would be a decrease, and the suburban areas were mixed in their reactions.

Recommendations

On the basis of the findings of this study, the following recommendations are presented by the writer:

1. The State Board of Education should accept a limited responsibility that does not include planning and coordination for post-secondary education.

2. The advisory approach to coordination and planning for Michigan apparently is acceptable to representatives of public and private post-secondary educational institutions. This approach should be fostered and developed.

3. A regulatory approach to planning and coordination should not be advocated by the legislature or the Governor's office, because it does not appear to have significant support of key representatives of post-secondary educational institutions, or the voters of Michigan.

4. It appears that throughout the United States centralization in post-secondary education may have reached its high point in relation to statewide planning. In view of the apparent difficulty experienced by some states with highly centralized systems of higher education, it may be wise for Michigan to develop a system that

enhances our traditions of institutional autonomy, but allows for coordination and planning under an advisory role. This was basically the recommendation of the Governor's Commission on Higher Education. The writer concurs with this recommendation.

5. It is apparent that private and public institutions differ in their perception of the roles of the present State Board of Education and a proposed new State Board of Higher Education. Therefore, it is recommended that it would be beneficial to ascertain in greater detail the depth of feeling of both groups concerning the most acceptable approach.

6. It may be important that those selecting people who will attempt to implement a separate State Board of Higher Education and an advisory approach be cognizant of the fact that those with more years of experience in higher education are generally more supportive of this approach, because experience apparently makes a difference in the extent to which opinions are held.

7. Although faculty members contacted were key officials, there were indications that the leadership of faculty groups hold different opinions regarding centralization vs. decentralization and governance than other segments of leadership in higher education. It is important that the opinions of these individuals, as well as faculty associations and unions, be taken into account prior to a suggested change in governance for Michigan.

8. The courts and institutional representatives, as well as the Governor's Commission on Higher Education, concur that the state constitution is ambiguous regarding planning and coordination of

Michigan higher education. It is recommended that the Governor and the legislature develop legislation to clarify this constitutional issue by bringing it before the voters for their decision; and further, that legislation be planned to help implement this change, assuming its enactment.

9. It is recommended that the Governor establish a blue ribbon committee of limited size, that they work within a tight time framework, and that they develop strategy that would lay before the post-secondary community a detailed approach on the role of a new State Board of Higher Education and how its concerns for coordination and planning would be separable from institutional governance.

10. There is a recognizable hesitance expressed by the private colleges concerning a new State Board of Higher Education. It is recommended that representatives of private colleges be contacted for their opinions regarding possible areas of concern regarding a new state board and its interaction with their group.

11. It also appears that there may be opposition by the three major universities, which select their board members by partisan election, to change their selection process. There are alternatives to appointment by the Governor with the advice and consent of the Senate or a highly partisan election, i.e., a selection panel could recommend qualified people to both political parties. These individuals would be presumed to be of high caliber, with demonstrated interest in higher education, and not overly partisan. In this way, whoever wins the election, the institution is well served. Because this issue divides post-secondary education and apparently is

of high concern politically, it is recommended that an effort be made to find a compromise with the Governor's commission's recommendation that selection of all higher education boards be by appointment of the Governor with advice and consent of the Senate.

12. It is important that the opinions of the legislators and their staffs, the Governor and his staff, and others within state government be analyzed. There could be strong opposition on their part because of fears that a new state board would diminish their power. The need for their involvement and input should be recognized for their sophistication and impact. Their support should be recognized and solicited.

13. It is recommended that the area of "shadow governance" be studied and recognized. Sophisticated staff at all levels-- agencies, professional associations, unions, and other groups, through research and analysis, as well as formal and informal power, are directly influencing the final decision-making groups in governance, possibly without appropriate checks and balances. This area functions, to some degree, below an observable direct accountability level. It may help to bring about change without having to justify positions in the open market place of ideas, as do elected and appointed officials and the educational community. This area should be carefully studied and worked with, if legislation regarding a new State Board of Higher Education is to be implemented. Their influence and support are important.

14. It is necessary that the present state system of post-secondary education be explained more directly to the public.

It appears that because we do not have a highly formalized structure for state coordination, the assumption is made that we have none. Consequently, our system and its strong and weak points are not clearly understood or evaluated. As a result, the process is evaluated, rather than the results.

15. The writer, in studying the present post-secondary system of Michigan, was impressed with the fact that there is little longitudinal data regarding post-secondary education available in a synthesized form within the state. Consequently, it appears that many decisions are made on a year-to-year basis. The recommendation by the Governor's Commission was that the gathering, analysis, and dissemination of information should be an important function of a new State Board of Higher Education. The writer concurs with this recommendation.

16. It is further recommended that legislation be drafted that precludes faculty, administrators, students, and staff from serving on boards of control of their own institutions, thus directly addressing the conflict of interest issue.

17. It is recommended that community colleges now part of K-12 districts be requested through legislation to reorganize their districts and to function under a separate board of control. The issue of dividing all parts of the state into community college districts has arisen from time to time. At present, over 75% of the population is served within community college districts. It appears that the time is approaching when this issue of districting should once more be faced by the legislature and the executive office. A

position should be taken on a long-range basis that will eventually lead to the establishment of community college districts serving all of the citizens of the state.

18. It is recommended, and there appears to be little opposition within the post-secondary education field, that, if a new state board is established, its members should be appointed by the Governor with the advice and consent of the Senate; that its membership should be limited to between seven and fifteen; and that its chief executive officer should be appointed by that board. Further, the board, if established, should have its functions reviewed periodically.

19. One of the critical issues facing Michigan as well as many other parts of the world is the separation between education and the world of work. Michigan has a number of delivery systems for career training, when viewed from a broad post-secondary perspective. Some of these systems are in industry, business, unions, and the military, while others are in private and public educational institutions. The responsibility of educational institutions for levels of competency in career education is and will continue to be a key issue. It is recommended that this issue of the blend of liberal arts and vocational education, and what its role should be in post-secondary education, should be high on the agenda of a new State Board of Higher Education.

20. A new State Board of Higher Education or the executive office should study carefully and report publicly where the anticipated job opportunities will be in the near future for Michigan.

Further, the study should determine to what extent the institutions of our state are in step or out of step with the expressed needs of people seeking career opportunities.

21. It is imperative that a new State Board of Higher Education develop an agenda to deal with costs, competition for students, quality, resources, and diversity of programs, for these are issues high on the agenda of the educational institutions throughout the state.

22. Those studying the responsibilities for a new State Board of Higher Education should be sensitive to the fact that if this new board limits itself to collection of essential information, planning and assessing, advising the Governor and the legislature, and developing cooperative relationships between institutions, it will receive support from the post-secondary community. However, its style and the degree that its authority is subscribed by law will be the possible turning point for its success.

23. In the planning for a new state board, it is recommended that community colleges be an integrated part of the new board's responsibility.

24. It is recommended that community colleges' role in relation to baccalaureate degree granting be limited.

Speculative Reflections

If the foregoing recommendations are put into a meaningful perspective, it is necessary to develop some speculative reflections with the 80's in mind. The report of the Governor's Commission was

completed in 1974, and its conclusions were drawn on the views of post-secondary education in Michigan and the United States from that vantage point. The functions and processes of post-secondary education must be viewed differently today and in the future, since we are on the threshold of the greatest change in post-secondary education that this state or country have known.

As the Governor called to the attention of the commission, the past years may be viewed as some of the "golden years" in higher education. The future will be different, and higher education may not be the number one priority. For the future, mentioned in the 70's, is here today.

The pace of change in the area of learning will accelerate geometrically. Post-secondary education as well as the citizen now have the opportunity for delivery of much learning through new communication modes. A great deal of the learning that has been centered in the classroom will move to the home, industry, business, and other organizational and institutional settings. The campus will no longer be defined by bricks, mortar, and ivy. This revolution will impact the decision-making structure, academic staffs, and campuses. Evaluation of competency, rather than degrees, will be determined through criteria that possibly will be external to formal post-secondary education.

In the past, higher education has been the funnel which citizens went through to achieve their credentials for preparation for many occupations. With the delivery systems rapidly evolving that makes learning available to all segments of the population,

many groups external to higher education will involve themselves in setting up new criteria for career preparation. This will radically change many segments of post-secondary education.

The present structure of post-secondary education and its staffing patterns fit the past, not the future. These structures are formalized in Michigan with rigorous contracts that have been negotiated over a period of time. At the very time that Michigan post-secondary education needs to review its purposes and objectives and take on new directions, its human, physical, and financial structure is more tightly constrained than it ever was in the past.

If one views countries outside the United States and analyzes where institutions of higher learning have produced a surplus of people trained in the professions, one is quickly drawn to the conclusion that the very seeds of revolutionary change are sown when many of the people's occupational aspirations are unfulfilled and their career goals are frustrated and shunted into an explosive environment of unemployment or under-employment.

This issue, if not resolved, could have a detrimental effect not only on the lives of individuals and on the structure of institutions, but also on state and national governments.

At present Michigan post-secondary education is without sufficient information about its post-secondary system of education. The system has not taken full advantage of modern technology for information processing and retrieval. Our state desperately needs a management information system in post-secondary education, based not only on gathering information that would allow for longitudinal

studies, but also an anticipatory mode of decision-making. Change will be accelerated and decisions will be forced on a rapid time-frame basis that will make the 60's and 70's appear as a curious past. In the past new management techniques have been initiated by the executive office or the legislative fiscal agencies. These approaches appeared theoretically sound but practically they were difficult to administer because of the great differences among the institutions of post-secondary education.

If we are to manage our future, rather than be controlled by it, it is time that many of these issues be faced and that the management techniques and technology are made available to determine the pathways we wish to travel. However, it is important that a total involvement of the staffs of post-secondary institutions participate in a step-by-step implementation of an accurate data base for post-secondary education.

The post-secondary institutions of Michigan have agreed, through their organizations and analysis of their opinions, that they are willing to participate in an advisory approach for coordination and planning and gathering of data. It is just as important that the different agencies of state government reach an agreement on how they will cooperate in the development of an approach and be held accountable. This process will ensure that resources and trends of our post-secondary education system will meet the needs of our state in a most sensitive and efficient manner.

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ANALYSIS OF OPINIONS OF VOTERS AND KEY
EDUCATIONAL LEADERS TOWARD GOVERNANCE
OF POST-SECONDARY EDUCATION
IN MICHIGAN

VOLUME II

By

Philip J. Gannon

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

College of Administration of Higher Education

1979

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APPENDICES

APPENDIX A

TABLES

I.

CENTRALIZATION VS. DECENTRALIZATION--STATEWIDE,
VOLUNTARY, ADVISORY AND REGULATORY BOARDS

TABLE 1

QUESTION 1: For Michigan, the voluntary approach for governance and coordination for higher education is appropriate (Part 1, Q-6).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	14%	36%	50%	39%	4%	43%	2%	5%
Board Member	16%	36%	52%	28%	3%	31%	6%	11%
Faculty	11%	25%	36%	43%	10%	53%	5%	6%
Administrator	18%	28%	46%	38%	4%	42%	8%	4%

TABLE 1

QUESTION 1: For Michigan, the voluntary approach for governance and coordination for higher education is appropriate (Part 1, Q-6).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	14%	36%	50%	39%	4%	43%	2%	5%
Board Member	16%	36%	52%	28%	3%	31%	6%	11%
Faculty	11%	25%	36%	43%	10%	53%	5%	6%
Administrator	18%	28%	46%	38%	4%	42%	8%	4%

TABLE 1a

QUESTION 1a: For Michigan, the voluntary approach for governance and coordination for higher education is appropriate (Part 1, Q-6).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	13%	44%	57%	31%	6%	37%	--	6%
Public Community College	15%	34%	49%	31%	5%	36%	6%	9%
Four-Year Private College	12%	35%	47%	36%	3%	39%	7%	7%
Four-Year Public College	10%	32%	42%	45%	3%	48%	--	10%
Private Grad. and Univ.	28%	28%	56%	28%	--	28%	11%	5%
Public University	25%	25%	50%	34%	6%	40%	4%	6%

TABLE 1b

QUESTION 1b: For Michigan, the voluntary approach for governance and coordination for higher education is appropriate (Part 1, Q-6).

ORGANIZED FOR FORMAL BARGAINING

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	14%	35%	49%	32%	3%	35%	10%	6%
Yes	16%	32%	48%	34%	5%	39%	4%	9%

TABLE 1c

QUESTION 1c: For Michigan, the voluntary approach for governance and coordination for higher education is appropriate (Part 1, Q-6).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	15%	35%	50%	33%	3%	36%	5%	9%
Board More Than 10 Years	15%	36%	51%	27%	4%	31%	6%	12%
Faculty Less Than 10 Years	13%	30%	43%	30%	9%	39%	9%	9%
Faculty More Than 10 Years	10%	26%	36%	46%	10%	56%	3%	5%
Admin. Less Than 10 Years	14%	25%	39%	32%	7%	39%	11%	11%
Admin. More Than 10 Years	21%	27%	48%	44%	2%	46%	6%	--

TABLE 2

QUESTION 2: For Michigan, the advisory approach for governance and coordination for higher education is appropriate (Part 1, Q-7).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	5%	48%	53%	21%	4%	25%	14%	8%
Board Member	9%	46%	55%	17%	4%	21%	12%	12%
Faculty	13%	46%	59%	24%	2%	26%	9%	6%
Administrator	8%	60%	68%	20%	3%	23%	6%	3%

TABLE 2a

QUESTION 2a: For Michigan, the advisory approach for governance and coordination for higher education is appropriate (Part 1, Q-7).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	13%	44%	57%	25%	--	25%	12%	6%
Public Community College	7%	53%	60%	16%	5%	21%	8%	11%
Four-Year Private College	6%	44%	50%	23%	2%	25%	18%	7%
Four-Year Public College	13%	45%	58%	25%	--	25%	11%	6%
Private Grad. and Univ.	11%	44%	55%	28%	--	28%	11%	6%
Public University	17%	49%	66%	15%	5%	20%	8%	6%

TABLE 2b

QUESTION 2b: For Michigan, the advisory approach for governance and coordination for higher education is appropriate (Part 1, Q-7).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	7%	40%	47%	24%	1%	25%	20%	8%
Yes	9%	52%	61%	18%	4%	22%	8%	9%

TABLE 2c

QUESTION 2c: For Michigan, the advisory approach for governance and coordination for higher education is appropriate (Part 1, Q-7).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	8%	47%	55%	20%	4%	24%	10%	11%
Board More Than 10 Years	9%	45%	54%	15%	4%	19%	15%	12%
Faculty Less Than 10 Years	22%	39%	61%	22%	--	22%	4%	13%
Faculty More Than 10 Years	8%	51%	59%	23%	3%	26%	13%	2%
Administrator Less Than 10 Years	4%	53%	57%	21%	4%	25%	14%	4%
Administrator More Than 10 Years	10%	65%	75%	19%	2%	21%	2%	2%

TABLE 3

QUESTION 3: For Michigan, a regulatory approach for governance and coordination for higher education is appropriate (Part 1, Q-8).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	--	14%	14%	39%	38%	77%	5%	4%
Board Member	3%	8%	11%	37%	37%	74%	5%	10%
Faculty	3%	13%	16%	27%	41%	68%	5%	11%
Administrator	1%	5%	6%	39%	45%	84%	4%	6%

TABLE 3a

QUESTION 3a: For Michigan, a regulatory approach for governance and coordination for higher education is appropriate (Part 1, Q-8).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	19%	19%	56%	19%	75%	--	6%
Public Community College	2%	6%	8%	33%	43%	76%	7%	9%
Four-Year Private College	3%	11%	14%	39%	36%	75%	4%	7%
Four-Year Public College	3%	16%	19%	39%	36%	75%	--	6%
Private Grad. and Univ.	--	11%	11%	33%	28%	61%	11%	17%
Public University	3%	8%	11%	37%	43%	80%	1%	8%

TABLE 3b

QUESTION 3b: For Michigan, a regulatory approach for governance and coordination for higher education is appropriate (Part 1, Q-8).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	2%	10%	12%	39%	33%	72%	7%	9%
Yes	2%	9%	11%	36%	41%	77%	4%	8%

TABLE 3c

QUESTION 3c: For Michigan, a regulatory approach for governance and coordination for higher education is appropriate (Part 1, Q-8).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	1%	10%	11%	42%	35%	77%	4%	8%
Board More Than 10 Years	4%	10%	14%	30%	40%	70%	6%	10%
Faculty Less Than 10 Years	--	13%	13%	35%	43%	78%	--	9%
Faculty More Than 10 Years	5%	10%	15%	26%	38%	64%	8%	13%
Administrator Less Than 10 Years	--	7%	7%	43%	39%	82%	7%	4%
Administrator More Than 10 Years	2%	4%	6%	36%	50%	86%	2%	6%

TABLE 4

QUESTION 4: The functions and responsibilities of the present State Board of Education should be limited constitutionally to leadership, general supervision, planning and coordination for elementary and secondary education only (Part 1, Q-26).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	18%	47%	65%	13%	4%	17%	16%	2%
Board Member	20%	48%	68%	15%	2%	17%	8%	7%
Faculty	30%	40%	70%	10%	2%	12%	9%	9%
Administrator	29%	33%	62%	22%	4%	26%	7%	5%

TABLE 4a

QUESTION 4a: The functions and responsibilities of the present State Board of Education should be limited constitutionally to leadership, general supervision, planning and coordination for elementary and secondary education only (Part 1, Q-26).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	13%	33%	46%	33%	--	33%	7%	14%
Public Community College	29%	44%	73%	13%	1%	14%	8%	5%
Four-Year Private College	8%	50%	58%	16%	4%	20%	14%	8%
Four-Year Public College	42%	26%	68%	16%	7%	23%	3%	6%
Private Grad. and Univ.	6%	29%	35%	35%	6%	41%	6%	18%
Public University	31%	49%	80%	6%	2%	8%	9%	3%

TABLE 4b

QUESTION 4b: The functions and responsibilities of the present State Board of Education should be limited constitutionally to leadership, general supervision, planning and coordination for elementary and secondary education only (Part 1, Q-26).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	9%	41%	50%	27%	6%	33%	8%	9%
Yes	27%	45%	72%	12%	1%	13%	9%	6%

TABLE 4c

QUESTION 4c: The functions and responsibilities of the present State Board of Education should be limited constitutionally to leadership, general supervision, planning and coordination for elementary and secondary education only (Part 1, Q-26).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	19%	47%	66%	16%	2%	18%	9%	7%
Board More Than 10 Years	21%	50%	71%	12%	1%	13%	12%	4%
Faculty Less Than 10 Years	31%	39%	70%	17%	--	17%	4%	9%
Faculty More Than 10 Years	28%	38%	66%	8%	3%	11%	13%	10%
Administrator Less Than 10 Years	25%	29%	54%	29%	3%	32%	11%	3%
Administrator More Than 10 Years	33%	36%	69%	17%	4%	21%	4%	6%

II.

GOVERNANCE

TABLE 5

QUESTION 5: The 1963 Michigan constitution is ambiguous regarding the authority of the State Board of Education and the boards of public baccalaureate institutions regarding planning and coordination (Part 1, Q-32).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	7%	44%	51%	9%	2%	11%	20%	18%
Board Member	8%	38%	46%	10%	3%	13%	18%	23%
Faculty	11%	35%	46%	8%	3%	11%	16%	27%
Administrator	10%	45%	55%	11%	8%	19%	8%	18%

TABLE 5a

QUESTION 5a: The 1963 Michigan constitution is ambiguous regarding the authority of the State Board of Education and the boards of public baccalaureate institutions regarding planning and coordination (Part 1, Q-32).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	60%	60%	7%	--	7%	7%	26%
Public Community College	9%	45%	54%	7%	1%	8%	17%	21%
Four-Year Private College	5%	38%	43%	2%	2%	4%	20%	33%
Four-Year Public College	16%	26%	42%	16%	16%	32%	7%	19%
Private Grad. and Univ.	6%	18%	24%	18%	6%	24%	29%	23%
Public University	15%	36%	51%	29%	6%	35%	12%	2%

TABLE 5b

QUESTION 5b: The 1963 Michigan constitution is ambiguous regarding the authority of the State Board of Education and the boards of public baccalaureate institutions regarding planning and coordination (Part 1, Q-32).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	1%	38%	39%	5%	4%	9%	19%	33%
Yes	11%	40%	51%	11%	3%	14%	16%	19%

TABLE 5c

QUESTION 5c: The 1963 Michigan constitution is ambiguous regarding the authority of the State Board of Education and the boards of public baccalaureate institutions regarding planning and coordination (Part 1, Q-32).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	6%	38%	44%	11%	2%	13%	19%	24%
Board More Than 10 Years	13%	40%	53%	8%	3%	11%	17%	19%
Faculty Less Than 10 Years	9%	31%	40%	4%	4%	8%	17%	35%
Faculty More Than 10 Years	13%	36%	49%	10%	2%	12%	13%	26%
Administrator Less Than 10 Years	4%	46%	50%	7%	4%	11%	14%	25%
Administrator More Than 10 Years	15%	46%	61%	13%	10%	23%	4%	12%

TABLE 6

QUESTION 6: There should be a constitutional revision to allow for establishment of a new State Board for Higher Education if its responsibilities are limited to general planning and coordination of all education beyond the secondary level, with advisory, not mandatory authority (Part 1, Q-33).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	14%	49%	63%	13%	4%	17%	11%	9%
Board Member	12%	47%	59%	15%	7%	22%	9%	10%
Faculty	14%	35%	49%	17%	8%	25%	18%	8%
Administrator	22%	45%	67%	11%	5%	16%	10%	7%

TABLE 6a

QUESTION 6a: There should be a constitutional revision to allow for establishment of a new State Board for Higher Education if its responsibilities are limited to general planning and coordination of all education beyond the secondary level, with advisory, not mandatory authority (Part 1, Q-33).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	7%	53%	60%	20%	--	20%	13%	7%
Public Community College	19%	50%	69%	8%	5%	13%	9%	9%
Four-Year Private College	10%	46%	56%	14%	6%	20%	13%	11%
Four-Year Public College	13%	32%	45%	26%	6%	32%	13%	10%
Private Grad. and Univ.	6%	24%	30%	29%	6%	35%	23%	12%
Public University	18%	37%	55%	25%	12%	37%	8%	--

TABLE 6b

QUESTION 6b: There should be a constitutional revision to allow for establishment of a new State Board for Higher Education if its responsibilities are limited to general planning and coordination of all education beyond the secondary level, with advisory, not mandatory authority (Part 1, Q-33).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	11%	38%	49%	22%	5%	27%	16%	8%
Yes	16%	47%	63%	12%	7%	19%	9%	9%

TABLE 6c

QUESTION 6c: There should be a constitutional revision to allow for establishment of a new State Board for Higher Education if its responsibilities are limited to general planning and coordination of all education beyond the secondary level, with advisory, not mandatory authority (Part 1, Q-33).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	10%	47%	57%	14%	8%	22%	11%	10%
Board More Than 10 Years	18%	47%	65%	15%	5%	20%	7%	8%
Faculty Less Than 10 Years	13%	39%	52%	13%	9%	22%	22%	4%
Faculty More Than 10 Years	13%	33%	46%	21%	8%	29%	15%	10%
Administrator Less Than 10 Years	18%	43%	61%	21%	--	21%	11%	7%
Administrator More Than 10 Years	27%	46%	73%	4%	8%	12%	9%	6%

TABLE 7

QUESTION 7: There should be a constitutional revision and vote of the people to allow for establishment of a new State Board for Higher Education with regulatory authority for general planning and coordination (Part 1, Q-34).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	6%	9%	15%	42%	27%	69%	7%	9%
Board Member	5%	11%	16%	39%	31%	70%	5%	9%
Faculty	5%	11%	16%	41%	24%	65%	11%	8%
Administrator	--	13%	13%	43%	33%	76%	8%	3%

TABLE 7a

QUESTION 7a: There should be a constitutional revision and vote of the people to allow for establishment of a new State Board for Higher Education with regulatory authority for general planning and coordination (Part 1, Q-34).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	13%	13%	60%	20%	80%	--	7%
Public Community College	5%	10%	15%	43%	28%	71%	5%	9%
Four-Year Private College	4%	13%	17%	42%	21%	63%	13%	7%
Four-Year Public College	--	16%	16%	32%	42%	74%	3%	7%
Private Grad. and Univ.	6%	23%	29%	29%	24%	53%	12%	6%
Public University	5%	6%	11%	31%	52%	83%	3%	3%

TABLE 7b

QUESTION 7b: There should be a constitutional revision and vote of the people to allow for establishment of a new State Board for Higher Education with regulatory authority for general planning and coordination (Part 1, Q-34).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	1%	16%	17%	44%	23%	67%	11%	5%
Yes	5%	10%	15%	39%	32%	71%	5%	9%

TABLE 7c

QUESTION 7c: There should be a constitutional revision and vote of the people to allow for establishment of a new State Board for Higher Education with regulatory authority for general planning and coordination (Part 1, Q-34).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	4%	10%	14%	38%	31%	69%	6%	11%
Board More Than 10 Years	5%	14%	19%	41%	29%	70%	5%	6%
Faculty Less Than 10 Years	4%	4%	8%	39%	18%	57%	18%	17%
Faculty More Than 10 Years	5%	18%	23%	41%	28%	69%	5%	3%
Administrator Less Than 10 Years	--	7%	7%	43%	29%	72%	18%	3%
Administrator More Than 10 Years	--	15%	15%	46%	35%	81%	2%	2%

TABLE 8

QUESTION 8: Coordination and planning for higher education should be brought about by statutory enactment (Part 1, Q-31).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	2%	42%	44%	23%	7%	30%	13%	13%
Board Member	3%	33%	36%	26%	8%	34%	15%	15%
Faculty	6%	44%	50%	18%	5%	23%	16%	11%
Administrator	8%	22%	30%	28%	6%	34%	24%	12%

TABLE 8a

QUESTION 8a: Coordination and planning for higher education should be brought about by statutory enactment (Part 1, Q-31).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	27%	27%	47%	--	47%	13%	13%
Public Community College	6%	36%	42%	19%	9%	28%	16%	14%
Four-Year Private College	--	33%	33%	23%	4%	27%	24%	16%
Four-Year Public College	3%	39%	42%	32%	10%	42%	7%	9%
Private Grad. and Univ.	6%	18%	24%	35%	6%	41%	18%	17%
Public University	11%	32%	43%	32%	11%	43%	6%	8%

TABLE 8b

QUESTION 8b: Coordination and planning for higher education should be brought about by statutory enactment (Part 1, Q-31).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	--	25%	25%	34%	5%	39%	23%	13%
Yes	6%	36%	42%	22%	8%	30%	14%	14%

TABLE 8c

QUESTION 8c: Coordination and planning for higher education should be brought about by statutory enactment (Part 1, Q-31).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	3%	35%	38%	26%	8%	34%	13%	15%
Board More Than 10 Years	4%	33%	37%	25%	8%	33%	16%	14%
Faculty Less Than 10 Years	9%	35%	44%	22%	--	22%	26%	8%
Faculty More Than 10 Years	5%	49%	54%	15%	8%	23%	13%	10%
Administrator Less Than 10 Years	4%	18%	22%	36%	--	36%	28%	14%
Administrator Less Than 10 Years	10%	27%	37%	23%	10%	33%	19%	11%

TABLE 9

QUESTION 9: Coordination and planning for higher education should be brought about by constitutional change (Part 1, Q-30).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	4%	31%	35%	31%	9%	40%	14%	11%
Board Member	5%	33%	38%	29%	11%	40%	14%	8%
Faculty	5%	14%	19%	38%	13%	51%	19%	11%
Administrator	5%	34%	39%	27%	5%	32%	21%	8%

TABLE 9a

QUESTION 9a: Coordination and planning for higher education should be brought about by constitutional change (Part I, Q-30).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	47%	47%	27%	7%	34%	6%	13%
Public Community College	8%	32%	40%	23%	10%	33%	17%	10%
Four-Year Private College	2%	29%	31%	34%	8%	42%	20%	7%
Four-Year Public College	3%	19%	22%	48%	7%	55%	16%	7%
Private Grad. and Univ.	6%	29%	35%	29%	6%	35%	12%	18%
Public University	3%	28%	31%	40%	17%	57%	8%	4%

TABLE 9b

QUESTION 9b: Coordination and planning for higher education should be brought about by constitutional change (Part 1, Q-30).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	2%	34%	36%	32%	7%	39%	16%	9%
Yes	5%	29%	34%	30%	11%	41%	16%	9%

TABLE 9c

QUESTION 9c: Coordination and planning for higher education should be brought about by constitutional change (Part 1, Q-30).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	3%	31%	34%	30%	12%	42%	15%	9%
Board More Than 10 Years	6%	35%	41%	29%	8%	37%	13%	9%
Faculty Less Than 10 Years	4%	9%	13%	43%	13%	56%	22%	9%
Faculty More Than 10 Years	3%	18%	21%	36%	13%	49%	20%	10%
Administrator Less Than 10 Years	7%	25%	32%	36%	--	36%	18%	14%
Administrator More Than 10 Years	6%	40%	46%	21%	8%	29%	21%	4%

III.

STATEWIDE PLANNING

TABLE 10

QUESTION 10: The present approach for planning and coordination for higher education in Michigan will meet the needs of the future (Part 1, Q-3).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	2%	25%	27%	41%	11%	52%	11%	10%
Board Member	2%	28%	30%	37%	6%	43%	15%	12%
Faculty	1%	16%	17%	48%	13%	61%	8%	14%
Administrator	2%	21%	23%	51%	8%	59%	13%	5%

TABLE 10a

QUESTION 10a: The present approach for planning and coordination for higher education in Michigan will meet the needs of the future (Part 1, Q-3).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	44%	44%	38%	--	38%	6%	12%
Public Community College	2%	22%	24%	43%	13%	56%	10%	10%
Four-Year Private College	3%	20%	23%	37%	7%	44%	21%	12%
Four-Year Public College	3%	23%	26%	42%	6%	48%	3%	23%
Private Grad. and Univ.	--	28%	28%	39%	--	39%	17%	16%
Public University	2%	35%	37%	48%	2%	50%	9%	4%

TABLE 10b

QUESTION 10b: The present approach for planning and coordination for higher education in Michigan will meet the needs of the future (Part 1, Q-3).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	3%	23%	26%	32%	3%	35%	27%	12%
Yes	1%	25%	26%	44%	10%	54%	9%	11%

TABLE 10c

QUESTION 10c: The present approach for planning and coordination for higher education in Michigan will meet the needs of the future (Part 1, Q-3).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	2%	27%	29%	38%	6%	44%	15%	12%
Board More Than 10 Years	2%	28%	30%	37%	9%	46%	12%	12%
Faculty Less Than 10 Years	--	22%	22%	35%	17%	52%	4%	22%
Faculty More Than 10 Years	3%	15%	18%	54%	10%	64%	8%	10%
Administrator Less Than 10 Years	--	29%	29%	39%	7%	46%	21%	4%
Administrator More Than 10 Years	2%	15%	17%	58%	8%	66%	11%	6%

TABLE 11

QUESTION 11: Consideration of statewide planning and coordination for Michigan higher education are separable from concerns of institutional governance (Part 1, Q-4).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	9%	36%	45%	30%	19%	49%	2%	4%
Board Member	8%	40%	48%	33%	6%	39%	5%	8%
Faculty	5%	32%	37%	41%	13%	54%	6%	3%
Administrator	15%	34%	49%	33%	15%	48%	2%	1%

TABLE 11a

QUESTION 11a: Consideration of statewide planning and coordination for Michigan higher education are separable from concerns of institutional governance (Part 1, Q-4).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	6%	38%	44%	44%	--	44%	6%	6%
Public Community College	7%	38%	45%	32%	14%	46%	4%	5%
Four-Year Private College	10%	38%	48%	33%	6%	39%	7%	6%
Four-Year Public College	26%	35%	61%	23%	10%	33%	3%	3%
Private Grad. and Univ.	6%	50%	56%	17%	11%	28%	5%	11%
Public University	5%	31%	36%	46%	11%	57%	1%	6%

TABLE 11b

QUESTION 11b: Consideration of statewide planning and coordination for Michigan higher education are separable from concerns of institutional governance (Part 1, Q-4).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	11%	38%	49%	33%	3%	36%	7%	8%
Yes	8%	37%	45%	34%	12%	46%	4%	5%

TABLE 11c

QUESTION 11c: Consideration of statewide planning and coordination for Michigan higher education are separable from concerns of institutional governance (Part 1, Q-4).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	8%	40%	48%	31%	9%	40%	4%	8%
Board More Than 10 Years	8%	36%	44%	36%	8%	44%	5%	7%
Faculty Less Than 10 Years	--	30%	30%	48%	9%	57%	4%	9%
Faculty More Than 10 Years	8%	31%	39%	36%	18%	54%	7%	--
Administrator Less Than 10 Years	7%	29%	36%	46%	7%	53%	7%	4%
Administrator More Than 10 Years	19%	37%	56%	27%	17%	44%	--	--

TABLE 12

QUESTION 12: Statutory basis should provide for involving the state's independent colleges and universities and the private trade, technical and business schools in the overall planning and coordination process of this proposed board (Part II, Q-7).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	17%	47%	64%	9%	9%	18%	11%	7%
Board Member	13%	54%	67%	13%	6%	19%	7%	7%
Faculty	30%	48%	78%	9%	3%	12%	2%	8%
Administrator	22%	51%	73%	11%	4%	15%	8%	4%

TABLE 12a

QUESTION 12a: Statutory basis should provide for involving the state's independent colleges and universities and the private trade, technical and business schools in the overall planning and coordination process of this proposed board (Part II, Q-7).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	20%	73%	93%	--	--	--	--	7%
Public Community College	14%	61%	75%	9%	6%	15%	5%	5%
Four-Year Private College	25%	47%	72%	11%	4%	15%	6%	7%
Four-Year Public College	7%	32%	39%	32%	10%	42%	3%	16%
Private Grad. and Univ.	23%	23%	46%	12%	12%	24%	18%	12%
Public University	15%	46%	61%	11%	8%	19%	15%	5%

TABLE 12b

QUESTION 12b: Statutory basis should provide for involving the state's independent colleges and universities and the private trade, technical and business schools in the overall planning and coordination process of this proposed board (Part II, Q-7).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	25%	45%	70%	12%	5%	17%	6%	7%
Yes	16%	54%	70%	11%	6%	17%	7%	6%

TABLE 12c

QUESTION 12c: Statutory basis should provide for involving the state's independent colleges and universities and the private trade, technical and business schools in the overall planning and coordination process of this proposed board (Part II, Q-7).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	13%	54%	67%	12%	8%	20%	7%	6%
Board More Than 10 Years	15%	50%	65%	13%	4%	17%	9%	9%
Faculty Less Than 10 Years	30%	52%	82%	9%	--	9%	--	9%
Faculty More Than 10 Years	28%	46%	74%	10%	5%	15%	3%	8%
Administrator Less Than 10 Years	18%	43%	61%	11%	7%	18%	14%	7%
Administrator More Than 10 Years	27%	54%	81%	11%	2%	13%	4%	2%

IV.

INSTITUTIONAL AUTONOMY

TABLE 13

QUESTION 13: One of the strengths of higher education in Michigan is the relative independence of the boards of control (Part 1, Q-9).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	43%	45%	88%	12%	--	12%	--	--
Board Member	40%	48%	88%	4%	--	4%	2%	6%
Faculty	19%	40%	59%	22%	5%	27%	9%	5%
Administrator	36%	46%	82%	9%	4%	13%	4%	1%

TABLE 13a

QUESTION 13a: One of the strengths of higher education in Michigan is the relative independence of the boards of control (Part 1, Q-9).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	25%	69%	94%	--	--	--	6%	--
Public Community College	38%	46%	84%	8%	2%	10%	2%	4%
Four-Year Private College	20%	53%	73%	13%	2%	15%	6%	6%
Four-Year Public College	58%	29%	87%	10%	--	10%	--	3%
Private Grad. and Univ.	28%	50%	78%	17%	--	17%	5%	--
Public University	62%	34%	96%	2%	1%	3%	1%	--

TABLE 13b

QUESTION 13b: One of the strengths of higher education in Michigan is the relative independence of the boards of control (Part 1, Q-9).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	21%	60%	81%	6%	2%	8%	5%	6%
Yes	41%	42%	83%	10%	1%	11%	3%	3%

TABLE 13c

QUESTION 13c: One of the strengths of higher education in Michigan is the relative independence of the boards of control (Part 1, Q-9).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	38%	47%	85%	7%	1%	8%	2%	5%
Board More Than 10 Years	44%	47%	91%	4%	--	4%	1%	4%
Faculty Less Than 10 Years	18%	52%	70%	13%	--	13%	4%	13%
Faculty More Than 10 Years	21%	33%	54%	28%	8%	36%	10%	--
Administrator Less Than 10 Years	18%	61%	79%	7%	3%	10%	11%	--
Administrator More Than 10 Years	46%	38%	84%	10%	4%	14%	--	2%

TABLE 14

QUESTION 14: Present boards of control for public colleges and universities should be discontinued and these colleges and universities placed under direction of a single statewide board (Part 1, Q-10).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	--	13%	13%	18%	68%	86%	1%	--
Board Member	3%	2%	5%	28%	62%	90%	2%	3%
Faculty	6%	14%	20%	30%	40%	70%	5%	5%
Administrator	3%	8%	11%	33%	51%	84%	5%	--

TABLE 14a

QUESTION 14a: Present boards of control for public colleges and universities should be discontinued and these colleges and universities placed under direction of a single statewide board (Part 1, Q-10).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	13%	13%	56%	25%	81%	6%	--
Public Community College	3%	3%	6%	20%	71%	91%	1%	2%
Four-Year Private College	4%	11%	15%	38%	35%	73%	7%	5%
Four-Year Public College	--	3%	3%	26%	68%	94%	3%	--
Private Grad. and Univ.	6%	22%	28%	56%	11%	67%	--	5%
Public University	2%	2%	4%	15%	80%	95%	--	1%

TABLE 14b

QUESTION 14b: Present boards of control for public colleges and universities should be discontinued and these colleges and universities placed under direction of a single statewide board (Part 1, Q-10).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	2%	12%	14%	44%	32%	76%	5%	5%
Yes	3%	5%	8%	23%	65%	88%	2%	2%

TABLE 14c

QUESTION 14c: Present boards of control for public colleges and universities should be discontinued and these colleges and universities placed under direction of a single statewide board (Part 1, Q-10).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	2%	4%	6%	30%	62%	92%	1%	1%
Board More Than 10 Years	5%	4%	9%	20%	64%	84%	2%	5%
Faculty Less Than 10 Years	--	4%	4%	39%	44%	83%	4%	9%
Faculty More Than 10 Years	10%	20%	30%	26%	36%	62%	5%	3%
Administrator Less Than 10 Years	7%	11%	18%	39%	39%	78%	4%	--
Administrator More Than 10 Years	--	6%	6%	27%	61%	88%	6%	--

TABLE 15

HYPOTHESIS VIII: There will not be a majority of institutional responses of public colleges and universities who will agree that the present institutional boards should be replaced with a single statewide board.

TYPE OF INSTITUTION AND INSTITUTIONAL RESPONDENTS' OPINIONS
TOWARD REPLACEMENT OF PRESENT INSTITUTIONAL BOARDS WITH
A SINGLE STATEWIDE BOARD

ATTITUDES AND OPINIONS TOWARD
A SINGLE STATEWIDE BOARD

Type of Institution	Disagree	Agree	Total
Public	94.62% (N = 264)	5.38% (N = 15)	100% (N = 279)
Private	81.56% (N = 115)	18.44% (N = 26)	100% (N = 141)

$$\chi^2 = 16.6924 \quad P < .0001$$

TABLE 16

HYPOTHESIS IX: The majority of institutional respondents with more experience in higher education will not favor replacing the present institutional boards with a single statewide board.

INSTITUTIONAL RESPONDENTS' LEVEL OF EXPERIENCE IN HIGHER
EDUCATION AND THEIR OPINIONS TOWARD REPLACEMENT OF
PRESENT BOARDS WITH SINGLE STATEWIDE BOARD

REPLACEMENT OF PRESENT INSTITUTIONAL BOARDS
WITH SINGLE STATEWIDE BOARD

Level of Experience	Disagree	Agree	Total
More (10 or more years)	86.42% (N = 159)	13.58% (N = 25)	100% (N = 184)
Less (9 or fewer years)	92.85% (N = 221)	7.15% (N = 17)	100% (N = 238)

$$\chi^2 = 4.1162 \quad P < .05$$

TABLE 17

HYPOTHESIS X: The majority of voters will not favor replacement of the present college and university boards by a statewide board of control, rather than favor the replacement.

MICHIGAN VOTERS' OPINIONS TOWARD REPLACEMENT OF PRESENT INSTITUTIONAL
BOARDS WITH A SINGLE STATEWIDE BOARD FOR
PUBLIC COLLEGES AND UNIVERSITIES

REPLACEMENT OF INSTITUTIONAL BOARDS

Do Not Favor	Favor	Total
66.78%	33.22%	100%
(N = 197)	(N = 98)	(N = 295)

$$\chi^2 = 33.2237 \quad P < .0001$$

TABLE 18

QUESTION 18: In your opinion, should the present governing board members for Michigan public colleges and universities be replaced by a single statewide board (Part I, Q-10b).

SAMPLE MICHIGAN VOTERS' OPINIONS

Yes	No	Other	Don't Know	No Response
24%	48%	1%	26%	1%

TABLE 18a

QUESTION 18a: In your opinion, should the present governing boards of Michigan public colleges and universities be replaced by a single statewide board (Part 1, Q-10b)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(BY RACIAL CHARACTERISTICS)

Racial Characteristic	Yes	No	Other	Don't Know	No Response
White	22%	51%	1%	25%	1%
Minority	35%	33%	2%	30%	--

TABLE 18b

QUESTION 18b: In your opinion, should the present governing board members for Michigan public colleges and universities be replaced by a single statewide board (Part 1, Q-10b).

SAMPLE MICHIGAN VOTERS' OPINIONS
(GEOGRAPHICAL)

Area	Yes	No	Don't Know	Other	No Response
Central	21%	58%	20%	1%	--
Southeast	24%	45%	29%	1%	1%
Upper Peninsula	20%	60%	20%	--	--
Western	27%	45%	25%	1%	2%

TABLE 18c

QUESTION 18c: In your opinion, should the present governing board members for Michigan public colleges and universities be replaced by a single statewide board (Part 1, Q-10b)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(URBANIZATION)

Area	Yes	No	Don't Know	Other	No Response
Central City	31%	38%	30%	1%	--
Farm	39%	44%	17%	--	--
Rural	18%	55%	22%	5%	--
Small City	21%	53%	25%	--	1%
Suburb	21%	48%	28%	1%	2%

TABLE 19

QUESTION 19: In your opinion, if Michigan were to have a statewide governing board for public higher education, should it center its activities on advice or should it regulate (Part 1, Q-10c)?

SAMPLE MICHIGAN VOTERS' OPINIONS

Advise	Regulate	No Opinion	Don't Know	No Response
40%	38%	8%	13%	1%

TABLE 19a

QUESTION 19a: In your opinion, if Michigan were to have a statewide governing board for public higher education, should it center its activities on advice or should it regulate (Part 1, Q-10c)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(BY RACIAL CHARACTERISTICS)

Racial Characteristic	Advise	Regulate	No Opinion	Don't Know	No Response
White	43%	35%	9%	12%	1%
Minority	27%	51%	5%	14%	2%

TABLE 19b

QUESTION 19b: In your opinion, if Michigan were to have a statewide governing board for public higher education, should it center its activities on advice or should it regulate (Part 1, Q-10c)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(GEOGRAPHICAL)

Area	Advise	Regulate	Don't Know	No Response
Central	38%	41%	20%	1%
Southeast	35%	41%	23%	1%
Upper Peninsula	60%	27%	13%	--
Western	51%	28%	19%	2%

TABLE 19c

QUESTION 19c: In your opinion, if Michigan were to have a statewide board for public higher education, should it center its activities on advice or should it regulate (Part 1, Q-10c)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(URBANIZATION)

Area	Advise	Regulate	Don't Know	No Response
Central City	35%	46%	17%	2%
Farm	39%	44%	17%	--
Rural	47%	33%	18%	2%
Small City	39%	39%	22%	--
Suburb	42%	33%	24%	1%

TABLE 20

QUESTION 20: There is a substantial support in the educational community for creation of a separate State Board of Higher Education with advisory powers (Part 1, Q-27).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	5%	42%	47%	13%	4%	17%	13%	23%
Board Member	6%	27%	33%	15%	6%	21%	19%	27%
Faculty	11%	37%	48%	11%	3%	14%	14%	24%
Administrator	20%	32%	52%	13%	1%	14%	10%	24%

TABLE 20a

QUESTION 20a: There is a substantial support in the educational community for creation of a separate State Board of Higher Education with advisory powers (Part 1, Q-27).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	40%	40%	33%	--	33%	13%	14%
Public Community College	11%	38%	49%	11%	4%	15%	14%	22%
Four-Year Private College	5%	29%	34%	10%	2%	12%	20%	34%
Four-Year Public College	10%	32%	42%	29%	10%	39%	3%	16%
Private Grad. and Univ.	--	6%	6%	--	--	--	29%	65%
Public University	15%	19%	34%	23%	9%	32%	19%	15%

TABLE 20b

QUESTION 20b: There is a substantial support in the educational community for creation of a separate State Board of Higher Education with advisory powers (Part 1, Q-27).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	1%	31%	32%	10%	3%	13%	17%	38%
Yes	11%	31%	42%	15%	5%	20%	16%	22%

TABLE 20c

QUESTION 20c: There is a substantial support in the educational community for creation of a separate State Board of Higher Education with advisory powers (Part I, Q-27).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	4%	28%	32%	15%	7%	22%	18%	28%
Board More Than 10 Years	9%	33%	42%	13%	3%	16%	18%	24%
Faculty Less Than 10 Years	13%	35%	48%	22%	--	22%	8%	22%
Faculty More Than 10 Years	10%	36%	46%	5%	5%	10%	18%	26%
Administrator Less Than 10 Years	11%	25%	36%	18%	--	18%	18%	28%
Administrator More Than 10 Years	25%	38%	63%	10%	2%	12%	6%	19%

TABLE 21

QUESTION 21: There is substantial legislative support for creation of a separate State Board of Higher Education with advisory powers (Part 1, Q-28).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	--	18%	18%	9%	5%	14%	26%	42%
Board Member	2%	15%	17%	11%	3%	14%	25%	44%
Faculty	3%	8%	11%	8%	2%	10%	17%	62%
Administrator	5%	13%	18%	15%	1%	16%	24%	42%

TABLE 21a

QUESTION 21a: There is substantial legislative support for creation of a separate State Board of Higher Education with advisory powers (Part 1, Q-28).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	13%	13%	33%	--	33%	20%	34%
Public Community College	3%	17%	20%	7%	3%	10%	25%	45%
Four-Year Private College	3%	14%	17%	7%	2%	9%	27%	47%
Four-Year Public College	--	3%	3%	13%	10%	23%	13%	61%
Private Grad. and Univ.	--	--	--	6%	--	6%	23%	71%
Public University	3%	12%	15%	25%	3%	28%	20%	37%

TABLE 21b

QUESTION 21b: There is substantial legislative support for creation of a separate State Board of Higher Education with advisory powers (Part 1, Q-28).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	1%	11%	12%	11%	2%	13%	25%	50%
Yes	3%	15%	18%	11%	3%	14%	23%	45%

TABLE 21c

QUESTION 21c: There is substantial legislative support for creation of a separate State Board of Higher Education with advisory powers (Part 1, Q-28).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	1%	15%	16%	10%	3%	13%	24%	47%
Board More Than 10 Years	3%	15%	18%	12%	3%	15%	27%	40%
Faculty Less Than 10 Years	4%	--	4%	13%	--	13%	18%	65%
Faculty More Than 10 Years	3%	13%	16%	3%	2%	5%	18%	61%
Administrator Less Than 10 Years	--	4%	4%	21%	--	21%	29%	46%
Administrator More Than 10 Years	8%	19%	27%	12%	2%	14%	21%	38%

TABLE 22

QUESTION 22: There is substantial support in the executive office for creation of a separate State Board of Education with advisory powers (Part 1, Q-29).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	--	38%	38%	7%	4%	11%	20%	31%
Board Member	4%	20%	24%	8%	2%	10%	25%	41%
Faculty	5%	13%	18%	3%	--	3%	19%	60%
Administrator	5%	22%	27%	11%	--	11%	25%	37%

TABLE 22a

QUESTION 22a: There is substantial support in the executive office for creation of a separate State Board of Education with advisory powers (Part 1, Q-29).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	13%	13%	33%	--	33%	14%	40%
Public Community College	3%	21%	24%	5%	2%	7%	25%	44%
Four-Year Private College	2%	20%	22%	8%	2%	10%	25%	43%
Four-Year Public College	13%	19%	32%	10%	3%	13%	13%	42%
Private Grad. and Univ.	--	--	--	--	--	--	29%	71%
Public University	5%	35%	40%	9%	2%	11%	23%	26%

TABLE 22b

QUESTION 22b: There is substantial support in the executive office for creation of a separate State Board of Education with advisory powers (Part 1, Q-29).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	--	14%	14%	13%	2%	15%	22%	49%
Yes	5%	24%	29%	6%	1%	7%	24%	40%

TABLE 22c

QUESTION 22c: There is substantial support in the executive office for creation of a separate State Board of Education with advisory powers (Part 1, Q-29).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	2%	25%	27%	6%	2%	8%	23%	42%
Board More Than 10 Years	4%	21%	25%	11%	3%	14%	25%	36%
Faculty Less Than 10 Years	9%	13%	22%	4%	--	4%	17%	57%
Faculty More Than 10 Years	3%	13%	16%	--	--	--	20%	64%
Administrator Less Than 10 Years	4%	11%	15%	14%	--	14%	28%	43%
Administrator More Than 10 Years	6%	29%	35%	11%	--	11%	23%	31%

TABLE 23

QUESTION 23: Not having a statewide board of control will lead to duplication of resources,
unwarranted competition and lack of inter-institutional cooperation (Part 1, Q-11).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	2%	20%	22%	34%	34%	68%	7%	3%
Board Member	1%	14%	15%	49%	26%	75%	4%	6%
Faculty	8%	22%	30%	41%	16%	57%	6%	7%
Administrator	5%	24%	29%	37%	21%	58%	8%	5%

TABLE 23a

QUESTION 23a: Not having a statewide board of control will lead to duplication of resources,
unwarranted competition and lack of inter-institutional cooperation (Part 1, Q-11).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	25%	25%	69%	--	69%	6%	--
Public Community College	2%	14%	16%	45%	29%	74%	5%	5%
Four-Year Private College	3%	24%	27%	40%	15%	55%	7%	8%
Four-Year Public College	3%	23%	26%	42%	26%	68%	--	6%
Private Grad. and Univ.	6%	28%	34%	44%	6%	50%	11%	5%
Public University	3%	11%	14%	40%	40%	80%	3%	3%

TABLE 23b

QUESTION 23b: Not having a statewide board of control will lead to duplication of resources, unwarranted competition and lack of inter-institutional cooperation (Part 1, Q-11).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	2%	20%	22%	51%	11%	62%	10%	6%
Yes	3%	17%	20%	41%	29%	70%	4%	6%

TABLE 23c

QUESTION 23c: Not having a statewide board of control will lead to duplication of resources, unwarranted competition and lack of inter-institutional cooperation (Part 1, Q-11).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	1%	15%	16%	44%	29%	73%	4%	7%
Board More Than 10 Years	3%	16%	19%	49%	23%	72%	5%	4%
Faculty Less Than 10 Years	--	13%	13%	56%	13%	69%	9%	9%
Faculty More Than 10 Years	13%	28%	41%	33%	18%	51%	5%	3%
Administrator Less Than 10 Years	7%	21%	28%	43%	11%	54%	4%	14%
Administrator More Than 10 Years	4%	25%	29%	31%	27%	58%	11%	2%

V.

BOARD OF TRUSTEES' SATISFACTION,
SELECTION AND SIZE

TABLE 24

QUESTION 24: How well satisfied are you with the actions of the governing boards of our public colleges and universities (Part 1, Q-10a)?

SAMPLE MICHIGAN VOTERS' OPINIONS

Well Satisfied	Moderately Satisfied	Satisfied	Not Well Satisfied	Dissatisfied	Not Satisfied	Not Informed	Don't Know
6%	16%	22%	8%	2%	10%	65%	3%

TABLE 24a

QUESTION 24a: How well satisfied are you with the actions of the governing boards of our public colleges and universities (Part 1, Q-10a)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(BY RACIAL CHARACTERISTICS)

Racial Characteristic	Well Satisfied	Moderately Satisfied	Not Well Satisfied	Dissatisfied	Doesn't Apply	Don't Know
White	6%	16%	8%	2%	65%	3%
Minority	4%	17%	7%	2%	67%	3%

TABLE 24b

QUESTION 24b: How well satisfied are you with the actions of the governing boards of our public colleges and universities (Part 1, Q-10a)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(GEOGRAPHICAL)

Area	Well Satisfied	Moderately Satisfied	Not Well Satisfied	Dissatisfied	Don't Know
Central	24%	40%	20%	8%	8%
Southeast	13%	46%	24%	6%	11%
Upper Peninsula	43%	43%	14%	--	--
Western	14%	55%	21%	3%	7%

TABLE 24c

QUESTION 24c: How well satisfied are you with the actions of the governing boards of our public colleges and universities (Part 1, Q-10a)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(URBANIZATION)

Area	Well Satisfied	Moderately Satisfied	Not Well Satisfied	Dissatisfied	Don't Know
Central City	16%	47%	22%	6%	9%
Farm	--	50%	38%	12%	--
Rural	16%	26%	37%	5%	16%
Small City	19%	66%	6%	--	9%
Suburb	17%	42%	25%	8%	8%

TABLE 25

HYPOTHESIS XII: The majority of voters will agree that they are uninformed about post-secondary education.

MICHIGAN VOTERS' LEVEL OF INFORMATION ABOUT
PUBLIC COLLEGES AND UNIVERSITIES

LEVEL OF INFORMATION ABOUT PUBLIC
COLLEGES AND UNIVERSITIES

Uninformed	Informed	Total
63.11%	36.89%	100%
(N = 260)	(N = 152)	(N = 412)

$$\chi^2 = 28.3106 \quad P < .0001$$

TABLE 26

QUESTION 26: Board members in higher education should be elected on a non-partisan ballot
(Part I, Q-12).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	23%	32%	55%	18%	20%	38%	3%	4%
Board Member	28%	28%	56%	22%	16%	38%	3%	3%
Faculty	19%	43%	62%	19%	14%	33%	3%	2%
Administrator	17%	45%	62%	20%	14%	34%	3%	1%

TABLE 26a

QUESTION 26a: Board members in higher education should be elected on a non-partisan ballot
(Part I, Q-12).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	12%	69%	81%	13%	6%	19%	--	--
Public Community College	42%	35%	77%	12%	7%	19%	2%	2%
Four-Year Private College	13%	44%	57%	22%	12%	34%	5%	4%
Four-Year Public College	3%	13%	16%	32%	39%	71%	7%	6%
Private Grad. and Univ.	22%	50%	72%	17%	--	17%	6%	5%
Public University	6%	6%	12%	38%	48%	86%	2%	--

TABLE 26b

QUESTION 26b: Board members in higher education should be elected on a non-partisan ballot
(Part I, Q-12).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	16%	52%	68%	16%	9%	25%	4%	3%
Yes	27%	28%	55%	22%	18%	40%	3%	2%

TABLE 26c

QUESTION 26c: Board members in higher education should be elected on a non-partisan ballot
(Part I, Q-12).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	23%	33%	56%	23%	15%	38%	4%	2%
Board More Than 10 Years	33%	22%	55%	18%	21%	39%	1%	5%
Faculty Less Than 10 Years	18%	48%	66%	22%	4%	26%	4%	4%
Faculty More Than 10 Years	18%	41%	59%	18%	20%	38%	3%	--
Administrator Less Than 10 Years	14%	57%	71%	18%	11%	29%	--	--
Administrator More Than 10 Years	21%	35%	56%	21%	17%	38%	4%	2%

TABLE 27

QUESTION 27: Board members in higher education should be elected on a partisan ballot
(Part I, Q-13).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	--	4%	4%	36%	53%	89%	2%	5%
Board Member	3%	2%	5%	43%	43%	86%	4%	5%
Faculty	3%	5%	8%	49%	40%	89%	--	3%
Administrator	1%	--	1%	49%	42%	91%	4%	4%

TABLE 27a

QUESTION 27a: Board members in higher education should be elected on a partisan ballot
(Part I, Q-13).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	6%	--	6%	81%	13%	94%	--	--
Public Community College	1%	2%	3%	41%	49%	90%	3%	4%
Four-Year Private College	--	1%	1%	54%	36%	90%	3%	6%
Four-Year Public College	3%	--	3%	32%	48%	80%	7%	10%
Private Grad. and Univ.	--	--	--	56%	39%	95%	--	5%
Public University	9%	9%	18%	26%	54%	80%	2%	--

TABLE 27b

QUESTION 27b: Board members in higher education should be elected on a partisan ballot
(Part I, Q-13).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	1%	--	1%	59%	32%	91%	3%	5%
Yes	3%	3%	6%	39%	48%	87%	3%	4%

TABLE 27c

QUESTION 27c: Board members in higher education should be elected on a partisan ballot
(Part I, Q-13).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	2%	4%	6%	43%	42%	85%	5%	4%
Board More Than 10 Years	2%	1%	3%	39%	50%	89%	1%	7%
Faculty Less Than 10 Years	--	4%	4%	57%	35%	92%	--	4%
Faculty More Than 10 Years	5%	5%	10%	46%	41%	87%	--	3%
Administrator Less Than 10 Years	4%	--	4%	57%	32%	89%	3%	4%
Administrator More Than 10 Years	--	--	--	42%	50%	92%	4%	4%

TABLE 28

QUESTION 28: Board members in higher education should be appointed by the Governor with advice and consent of the Senate (Part I, Q-14).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	20%	25%	45%	27%	18%	45%	6%	4%
Board Member	18%	22%	40%	28%	24%	52%	4%	4%
Faculty	16%	30%	46%	37%	11%	48%	3%	3%
Administrator	23%	26%	49%	33%	12%	45%	5%	1%

TABLE 28a

QUESTION 28a: Board members in higher education should be appointed by the Governor with advice and consent of the Senate (Part I, Q-14).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	7%	13%	20%	53%	20%	73%	7%	--
Public Community College	9%	16%	25%	35%	34%	69%	2%	4%
Four-Year Private College	11%	33%	44%	35%	7%	42%	8%	6%
Four-Year Public College	55%	32%	87%	7%	--	7%	3%	3%
Private Grad. and Univ.	--	41%	41%	35%	12%	47%	12%	--
Public University	51%	28%	79%	9%	12%	21%	--	--

TABLE 28b

QUESTION 28b: Board members in higher education should be appointed by the Governor with advice and consent of the Senate (Part I, Q-14).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	10%	26%	36%	42%	11%	53%	8%	3%
Yes	21%	24%	45%	26%	22%	48%	3%	4%

TABLE 28c

QUESTION 28c: Board members in higher education should be appointed by the Governor with advice and consent of the Senate.

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	15%	22%	37%	32%	24%	56%	4%	3%
Board More Than 10 Years	24%	24%	48%	21%	21%	42%	6%	4%
Faculty Less Than 10 Years	13%	26%	39%	35%	13%	48%	4%	9%
Faculty More Than 10 Years	15%	36%	51%	36%	10%	46%	3%	--
Administrator Less Than 10 Years	14%	14%	28%	57%	11%	68%	4%	--
Administrator More Than 10 Years	30%	31%	61%	19%	12%	31%	6%	2%

TABLE 29

QUESTION 29: Of the three main ways to select governing board members for Michigan public colleges and universities which of the three do you prefer (Part 1, Q-14a)?

SAMPLE MICHIGAN VOTERS' OPINIONS

Method	Percentage
Democratic/Republican Ballot	27%
Non-Partisan Ballot	42%
Governor Appointment with Senate Approval	21%
Other	1%
Don't Know	8%
No Response	1%

TABLE 29a

QUESTION 29a: Of the three main ways to select governing board members for Michigan public colleges and universities which of the three do you prefer (Part I, Q-14a)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(BY RACIAL CHARACTERISTICS)

Racial Characteristic	Democratic/Republican Ballot	Non-Partisan Ballot	Governor Appointment with Senate Approval	Other	Don't Know	No Response
White	26%	46%	21%	--	7%	--
Minority	35%	33%	17%	2%	10%	3%

TABLE 29b

QUESTION 29b: Of the three main ways to select governing board members for Michigan public colleges and universities which of the three do you prefer (Part I, Q-14a)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(GEOGRAPHICAL)

Area	Democratic/Republican Ballot	Non-Partisan Ballot	Governor Appointment with Senate Approval	Other	Don't Know	No Response
Central	25%	46%	18%	1%	10%	--
Southeast	26%	42%	23%	--	8%	1%
Upper Peninsula	27%	53%	7%	--	13%	--
Western	33%	44%	18%	--	5%	--

TABLE 29c

QUESTION 29c: Of the three main ways to select governing board members for Michigan public colleges and universities which of the three do you prefer (Part I, Q-14a)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(URBANIZATION)

Area	Democratic/Republican Ballot	Non-Partisan Ballot	Governor Appointment with Senate Approval	Other	Don't Know	No Response
Central City	34%	37%	20%	--	7%	2%
Farm	30%	30%	35%	--	5%	--
Rural	29%	42%	22%	--	7%	--
Small City	30%	45%	16%	--	9%	--
Suburb	20%	49%	22%	1%	8%	--

TABLE 30

HYPOTHESIS XIV: The majority of voters will favor selection of public college and university board members through appointment by the Governor, with advice and consent of the Senate.

MICHIGAN VOTERS' OPINIONS ABOUT SELECTION PROCESSES OF
PUBLIC COLLEGES AND UNIVERSITIES BOARD MEMBERS

BOARD SELECTION PROCESSES

Appointment by Governor	Partisan	Non-Partisan	Total
22.61%	30.05%	47.34%	100%
(N = 85)	(N = 113)	(N = 178)	(N = 376)

$$\chi^2 = 36.3341 \quad P < .0001$$

TABLE 31

QUESTION 31: Faculty members should be allowed to serve on their own institution's board of control (Part I, Q-15).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	2%	7%	9%	40%	49%	89%	2%	--
Board Member	1%	12%	13%	36%	48%	84%	2%	1%
Faculty	16%	30%	46%	25%	18%	43%	6%	5%
Administrator	4%	7%	11%	37%	51%	88%	1%	--

TABLE 31a

QUESTION 31a: Faculty members should be allowed to serve on their own institution's board of control (Part I, Q-15).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	33%	33%	47%	20%	67%	--	--
Public Community College	4%	11%	15%	28%	55%	83%	1%	1%
Four-Year Private College	3%	19%	22%	40%	34%	74%	2%	2%
Four-Year Public College	6%	6%	12%	39%	39%	78%	10%	--
Private Grad. and Univ.	--	24%	24%	41%	29%	70%	6%	--
Public University	6%	2%	8%	42%	46%	88%	3%	1%

TABLE 31b

QUESTION 31b: Faculty members should be allowed to serve on their own institution's board of control (Part I, Q-15).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	1%	18%	19%	44%	32%	76%	3%	2%
Yes	5%	11%	16%	32%	48%	80%	3%	1%

TABLE 31c

QUESTION 31c: Faculty members should be allowed to serve on their own institution's board of control (Part I, Q-15).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	2%	13%	15%	37%	46%	83%	2%	--
Board More Than 10 Years	--	7%	7%	36%	51%	87%	4%	2%
Faculty Less Than 10 Years	22%	30%	52%	22%	9%	31%	9%	8%
Faculty More Than 10 Years	13%	31%	44%	26%	23%	49%	5%	2%
Administrator Less Than 10 Years	--	18%	18%	39%	43%	82%	--	--
Administrator More Than 10 Years	6%	--	6%	36%	56%	92%	2%	--

TABLE 32

QUESTION 32: Students should be allowed to serve on their own institution's board of control
(Part I, Q-16).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	2%	13%	15%	42%	43%	85%	--	--
Board Member	3%	31%	34%	30%	29%	59%	5%	2%
Faculty	14%	27%	41%	32%	19%	51%	3%	5%
Administrator	3%	16%	19%	38%	37%	75%	4%	2%

TABLE 32a

QUESTION 32a: Students should be allowed to serve on their own institution's board of control (Part I, Q-16).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	53%	53%	20%	20%	40%	7%	--
Public Community College	6%	27%	33%	30%	30%	60%	5%	2%
Four-Year Private College	2%	23%	25%	42%	27%	69%	4%	2%
Four-Year Public College	6%	23%	29%	23%	39%	62%	--	9%
Private Grad. and Univ.	--	18%	18%	29%	47%	76%	6%	--
Public University	6%	23%	29%	31%	38%	69%	2%	--

TABLE 32b

QUESTION 32b: Students should be allowed to serve on their own institution's board of control
(Part I, Q-16).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	--	17%	17%	50%	27%	77%	5%	1%
Yes	6%	28%	34%	28%	32%	60%	4%	2%

TABLE 32c

QUESTION 32c: Students should be allowed to serve on their own institution's board of control
(Part I, Q-16).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	4%	31%	35%	33%	28%	61%	2%	2%
Board More Than 10 Years	1%	22%	23%	30%	38%	68%	7%	2%
Faculty Less Than 10 Years	22%	39%	61%	13%	17%	30%	--	9%
Faculty More Than 10 Years	10%	20%	30%	38%	21%	59%	8%	3%
Administrator Less Than 10 Years	--	32%	32%	39%	25%	64%	4%	--
Administrator More Than 10 Years	4%	6%	10%	40%	44%	84%	2%	4%

TABLE 33

QUESTION 33: Faculty members should be allowed to serve on boards of control of institutions other than their own (Part I, Q-17).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	7%	47%	54%	22%	11%	33%	13%	--
Board Member	11%	53%	64%	17%	12%	29%	6%	1%
Faculty	25%	51%	76%	8%	5%	13%	6%	5%
Administrator	12%	57%	69%	14%	14%	28%	3%	--

TABLE 33a

QUESTION 33a: Faculty members should be allowed to serve on boards of control of institutions other than their own (Part I, Q-17).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	73%	73%	13%	7%	20%	7%	--
Public Community College	16%	46%	62%	17%	15%	32%	5%	1%
Four-Year Private College	12%	54%	66%	15%	8%	23%	10%	1%
Four-Year Public College	13%	52%	65%	10%	19%	29%	3%	3%
Private Grad. and Univ.	6%	65%	71%	23%	6%	29%	--	--
Public University	12%	63%	75%	12%	5%	17%	6%	2%

TABLE 33b

QUESTION 33b: Faculty members should be allowed to serve on boards of control of institutions other than their own (Part I, Q-17).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	8%	56%	64%	18%	10%	28%	7%	1%
Yes	14%	52%	66%	15%	12%	27%	6%	1%

TABLE 33c

QUESTION 33c: Faculty members should be allowed to serve on boards of control of institutions other than their own (Part I, Q-17).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	13%	56%	69%	14%	11%	25%	5%	1%
Board More Than 10 Years	6%	46%	52%	23%	14%	37%	10%	1%
Faculty Less Than 10 Years	26%	52%	78%	4%	--	4%	9%	9%
Faculty More Than 10 Years	26%	49%	75%	10%	8%	18%	5%	2%
Administrator Less Than 10 Years	11%	57%	68%	14%	14%	28%	4%	--
Administrator More Than 10 Years	12%	56%	68%	15%	15%	30%	2%	--

TABLE 34

QUESTION 34: Administrators and staff members should be allowed to serve on boards of control of institutions of higher education other than their own (Part I, Q-18).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	9%	38%	47%	25%	11%	36%	15%	2%
Board Member	8%	51%	59%	20%	10%	30%	9%	2%
Faculty	19%	44%	63%	21%	8%	29%	5%	3%
Administrator	13%	55%	68%	16%	12%	28%	4%	--

TABLE 34a

QUESTION 34a: Administrators and staff members should be allowed to serve on boards of control of institutions of higher education other than their own (Part I, Q-18).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	67%	67%	20%	7%	27%	6%	--
Public Community College	13%	47%	60%	20%	12%	32%	7%	1%
Four-Year Private College	11%	51%	62%	20%	6%	26%	10%	2%
Four-Year Public College	3%	45%	48%	19%	23%	42%	3%	7%
Private Grad. and Univ.	12%	59%	71%	17%	6%	23%	6%	--
Public University	9%	48%	57%	20%	9%	29%	12%	2%

TABLE 34b

QUESTION 34b: Administrators and staff members should be allowed to serve on boards of control of institutions of higher education other than their own (Part I, Q-18).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	7%	54%	61%	21%	9%	30%	7%	2%
Yes	12%	48%	60%	20%	10%	30%	8%	2%

TABLE 34c

QUESTION 34c: Administrators and staff members should be allowed to serve on boards of control of institutions of higher education other than their own (Part I, Q-18).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	11%	53%	64%	18%	9%	27%	7%	2%
Board More Than 10 Years	4%	41%	45%	27%	13%	40%	14%	1%
Faculty Less Than 10 Years	26%	39%	65%	22%	--	22%	4%	9%
Faculty More Than 10 Years	15%	46%	61%	21%	13%	34%	5%	--
Administrator Less Than 10 Years	11%	53%	64%	18%	11%	39%	7%	--
Administrator More Than 10 Years	15%	56%	71%	15%	12%	27%	2%	--

TABLE 35

QUESTION 35: Students should be allowed to serve on boards of control of institutions of higher education other than their own (Part I, Q-19).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	9%	33%	42%	23%	20%	43%	13%	2%
Board Member	8%	47%	55%	24%	10%	34%	10%	1%
Faculty	10%	47%	57%	24%	10%	34%	6%	3%
Administrator	9%	53%	62%	13%	11%	24%	14%	--

TABLE 35a

QUESTION 35a: Students should be allowed to serve on boards of control of institutions of higher education other than their own (Part I, Q-19).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	53%	53%	27%	7%	34%	13%	--
Public Community College	12%	50%	62%	15%	10%	25%	11%	2%
Four-Year Private College	6%	41%	47%	32%	9%	41%	11%	1%
Four-Year Public College	6%	39%	45%	23%	16%	39%	13%	3%
Private Grad. and Univ.	6%	18%	24%	41%	29%	70%	6%	--
Public University	9%	55%	64%	19%	12%	31%	5%	--

TABLE 35b

QUESTION 35b: Students should be allowed to serve on boards of control of institutions of higher education other than their own (Part I, Q-19).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	5%	41%	46%	31%	11%	42%	11%	1%
Yes	10%	48%	58%	20%	11%	31%	10%	1%

TABLE 35c

QUESTION 35c: Students should be allowed to serve on boards of control of institutions of higher education other than their own (Part I, Q-19).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	10%	47%	57%	26%	9%	35%	7%	1%
Board More Than 10 Years	5%	42%	47%	21%	15%	36%	15%	2%
Faculty Less Than 10 Years	9%	39%	48%	30%	--	30%	13%	9%
Faculty More Than 10 Years	10%	51%	61%	21%	15%	36%	3%	--
Administrator Less Than 10 Years	11%	46%	57%	14%	11%	25%	18%	--
Administrator More Than 10 Years	8%	56%	64%	13%	10%	23%	13%	--

TABLE 36

QUESTION 36: Community college boards of control should continue to be elected (Part I, Q-20).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	31%	40%	71%	13%	7%	20%	7%	2%
Board Member	29%	44%	73%	13%	4%	17%	8%	2%
Faculty	13%	46%	59%	24%	8%	32%	6%	3%
Administrator	17%	50%	67%	12%	4%	16%	17%	--

TABLE 36a

QUESTION 36a: Community college boards of control should continue to be elected (Part I, Q-20).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	13%	53%	66%	20%	--	20%	14%	--
Public Community College	49%	42%	91%	4%	3%	7%	1%	1%
Four-Year Private College	6%	52%	58%	24%	3%	27%	12%	3%
Four-Year Public College	10%	42%	52%	13%	16%	29%	16%	3%
Private Grad. and Univ.	6%	53%	59%	12%	--	12%	29%	--
Public University	5%	38%	43%	26%	14%	40%	15%	2%

TABLE 36b

QUESTION 36b: Community college boards of control should continue to be elected (Part I, Q-20).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	13%	48%	61%	20%	2%	22%	15%	2%
Yes	28%	44%	72%	13%	6%	19%	7%	2%

TABLE 36c

QUESTION 36c: Community college boards of control should continue to be elected (Part I, Q-20).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	28%	44%	72%	15%	4%	19%	7%	2%
Board More Than 10 Years	31%	41%	72%	9%	7%	16%	9%	3%
Faculty Less Than 10 Years	4%	57%	61%	22%	4%	26%	9%	4%
Faculty More Than 10 Years	15%	41%	56%	28%	10%	38%	3%	3%
Administrator Less Than 10 Years	11%	53%	64%	11%	4%	15%	21%	--
Administrator More Than 10 Years	21%	48%	69%	10%	4%	14%	17%	--

TABLE 37

QUESTION 37: Community college boards of control should be appointed by the Governor with advice and consent of the Senate (Part I, Q-21).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	6%	15%	21%	29%	36%	65%	9%	5%
Board Member	5%	14%	19%	34%	35%	69%	8%	4%
Faculty	5%	29%	34%	44%	11%	55%	9%	2%
Administrator	5%	12%	17%	46%	22%	68%	15%	--

TABLE 37a

QUESTION 37a: Community college boards of control should be appointed by the Governor with advice and consent of the Senate (Part I, Q-21).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	20%	20%	53%	20%	73%	7%	--
Public Community College	2%	5%	7%	30%	59%	89%	2%	2%
Four-Year Private College	5%	19%	24%	50%	6%	56%	14%	6%
Four-Year Public College	10%	23%	33%	45%	3%	48%	16%	3%
Private Grad. and Univ.	6%	18%	24%	41%	12%	53%	23%	--
Public University	14%	32%	46%	26%	12%	38%	14%	2%

TABLE 37b

QUESTION 37b: Community college boards of control should be appointed by the Governor with advice and consent of the Senate (Part I, Q-21).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	3%	17%	20%	47%	14%	61%	14%	5%
Yes	6%	15%	21%	34%	35%	69%	8%	2%

TABLE 37c

QUESTION 37c: Community college boards of control should be appointed by the Governor with advice and consent of the Senate (Part I, Q-21).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	6%	14%	20%	34%	35%	69%	8%	3%
Board More Than 10 Years	4%	14%	18%	32%	36%	68%	9%	5%
Faculty Less Than 10 Years	4%	26%	30%	52%	4%	56%	9%	5%
Faculty More Than 10 Years	5%	33%	38%	39%	15%	54%	8%	--
Administrator Less Than 10 Years	3%	11%	14%	50%	18%	68%	18%	--
Administrator More Than 10 Years	6%	10%	16%	44%	25%	69%	15%	--

TABLE 38

QUESTION 38: Separate boards of trustees should be established for those community colleges presently under K-12 boards (Part I, Q-25).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	15%	55%	70%	7%	--	7%	16%	7%
Board Member	16%	49%	65%	9%	1%	10%	15%	10%
Faculty	27%	41%	68%	3%	2%	5%	16%	11%
Administrator	20%	53%	73%	3%	2%	5%	17%	5%

TABLE 38a

QUESTION 38a: Separate boards of trustees should be established for those community colleges presently under K-12 boards (Part I, Q-25).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	13%	33%	46%	20%	--	20%	20%	14%
Public Community College	33%	46%	79%	6%	2%	8%	8%	5%
Four-Year Private College	5%	55%	60%	7%	--	7%	24%	9%
Four-Year Public College	6%	55%	61%	13%	6%	19%	7%	13%
Private Grad. and Univ.	--	24%	24%	6%	--	6%	41%	29%
Public University	8%	55%	63%	5%	--	5%	18%	14%

TABLE 38b

QUESTION 38b: Separate boards of trustees should be established for those community colleges presently under K-12 boards (Part I, Q-25).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	8%	51%	59%	9%	--	9%	21%	11%
Yes	20%	49%	69%	6%	2%	8%	14%	9%

TABLE 38c

QUESTION 38c: Separate boards of trustees should be established for those community colleges presently under K-12 boards (Part I, Q-25).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	13%	48%	61%	11%	1%	12%	16%	11%
Board More Than 10 Years	20%	53%	73%	5%	--	5%	14%	8%
Faculty Less Than 10 Years	26%	31%	57%	4%	--	4%	17%	22%
Faculty More Than 10 Years	26%	51%	77%	2%	3%	5%	13%	5%
Administrator Less Than 10 Years	18%	46%	64%	7%	4%	11%	18%	7%
Administrator More Than 10 Years	23%	54%	77%	--	2%	2%	17%	4%

TABLE 39

QUESTION 39: Members of this proposed board should be appointed by the Governor, with advice and consent of the Senate (Part II, Q-1).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	22%	38%	60%	27%	7%	34%	4%	2%
Board Member	19%	39%	58%	25%	9%	34%	2%	7%
Faculty	21%	32%	53%	33%	8%	41%	--	6%
Administrator	31%	30%	61%	28%	7%	35%	3%	1%

TABLE 39a

QUESTION 39a: Members of this proposed board should be appointed by the Governor, with advice and consent of the Senate (Part II, Q-1).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	27%	27%	67%	--	67%	--	6%
Public Community College	14%	34%	48%	33%	13%	46%	1%	5%
Four-Year Private College	16%	44%	60%	26%	4%	30%	2%	8%
Four-Year Public College	58%	29%	87%	3%	--	3%	--	10%
Private Grad. and Univ.	18%	41%	59%	18%	6%	24%	11%	6%
Public University	46%	29%	75%	14%	9%	23%	2%	--

TABLE 39b

QUESTION 39b: Members of this proposed board should be appointed by the Governor, with advice and consent of the Senate (Part II, Q-1).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	12%	37%	49%	34%	6%	40%	3%	8%
Yes	25%	36%	61%	25%	9%	34%	1%	4%

TABLE 39c

QUESTION 39c: Members of this proposed board should be appointed by the Governor, with advice and consent of the Senate (Part II, Q-1).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	16%	38%	54%	24%	12%	36%	3%	7%
Board More Than 10 Years	26%	39%	65%	26%	3%	29%	--	6%
Faculty Less Than 10 Years	17%	39%	56%	31%	9%	40%	--	4%
Faculty More Than 10 Years	20%	31%	51%	36%	8%	44%	--	5%
Administrator Less Than 10 Years	21%	21%	42%	43%	7%	50%	4%	4%
Administrator More Than 10 Years	40%	33%	73%	19%	6%	25%	2%	--

TABLE 40

QUESTION 40: Members of this proposed board should be elected at large (Part II, Q-2).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	4%	27%	31%	40%	22%	62%	4%	3%
Board Member	8%	24%	32%	42%	16%	58%	2%	8%
Faculty	11%	32%	43%	37%	14%	51%	--	6%
Administrator	4%	31%	35%	35%	24%	59%	3%	3%

TABLE 40a

QUESTION 40a: Members of this proposed board should be elected at large (Part II, Q-2).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	67%	67%	27%	--	27%	--	6%
Public Community College	11%	33%	44%	37%	10%	47%	3%	6%
Four-Year Private College	5%	25%	30%	45%	14%	59%	1%	10%
Four-Year Public College	3%	6%	9%	42%	39%	81%	--	10%
Private Grad. and Univ.	6%	18%	24%	41%	18%	59%	12%	5%
Public University	5%	14%	19%	40%	40%	80%	1%	--

TABLE 40b

QUESTION 40b: Members of this proposed board should be elected at large (Part II, Q-2).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	5%	36%	41%	39%	10%	49%	3%	7%
Yes	8%	24%	32%	40%	20%	60%	2%	6%

TABLE 40c

QUESTION 40c: Members of this proposed board should be elected at large (Part II, Q-2).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	9%	23%	32%	43%	15%	58%	3%	7%
Board More Than 10 Years	5%	26%	31%	41%	20%	61%	1%	7%
Faculty Less Than 10 Years	9%	26%	35%	48%	13%	61%	--	4%
Faculty More Than 10 Years	13%	36%	49%	25%	18%	43%	--	8%
Administrator Less Than 10 Years	4%	43%	47%	29%	14%	43%	3%	7%
Administrator More Than 10 Years	4%	25%	29%	42%	27%	69%	2%	--

TABLE 41

QUESTION 41: Membership of this proposed board should be limited to no less than seven and no more than fifteen (Part II, Q-3).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	9%	71%	80%	--	2%	2%	13%	5%
Board Member	16%	72%	88%	1%	--	1%	6%	5%
Faculty	14%	75%	89%	2%	--	2%	8%	1%
Administrator	12%	72%	84%	3%	--	3%	12%	1%

TABLE 41a

QUESTION 41a: Membership of this proposed board should be limited to no less than seven and no more than fifteen (Part II, Q-3).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	73%	73%	--	--	--	20%	7%
Public Community College	14%	74%	88%	1%	1%	2%	6%	4%
Four-Year Private College	10%	76%	86%	2%	--	2%	8%	4%
Four-Year Public College	26%	58%	84%	--	--	--	3%	13%
Private Grad. and Univ.	12%	59%	71%	--	--	--	29%	--
Public University	20%	66%	86%	5%	1%	6%	8%	--

TABLE 41b

QUESTION 41b: Membership of this proposed board should be limited to no less than seven and no more than fifteen (Part II, Q-3).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	10%	72%	82%	2%	--	2%	11%	5%
Yes	15%	72%	87%	1%	1%	2%	7%	4%

TABLE 41c

QUESTION 41c: Membership of this proposed board should be limited to no less than seven and no more than fifteen (Part II, Q-3).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	13%	74%	87%	1%	1%	2%	6%	5%
Board More Than 10 Years	16%	69%	85%	1%	--	1%	8%	6%
Faculty Less Than 10 Years	17%	61%	78%	4%	--	4%	13%	5%
Faculty More Than 10 Years	10%	85%	95%	--	--	--	5%	--
Administrator Less Than 10 Years	11%	61%	72%	7%	--	7%	18%	3%
Administrator More Than 10 Years	15%	77%	92%	--	--	--	8%	--

TABLE 42

QUESTION 42: The chief executive officer of the proposed State Board for Higher Education should be elected (Part II, Q-4).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	4%	16%	20%	49%	20%	69%	7%	4%
Board Member	4%	17%	21%	47%	17%	64%	6%	9%
Faculty	10%	22%	32%	43%	14%	57%	3%	8%
Administrator	--	16%	16%	51%	26%	77%	7%	--

TABLE 42a

QUESTION 42a: The chief executive officer of the proposed State Board for Higher Education should be elected (Part II, Q-4).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	54%	54%	33%	--	33%	--	13%
Public Community College	6%	21%	27%	45%	15%	60%	6%	7%
Four-Year Private College	3%	18%	21%	52%	13%	65%	8%	6%
Four-Year Public College	3%	3%	6%	45%	39%	84%	--	10%
Private Grad. and Univ.	6%	17%	23%	41%	12%	53%	12%	12%
Public University	2%	6%	8%	49%	35%	84%	5%	3%

TABLE 42b

QUESTION 42b: The chief executive officer of the proposed State Board for Higher Education should be elected (Part II, Q-4).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	4%	27%	31%	48%	9%	57%	6%	6%
Yes	4%	15%	19%	47%	21%	68%	6%	7%

TABLE 42c

QUESTION 42c: The chief executive officer of the proposed State Board for Higher Education should be elected (Part II, Q-4).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	5%	17%	22%	49%	15%	64%	6%	8%
Board More Than 10 Years	3%	17%	20%	44%	21%	65%	8%	7%
Faculty Less Than 10 Years	9%	26%	35%	43%	9%	52%	4%	9%
Faculty More Than 10 Years	10%	21%	31%	46%	15%	61%	--	8%
Administrator Less Than 10 Years	--	25%	25%	43%	25%	68%	7%	--
Administrator More Than 10 Years	--	11%	11%	54%	29%	83%	6%	--

TABLE 43

QUESTION 43: The chief executive officer of the proposed State Board for Higher Education should be appointed (Part II, Q-5).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	16%	47%	63%	16%	9%	25%	8%	4%
Board Member	16%	49%	65%	18%	4%	22%	5%	8%
Faculty	16%	43%	59%	22%	5%	27%	1%	13%
Administrator	15%	63%	78%	16%	1%	17%	5%	--

TABLE 43a

QUESTION 43a: The chief executive officer of the proposed State Board for Higher Education should be appointed (Part II, Q-5).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	40%	40%	53%	--	53%	--	7%
Public Community College	13%	49%	62%	22%	6%	28%	5%	5%
Four-Year Private College	12%	55%	67%	16%	3%	19%	7%	7%
Four-Year Public College	29%	55%	84%	3%	--	3%	--	13%
Private Grad. and Univ.	17%	41%	58%	12%	6%	18%	12%	12%
Public University	29%	48%	77%	8%	5%	13%	4%	6%

TABLE 43b

QUESTION 43b: The chief executive officer of the proposed State Board for Higher Education should be appointed (Part II, Q-5).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	13%	45%	58%	24%	5%	29%	5%	8%
Yes	17%	52%	69%	16%	4%	20%	5%	6%

TABLE 43c

QUESTION 43c: The chief executive officer of the proposed State Board for Higher Education should be appointed (Part II, Q-5).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	14%	51%	65%	17%	6%	23%	5%	7%
Board More Than 10 Years	19%	46%	65%	17%	4%	21%	7%	7%
Faculty Less Than 10 Years	17%	35%	52%	35%	4%	39%	--	9%
Faculty More Than 10 Years	13%	51%	64%	15%	5%	20%	--	14%
Administrator Less Than 10 Years	14%	54%	68%	25%	--	25%	7%	--
Administrator More Than 10 Years	17%	67%	84%	10%	2%	12%	4%	--

TABLE 44

QUESTION 44: The functions of this proposed board should be reviewed every five to eight years
(Part II, Q-6).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	29%	54%	83%	--	2%	2%	13%	2%
Board Member	26%	61%	87%	3%	--	3%	6%	4%
Faculty	27%	62%	89%	5%	--	5%	1%	5%
Administrator	26%	63%	89%	4%	--	4%	7%	--

TABLE 44a

QUESTION 44a: The functions of this proposed board should be reviewed every five to eight years
(Part II, Q-6).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	27%	67%	94%	--	--	--	--	7%
Public Community College	28%	63%	91%	2%	--	2%	4%	3%
Four-Year Private College	24%	64%	88%	2%	--	2%	6%	4%
Four-Year Public College	32%	48%	80%	6%	--	6%	3%	10%
Private Grad. and Univ.	24%	53%	77%	--	--	--	18%	6%
Public University	26%	54%	80%	8%	2%	10%	11%	--

TABLE 44b

QUESTION 44b: The functions of this proposed board should be reviewed every five to eight years (Part II, Q-6).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	24%	63%	87%	1%	--	1%	6%	6%
Yes	27%	60%	87%	3%	--	3%	6%	3%

TABLE 44c

QUESTION 44c: The functions of this proposed board should be reviewed every five to eight years (Part II, Q-6).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	27%	60%	87%	2%	1%	3%	7%	3%
Board More Than 10 Years	24%	61%	85%	2%	--	2%	7%	6%
Faculty Less Than 10 Years	39%	44%	83%	4%	--	4%	--	13%
Faculty More Than 10 Years	18%	74%	92%	5%	--	5%	3%	--
Administrator Less Than 10 Years	36%	46%	82%	4%	--	4%	14%	--
Administrator More Than 10 Years	23%	71%	94%	4%	--	4%	2%	--

VI.

POST-SECONDARY EDUCATION VS. HIGHER EDUCATION

TABLE 45

QUESTION 45: Do you feel that the following definition developed by the Governor's Commission on Higher Education is appropriate for post-secondary education (Part I, Q-1)?

Post-secondary education is any instruction, research, public service or other learning opportunity offered to persons who have completed their secondary education or who are beyond the compulsory secondary school attendance age (age 16) and who are participating in any organized educational program or learning experience administered by other than schools whose primary role is elementary and secondary education.

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	15%	68%	83%	7%	--	7%	4%	6%
Board Member	16%	63%	79%	5%	--	5%	9%	7%
Faculty	20%	65%	85%	8%	3%	11%	2%	2%
Administrator	20%	63%	83%	9%	--	9%	7%	1%

TABLE 45a

QUESTION 45a: Do you feel that the following definition developed by the Governor's Commission on Higher Education is appropriate for post-secondary education (Part I, Q-1)?

Post-secondary education is any instruction, research, public service or other learning opportunity offered to persons who have completed their secondary education or who are beyond the compulsory secondary school attendance age (age 16) and who are participating in any organized educational program or learning experience administered by other than schools whose primary role is elementary and secondary education.

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	19%	63%	82%	6%	--	6%	12%	--
Public Community College	22%	66%	88%	6%	1%	7%	2%	3%
Four-Year Private College	17%	61%	78%	10%	1%	11%	7%	4%
Four-Year Public College	10%	74%	84%	6%	--	6%	--	10%
Private Grad. and Univ.	6%	55%	61%	6%	6%	12%	22%	11%
Public University	11%	77%	88%	6%	1%	7%	3%	2%

TABLE 45b

QUESTION 45b: Do you feel that the following definition developed by the Governor's Commission on Higher Education is appropriate for post-secondary education (Part I, Q-1)?

Post-secondary education is any instruction, research, public service or other learning opportunity offered to persons who have completed their secondary education or who are beyond the compulsory secondary school attendance age (age 16) and who are participating in an organized educational program or learning experience administered by other than schools whose primary role is elementary and secondary education.

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	16%	56%	72%	10%	--	10%	12%	6%
Yes	18%	69%	87%	6%	1%	7%	2%	4%

TABLE 45c

QUESTION 45c: Do you feel that the following definition developed by the Governor's Commission on Higher Education is appropriate for post-secondary education (Part I, Q-1)?

Post-secondary education is any instruction, research, public service or other learning opportunity offered to persons who have completed their secondary education or who are beyond the compulsory secondary school attendance age (age 16) and who are participating in an organized educational program or learning experience administered by other than schools whose primary role is elementary and secondary education.

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	15%	70%	85%	6%	--	6%	5%	4%
Board More Than 10 Years	17%	63%	80%	7%	--	7%	4%	9%
Faculty Less Than 10 Years	13%	65%	78%	18%	--	18%	4%	--
Faculty More Than 10 Years	23%	66%	89%	3%	5%	8%	--	3%
Administrator Less Than 10 Years	18%	53%	71%	14%	--	14%	11%	4%
Administrator More Than 10 Years	23%	67%	90%	6%	--	6%	4%	--

TABLE 46

QUESTION 46: The goals and purposes of post-secondary education in Michigan are clearly defined (Part I, Q-5).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	--	30%	30%	48%	6%	54%	9%	7%
Board Member	1%	25%	26%	43%	6%	49%	11%	14%
Faculty	--	14%	14%	54%	10%	64%	8%	14%
Administrator	1%	33%	34%	45%	6%	51%	12%	3%

TABLE 46a

QUESTION 46a: The goals and purposes of post-secondary education in Michigan are clearly defined
(Part I, Q-5)?

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	31%	31%	37%	--	37%	13%	19%
Public Community College	1%	23%	24%	50%	8%	58%	8%	10%
Four-Year Private College	--	23%	23%	41%	4%	45%	19%	13%
Four-Year Public College	3%	26%	29%	58%	--	58%	3%	10%
Private Grad. and Univ.	--	22%	22%	44%	11%	55%	6%	17%
Public University	--	35%	35%	42%	9%	51%	6%	8%

TABLE 46b

QUESTION 46b: The goals and purposes of post-secondary education in Michigan are clearly defined (Part I, Q-5).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	--	27%	27%	40%	--	40%	16%	17%
Yes	1%	25%	26%	47%	9%	56%	9%	9%

TABLE 46c

QUESTION 46c: The goals and purposes of post-secondary education in Michigan are clearly defined (Part I, Q-5).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	1%	25%	26%	45%	6%	51%	11%	12%
Board More Than 10 Years	1%	28%	29%	42%	5%	47%	11%	13%
Faculty Less Than 10 Years	--	17%	17%	43%	9%	52%	9%	22%
Faculty More Than 10 Years	--	8%	8%	64%	10%	74%	8%	10%
Administrator Less Than 10 Years	4%	36%	40%	32%	4%	36%	21%	3%
Administrator More Than 10 Years	--	34%	34%	50%	8%	58%	6%	2%

VII.

FUTURE AND PRESENT CONDITIONS OF
POST-SECONDARY EDUCATION

TABLE 47

QUESTION 47: Stabilized enrollment (Part IV, Q-1).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	4%	31%	35%	52%	4%	56%	2%	7%
Board Member	4%	33%	37%	45%	2%	47%	3%	13%
Faculty	6%	44%	50%	45%	--	45%	2%	3%
Administrator	1%	42%	43%	45%	--	45%	4%	8%

TABLE 47a

QUESTION 47a: Stabilized enrollment (Part IV, Q-1).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	27%	27%	60%	--	60%	7%	6%
Public Community College	3%	35%	38%	45%	1%	46%	3%	13%
Four-Year Private College	7%	36%	43%	47%	2%	49%	3%	5%
Four-Year Public College	7%	40%	47%	40%	--	40%	--	13%
Private Grad. and Univ.	--	41%	41%	53%	--	53%	--	6%
Public University	3%	37%	40%	42%	3%	45%	3%	12%

TABLE 47b

QUESTION 47b: Stabilized enrollment (Part IV, Q-1).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	4%	37%	41%	47%	2%	49%	3%	7%
Yes	4%	36%	40%	45%	1%	46%	3%	11%

TABLE 47c

QUESTION 47c: Stabilized enrollment (Part IV, Q-1).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	6%	31%	37%	48%	2%	50%	2%	11%
Board More Than 10 Years	2%	36%	38%	43%	1%	44%	4%	14%
Faculty Less Than 10 Years	9%	39%	48%	48%	--	48%	--	4%
Faculty More Than 10 Years	5%	47%	52%	42%	--	42%	3%	3%
Administrator Less Than 10 Years	--	43%	43%	36%	--	36%	7%	14%
Administrator More Than 10 Years	2%	42%	44%	50%	--	50%	2%	4%

TABLE 48

QUESTION 48: Decreasing enrollment (Part IV, Q-2).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Total
Board Chairman	7%	45%	52%	33%	2%	35%	4%	9%
Board Member	3%	42%	45%	39%	--	39%	4%	12%
Faculty	3%	47%	50%	37%	3%	40%	3%	7%
Administrator	3%	37%	40%	49%	1%	50%	2%	8%

TABLE 48a

QUESTION 48a: Decreasing enrollment (Part IV, Q-2).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	7%	47%	54%	40%	--	40%	--	65%
Public Community College	3%	40%	43%	43%	2%	45%	3%	9%
Four-Year Private College	3%	45%	48%	35%	--	35%	4%	13%
Four-Year Public College	7%	30%	37%	47%	--	47%	6%	10%
Private Grad. and Univ.	--	36%	36%	47%	--	47%	6%	11%
Public University	3%	51%	54%	32%	1%	33%	5%	8%

TABLE 48b

QUESTION 48b: Decreasing enrollment (Part IV, Q-2).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	4%	36%	40%	42%	--	42%	4%	14%
Yes	3%	44%	47%	39%	1%	40%	4%	9%

TABLE 48c

QUESTION 48c: Decreasing enrollment (Part IV, Q-2).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	4%	43%	47%	39%	1%	40%	2%	11%
Board More Than 10 Years	3%	42%	45%	36%	1%	37%	7%	11%
Faculty Less Than 10 Years	4%	44%	48%	44%	--	44%	4%	4%
Faculty More Than 10 Years	3%	47%	50%	31%	5%	36%	3%	11%
Administrator Less Than 10 Years	--	29%	29%	54%	--	54%	3%	14%
Administrator More Than 10 Years	4%	42%	46%	48%	2%	50%	2%	2%

TABLE 49

QUESTION 49: Increasing enrollment (Part IV, Q-3).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	4%	13%	17%	61%	9%	70%	6%	--
Board Member	3%	20%	23%	56%	5%	61%	5%	11%
Faculty	--	13%	13%	69%	13%	82%	--	5%
Administrator	1%	18%	19%	61%	1%	62%	4%	15%

TABLE 49a

QUESTION 49a: Increasing enrollment (Part IV, Q-3).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	27%	27%	60%	7%	67%	--	6%
Public Community College	6%	20%	26%	57%	4%	61%	3%	10%
Four-Year Private College	--	12%	12%	63%	8%	71%	6%	11%
Four-Year Public College	--	23%	23%	60%	7%	67%	3%	7%
Private Grad. and Univ.	--	29%	29%	59%	6%	65%	--	6%
Public University	--	14%	14%	58%	9%	67%	5%	14%

TABLE 49b

QUESTION 49b: Increasing enrollment (Part IV, Q-3).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	1%	19%	20%	59%	5%	64%	5%	11%
Yes	3%	18%	21%	59%	6%	65%	4%	10%

TABLE 49c

QUESTION 49c: Increasing enrollment (Part IV, Q-3).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	3%	20%	23%	58%	7%	65%	4%	8%
Board More Than 10 Years	4%	17%	21%	55%	4%	59%	6%	14%
Faculty Less Than 10 Years	--	22%	22%	65%	13%	78%	--	--
Faculty More Than 10 Years	--	8%	8%	68%	13%	81%	--	11%
Administrator Less Than 10 Years	--	21%	21%	57%	--	57%	4%	18%
Administrator More Than 10 Years	2%	17%	19%	65%	2%	67%	4%	10%

TABLE 50

QUESTION 50: In your opinion, will enrollment for Michigan public colleges and universities in the next five years: increase, decrease, no change, don't know (Part IV, Q-3a)?

SAMPLE MICHIGAN VOTERS' OPINIONS

Increase	Decrease	No Change	Don't Know
38%	27%	19%	16%

TABLE 50a

QUESTION 50a: In your opinion, will enrollment for Michigan public colleges and universities in the next five years: increase, decrease, no change, don't know (Part IV, Q-3a)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(BY RACIAL CHARACTERISTICS)

Racial Characteristic	Increase	Decrease	No Change	Don't Know
White	36%	30%	20%	14%
Minority	52%	15%	11%	23%

TABLE 50b

QUESTION 50b: In your opinion, will enrollment for Michigan public colleges and universities in the next five years: increase, decrease, no change, don't know (Part IV, Q-3a)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(GEOGRAPHICAL)

Area	Increase	Decrease	No Change	Don't Know
Central	36%	27%	21%	16%
Southeast	39%	28%	16%	17%
Upper Peninsula	27%	40%	20%	13%
Western	40%	25%	22%	13%

TABLE 50c

QUESTION 50c: In your opinion, will enrollment for Michigan public colleges and universities in the next five years: increase, decrease, no change, don't know (Part IV, Q-3a)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(URBANIZATION)

Area	Increase	Decrease	No Change	Don't Know
Central City	46%	23%	14%	17%
Farm	52%	22%	13%	13%
Rural	31%	24%	29%	16%
Small City	32%	30%	21%	17%
Suburb	39%	30%	16%	15%

TABLE 51

HYPOTHESIS XVIII: The majority of voters will agree that enrollment will increase in the future, rather than decrease or not change.

MICHIGAN VOTERS' OPINIONS TOWARD PUBLIC COLLEGES AND
UNIVERSITIES ENROLLMENT GROWTH

ENROLLMENT PATTERNS

Increase	No Change	Decrease	Total
45.24%	22.19%	32.57%	100%
(N = 157)	(N = 77)	(N = 113)	(N = 347)

$$\chi^2 = 27.7740 \quad P < .0001$$

TABLE 52

QUESTION 52: Increasing cost (Part IV, Q-4).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	31%	61%	92%	2%	--	2%	2%	4%
Board Member	22%	66%	88%	4%	--	4%	3%	5%
Faculty	29%	68%	97%	2%	--	2%	--	1%
Administrator	30%	65%	95%	5%	--	5%	--	--

TABLE 52a

QUESTION 52a: Increasing cost (Part IV, Q-4).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	13%	87%	100%	--	--	--	--	--
Public Community College	27%	63%	90%	4%	--	4%	1%	5%
Four-Year Private College	26%	64%	90%	3%	--	3%	3%	4%
Four-Year Public College	27%	63%	90%	7%	--	7%	--	3%
Private Grad. and Univ.	12%	82%	94%	6%	--	6%	--	--
Public University	29%	65%	94%	3%	--	3%	2%	1%

TABLE 52b

QUESTION 52b: Increasing cost (Part IV, Q-4).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	16%	75%	91%	6%	--	6%	1%	2%
Yes	29%	63%	92%	3%	--	3%	2%	3%

TABLE 52c

QUESTION 52c: Increasing cost (Part IV, Q-4).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	25%	66%	91%	3%	--	3%	2%	4%
Board More Than 10 Years	23%	64%	87%	4%	--	4%	3%	6%
Faculty Less Than 10 Years	22%	74%	96%	--	--	--	--	4%
Faculty More Than 10 Years	34%	63%	97%	3%	--	3%	--	--
Administrator Less Than 10 Years	25%	75%	100%	--	--	--	--	--
Administrator More Than 10 Years	33%	59%	92%	8%	--	8%	--	--

TABLE 53

QUESTION 53: More specialized demands for educational services (Part IV, Q-5).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	6%	76%	82%	2%	--	2%	4%	2%
Board Member	17%	72%	89%	4%	1%	5%	3%	3%
Faculty	21%	74%	95%	--	--	--	2%	3%
Administrator	24%	67%	91%	3%	--	3%	4%	2%

TABLE 53a

QUESTION 53a: More specialized demands for educational services (Part IV, Q-5).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	7%	93%	100%	--	--	--	--	--
Public Community College	24%	70%	94%	1%	1%	2%	1%	3%
Four-Year Private College	16%	69%	85%	5%	--	5%	7%	3%
Four-Year Public College	13%	73%	86%	3%	3%	6%	4%	4%
Private Grad. and Univ.	6%	76%	82%	12%	--	12%	6%	--
Public University	17%	74%	91%	3%	--	3%	4%	2%

TABLE 53b

QUESTION 53b: More specialized demands for educational services (Part IV, Q-5).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	12%	73%	85%	5%	--	5%	6%	4%
Yes	20%	71%	91%	2%	1%	3%	3%	3%

TABLE 53c

QUESTION 53c: More specialized demands for educational services (Part IV, Q-5).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	17%	72%	89%	5%	1%	6%	3%	2%
Board More Than 10 Years	15%	74%	89%	2%	--	2%	4%	5%
Faculty Less Than 10 Years	13%	78%	91%	--	--	--	--	9%
Faculty More Than 10 Years	26%	71%	97%	--	--	--	--	--
Administrator Less Than 10 Years	14%	75%	89%	--	--	--	7%	4%
Administrator More Than 10 Years	29%	63%	92%	4%	--	4%	2%	2%

TABLE 54

QUESTION 54: Competition for students (Part IV, Q-6).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Total
Board Chairman	17%	68%	85%	7%	--	7%	4%	4%
Board Member	12%	71%	83%	8%	1%	9%	3%	5%
Faculty	23%	72%	95%	2%	--	2%	3%	--
Administrator	21%	75%	96%	1%	--	1%	3%	--

TABLE 54a

QUESTION 54a: Competition for students (Part IV, Q-6).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	7%	93%	100%	--	--	--	--	--
Public Community College	15%	68%	83%	8%	1%	9%	4%	4%
Four-Year Private College	21%	72%	93%	2%	1%	3%	2%	2%
Four-Year Public College	13%	77%	90%	7%	--	7%	--	3%
Private Grad. and Univ.	6%	70%	76%	6%	--	6%	18%	--
Public University	14%	75%	89%	6%	--	6%	2%	3%

TABLE 54b

QUESTION 54b: Competition for students (Part IV, Q-6).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	12%	77%	89%	5%	--	5%	4%	2%
Yes	16%	70%	86%	6%	1%	7%	3%	4%

TABLE 54c

QUESTION 54c: Competition for students (Part IV, Q-6).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	14%	71%	85%	9%	1%	10%	1%	4%
Board More Than 10 Years	12%	70%	82%	6%	1%	7%	6%	5%
Faculty Less Than 10 Years	18%	74%	92%	4%	--	4%	4%	--
Faculty More Than 10 Years	24%	74%	98%	--	--	--	2%	--
Administrator Less Than 10 Years	25%	71%	96%	--	--	--	4%	--
Administrator More Than 10 Years	19%	77%	96%	2%	--	2%	2%	--

TABLE 55

QUESTION 55: Competition for revenue (Part IV, Q-7).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	22%	69%	91%	7%	--	7%	--	2%
Board Member	20%	69%	89%	5%	--	5%	1%	5%
Faculty	37%	61%	98%	--	--	--	2%	--
Administrator	29%	67%	96%	1%	--	1%	3%	--

TABLE 55a

QUESTION 55a: Competition for revenue (Part IV, Q-7).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	27%	53%	80%	13%	--	13%	7%	--
Public Community College	26%	66%	92%	3%	1%	4%	--	4%
Four-Year Private College	21%	70%	91%	5%	--	5%	2%	2%
Four-Year Public College	23%	63%	86%	10%	--	10%	--	4%
Private Grad. and Univ.	12%	76%	88%	6%	--	6%	6%	--
Public University	29%	68%	97%	--	--	--	--	3%

TABLE 55b

QUESTION 55b: Competition for revenue (Part IV, Q-7).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	13%	77%	90%	5%	--	5%	3%	2%
Yes	27%	65%	92%	4%	--	4%	1%	3%

TABLE 55c

QUESTION 55c: Competition for revenue (Part IV, Q-7).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	22%	70%	92%	4%	--	4%	--	4%
Board More Than 10 Years	18%	67%	85%	8%	--	8%	2%	5%
Faculty Less Than 10 Years	43%	57%	100%	--	--	--	--	--
Faculty More Than 10 Years	31%	66%	97%	--	--	--	3%	--
Administrator Less Than 10 Years	25%	68%	93%	--	--	--	7%	--
Administrator More Than 10 Years	31%	67%	98%	2%	--	2%	--	--

TABLE 56

QUESTION 56: Institutional missions more difficult to define (Part IV, Q-8).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	9%	54%	63%	22%	2%	24%	9%	4%
Board Member	4%	47%	51%	31%	1%	32%	12%	5%
Faculty	6%	60%	66%	31%	--	31%	2%	1%
Administrator	8%	42%	50%	40%	1%	41%	9%	--

TABLE 56a

QUESTION 56a: Institutional missions more difficult to define (Part IV, Q-8).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Total
Private Community College	--	53%	53%	33%	--	33%	14%	--
Public Community College	5%	51%	56%	28%	1%	29%	10%	5%
Four-Year Private College	6%	54%	60%	28%	1%	29%	10%	1%
Four-Year Public College	3%	37%	40%	43%	--	43%	10%	7%
Private Grad. and Univ.	6%	41%	47%	47%	--	47%	6%	--
Public University	11%	38%	49%	37%	1%	38%	8%	5%

TABLE 56b

QUESTION 56b: Institutional missions more difficult to define (Part IV, Q-8).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	4%	50%	54%	31%	1%	32%	13%	1%
Yes	7%	48%	55%	31%	1%	32%	9%	4%

TABLE 56c

QUESTION 56c: Institutional missions more difficult to define (Part IV, Q-8).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	5%	47%	52%	32%	1%	33%	13%	2%
Board More Than 10 Years	5%	51%	56%	24%	2%	26%	9%	9%
Faculty Less Than 10 Years	--	65%	65%	31%	--	31%	--	4%
Faculty More Than 10 Years	10%	55%	65%	32%	--	32%	3%	--
Administrator Less Than 10 Years	11%	32%	43%	43%	3%	46%	11%	--
Administrator More Than 10 Years	6%	48%	54%	38%	--	38%	8%	--

TABLE 57

HYPOTHESIS XX: The majority of voters will agree that the quality of public colleges and universities will improve.

MICHIGAN VOTERS' OPINIONS TOWARD INSTITUTIONS OF
HIGHER EDUCATION AND PUBLIC COLLEGES AND
UNIVERSITIES QUALITY OF EDUCATION MORE
DIFFICULT TO SUSTAIN

QUALITY OF EDUCATION

Remain the Same	Improve	Not Improve	Total
29.94%	54.79%	15.27%	100%
(N = 100)	(N = 183)	(N = 51)	(N = 334)

$$\chi^2 = 80.00 \quad P < .0001$$

TABLE 57a

QUESTION 57a: In your opinion, will the quality in Michigan public colleges and universities:
improve, not improve, remain the same, don't know (Part IV, Q-9a)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(BY RACIAL CHARACTERISTICS)

Racial Characteristic	Improve	Not Improve	Remain Same	Don't Know
White	43%	13%	25%	19%
Minority	58%	7%	18%	17%

TABLE 57b

QUESTION 57b: In your opinion, will the quality in Michigan public colleges and universities:
improve, not improve, remain the same, don't know (Part IV, Q-9a)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(GEOGRAPHICAL)

Area	Improve	Not Improve	Remain Same	Don't Know
Central	51%	13%	23%	13%
Southeast	39%	15%	27%	19%
Upper Peninsula	73%	--	7%	20%
Western	47%	9%	22%	22%

TABLE 57c

QUESTION 57c: In your opinion, will the quality in Michigan public colleges and universities: improve, not improve, remain the same, don't know (Part IV, Q-9a)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(URBANIZATION)

Area	Improve	Not Improve	Remain Same	Don't Know
Central City	49%	9%	24%	18%
Farm	61%	5%	17%	17%
Rural	48%	16%	20%	16%
Small City	48%	8%	25%	19%
Suburb	34%	18%	27%	21%

TABLE 58

QUESTION 58a: Are Michigan's public colleges and universities preparing students satisfactorily for the present job market (Part I, Q-2a)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(BY RACIAL CHARACTERISTICS)

Racial Characteristic	Yes	No	Don't Know
White	36%	26%	38%
Minority	42%	20%	38%

TABLE 59

QUESTION 59: Maintenance of quality more difficult to sustain (Part IV, Q-9).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	11%	51%	62%	32%	4%	36%	--	2%
Board Member	8%	50%	58%	31%	2%	33%	4%	5%
Faculty	14%	56%	70%	26%	2%	28%	2%	--
Administrator	10%	49%	59%	34%	3%	37%	3%	1%

TABLE 59a

QUESTION 59a: Maintenance of quality more difficult to sustain (Part IV, Q-9).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	53%	53%	40%	--	40%	7%	--
Public Community College	10%	45%	55%	35%	3%	38%	2%	5%
Four-Year Private College	7%	62%	69%	22%	2%	24%	5%	2%
Four-Year Public College	13%	40%	53%	40%	--	40%	--	7%
Private Grad. and Univ.	6%	41%	47%	47%	--	47%	6%	--
Public University	14%	54%	68%	28%	1%	29%	--	3%

TABLE 59b

QUESTION 59b: Maintenance of quality more difficult to sustain (Part IV, Q-9).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	3%	58%	61%	32%	1%	33%	5%	1%
Yes	11%	49%	60%	31%	2%	33%	2%	4%

TABLE 59c

QUESTION 59c: Maintenance of quality more difficult to sustain (Part IV, Q-9).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	6%	50%	56%	34%	2%	36%	4%	4%
Board More Than 10 Years	12%	52%	64%	26%	1%	27%	2%	7%
Faculty Less Than 10 Years	13%	44%	57%	39%	--	39%	4%	--
Faculty More Than 10 Years	16%	63%	79%	18%	3%	21%	--	--
Administrator Less Than 10 Years	11%	53%	64%	29%	--	29%	7%	--
Administrator More Than 10 Years	10%	46%	56%	38%	4%	42%	--	2%

TABLE 60

QUESTION 60: Cooperative effort among institutions of higher education more difficult (Part IV, Q-10).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	4%	41%	45%	36%	2%	38%	8%	9%
Board Member	3%	37%	40%	43%	2%	45%	10%	5%
Faculty	13%	42%	55%	34%	3%	37%	5%	3%
Administrator	5%	41%	46%	45%	1%	46%	8%	--

TABLE 60a

QUESTION 60a: Cooperative effort among institutions of higher education more difficult
(Part IV, Q-10).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	53%	53%	40%	--	40%	7%	--
Public Community College	6%	40%	46%	39%	4%	43%	6%	5%
Four-Year Private College	2%	44%	46%	35%	1%	36%	15%	3%
Four-Year Public College	7%	27%	34%	53%	--	53%	7%	6%
Private Grad. and Univ.	6%	35%	41%	35%	--	35%	18%	6%
Public University	5%	31%	36%	55%	1%	56%	3%	5%

TABLE 60b

QUESTION 60b: Cooperative effort among institutions of higher education more difficult
(Part IV, Q-10).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	2%	46%	48%	34%	--	34%	14%	4%
Yes	5%	37%	42%	43%	3%	46%	7%	5%

TABLE 60c

QUESTION 60c: Cooperative effort among institutions of higher education more difficult
(Part IV, Q-10).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	3%	34%	37%	45%	3%	48%	11%	4%
Board More Than 10 Years	3%	45%	48%	37%	--	37%	6%	9%
Faculty Less Than 10 Years	9%	44%	53%	35%	4%	39%	4%	4%
Faculty More Than 10 Years	16%	42%	58%	29%	3%	32%	8%	2%
Administrator Less Than 10 Years	--	50%	50%	43%	4%	47%	3%	--
Administrator More Than 10 Years	8%	36%	44%	48%	--	48%	8%	--

TABLE 61

QUESTION 61: Resources more difficult to manage (Part IV, Q-11).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	7%	57%	64%	28%	2%	30%	4%	2%
Board Member	3%	57%	60%	27%	1%	28%	6%	6%
Faculty	8%	63%	71%	24%	--	24%	3%	2%
Administrator	8%	67%	75%	19%	1%	20%	4%	1%

TABLE 61a

QUESTION 61a: Resources more difficult to manage (Part IV, Q-11).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	7%	67%	74%	13%	--	13%	13%	--
Public Community College	6%	58%	64%	26%	1%	27%	5%	4%
Four-Year Private College	4%	66%	70%	21%	1%	22%	5%	3%
Four-Year Public College	7%	40%	47%	40%	--	40%	3%	10%
Private Grad. and Univ.	6%	53%	59%	23%	--	23%	12%	6%
Public University	5%	60%	65%	31%	--	31%	1%	3%

TABLE 61b

QUESTION 61b: Resources more difficult to manage (Part IV, Q-11).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	5%	71%	76%	16%	--	16%	6%	2%
Yes	5%	57%	62%	28%	1%	29%	4%	5%

TABLE 61c

QUESTION 61c: Resources more difficult to manage (Part IV, Q-11).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	3%	58%	61%	28%	1%	29%	6%	4%
Board More Than 10 Years	6%	56%	62%	25%	1%	26%	4%	8%
Faculty Less Than 10 Years	9%	61%	70%	22%	--	22%	4%	4%
Faculty More Than 10 Years	8%	66%	74%	24%	--	24%	2%	--
Administrator Less Than 10 Years	7%	54%	61%	21%	4%	25%	11%	3%
Administrator More Than 10 Years	8%	73%	81%	19%	--	19%	--	--

TABLE 62

QUESTION 62: Greater diversity of programs of higher education (Part IV, Q-12).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	11%	68%	79%	11%	4%	15%	4%	2%
Board Member	10%	68%	78%	11%	--	11%	4%	7%
Faculty	18%	72%	90%	8%	--	8%	2%	--
Administrator	14%	67%	81%	13%	--	13%	3%	3%

TABLE 62a

QUESTION 62a: Greater diversity of programs of higher education (Part IV, Q-12).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Strongly Disagree	Disagree	Total	No Opinion	Other
Private Community College	20%	73%	93%	--	7%	7%	--	--
Public Community College	15%	67%	82%	1%	9%	10%	3%	5%
Four-Year Private College	7%	71%	78%	2%	12%	14%	4%	4%
Four-Year Public College	10%	63%	73%	--	20%	20%	--	7%
Private Grad. and Univ.	--	76%	76%	--	18%	18%	6%	--
Public University	14%	69%	83%	--	9%	9%	5%	3%

TABLE 62b

QUESTION 62b: Greater diversity of programs of higher education (Part IV, Q-12).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Strongly Disagree	Disagree	Total	No Opinion	Other
No	8%	71%	79%	1%	12%	13%	4%	4%
Yes	13%	68%	81%	1%	11%	12%	3%	4%

TABLE 62c

QUESTION 62c: Greater diversity of programs of higher education (Part IV, Q-12).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Strongly Disagree	Disagree	Total	No Opinion	Other
Board Less Than 10 Years	11%	73%	84%	1%	8%	9%	3%	4%
Board More Than 10 Years	8%	60%	68%	1%	16%	17%	7%	8%
Faculty Less Than 10 Years	13%	78%	91%	--	4%	4%	5%	--
Faculty More Than 10 Years	18%	68%	86%	--	11%	11%	3%	--
Administrator Less Than 10 Years	14%	75%	89%	--	11%	11%	--	--
Administrator More Than 10 Years	15%	64%	79%	--	15%	15%	2%	4%

TABLE 63

QUESTION 63: Increased respect for higher education by the public (Part IV, Q-13).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	--	38%	38%	40%	4%	44%	15%	4%
Board Member	6%	44%	50%	29%	1%	30%	14%	6%
Faculty	3%	21%	24%	44%	3%	47%	24%	5%
Administrator	7%	38%	45%	33%	1%	34%	13%	8%

TABLE 63a

QUESTION 63a: Increased respect for higher education by the public (Part IV, Q-13).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	27%	27%	--	53%	53%	13%	7%
Public Community College	6%	36%	42%	37%	2%	39%	13%	6%
Four-Year Private College	3%	36%	39%	37%	3%	40%	17%	4%
Four-Year Public College	7%	36%	43%	17%	--	17%	30%	10%
Private Grad. and Univ.	--	59%	59%	35%	--	35%	6%	--
Public University	9%	56%	65%	14%	--	14%	15%	6%

TABLE 63b

QUESTION 63b: Increased respect for higher education by the public (Part IV, Q-13).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	3%	36%	39%	42%	2%	44%	12%	5%
Yes	6%	40%	46%	30%	1%	31%	17%	6%

TABLE 63c

QUESTION 63c: Increased respect for higher education by the public (Part IV, Q-13).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	7%	44%	51%	29%	2%	31%	16%	4%
Board More Than 10 Years	3%	41%	44%	33%	1%	34%	14%	8%
Faculty Less Than 10 Years	--	26%	26%	43%	--	43%	22%	9%
Faculty More Than 10 Years	5%	21%	26%	45%	5%	50%	21%	3%
Administrator Less Than 10 Years	--	32%	32%	46%	4%	50%	11%	7%
Administrator More Than 10 Years	10%	40%	50%	25%	--	25%	17%	8%

TABLE 64

QUESTION 64: Most Michigan higher education institutions are preparing students effectively for the job market (Part I, Q-2).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	--	52%	52%	32%	2%	34%	3%	11%
Board Member	3%	55%	58%	26%	4%	30%	4%	8%
Faculty	5%	39%	44%	35%	2%	37%	5%	14%
Administrator	8%	60%	68%	24%	--	24%	7%	1%

TABLE 64a

QUESTION 64a: Most Michigan higher education institutions are preparing students effectively for the job market (Part I, Q-2).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	38%	38%	50%	--	50%	--	12%
Public Community College	3%	51%	54%	31%	5%	36%	3%	7%
Four-Year Private College	2%	51%	53%	27%	1%	28%	7%	12%
Four-Year Public College	10%	65%	75%	19%	3%	22%	--	3%
Private Grad. and Univ.	--	72%	72%	17%	5%	22%	--	6%
Public University	8%	60%	68%	20%	1%	21%	6%	5%

TABLE 64b

QUESTION 64b: Most Michigan higher education institutions are preparing students effectively for the job market (Part I, Q-2).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	1%	54%	55%	28%	2%	30%	6%	9%
Yes	4%	53%	57%	28%	3%	31%	4%	8%

TABLE 64c

QUESTION 64c: Most Michigan higher education institutions are preparing students effectively for the job market (Part I, Q-2).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	1%	55%	56%	28%	3%	31%	3%	10%
Board More Than 10 Years	3%	53%	56%	27%	5%	32%	5%	7%
Faculty Less Than 10 Years	4%	26%	30%	44%	--	44%	9%	17%
Faculty More Than 10 Years	3%	46%	49%	30%	3%	33%	5%	13%
Administrator Less Than 10 Years	11%	46%	57%	32%	--	32%	11%	--
Administrator More Than 10 Years	8%	69%	77%	19%	--	19%	2%	2%

TABLE 65

HYPOTHESIS XXV: A greater percentage of the responding institutional presidents will hold a more favorable opinion toward the role of colleges and universities in preparing students for the job market than will the key faculty representatives.

INSTITUTIONAL RESPONDENTS' POSITION IN HIGHER EDUCATION AND
THEIR OPINIONS TOWARD PUBLIC COLLEGES AND UNIVERSITIES
PREPARING STUDENTS FOR THE JOB MARKET

PREPARING STUDENTS FOR THE JOB MARKET

Position	Agree	Disagree	Total
President	74.29% (N = 52)	25.71% (N = 18)	100% (N = 70)
Faculty	54.91% (N = 28)	45.09% (N = 23)	100% (N = 51)

$$\chi^2 = 4.12 \quad P < .05$$

TABLE 66

HYPOTHESIS XXVI: The majority of voters will hold positive opinions toward the role of Michigan public colleges and universities in preparing students for the job market.

MICHIGAN VOTERS' OPINIONS TOWARD PUBLIC COLLEGES AND
UNIVERSITIES PREPARING STUDENTS FOR JOB MARKET

EFFECTIVE JOB MARKET PREPARATION

Yes	No	Total
59.61%	40.39%	100%
(N = 152)	(N = 103)	(N = 255)

$$\chi^2 = 9.4566 \quad P < .002$$

TABLE 66a

QUESTION 66a: Are Michigan's public colleges and universities preparing students satisfactorily for the present job market (Part I, Q-2a)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(GEOGRAPHICAL)

Area	Yes	No	Don't Know
Central	42%	21%	37%
Southeast	33%	28%	39%
Upper Peninsula	60%	13%	27%
Western	38%	23%	39%

TABLE 66b

QUESTION 66b: Are Michigan's public colleges and universities preparing students satisfactorily for the present job market (Part I, Q-2a)?

SAMPLE MICHIGAN VOTERS' OPINIONS
(URBANIZATION)

Area	Yes	No	Don't Know
Central City	38%	24%	38%
Farm	40%	30%	30%
Rural	34%	24%	42%
Small City	40%	26%	34%
Suburb	34%	24%	42%

VIII.

RESPONSIBILITIES OF A STATEWIDE BOARD
OF HIGHER EDUCATION

TABLE 67

QUESTION 67: It should collect essential information and data about post-secondary education (Part III, Q-1).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	31%	56%	87%	4%	4%	8%	3%	2%
Board Member	22%	72%	94%	1%	1%	2%	2%	2%
Faculty	38%	59%	97%	2%	--	2%	1%	--
Administrator	33%	61%	94%	1%	--	1%	4%	1%

TABLE 67a

QUESTION 67a: It should collect essential information and data about post-secondary education
(Part III, Q-1).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	7%	87%	94%	--	--	--	--	6%
Public Community College	29%	67%	96%	1%	2%	3%	--	1%
Four-Year Private College	24%	69%	93%	2%	--	2%	3%	2%
Four-Year Public College	32%	55%	87%	3%	--	3%	3%	7%
Private Grad. and Univ.	29%	47%	76%	6%	--	6%	18%	--
Public University	31%	63%	94%	--	1%	1%	5%	--

TABLE 67b

QUESTION 67b: It should collect essential information and data about post-secondary education (Part III, Q-1).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	21%	71%	92%	2%	--	2%	4%	2%
Yes	29%	65%	94%	1%	1%	2%	2%	2%

TABLE 67c

QUESTION 67c: It should collect essential information and data about post-secondary education
(Part III, Q-1).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	21%	71%	92%	1%	2%	3%	3%	2%
Board More Than 10 Years	29%	66%	95%	2%	--	2%	1%	2%
Faculty Less Than 10 Years	39%	61%	100%	--	--	--	--	--
Faculty More Than 10 Years	36%	59%	95%	3%	--	3%	2%	--
Administrator Less Than 10 Years	21%	68%	89%	--	--	--	7%	4%
Administrator More Than 10 Years	42%	54%	96%	2%	--	2%	2%	--

TABLE 68

QUESTION 68: It should conduct comprehensive and continuous planning and assessment studies of all aspects of post-secondary education (Part III, Q-2).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	27%	53%	80%	4%	5%	9%	6%	5%
Board Member	20%	68%	88%	5%	1%	6%	2%	4%
Faculty	25%	64%	89%	5%	--	5%	3%	3%
Administrator	25%	63%	88%	4%	--	4%	7%	1%

TABLE 68a

QUESTION 68a: It should conduct comprehensive and continuous planning and assessment studies of all aspects of post-secondary education (Part III, Q-2).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	7%	86%	93%	7%	--	7%	--	--
Public Community College	26%	65%	91%	3%	2%	5%	2%	2%
Four-Year Private College	22%	69%	91%	1%	1%	2%	3%	4%
Four-Year Public College	13%	61%	74%	13%	--	13%	3%	10%
Private Grad. and Univ.	18%	41%	59%	18%	--	18%	17%	6%
Public University	26%	54%	80%	8%	1%	9%	5%	6%

TABLE 68b

QUESTION 68b: It should conduct comprehensive and continuous planning and assessment studies of all aspects of post-secondary education (Part III, Q-2).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	18%	70%	88%	4%	--	4%	5%	3%
Yes	24%	63%	87%	5%	1%	6%	3%	4%

TABLE 68c

QUESTION 68c: It should conduct comprehensive and continuous planning and assessment studies of all aspects of post-secondary education (Part III, Q-2).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	20%	66%	86%	5%	2%	7%	3%	4%
Board More Than 10 Years	26%	62%	88%	3%	1%	4%	2%	6%
Faculty Less Than 10 Years	22%	61%	83%	13%	--	13%	--	4%
Faculty More Than 10 Years	26%	67%	93%	--	--	--	5%	2%
Administrator Less Than 10 Years	21%	64%	85%	--	--	--	11%	4%
Administrator More Than 10 Years	27%	63%	90%	6%	--	6%	4%	--

TABLE 69

QUESTION 69: It should advise the Governor and the legislature as to the financial and other needs of post-secondary education (Part III, Q-3).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	20%	67%	87%	4%	4%	8%	3%	2%
Board Member	20%	71%	91%	4%	1%	5%	1%	3%
Faculty	30%	59%	89%	5%	1%	6%	--	5%
Administrator	21%	67%	88%	4%	1%	5%	7%	--

TABLE 69a

QUESTION 69a: It should advise the Governor and the legislature as to the financial and other needs of post-secondary education (Part III, Q-3).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	13%	80%	93%	7%	--	7%	--	--
Public Community College	24%	70%	94%	2%	2%	4%	1%	1%
Four-Year Private College	22%	72%	94%	1%	--	1%	2%	3%
Four-Year Public College	13%	42%	55%	26%	3%	29%	6%	10%
Private Grad. and Univ.	18%	65%	83%	--	--	--	17%	--
Public University	22%	63%	85%	6%	5%	11%	1%	3%

TABLE 69b

QUESTION 69b: It should advise the Governor and the legislature as to the financial and other needs of post-secondary education (Part III, Q-3).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	15%	76%	91%	1%	--	1%	5%	3%
Yes	23%	66%	89%	5%	2%	7%	1%	3%

TABLE 69c

QUESTION 69c: It should advise the Governor and the legislature as to the financial and other needs of post-secondary education (Part III, Q-3).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	19%	70%	89%	4%	1%	5%	2%	4%
Board More Than 10 Years	21%	71%	92%	4%	2%	6%	--	2%
Faculty Less Than 10 Years	31%	52%	83%	13%	--	13%	--	4%
Faculty More Than 10 Years	31%	64%	95%	--	2%	2%	--	3%
Administrator Less Than 10 Years	18%	71%	89%	--	4%	4%	7%	--
Administrator More Than 10 Years	23%	65%	88%	6%	--	6%	6%	--

TABLE 70

QUESTION 70: It should advise the Governor and the legislature on the roles and missions of individual institutions, their education programs, and needs for new programs, centers, schools, or departments (Part III, Q-4).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	16%	53%	69%	13%	9%	22%	7%	2%
Board Member	13%	63%	76%	14%	2%	16%	4%	4%
Faculty	21%	60%	81%	10%	3%	13%	--	6%
Administrator	18%	53%	71%	16%	5%	21%	7%	1%

TABLE 70a

QUESTION 70a: It should advise the Governor and the legislature on the roles and missions of individual institutions, their education programs, and needs for new programs, centers, schools, or departments (Part III, Q-4).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	7%	73%	80%	--	--	--	20%	--
Public Community College	17%	60%	77%	16%	4%	20%	1%	2%
Four-Year Private College	16%	64%	80%	8%	2%	10%	5%	5%
Four-Year Public College	16%	39%	55%	26%	6%	32%	3%	10%
Private Grad. and Univ.	6%	70%	76%	--	--	--	18%	6%
Public University	17%	51%	68%	18%	5%	23%	5%	4%

TABLE 70b

QUESTION 70b: It should advise the Governor and the legislature on the roles and missions of individual institutions, their education programs, and needs for new programs, centers, schools, or departments (Part III, Q-4).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	10%	66%	76%	6%	2%	8%	10%	6%
Yes	17%	57%	74%	16%	4%	20%	3%	3%

TABLE 70c

QUESTION 70c: It should advise the Governor and the legislature on the roles and missions of individual institutions, their education programs, and needs for new programs, centers, schools, or departments (Part III, Q-4).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	14%	61%	75%	15%	2%	17%	4%	4%
Board More Than 10 Years	14%	60%	74%	13%	5%	18%	5%	3%
Faculty Less Than 10 Years	22%	65%	87%	--	4%	4%	--	9%
Faculty More Than 10 Years	20%	59%	79%	15%	3%	18%	--	3%
Administrator Less Than 10 Years	21%	54%	75%	11%	4%	15%	7%	3%
Administrator More Than 10 Years	17%	52%	69%	19%	6%	25%	6%	--

TABLE 71

QUESTION 71: It should provide assistance in the development of cooperative relationships among institutions and among the sectors of post-secondary education (Part III, Q-5).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	22%	56%	78%	7%	5%	12%	6%	4%
Board Member	19%	69%	88%	4%	--	4%	4%	4%
Faculty	29%	64%	93%	3%	--	3%	--	4%
Administrator	26%	67%	93%	3%	--	3%	4%	--

TABLE 71a

QUESTION 71a: It should provide assistance in the development of cooperative relationships among institutions and among the sectors of post-secondary education (Part III, Q-5).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	7%	73%	80%	7%	--	7%	13%	--
Public Community College	25%	67%	92%	1%	1%	2%	2%	4%
Four-Year Private College	22%	68%	90%	4%	1%	5%	2%	3%
Four-Year Public College	26%	48%	74%	13%	--	13%	3%	10%
Private Grad. and Univ.	12%	65%	77%	6%	--	6%	17%	--
Public University	17%	68%	85%	6%	1%	7%	5%	3%

TABLE 71b

QUESTION 71b: It should provide assistance in the development of cooperative relationships among institutions and among the sectors of post-secondary education (Part III, Q-5).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	13%	73%	86%	4%	--	4%	7%	3%
Yes	24%	65%	89%	4%	1%	5%	2%	4%

TABLE 71c

QUESTION 71c: It should provide assistance in the development of cooperative relationships among institutions and among the sectors of post-secondary education (Part III, Q-5).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	19%	66%	85%	4%	1%	5%	5%	5%
Board More Than 10 Years	20%	67%	87%	5%	1%	6%	3%	4%
Faculty Less Than 10 Years	26%	70%	96%	--	--	--	--	4%
Faculty More Than 10 Years	31%	61%	92%	5%	--	5%	--	3%
Administrator Less Than 10 Years	25%	64%	89%	4%	--	4%	7%	--
Administrator More Than 10 Years	27%	69%	96%	2%	--	2%	2%	--

TABLE 72

QUESTION 72: It should name appropriate advisory committees and councils (Part III, Q-6).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	13%	64%	77%	9%	5%	14%	7%	2%
Board Member	13%	63%	76%	7%	1%	8%	9%	7%
Faculty	16%	57%	73%	9%	--	9%	8%	10%
Administrator	17%	63%	80%	4%	1%	5%	15%	--

TABLE 72a

QUESTION 72a: It should name appropriate advisory committees and councils (Part III, Q-6).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	7%	67%	74%	13%	--	13%	13%	--
Public Community College	17%	64%	81%	4%	2%	6%	7%	6%
Four-Year Private College	14%	62%	76%	7%	1%	8%	10%	6%
Four-Year Public College	10%	42%	52%	23%	--	23%	6%	19%
Private Grad. and Univ.	18%	65%	83%	--	--	--	17%	--
Public University	9%	66%	75%	8%	3%	11%	12%	2%

TABLE 72b

QUESTION 72b: It should name appropriate advisory committees and councils (Part III, Q-6).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	9%	68%	77%	7%	--	7%	12%	4%
Yes	15%	61%	76%	7%	2%	9%	9%	6%

TABLE 72c

QUESTION 72c: It should name appropriate advisory committees and councils (Part III, Q-6).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	14%	63%	77%	7%	2%	9%	8%	6%
Board More Than 10 Years	12%	64%	76%	8%	1%	9%	9%	6%
Faculty Less Than 10 Years	17%	56%	73%	9%	--	9%	9%	9%
Faculty More Than 10 Years	15%	59%	74%	10%	--	10%	8%	8%
Administrator Less Than 10 Years	14%	50%	64%	7%	4%	11%	25%	--
Administrator More Than 10 Years	19%	71%	90%	2%	--	--	8%	--

TABLE 73

QUESTION 73: It should provide, from time to time, such other advice and counsel concerning higher education as either the Governor or the legislature may require (Part III, Q-7).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	15%	67%	82%	5%	4%	9%	5%	4%
Board Member	16%	74%	90%	2%	--	2%	3%	5%
Faculty	30%	65%	95%	--	--	--	--	5%
Administrator	17%	75%	92%	3%	--	3%	5%	--

TABLE 73a

QUESTION 73a: It should provide, from time to time, such other advice and counsel concerning higher education as either the Governor or the legislature may require (Part III, Q-7).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	7%	86%	93%	--	--	--	7%	--
Public Community College	21%	73%	94%	1%	1%	2%	1%	3%
Four-Year Private College	18%	74%	92%	2%	--	2%	2%	4%
Four-Year Public College	16%	49%	65%	16%	--	16%	3%	16%
Private Grad. and Univ.	12%	70%	82%	--	--	--	18%	--
Public University	15%	72%	87%	2%	2%	4%	8%	1%

TABLE 73b

QUESTION 73b: It should provide, from time to time, such other advice and counsel concerning higher education as either the Governor or the legislature may require (Part III, Q-7).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	9%	80%	89%	2%	--	2%	5%	4%
Yes	20%	70%	90%	3%	1%	4%	2%	4%

TABLE 73c

QUESTION 73c: It should provide, from time to time, such other advice and counsel concerning higher education as either the Governor or the legislature may require (Part III, Q-7).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	16%	71%	87%	2%	2%	4%	4%	5%
Board More Than 10 Years	13%	75%	88%	5%	--	5%	2%	5%
Faculty Less Than 10 Years	26%	70%	96%	--	--	--	--	4%
Faculty More Than 10 Years	33%	64%	97%	--	--	--	--	3%
Administrator Less Than 10 Years	18%	68%	86%	3%	--	3%	11%	--
Administrator More Than 10 Years	17%	79%	96%	2%	--	2%	2%	--

IX.

PUBLIC COMMUNITY COLLEGES

TABLE 74

QUESTION 74: Community colleges should not be allowed to grant baccalaureate degrees
(Part I, Q-23).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	31%	36%	67%	9%	2%	11%	21%	1%
Board Member	24%	40%	64%	16%	3%	19%	11%	6%
Faculty	49%	36%	85%	5%	2%	7%	6%	2%
Administrator	46%	39%	85%	3%	7%	10%	5%	--

TABLE 74a

QUESTION 74a: Community colleges should not be allowed to grant baccalaureate degrees (Part I, Q-23).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	20%	40%	60%	13%	7%	20%	20%	--
Public Community College	28%	44%	72%	12%	5%	17%	7%	4%
Four-Year Private College	30%	33%	63%	16%	2%	18%	15%	4%
Four-Year Public College	65%	26%	91%	--	--	--	3%	6%
Private Grad. and Univ.	23%	41%	64%	12%	6%	18%	18%	--
Public University	40%	40%	80%	6%	2%	8%	9%	3%

TABLE 74b

QUESTION 74b: Community colleges should not be allowed to grant baccalaureate degrees
(Part I, Q-23).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	23%	37%	60%	16%	3%	19%	18%	3%
Yes	35%	40%	75%	10%	3%	13%	8%	4%

TABLE 74c

QUESTION 74c: Community colleges should not be allowed to grant baccalaureate degrees (Part I, Q-23).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	24%	38%	62%	16%	3%	19%	14%	5%
Board More Than 10 Years	28%	42%	70%	13%	3%	16%	9%	5%
Faculty Less Than 10 Years	39%	39%	78%	9%	--	9%	9%	4%
Faculty More Than 10 Years	59%	31%	90%	3%	2%	5%	5%	--
Administrator Less Than 10 Years	29%	54%	83%	7%	7%	14%	3%	--
Administrator More Than 10 Years	54%	34%	88%	--	6%	6%	6%	--

TABLE 75

QUESTION 75: Redistricting of Michigan community colleges should take place to provide the services of these institutions equally to all areas of the state (Part I, Q-22).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	15%	33%	48%	14%	5%	19%	24%	9%
Board Member	16%	39%	55%	17%	7%	24%	11%	10%
Faculty	25%	33%	58%	8%	10%	18%	10%	14%
Administrator	18%	30%	48%	16%	9%	25%	16%	11%

TABLE 75a

QUESTION 75a: Redistricting of Michigan community colleges should take place to provide the services of these institutions equally to all areas of the state (Part I, Q-22).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	53%	53%	20%	7%	27%	7%	13%
Public Community College	37%	34%	71%	12%	9%	21%	2%	6%
Four-Year Private College	2%	40%	42%	16%	9%	25%	19%	14%
Four-Year Public College	7%	19%	26%	39%	6%	45%	10%	19%
Private Grad. and Univ.	6%	23%	29%	12%	--	12%	41%	18%
Public University	5%	41%	46%	9%	5%	14%	29%	11%

TABLE 75b

QUESTION 75b: Redistricting of Michigan community colleges should take place to provide the services of these institutions equally to all areas of the state (Part I, Q-22).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	4%	39%	43%	16%	6%	22%	21%	14%
Yes	22%	35%	57%	15%	8%	23%	11%	9%

TABLE 75c

QUESTION 75c: Redistricting of Michigan community colleges should take place to provide the services of these institutions equally to all areas of the state (Part I, Q-22).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	13%	39%	52%	19%	8%	27%	10%	11%
Board More Than 10 Years	21%	35%	56%	12%	3%	15%	20%	9%
Faculty Less Than 10 Years	22%	35%	57%	13%	--	13%	13%	17%
Faculty More Than 10 Years	26%	36%	62%	5%	15%	20%	8%	10%
Administrator Less Than 10 Years	21%	14%	35%	14%	11%	25%	18%	22%
Administrator More Than 10 Years	19%	37%	56%	17%	8%	25%	15%	4%

TABLE 76

QUESTION 76: Community colleges should have the same relationship to the proposed State Board of Higher Education as baccalaureate institutions (Part I, Q-24).

POSITION

Position	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Chairman	15%	47%	62%	16%	4%	20%	11%	7%
Board Member	12%	52%	64%	12%	2%	14%	13%	9%
Faculty	16%	51%	67%	9%	2%	11%	13%	9%
Administrator	22%	40%	62%	14%	--	14%	16%	8%

TABLE 76a

QUESTION 76a: Community colleges should have the same relationship to the proposed State Board of Higher Education as baccalaureate institutions (Part I, Q-24).

TYPE OF INSTITUTION

Type of Institution	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Private Community College	--	60%	60%	20%	--	20%	7%	13%
Public Community College	29%	47%	76%	7%	2%	9%	7%	8%
Four-Year Private College	4%	54%	58%	16%	1%	17%	18%	7%
Four-Year Public College	7%	61%	68%	16%	7%	23%	--	9%
Private Grad. and Univ.	6%	41%	47%	12%	--	12%	35%	6%
Public University	5%	38%	43%	20%	1%	21%	25%	11%

TABLE 76b

QUESTION 76b: Community colleges should have the same relationship to the proposed State Board of Higher Education as baccalaureate institutions (Part I, Q-24).

ORGANIZED FOR FORMAL BARGAINING PURPOSES

Organized for Formal Bargaining Purposes?	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
No	5%	57%	62%	11%	1%	12%	18%	8%
Yes	18%	47%	65%	13%	2%	15%	11%	9%

TABLE 76c

QUESTION 76c: Community colleges should have the same relationship to the proposed State Board of Higher Education as baccalaureate institutions (Part I, Q-24).

YEARS OF EXPERIENCE IN HIGHER EDUCATION

Years of Experience in Higher Education	Strongly Agree	Agree	Total	Disagree	Strongly Disagree	Total	No Opinion	Other
Board Less Than 10 Years	13%	50%	63%	15%	2%	17%	11%	9%
Board More Than 10 Years	12%	52%	64%	10%	3%	13%	15%	8%
Faculty Less Than 10 Years	9%	56%	65%	13%	--	13%	13%	9%
Faculty More Than 10 Years	18%	46%	64%	10%	3%	13%	13%	10%
Administrator Less Than 10 Years	25%	39%	64%	11%	--	11%	18%	7%
Administrator More Than 10 Years	23%	40%	63%	15%	--	15%	14%	8%

APPENDIX B

QUESTIONNAIRE AND LETTER ATTACHMENTS



STATE OF MICHIGAN
OFFICE OF THE GOVERNOR
LANSING

WILLIAM G. MILLIKEN
GOVERNOR

December 27, 1976

Dear Board Member:

As Governor of the State of Michigan, I have been concerned about our planning and coordination system for higher education. The traditions of our state have respected the autonomy and independence of the institutions of higher education in Michigan.

The issues of governance are being discussed nationally and my Commission on Higher Education which completed its work in October, 1974, made some specific recommendations concerning the future of Michigan higher education.

One of the commission's charges was to review the question of governance and cooperation. They completed this task, taking a position in their report to me that was sensitive to Michigan's past history and the needs of post-secondary education. Although the commission solicited opinions regarding their work, it would be of great value to have a survey of opinion from key individuals in higher education regarding these issues.

I am pleased that Philip J. Gannon, President of Lansing Community College, has taken it upon himself to conduct such a survey. President Gannon was a task force member on the Governance and Coordination Committee of my commission and is chairman of the Michigan Local-State Relations Subcommittee Legislative Task Force. I wholeheartedly endorse President Gannon's study as it will focus on the opinions and attitudes of three significant groups in our state--faculty leadership, college presidents, and college board members.

The results of this study will become public information; however, the individuals' opinions and their institutions will be given complete confidentiality.

May I, therefore, urge you to participate in the study and extend your cooperation in the completion of the study.

Sincerely,

William G. Milliken
Governor

*Lansing Community College*

419 N. CAPITOL AVE., BOX 40010
LANSING, MICHIGAN 48901

December 27, 1976

Dear President:

Thank you for your willingness to participate in this study.

I have prepared for your consideration a very carefully developed questionnaire on the 1974 report of the Governor's Commission on Higher Education. The questionnaire will take approximately 10 to 15 minutes to complete.

You may want to review the enclosed commission report prior to or during your completion of the questionnaire.

I hope you will be able to return the questionnaire in early January so the study completion date of February can be met. A stamped, return self-addressed envelope is enclosed for your convenience. May I assure you, your questionnaire will be handled confidentially in every respect.

A resume of the study will be mailed to you.

Thanks again for your participation.

Sincerely,

Philip J. Gannon
President

bc

*Lansing Community College*

419 N. CAPITOL AVE., BOX 40010
LANSING, MICHIGAN 48901

December 27, 1976

Dear Faculty Leader:

Thank you for your willingness to participate in this study.

I have prepared for your consideration a very carefully developed questionnaire on the 1974 report of the Governor's Commission on Higher Education. The questionnaire will take approximately 10 to 15 minutes to complete.

You may want to review the enclosed commission report prior to or during your completion of the questionnaire.

I hope you will be able to return the questionnaire in early January so the study completion date of February can be met. A stamped, return self-addressed envelope is enclosed for your convenience. May I assure you, your questionnaire will be handled confidentially in every respect.

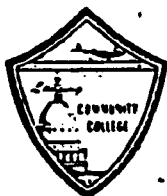
A resume of the study will be mailed to you.

Thanks again for your participation.

Sincerely,

Philip J. Gannon
President

bc



Serving the Heart
of Michigan

Lansing Community College

419 N. CAPITOL AVE., LANSING, MICHIGAN 48914

Lansing Community College

February 7, 1977

Dear Board Member:

I truly appreciate how busy you are and the number of questionnaires you receive but your help is needed.

A questionnaire pertaining to the Governor's Commission on Higher Education, a copy of the Commission report and a letter from Governor William G. Milliken requesting your cooperation were mailed to you the first of January, 1977.

The opinions of Board members are crucial to the quality of this study. Over 50% of the Board members of Michigan institutions of higher education have completed the questionnaire. The topic is of utmost importance at this time and your input is needed to validate the Trustees' viewpoints of the issues. I believe this area of study is critical to your institution and the results will be of interest to all of us in higher education.

Time is extremely short if the study is to be completed on schedule. The result of this study will be mailed to you hopefully in March. Receipt of your questionnaire is key to meeting this commitment.

For your convenience, I am enclosing another questionnaire. Again, thank you for your help.

Sincerely,

Philip J. Gannon
Philip J. Gannon
President

Enc.



Serving the Heart
of Michigan

Lansing Community College

419 N. CAPITOL AVE., LANSING, MICHIGAN 48914

March 1, 1977

Dear Board Member:

Your help is needed to complete the study on State-wide governance in higher education in Michigan.

A questionnaire pertaining to the Governor's Commission on Higher Education, a copy of the Commission report and a letter from Governor William G. Milliken requesting your cooperation were mailed to you the first of January, 1977.

The study is nearing completion, with over 90% of the Presidents, over 80% of the faculty members, and 70% of the Board members having completed their questionnaires. Our hope is that we will finish the study this month.

Because of the position of responsibility you hold in Michigan higher education, your opinion is important.

For your convenience, I am enclosing another questionnaire. Thank you for your help.

Sincerely,


Philip J. Gannon
President

Enc.

ASSOCIATION of
**independent colleges and universities
of michigan**



830 MICH. NATIONAL TOWER
POST OFFICE BOX 10186
LANSING, MICHIGAN 48901
TELEPHONE: (517) 372-9160

ADRIAN COLLEGE
Adrian
ALBION COLLEGE
Albion
ALMA COLLEGE
Alma
ANDREWS UNIVERSITY
Berrien Springs
AQUINAS COLLEGE
Grand Rapids
CALVIN COLLEGE
Grand Rapids
CENTER FOR CREATIVE
STUDIES - COLLEGE OF
ART AND DESIGN
Detroit
CONCORDIA COLLEGE
Ann Arbor
DAVENPORT COLLEGE
OF BUSINESS
Grand Rapids
DETROIT COLLEGE
OF BUSINESS
Dearborn
DETROIT COLLEGE
OF LAW
Detroit
DETROIT INSTITUTE
OF TECHNOLOGY
Detroit
GRAND RAPIDS
BAPTIST COLLEGE
Grand Rapids
GREAT LAKES
BIBLE COLLEGE
Lansing
HOPE COLLEGE
Holland
JOHN WESLEY COLLEGE
Owosso
KALAMAZOO COLLEGE
Kalamazoo
LAWRENCE INSTITUTE
OF TECHNOLOGY
Southfield
MADONNA COLLEGE
Livonia
MARYGROVE COLLEGE
Detroit
MERCY COLLEGE
OF DETROIT
Detroit
THE MERRILL-PALMER
INSTITUTE
Detroit
MUSKEGON BUSINESS
COLLEGE
Muskegon
NAZARETH COLLEGE
AT KALAMAZOO
Nasareth
NORTHWOOD INSTITUTE
Midland
OLIVET COLLEGE
Olivet
SAINT MARY'S COLLEGE
Orchard Lake
SHAW COLLEGE
AT DETROIT
Detroit
SIENA HEIGHTS COLLEGE
Adrian
SPRING ARBOR COLLEGE
Spring Arbor
SUOMI COLLEGE
Hancock
UNIVERSITY OF DETROIT
Detroit
WALSH COLLEGE
OF ACCOUNTANCY AND
BUSINESS ADMINISTRATION
Troy

Office of the President
JOHN L. GAFFNEY

March 1, 1977

MEMO TO: Board Members of Independent Higher
Education Institutions in Michigan

FROM: John L. Gaffney

SUBJECT: SURVEY ON ISSUES REGARDING THE GOVERNANCE
OF POSTSECONDARY EDUCATION IN MICHIGAN

The enclosed survey questionnaire regarding the govern-
ance, planning and coordination of postsecondary educa-
tion in Michigan is timely and important as public
policymakers in Michigan consider various methods for
the planning and coordination of public and independent
educational institutions.

The survey form, which was prepared by Philip J. Gannon,
President of Lansing Community College, has been pre-
viously forwarded to you for your consideration. I am
hopeful that you will find a few minutes to review the
1974 report of the Governor's Commission on Higher
Education, and complete the enclosed survey. It seems
to me immensely important that board members of inde-
pendent higher education institutions make a substantial
contribution to the preliminary considerations regarding
the creation of a centralized, state-wide agency which
could have impact on both the independence of independent
institutions and the cooperative relationships they now
enjoy.

SURVEY RESEARCH — CONFIDENTIAL QUESTIONNAIRE

Please check the following seven items as they pertain to you and your institution.

1. POSITION and/or TITLE OF INDIVIDUAL COMPLETING QUESTIONNAIRE

Faculty _____ Administration _____ Board of Control _____

2. NUMBER OF YEARS OF EXPERIENCE IN HIGHER EDUCATION AS

Board Member _____ Faculty _____ Administrator _____

3. NUMBER OF YEARS OF EXPERIENCE IN YOUR INSTITUTION AS

Board Member _____ Faculty _____ Administrator _____

4. AGE

Under 30 _____ 50 to 59 _____ 60 and over _____
30 to 49 _____

5. TYPE OF INSTITUTION (Check your type of institution)

A. Two-year Institutions

(1) Community College Public _____ Private _____ (3) Private Business Junior College _____
(2) Private Liberal Arts Junior College _____ (4) Other (Specify) _____

B. Four to Five Year Institutions

(1) Private Liberal Arts College _____ (4) Private Bible College or Institute _____
(2) Private Business College _____ (5) Public College _____
(3) Private Technical Institute _____ (6) Other (Specify) _____

C. Professional Graduate Schools and Universities

(1) Private Law School _____ (3) Public University _____
(2) Private University _____ (4) Other (Specify) _____

6. SIZE OF INSTITUTION

Full-time Equated (FTE) enrollment for Fiscal Year 1975-76. Do not show calendar year 1975.

Under 500 _____	2,500-3,499 _____	15,000-19,999 _____
500-999 _____	3,500-4,999 _____	20,000-24,999 _____
1,000-1,499 _____	5,000-9,999 _____	25,000-29,999 _____
1,500-2,499 _____	10,000-14,999 _____	30,000-over _____

7. ARE ANY OF YOUR INSTITUTION'S EMPLOYEES ORGANIZED FOR FORMAL BARGAINING PURPOSES?

Yes _____ No _____

If yes, indicate the areas organized.

Custodial/Maintenance _____ Para-Professional _____ Administration _____
Clerical/Secretarial _____ Faculty _____

PART I

For each of the following statements please indicate your opinion by placing a check mark in the appropriate area to the right. Your response will be treated confidentially.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Lack Information
1. Do you feel that the following definition developed by the Governor's Commission on Higher Education is appropriate for post-secondary education? "Post-secondary education is any instruction, research, public service or other learning opportunity offered to persons who have completed their secondary education or who are beyond the compulsory secondary school attendance age (age 16) and who are participating in an organized educational program or learning experience administered by other than schools whose primary role is elementary and secondary education."						
2. Most Michigan higher education institutions are preparing students effectively for the job market.						
3. The present approach for planning and coordination for higher education in Michigan will meet the needs of the future.						
4. Consideration of statewide planning and coordination for Michigan higher education are separable from concerns of institutional governance.						
5. The goals and purposes of post-secondary education in Michigan are clearly defined.						
6. For Michigan, the <i>voluntary</i> approach for governance and coordination for higher education is appropriate.						
7. For Michigan, the <i>advisory</i> approach for governance and coordination for higher education is appropriate.						
8. For Michigan, a <i>regulatory</i> approach for governance and coordination for higher education is appropriate.						
9. One of the strengths of higher education in Michigan is the relative independence of the boards of control.						
10. Present boards of control for public colleges and universities should be discontinued and these colleges and universities placed under the direction of a single statewide board.						
11. Not having a statewide board of control will lead to duplication of resources, unwarranted competition and lack of inner institutional cooperation.						
12. Board members in higher education should be elected on a non-partisan ballot.						
13. Board members in higher education should be elected on a partisan ballot.						
14. Board members in higher education should be appointed by the Governor with advice and consent of the Senate.						
15. Faculty members should be allowed to serve on their own institution's board of control.						
16. Students should be allowed to serve on their own institution's board of control.						
17. Faculty members should be allowed to serve on boards of control of institutions of higher education other than their own.						
18. Administrators and staff members should be allowed to serve on boards of control of institutions of higher education other than their own.						
19. Students should be allowed to serve on boards of control of institutions of higher education other than their own.						
20. Community college boards of control should continue to be elected.						
21. Community college boards of control should be appointed by the Governor with advice and consent of the Senate.						
22. Redistricting of Michigan community colleges should take place to provide the services of these institutions equally to all areas of the State.						
23. Community colleges should not be allowed to grant baccalaureate degrees.						

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Lack Information
24. Community colleges should have the same relationship to the proposed State Board of Higher Education as baccalaureate institutions.						
25. Separate Boards of Trustees should be established for those community colleges presently under K-12 boards.						
26. The functions and responsibilities of the present State Board of Education should be limited constitutionally to leadership, general supervision, planning and coordination for elementary and secondary education only.						
27. There is substantial support in the educational community for creation of a separate State Board of Higher Education with advisory powers.						
28. There is a substantial legislative support for creation of a separate State Board of Higher Education with advisory powers.						
29. There is substantial support in the Executive Office for creation of a separate State Board of Higher Education with advisory powers.						
30. Coordination and planning for higher education should be brought about by Constitutional change.						
31. Coordination and planning for higher education should be brought about by statutory enactment.						
32. The 1963 Michigan Constitution is ambiguous regarding the authority of the State Board of Education and the Boards of public baccalaureate institutions regarding planning and coordination.						
33. There should be a Constitutional revision to allow for establishment of a new State Board for Higher Education if its responsibilities are limited to general planning and coordination of all education beyond the secondary level, with advisory and recommendatory, rather than mandatory, authority.						
34. There should be a Constitutional revision and vote of the people to allow for establishment of a new State Board for Higher Education with mandatory authority for general planning and coordination.						

PART II

What is your opinion concerning the following seven statements if a new State Board of Higher Education were established?

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Lack Information
1. Members of this proposed Board should be appointed by the Governor, with advice and consent of the Senate.						
2. Members of this proposed Board should be elected at large.						
3. Membership of this proposed Board should be limited to no less than seven and no more than fifteen.						
4. The chief executive officer of the proposed State Board for Higher Education should be elected.						
5. The chief executive officer of the proposed State Board for Higher Education should be appointed.						
6. The functions of this proposed Board should be reviewed every five to eight years.						
7. Statutory basis should provide for involving the State's independent colleges and universities and the private trade, technical and business schools in the overall planning and coordination process of this proposed Board.						

PART III

In your opinion, if a new State Board of Higher Education is established, should the following responsibilities be a part of its duties?

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Lack Information
1. It should collect essential information and data about post-secondary education in Michigan.						
2. It should conduct comprehensive and continuous planning and assessment studies of all aspects of post-secondary education.						

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Lack Information
3. It should advise the Governor and the Legislature as to the financial and other needs of post-secondary education.						
4. It should advise the Governor and the Legislature on the roles and missions of individual institutions, their educational programs, and needs for new programs, centers, schools or departments.						
5. It should provide assistance in the development of cooperative relationships among institutions and among the sectors of post-secondary education.						
6. It should name appropriate advisory committees and councils.						
7. It should provide, from time to time, such other advice and counsel concerning higher education as either the Governor or the Legislature may require.						

PART IV

What is your opinion about the following thirteen statements regarding the future conditions of post-secondary education?

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Lack Information
1. Stabilized enrollment.						
2. Decreasing enrollment.						
3. Increasing enrollment.						
4. Increasing cost.						
5. More specialized demands for educational services.						
6. Competition for students.						
7. Competition for revenue.						
8. Institutional missions more difficult to define.						
9. Maintenance of quality more difficult to sustain.						
10. Cooperative effort among institutions of higher education more difficult.						
11. Resources more difficult to manage.						
12. Greater diversity of programs of higher education.						
13. Increased respect for higher education by the public.						

COMMENTS:

THANK YOU FOR YOUR HELP

LEGISLATIVE STUDY ON HIGHER EDUCATION GOVERNANCE

Starting Time: MIN ____ SEC ____

C 1-3 (____) Case Number

C 4 (1) Card Number

RECORD FROM THE SAMPLE PRINTOUT:

Telephone Number: (____ A.C. ____) (____ C.O. ____) (____ Number ____)

C 5 (____) Residential Area: 1. ____ Southeastern Michigan
2. ____ Central Michigan 3. ____ Western Michigan
4. ____ Upper Peninsula

C 6 (____) Residential Location: 1. ____ Central City 2. ____ Suburb
3. ____ Small City 4. ____ Farm 5. ____ Rural

C 7 (____) Race: 1. ____ White 2. ____ Black 3. ____ Oriental
4. ____ Indian 5. ____ Other

C 8 (____) Sex of Respondent (RECORD FROM VOICE):
1. ____ Male 2. ____ Female

INTERVIEWER:

"Hello . . . This is a statewide poll. I am calling for Dr. Mishra and Associates, a research firm located in Lansing, Michigan, regarding Michigan voters' opinions toward Michigan public colleges and universities. I would like to ask you a few questions that will only take a few minutes of your time."

GO TO PAGE TWO . . .

C 9 () Q1. Are Michigan public colleges and universities preparing students satisfactorily for the present job market?

1. ____ Yes 2. ____ No 8. ____ Don't Know
9. ____ No Response

C 10 () Q2. In your opinion will enrollment for Michigan public colleges and universities in the next five years:

1. ____ Increase 2. ____ Decrease 3. ____ No Change
4. ____ Don't Know 9. ____ No Response

C 11 () Q3. In your opinion will the quality of education in Michigan public colleges and universities:

1. ____ Improve in the future 2. ____ Not improve in the future 3. ____ Remain the same 8. ____ Don't Know
9. ____ No Response

INTERVIEWER:

"Now I am going to ask you a few questions about how Michigan's public colleges and universities are run by their Boards of Control."

C 12 (____) Q4. How well do you consider yourself informed about how Michigan's public colleges and universities are operated?

1. ____ Well Informed 2. ____ Moderately Informed

3. ____ Not Very Well Informed

4. ____ Uninformed

8. ____ Don't Know

9. ____ No Response

INTERVIEWER: IF THE RESPONDENT ANSWERS "WELL INFORMED" OR
"MODERATELY INFORMED" GO ON TO QUESTION FIVE.

C 13 (____) Q5. How well satisfied are you with the actions of the governing boards (these are similar to your local Boards of Education) of our public colleges and universities?

1. ____ Well Satisfied 2. ____ Moderately Satisfied

3. ____ Not Very Well Satisfied 4. ____ Dissatisfied

8. ____ Don't Know 9. ____ No Response

7. ____ Doesn't Apply (If answered 3, 4, 8, or 9 to Q4).

GO ON TO PAGE FOUR . . .

- C 14 (____) Q6. The three main ways to select governing board members for Michigan public colleges and universities are: election on a Republican or Democratic ballot, election on a nonparty ballot, and appointment by the Governor with approval of the Senate. Which of the three do you prefer most?
1. ____ Election on a Republican or Democratic ballot
 2. ____ Election on a nonparty ballot
 3. ____ Appointment by the Governor with approval of the Senate
 4. ____ Others 8. ____ Don't Know 9. ____ No Response
- C 15 (____) Q7. In your opinion should the present governing boards of Michigan public colleges and universities be replaced by a single statewide board?
1. ____ Yes 2. ____ No 3. ____ Others
 8. ____ Don't Know 9. ____ No Response
- C 16 (____) Q8. In your opinion, if Michigan were to have a statewide governing board for public higher education should it center its activities on advice or should it regulate?
1. ____ Advise 2. ____ Regulate 3. ____ No Opinion
 8. ____ Don't Know 9. ____ No Response

INTERVIEWER: "I want to thank you . . . you have been most helpful."

Ending Time: MIN ____ SEC ____

PROBLEMS IN TELEPHONING

1. ____ Incomplete Call -- Ring But No Answer -- Call Back
2. ____ Incomplete Call -- Busy Signal -- Call Back
3. ____ Incomplete Call -- Ring but no Registered Voter Available
4. ____ Incomplete Call -- Ring; Availability of Registered Voter:
Date _____ Time _____
5. ____ Incomplete Call -- Ring but Number Changed
New Number _____
A. Code Cent. Number
6. ____ Recorded Message -- Non-working Number
7. ____ Recorded Message -- Number Disconnected
8. ____ Recorded Message -- Call Cannot Go Through
9. ____ Refusal
10. ____ Termination
11. ____ Other Problems in Telephoning -- Specify _____

INTERVIEWER'S COMMENTS ABOUT HOW THE INTERVIEW WENT: _____

APPENDIX C

LIST OF MICHIGAN PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES THAT PARTICIPATED IN THE STUDY

LIST OF MICHIGAN PUBLIC AND PRIVATE COLLEGES AND
UNIVERSITIES THAT PARTICIPATED IN THE STUDY

Private Two-Year and Four-Year Colleges
and Universities

Private Colleges, Two-Year Liberal Arts

Concordia Lutheran Junior College
Michigan Christian Junior College
Suomi College

Private Two-Year Professional

Baker Junior College of Business
Davenport College of Business

Private Colleges, Four-Year Liberal Arts

Adrian College
Albion College
Alma College
Aquinas College
Calvin College
Hillsdale College
Hope College
John Wesley College at Owosso
Kalamazoo College
Madonna College
Marygrove College
Nazareth College
Olivet College
Siena Heights College
Spring Arbor College

Private Four-Year Professional

Bible
Detroit Bible College
Grace Bible College
Grand Rapids Baptist College and Seminary
Great Lakes Bible College
Reformed Bible Institute

Private Two-Year and Four-Year Colleges
and Universities (Continued)

Private Four-Year Professional (Continued)

Business

Cleary College

Northwood Institute

Walsh College of Accountancy and Business Administration

Liberal Arts - Diversified

Mercy College of Detroit

Shaw College at Detroit

Special

Center for Creative Studies

Cranbrook Academy of Art

Technical

Detroit Institute of Technology

General Motors Institute

Lawrence Institute of Technology

Private Law Schools

Cooley Law School

Detroit College of Law

Private Universities

Andrews University

University of Detroit

Public Two-Year and Four-Year Colleges
and Universities

Community Colleges

Small

Alpena Community College

Bay de Noc Community College

Glenn Oaks Community College

Gogebic Community College

Kirtland Community College

Mid-Michigan Community College

Monroe County Community College

Montcalm Community College

Public Two-Year and Four-Year Colleges
and Universities (Continued)

Community Colleges (Continued)

Small (Continued)

North Central Michigan College
Southwestern Michigan College
West Shore Community College

Medium

Highland Park College
Jackson Community College
Kalamazoo Valley Community College
Kellogg Community College
Lake Michigan College
Muskegon Community College
Northwestern Michigan College
Saint Clair County Community College
Washtenaw Community College

Large

Delta College
Grand Rapids Junior College
Henry Ford Community College
Lansing Community College
Macomb County Community College
C. S. Mott Community College
Oakland Community College
Schoolcraft College
Wayne County Community College

Specialized Colleges

Ferris State College

Regional Colleges

Grand Valley State College
Lake Superior State College
Saginaw Valley College

Public Two-Year and Four-Year Colleges
and Universities (Continued)

Regional Universities

Central Michigan University
Eastern Michigan University
Michigan Technological University
Northern Michigan University
Oakland University
Western Michigan University

Major Universities

Michigan State University
University of Michigan
Wayne State University

(All institutions listed have a head count of 100 or more.)