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THE EXPRESSED FACULTY PREFERENCE FOR COLLECTIVE
BARGAINING RELATED TO SELECTED MEASURES OF JOB
SATISFACTION, PERCEPTIONS OF COLLECTIVE BARGAINING, AND
ATTITUDES TOWARD UNIONS AND UNION OFFICIALS

The University of Oklahoma

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GRADUATE COLLEGE

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TO SELECTED MEASURES OF JOB SATISFACTION, PERCEPTIONS OF
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A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the
degree of

DOCTOR OF BUSINESS ADMINISTRATION

By

Grady L. Butler

Norman, Oklahoma

1982

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TO SELECTED MEASURES OF JOB SATISFACTION, PERCEPTIONS OF
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UNIONS AND UNION OFFICIALS

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THE EXPRESSED FACULTY PREFERENCE FOR COLLECTIVE BARGAINING RELATED
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CHAPTER I

INTRODUCTION

Background of the Problem

The appearance of faculty unions in higher education in 1963 marked the beginning of a new era in the history of organized labor. The unionization of college and university faculties is no longer regarded as a temporary aberration of the traditional governance process. Rather, unionization is increasingly viewed by faculty as a legitimate and rational response to the changing social, economic, and political forces which have fostered comprehensive structural and functional changes in institutions of higher education. An analysis of those forces which have fostered changes led Garbarino and Aussieker to utilize changes such as growth in size, structure, and function of the institution and systems of higher education along with changes in student and public attitude to analyze the faculty union movement.

They observed that most of these changes took place during the single decade of the 1960's, and that by the end of the 1960's, the faculty union movement was well-established and steadily growing.¹

The decade of the 1960's, often referred to as the "golden age" of higher education, saw the number of institutions of higher education increase by twenty-five percent, expenditures almost quadruple, student enrollment increase by 125 percent, number of faculty double, and average faculty salaries increase by at least 75 percent.² However, as Cheit was to observe, this period of affluence set the stage for the serious financial problems that were to follow. As institutions grew in size and upgraded the quality and scope of their academic programs, most of the space, equipment, and libraries required to support new programs and new students were either not funded or were financially dependent upon government and foundation assistance, which were temporary in nature.

These circumstances, under-capitalization and over-extension, coupled with a period of escalating inflation, declining enrollments, cut-backs in government and foundation support, combined to create a new era which Cheit chose to call a "depression" for higher education.⁴ While it is not possible to determine exactly when this depression started, some institutions of higher education were beginning to experience financial problems as early as 1968. A study conducted by Cheit in 1970 of 41 institutions of higher education indicated that of the institutions studied, 27 percent were considered to be in financial trouble, and 44 percent were headed for financial difficulty.⁵ Administrations faced with rising costs and decreased funding were forced to

act in order to avoid financial disaster. Predictably, the initial efforts were to cancel future growth plans, cut back on maintenance, hold down faculty increases, eliminate part-time faculty positions, and in some instances, cut back or eliminate entirely some programs. Secondary steps included foregoing filling new vacancies or hiring part-time or non-tenure track personnel. During this period the tenure system came under increasing attack by administrators, governing agencies and state legislatures, creating a threat to faculty job security.

Perhaps the most significant structural change with respect to higher education during this period was the rise of the multi-campus system. By 1971, more than one out of every five institutions of higher education was a part of a larger administrative structure.⁶ While only approximately 20 percent of the institutions of higher education were part of multi-campus systems in 1971, they employed more than 50 percent of all full-time faculty. In the public sector these multi-campus systems employed at least 70 percent of the faculty. The administration and coordination of the multi-campus system was the subject of study by Berdahl.⁷

By the end of 1969, all but six states had a state agency performing a coordinating function for higher education. With the decrease in local campus autonomy came the need for new forms of institution governance. It is within multi-campus systems where faculty collective bargaining has grown most rapidly.⁸

Faculty collective bargaining first appeared on the campus in the mid-1960's prior to the end of the "golden age" and before the start

of the "depression." There has probably been no other union movement in the history of labor chronicled more than the introduction and growth of collective bargaining in the governance process of institutions of higher education. Analysis of the early literature on collective bargaining shows that as the faculty collective bargaining movement gained momentum, the content of these articles progressed from anecdotal discussions of particular experiences to material based upon research that was more sophisticated and analytical. Research by Julius led him to remark:

In the early years the market was flooded with a plethora of value-laden books, monographs, articles and discussions devoted to the subject. Underlying assumptions repeatedly implied that a research culture, the advancement of learning, intellectual independency, innovative thinking, and delicate institutional membranes would fail to survive the adversarial relationships inherent in U.S. style trade unionism.⁹

As the faculty union movement gained momentum during the early 1970's, a number of thorough studies were conducted that were addressed to reasons for particular groups of faculty organizing and the impact of unionism on academic governance. This research effort was exemplified by studies conducted by Begin, Settle and Alexander,¹⁰ Kenner and Baldridge,¹¹ Garbarino and Aussieker,¹² and Mortimer and Richardson.¹³

As a result of these early studies, there emerged somewhat of a consensus as to the significant predictors for faculty unionism. The predictors identified were institutional transition and growth, size, the relationship between faculty and administration, type of university (public or private), and the presence of enabling legislation.

The results of these research efforts appeared to focus on issues related to faculty governance and led many to believe that it was

faculties' preoccupation with governance issues which led them to embrace collective bargaining and disregard the traditional systems of academic governance. While faculty concern over issues of governance may have been the major reason for faculties turning to collective bargaining in the early years, the preponderance of subsequent research conducted at individual institutions and the analysis of contracts negotiated between faculties and institutions demonstrate clearly that the real issues were those of salaries, fringe benefits, security, and faculty participation in the administrative process.¹⁴

In the early years of faculty collective bargaining, the lack of enabling legislation represented a definite barrier. In 1959 there was only one state with legislation which extended the right of collective bargaining to state employees. By 1970 there were 22 states that had some form of legislation which accorded the faculty of state public institutions of higher education the right to organize and bargain collectively. Eight of these states had comprehensive bargaining laws, and the unionized institutions in those states accounted for almost two-thirds of all organized public institutions.¹⁵ Except for California, no state has passed a law covering faculty at four-year institutions since 1975.¹⁶

The significance of permissive legislation is further emphasized by Garbarino¹⁷ in his analysis of the union movement up to 1979. In those states with permissive legislation, 85 percent of all public institutions were organized. Perhaps even more significant, excluding California whose bargaining law became effective in 1979, there were only 27 public institutions subject to enabling legislation that were not organized.¹⁸ In contrast, in those states without enabling legislation only three of the

states have public institutions which have organized, and only nine of the 25 public institutions in those states have unionized.¹⁹

While the majority of private institutions of higher education have been subject to coverage by the National Labor Relations Act since 1970, only slightly less than five percent have moved to formal collective bargaining.²⁰ Unfortunately, very little research has been directed at this segment of higher education, although private institutions outnumber public institutions by three to one.²¹

As the faculty union movement matured, three national organizations emerged to assume leadership roles. The three organizations include the American Association of University Professors (AAUP), the American Federation of Teachers (AFT), and the National Education Association (NEA). It is noteworthy that two of these organizations, NEA and AAUP, were professional associations that gradually transformed their official stance to embrace and sanction the use of collective bargaining to further advance the goals and objectives of their membership. The AFT, on the other hand, was an affiliate of the AFL-CIO and made clear that it was a union of professionals dedicated to the traditional goals of unionism found in the industrial sector.

One could easily conclude that faculty would overwhelmingly prefer either one of the professional associations to affiliate with for the purpose of collective bargaining rather than AFT. However, this clearly has not been the case.²² While each of the three national organizations has adopted policy statements which vary in degree of specificity, analysis of contracts negotiated by AFT, NEA and AAUP revealed not only a general lack of correspondence between the national and local positions but

substantial variation between various chapter contracts as well,²³ However, even though actual contracts may not differ significantly regardless of the affiliation, an analysis of the research conducted by Siedman, Kelley and Edge²⁴ relative to the University of Hawaii demonstrates the impact that intense competition between organizations seeking representational rights can have on faculty opinions.

After observing that private institutions were showing little interest in collective bargaining, Schramm²⁵ formulated and advanced five reasons to explain why private institutions had not turned to collective bargaining. Unfortunately the stated reasons were global and laden with intuition and judgment with no factual data to support his position. Therefore, little is known about these institutions and why the union movement has failed to penetrate this sector of higher education. However, generally they are much smaller in size, are more likely to have a good faculty-administration relationship, and are single campus institutions. This may, to a large degree, explain why the private universities have been more reluctant to turn to collective bargaining.

Over the years, there have been numerous large-scale surveys conducted in the institutions of higher education which have given ample evidence that faculty acceptance of collective bargaining was not only substantial but was growing. The first study to call attention to faculty acceptance of collective bargaining was a study conducted by the Carnegie Commission on Higher Education in 1969. While the purpose of this study was not specifically to determine faculty attitudes toward collective bargaining in colleges and universities, it did include the following statement: Collective bargaining by faculty members has no

place in a college or university. Of the 60,028 academic respondents to this survey, 59 percent gave a general endorsement to the principle of collective bargaining by rejecting the proposition.

Three years later, another faculty survey was conducted by telephone that included 471 respondents. In response to the proposition that, "The recent growth of unionization of college and university faculty is beneficial and should be extended," 44 percent of the respondents disagreed, 13 percent were uncertain, and 43 percent agreed.²⁷

The 1975 Ladd-Lipset survey found that 69 percent of the faculty members rejected the proposition that, "Collective bargaining by faculty members have no place in a college or university."²⁸ The 1977 Ladd-Lipset study revealed that 65 percent of the faculty members surveyed rejected the same proposition.²⁹

In addition to surveying faculty with respect to support for collective bargaining, Ladd and Lipset also surveyed faculty support for unionization by asking respondents to respond to the proposition, "If an election for a collective bargaining agent were to be held now at your institution, how would you vote?" In response to this question, 72 percent of the respondents of the 1975 survey indicated they would vote pro-union. In the 1977 survey, 73 percent of the respondents indicated a pro-union preference. This led the authors to postulate, "Collective bargaining has probably reached its 'natural limits' in general support among American academics."³⁰

While faculty acceptance of the legitimacy of collective bargaining in institutions of higher education may have reached its "natural" limits, in the opinion of Kelley and Rodriguez,³¹ the actual growth of

faculty unionism had yet to reach its full potential. They venture the prediction that within the next decade 85 to 90 percent of the private institutions will have faculty organized for the purpose of collective bargaining.

Purpose of the Study

The purpose of this study is analytically to assess factors influencing faculties' expressed preference for collective bargaining within selected four-year public institutions of higher education in the state of Tennessee. A secondary purpose of the study is to study a single university longitudinally to assess any apparent change in faculty preference for collective bargaining.

The study should provide insights into faculty preferences for collective bargaining; reveal their perceptions of collective bargaining; identify possible sources of dissatisfaction which might inhibit effective working relationships between faculty and administrators; identify issues deemed appropriate for collective bargaining; indicate faculty perceptions regarding union and union officials; and provide a basis for comparison with other research results. Additionally, comments made by the respondents may identify issues of particular concern to them within the context of this study.

Need for the Study

Faculty acceptance of collective bargaining as evidenced by survey results does not correspond to reported unionization activity. Part of this observed discrepancy may be explained by the fact that much of the research has been related to responses to a single question posed in a

global context rather than a situation specific context or to attitudes toward collective bargaining. Therefore, determining faculty preference for collective bargaining at their own institution appeared necessary in order to establish a base of information. Further, there are organizational and personal variables which may be related to faculty preferences.

There is a noticeable lack of research to indicate how faculty members view unions and union officials and what relationships, if any, these views might contribute to their stated preference for collective bargaining. While there is information available as to how faculty have voted in a representation election, the information is of little value since voting is by secret ballot and only the final result of the election is announced. While there have been several surveys reporting behavioral intention with respect to voting in a representation election, research concerning faculty intention as to whether they would join or support an organization which secured bargaining rights is virtually nonexistent.

The majority of previous research efforts have been conducted in a conceptual framework recognizing only two groups--those who are for or those who are against collective bargaining in the institutions of higher education. However, some research clearly indicates that this may be a false dichotomy. There appears to be a substantial number of faculty who, for various reasons, have not fully decided if they are in favor of or against collective bargaining. Therefore, the conceptual framework of this study provided for identification of three groups: those who favor collective bargaining, those who oppose collective bargaining, and those who are undecided.

Definition of Terms

Terms that have a special meaning for understanding of this study are:

Attitudes - a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object.

Bargaining unit - a particular group of employees which has been recognized by the employer as an appropriate group to be represented by a single employee organization for the purpose of collective bargaining.

Binding arbitration - a process whereby any issues which cannot be voluntarily resolved by employer and employee representatives are referred to a neutral third party (the arbitrator) for final and binding determination. This process may be used to resolve negotiating impasses over contract terms or to resolve individual grievances alleging violation of contract.

Collective bargaining - a process in which the representatives of the employer and faculty negotiate in good faith to determine, to their mutual agreement, many of the terms and conditions of faculty employment. The mutually agreed-upon terms are usually incorporated into a written contract.

Grievance - complaint alleging violation of contract.

Impasse - an impasse is said to have occurred when the employer and employee organization have failed to reach a mutually satisfactory agreement and yet neither is willing to make further concessions.

Enabling legislation - national legislation, executive order, or state statute providing a framework for the orderly conduct of the collective bargaining process and defining the rights and responsibilities of the parties represented in the collective bargaining process.

Intended behavior - indication by respondent as to how he or she would respond in a given set of circumstances to an object or person.

Likert-type attitude scale - an attitude scale in which the respondents indicate their reaction to individual items by means of a five-category rating system: strongly agree, agree, undecided, disagree, and strongly disagree. The categories are arbitrarily scored by assigning the numerical values of 5, 4, 3, 2, and 1 respectively for the positively skewed items and 1, 2, 3, 4, and 5 respectively for the negatively skewed items.

Union - a combination of non-supervisory, rank-and-file employees for the joint and mutual protection of their common interest in an employment setting.

Union officers - persons, either elected or appointed, who occupy leadership positions in their respective labor unions.

Research Questions

The specific questions this study seeks to answer are the following:

1. Is there a significant difference between respondents' preference for collective bargaining and the quality of institution where they are employed?
2. Do any of the socio-economic variables statistically distinguish between groups with respect to their preference for collective bargaining?
3. Do any of the selected measures of job satisfaction statistically distinguish between groups with respect to their preference for collective bargaining? ,

4. Do respondents' perceptions of collective bargaining statistically distinguish between groups relative to preference for collective bargaining?

5. What issues are considered by respondents as appropriate for collective bargaining?

6. What are faculty views regarding strikes and the use of arbitration and strikes as methods of dispute settlement?

7. What do the respondents view as the appropriate bargaining unit for the purpose of collective bargaining?

8. Do respondents' attitudes toward unions statistically distinguish between groups relative to their preference for collective bargaining?

9. Do respondents' attitudes toward union officials statistically distinguish between groups relative to their preference for collective bargaining?

10. What are the respondents' behavioral intentions with respect to voting in a representation election?

11. What are the respondents' behavioral intentions with respect to membership and economic support of an organization should it be successful in winning faculty representation rights?

12. Do respondents' comments reveal additional information relevant to this study?

13. With respect to the longitudinal study, does there appear to be a significant change over time in faculties' stated preference for collective bargaining?

Hypotheses

In order to accomplish the purpose of this study and to determine answers to the above research questions, the following hypotheses were constructed and are stated in the Null Form.

Hypothesis I. There is no significant relationship between respondents' stated preference for collective bargaining and the quality of institution where they are employed.

Hypothesis II. There are no socio-economic variables that are statistically significant for distinguishing between groups with respect to respondents' stated preference for collective bargaining.

Hypothesis III. There are no job satisfaction variables that are statistically significant for distinguishing between groups with respect to respondents' stated preference for collective bargaining.

Hypothesis IV. There are no collective bargaining perceptual variables which are statistically significant for distinguishing between groups with respect to stated preference for collective bargaining.

Hypothesis V. There are no union attitude variables which are statistically significant for distinguishing between groups relative to their stated preference for collective bargaining.

Hypothesis VI. There are no union official attitude variables which are statistically significant for distinguishing between groups relative to their stated preference for collective bargaining.

Scope and Limitations

This study was limited to a survey of full-time employees of the state-supported, four-year institutions of higher education in the state of Tennessee who possessed academic rank. No attempt was made to survey

the state-supported two-year institutions of higher education or the private sector institutions of higher education in the state of Tennessee. Analysis was restricted to the data obtained from survey respondents with no attempt to project the findings beyond the population from which the sample was drawn. The study was not intended to determine faculty attitudes, job satisfaction, or perceptions per se but rather to determine which, if any, variables relating to attitudes, job satisfaction, or perception might be useful in predicting faculty preference for collective bargaining.

Further, not all of the research questions are related to a research hypothesis and therefore are treated as research questions only.

Organization of Study

Chapter I, Introduction, contains the background of the problem, the statement of the problem, the purpose of the study, the need for the study, definition of terms used in the study, statement of the research questions, statement of the hypotheses, a discussion of the population and survey respondents, and a statement of the scope and limitation of the study.

Chapter II provides a review of the literature and research related to the study.

Chapter III is a report of the research methods and procedures that were used in obtaining and analyzing the data utilized in the study.

Chapter IV reports and analyzes the findings of the study.

Chapter V includes the summary, conclusions, and recommendations based on the findings presented in Chapter IV.

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CHAPTER II

THE GROWTH OF COLLECTIVE BARGAINING IN INSTITUTIONS OF HIGHER EDUCATION

Faculty collective bargaining appears to have made its initial appearance in 1963. Although there is some uncertainty as to the precise origin of faculty collective bargaining, it is generally accepted that the Milwaukee Technical Institute, which was organized in 1963, marked the beginning of the modern union movement in institutions of higher education.¹

During the summer of 1967, an agreement was signed at Bryant College of Business Administration, a private institution in Rhode Island.² Then in February of 1968 the United States Merchant Marine Academy faculty successfully negotiated a contract.³ However, it was not until the faculty of the City University of New York (CUNY) secured bargaining rights and successfully negotiated a contract that faculty unionization attracted national attention.⁴ The CUNY election produced a single bargaining unit that consisted of over 15,000 faculty and staff. Perhaps the most significant result of the negotiation process was the signing of a contract that established a maximum salary of \$31,275.⁵

While the extent to which this lofty salary structure influenced faculty at other institutions with respect to collective bargaining has been the subject of much conjecture, it did unquestionably attract considerable attention.⁶

While the faculty union movement could be characterized as virtually nonexistent prior to the CUNY experience, its growth since has been steady although levels of activity have varied somewhat substantially from year to year. In analyzing the faculty union movement from 1966 through 1979, Garbarino observed that of the approximately 227 institutions organized, about one-third were organized during the years 1969-71. Of the approximately 86,000 faculty and staff represented by organizations which had secured exclusive representation rights, about one-half were organized during this same three-year period.⁷ However, if the extent of organizational activity is viewed in terms of number of elections held, then a somewhat different pattern emerges. It was not until 1975 that organizational elections reached a peak of 36 elections being held with 23 of them resulting in an organization securing exclusive representation rights.⁸ The following table (Table 1), drawn from Garbarino's study, illustrates quite vividly the results of faculty organization activity through 1979.⁹

At first glance the extent of faculty organizing activity does not look too impressive. However, one must understand that many of the organized institutions are multi-campus institutions. Also, these figures include only those institutions of higher education where faculty organizational attempts have resulted in representational elections being conducted. Another dimension to the extent of organizing activity comes

TABLE I
FACULTY ORGANIZATION ELECTIONS, 1966-1979

Year	Elections	Number of Elections Won	Number of Elections Lost	Percent of Elections Lost
1966	1	1	0	0
1967	1	1	0	0
1968	0	0	0	0
1969	6	6	0	0
1970	10	10	0	0
1971	14	9	5	36
1972	23	15	8	35
1973	29	18	11	38
1974	19	11	8	42
1975	36	23	13	36
1976	26	13	13	50
1977	15	8	7	47
1978	15	10	5	33
1979	<u>10</u>	<u>8</u>	<u>2</u>	<u>20</u>
TOTALS	205	133	72	35

from the survey conducted by the Bureau of National Affairs' survey of institutions of higher education. Of the 453 institutions who responded, 96 indicated there had been some formal faculty organizing activity on their campuses by a labor organization.¹⁰ It seems plausible to assume that there may have been a fairly sizable amount of organizing

activity that for some reason or other was not sufficient to attract the attention of the administration. It is somewhat noteworthy that an estimated 20 elections were held before a rejection occurred.¹¹ However, for the total period covered, about one-third of the elections have resulted in no organization securing representation rights for the purpose of collective bargaining. The extent of faculty unionization, when measured in terms of the number of faculty covered by collective bargaining versus total faculty in all institutions of higher education, is virtually impossible to ascertain with precision. Bargaining units characteristically include not only faculty but also various non-teaching professionals. Faculty of the professional schools, medicine and law, may or may not be included in the bargaining unit at an institution, or in some instances, may have a separate bargaining unit altogether. Further complicating the issue is the question concerning part-time faculty, teaching assistants, and research associates. Any one or all of these groups may be included or excluded from the bargaining unit for any one institution. For these reasons, what emerges are estimates of faculty presently covered by collective bargaining. These range from the estimate by Garbarino¹² of about one-fourth of all faculty in the four-year institutions of higher education and about 30 percent of all faculty in two-year institutions. Miner,¹³ on the other hand, estimates that about one-third of the faculty in all institutions of higher education are covered by collective bargaining.

One other fact that is significant for this analysis is that to date there have been only three decertification elections held by faculty at institutions where collective bargaining rights had been gained. Two

of the decertification elections were at small private institutions and both resulted in the faculty rejection of collective bargaining. In the other case, the faculty voted to reject collective bargaining but subsequently selected a new bargaining agent to represent them.

What emerges from this analysis is that faculty unionism appears to be firmly entrenched in higher education. Collective bargaining, for better or for worse, has been integrated into the governance process of a substantial number of institutions and the faculty of those institutions appear to be satisfied with the arrangement although not necessarily the results achieved.

An extensive review of the literature has identified a large volume of publications dealing with various aspects of collective bargaining in higher education. Much of the literature, while informative, is not the result of research efforts. Other publications contain the results which appear significant but are lacking in rigorous statistical analysis. There is a substantially smaller body of the literature which is research based, and contains conclusions based upon results of statistical analysis.

The research results reported, for the purpose of this study, are not all inclusive but rather have been selected based upon their relevance to this study. It is difficult, if not impossible, to establish a classification system for research reported that would be acceptable to everyone, but for the purpose of this study, two broad categories are proposed. These categories are environmental factors and attitudes toward collective bargaining. Environmental factors include those general environmental conditions which are recognized as being significantly

related to the faculty collective bargaining movement. Also included in this group are the results of analysis conducted specifically for this research effort. While the environmental factors can explain to some degree why faculty turn to collective bargaining and eschew the more traditional forms of academic governance, the decision to organize is ultimately an individual one made in the context of the environment of their own institutions. Therefore, the second category deals with research directed toward identifying attitudinal variables relative to collective bargaining for institutions of higher education.

It can be argued, perhaps with some validity, that faculty are generally unconcerned with both the external environment and the internal environment until such time as environmental changes affect them directly or indirectly in a manner that is perceived to be undesirable. What is important then, is not what environmental conditions actually are, but what the faculty member perceives them to be. If the environment is perceived to be hostile or threatening, then the stage is set for either individual action or collective action. If collective action is perceived to be the only way or the most effective way of dealing with the environment, then collective bargaining may be the form of collective action chosen. Thus, the second category of research reported is that of faculty attitudes and perceptions regarding their work environment and collective bargaining.

The Environment

The late 1950's and most of the 1960's were years of unprecedented growth in higher education. The number of institutions of higher education increased by 25 percent, their expenditures quadrupled, student

enrollments almost doubled and the number of faculty more than doubled. The Council for Financial Aid to Education estimated that foundation support for higher education increased at an annual rate of \$70 million to a peak of \$350 million and that support from alumni, business, and other groups doubled.¹⁴ Economic conditions in general, spurred by international competition in science and technology caused by the "space race," gave rise to an increased demand for highly trained manpower of which the institutions of higher education were the prime source. This led to massive increases in financial aid by the federal government to support higher education and their programs for research and development. All segments of society turned to the institutions of higher education to provide leadership, guidance and means by which to deal with problems that plagued society. The institutions of higher education thus became central to the "war on poverty," the civil rights movement, and "The Great Society." In the opinion of Barbarino, "Overall the prestige of university faculty and of university education had never been higher."¹⁵

The "golden age" of higher education depicted by rapid growth and affluence ended by the turn of the decade. Student activism that had emerged altered drastically the attitudes of the public, legislative bodies, foundations, and the business community toward institutions of higher education. The image was tarnished. The period of general economic growth and prosperity that characterized these years began to deteriorate. Student enrollments reached their peak and began to decline, the massive federal expenditures for defense and research decreased, and the period of austerity began. Institutions of higher education,

collectively and individually, began to feel the impact of these circumstances almost immediately. The statement by Baldrige et al, perhaps sums up this analysis best. "The backlash against student revolts of the 1960's, the disbelief in the ideology that education could solve most social problems, the rising skepticism about education's contribution to occupational success, and the strident attacks on faculties by politicians have produced a crisis of confidence. The impact of these factors is now commonly recognized: lower financial support, more state control of educational policy, and less research money."¹⁶

The financial structure for public institutions of higher education was characterized by the Carnegie Commission in terms of the percentage of total resources from the various sources as follows: states, 52 percent; federal government, 22 percent; tuition, 9 percent; localities, 7 percent; and other sources including gifts, 10 percent.¹⁷ With the end of economic prosperity came the inevitable economic crunch. State legislatures were increasingly hesitant to fully fund the needs of institutions of higher education, federal spending declined, student enrollments declined, and community support decreased. If only one of the sources of institutional resources had decreased, perhaps conditions might not have deteriorated so rapidly. However, with substantial decreases in all areas of funding, the results were in some instances catastrophic. It was a time of retrenchment.

During the "golden era" characterized by rapid growth in student bodies, proliferation of academic programs, the large increase in faculty and staff created a stress on traditional academic governance structures. The administrative structures did not grow nearly so rapidly, and as a

result faculties in general enjoyed a high degree of autonomy and influence with existing governance structures. However, with the coming of the period of austerity came the need for stronger control and administration. In the face of financial exigency institution goals and priorities had to be re-evaluated and substantial changes made. Increasingly in the public sector, the institutions of higher education were brought under control of system governance structures. Many decisions that impacted the institutions and their faculty were now being made by governmental agencies that in most instances were far removed from the local campus. Serious challenges were mounted to traditional systems of academic governance and faculty tenure by legislative bodies, newly created state governing bodies, and boards of trustees. Increasingly as the traditional governance processes were transformed, faculties became increasingly aware of their decreasing influence in the decision-making process. Thus, Kemmerer and Baldrige concluded as a result of their study that, "The drive to form unions seems to be a protective reaction against external economic and social pressures, as well as a reflection of deep and genuine concern over internal issues of governance, tenure, and grievance procedures."¹⁸

Participation in Academic Governance

Perhaps the legitimacy of faculties' concern with their role in governance is best depicted by a comprehensive study conducted by AAUP during the 1969-70 academic year.¹⁹ This study followed an earlier study conducted by the American Association of Higher Education which concluded "the main sources of faculty discontent are the faculty's desire to participate in the policies that affect its professional status and

performance and in the establishment of complex, statewide systems of higher education that have decreased local control over important campus issues."²⁰ The AAUP survey was conducted at all institutions where there was an active AAUP chapter. Questionnaires were sent to the top administrative official at each institution and the AAUP chapter president who were encouraged to prepare a joint reply.

The questionnaire contained a list of 31 decision types which respondents were asked to characterize how decisions were made at their institutions by classifying them as faculty-determined, joint action between faculty and administration, consultation (a formal procedure for recommendations), discussion (informal expression of opinion) or formal opinions from administration-selected committees, and none (no faculty participation). Perhaps the most enlightening analysis of the data gathered in this study was conducted by Garbarino. For analysis purposes, the 31 decisions were grouped into three broad categories of decision types. The categories were personnel matters, academic matters, and administrative matters.

The result of this analysis has several implications for the faculty unionization movement. First, faculty determination was low on all of the issues with the exception of academic evaluation of students. Second, average faculty participation did not reach the level of "joint action" on any of the other items. Third, and perhaps most significant, of the items that fall into the personnel matter category, an unexpectedly large number fell into the "discussion" or "none" participation categories.²¹ The authors of the AAUP study constructed a single index number for each institution and reported that the median

level was somewhat below the "consultation" level. While the patterns of response indicated a substantial difference between institutions, the results indicate that overall faculty participation in the academic governance process was low and that this participation in "personnel matters" was particularly low. It would appear then, that faculty concern over participation in the academic governance process as an explanation of the acceptance of collective bargaining during the early 1970's was valid.

Faculty Economic Environment

Institutions of higher education are affected by the general economic environment as well as the attitude of the diverse groups that provide the financial resources necessary to sustain them. Not only does a decrease in the general level of economic activity translate into declining support for higher education but inflation, particularly in the area of energy costs, represents an even greater economic threat to the faculty. The American Association of University Professors, through its annual faculty salary survey, has tracked the economic status of the profession for years. The following table (Table 2.1) depicts quite vividly what has happened to economic welfare of the faculty in the institutions of higher education.

It is evident that the real income of faculty has continued to deteriorate since the beginning of the 1970's. The relevance of the decline in faculty's real income as it relates to collective bargaining is related to the effectiveness of faculty collective bargaining in protecting faculty's economic interests. In an attempt to determine if faculty collective bargaining does in fact influence faculty compensation,

TABLE 2.1

PERCENTAGE CHANGE IN FACULTY SALARIES AND PURCHASING POWER*

Academic Year	Percent Increase In Average Compensation	Percent Increase Consumer Price Index	Net Gain (Loss)
1966-67 to 1967-68	6.6	3.6	2.9
1967-68 to 1968-69	6.4	4.9	1.5
1969-70 to 1970-71	5.8	5.8	0
1970-71 to 1971-72	3.6	3.8	(.2)
1971-72 to 1972-73	4.1	4.8	(.7)
1972-73 to 1973-74	5.1	7.5	(2.4)
1973-74 to 1974-75	5.8	11.1	(5.3)
1974-75 to 1975-76	6.0	7.1	(1.1)
1975-76 to 1976-77	4.7	5.8	(1.1)
1976-77 to 1977-78	5.3	6.7	(1.4)
1977-78 to 1978-79	6.0	9.4	(3.4)
1978-79 to 1979-80	7.1	13.3	(6.2)

*Source: AAUP Bulletin

several researchers have conducted studies comparing unionized campuses with carefully matched non-unionized campuses. The first to employ this approach was Birnbaum.²² On the basis of his research, Birnbaum determined ". . . increases were greater at collective bargaining institutions in each of four institutional categories (public universities, public four-year colleges, public two-year colleges and independent and sectarian colleges and universities,) although the increases were statistically significant only in the first two categories."²³

Mortimer and Lozier,²⁴ after an analysis of fourteen bargaining contracts at four-year schools, concluded that salaries of faculty at most union schools stayed even with or were slightly ahead of inflation. They regarded this as a significant gain for collective bargaining, particularly in view of the trend in higher education. Morgan and Kearney,²⁵

following the Birnbaum model of matched pairs of unionized and non-unionized four-year campuses, compared faculty compensation in 1969-70 to 1974-75 compensation levels. They also found that faculties on unionized campuses had larger monetary gains than faculty at non-unionized campuses. Leslie and Hu,²⁶ using Birnbaum's matching techniques, extended the time period covered for analysis to include the 1975-76 academic year. They, too, found that unionized institutions continued to enjoy larger salaries although the difference had declined somewhat. Brown and Stone,²⁷ following Birnbaum's model of matched pairs, approached the issue of change in faculty salaries with a different approach. Instead of direct comparison of change in faculty compensation, an index was computed by comparison of faculty salary at each institution with the national average. The rates of change between union versus non-union campuses were then analyzed. Using their approach, they concluded that unionism had little if any effect on faculties' salaries.²⁷ Marshal,²⁸ again following the Birnbaum model of matched pairs, analyzed data from the same time frame as the Brown and Stone study. Analysis differed in that changes for the period were measured by increases in faculties' salaries and comparison made between unionized versus non-unionized faculties. The conclusion reached was that unionization had little, if any, impact on observed changes in faculty salaries.

It is apparent that the results of this research are somewhat inconclusive. It is also apparent that the more recent the data for analysis, the greater is the tendency of the results to indicate less of a difference in faculty salaries between union and non-unionized institutions. Garbarino's observation that collective bargaining is

more successful in the initial years of collective bargaining, but in subsequent years negotiated salary increases tend to decrease.²⁹ This would tend to indicate that as the bargaining relationship matures, administrations are becoming more astute. While the issue of the impact of faculty unionization on salaries is far from conclusive, the research results do indicate there is a relationship but it may not be statistically significant in a long-term bargaining relationship.

Legal Environment

The presence of specific legislation extending collective bargaining rights to faculties of institutions of higher education does not cause collective bargaining to occur per se. Such legislation is permissive in nature in that it establishes the rights of faculty to organize, identifies obligations of the parties with respect to negotiations, and establishes administrative procedures for conducting elections and certification of bargaining agents. Thus in the presence of enabling legislation there is no mandate for faculty to engage in collective bargaining, but it does extend the right for faculty to do so if they so choose. The absence of permissive or enabling legislation, however, does present a definite barrier for faculties who wish to enter into a collective bargaining relationship with their administrations. Without appropriate legislation, there is no obligation for administrations to accord recognition rights or to engage in collective bargaining.

The National Labor Relations Act (NLRA) enacted in 1935, is the enabling legislation that covers private sector collective bargaining. The NLRA expressly exempted federal, state and local governments from coverage thus excluding all public-supported institutions of higher

education from coverage. The administration of the NLRA is vested in the National Labor Relations Board (NLRB), a quasi-judicial agency created by the NLRA, which has the authority to make, amend, and rescind the rules and regulations necessary to carry out the provisions of the act. The NLRB in 1970, acting upon a petition by Cornell and Syracuse Universities, reversed its prior position and extended coverage of the act to private non-profit institutions of higher education with gross annual operating levels of \$1 million or more.³⁰ Thus, approximately 85 percent of the private sector institutions are covered by the NLRA. The collective bargaining activity in private institutions of higher education, conducted under the coverage of the NLRA, is summarized in Table 2.2

TABLE 2.2

SUMMARY OF FACULTY COLLECTIVE BARGAINING ACTIVITY IN
PRIVATE SECTOR INSTITUTIONS OF HIGHER EDUCATION

(U.S. AND DISTRICT OF COLUMBIA THRU 1980)*

Type of Institution	Number of Institutions	Number of Elections Held	Number of Elections Won	Percent of Elections Won	Percent of Total Institutions With Collective Bargain.
4-year	1,391	129	83	64.3	5.97
2-year	<u>269</u>	<u>11</u>	<u>4</u>	<u>36.4</u>	<u>1.49</u>
TOTALS	1,660	140	87	62.1%	5.24%

*Sources: Academic Collective Bargaining Information Service and the National Center for Education Statistics

Even though the majority of the private institutions of higher education are covered by the NLRA, relatively few of the private institutions

of higher education have turned to collective bargaining. On the other hand, faculty at private four-year institutions have rejected collective bargaining in 46 of the 129 representation elections held and private two-year institutions have rejected collective bargaining in seven of eleven elections.³¹ It is apparent, given the relatively large size of the private sector of higher education, that faculty collective bargaining activity has been relatively light. This seems to indicate that, for the private sector of higher education, the presence of enabling legislation has not generated a mass movement toward acceptance of collective bargaining. Enabling legislation, if present, for faculty in public state institutions of higher education arises from legislative activity at the state level. Since faculty at state public institutions are excluded from coverage by the NLRA, only the presence of a state statute affords them legal protection and places upon the administration the obligation to recognize and bargain with a duly elected bargaining agent. The absence of enabling legislation does not necessarily mean that collective bargaining cannot take place. If faculty organize and administration voluntarily recognizes them, unless the state constitution or a state statute prohibits such recognition, collective bargaining can transpire.

There are presently 24 states, plus Montgomery County in Maryland and the District of Columbia that have legislation covering faculty collective bargaining. The following table (2.3), a summary taken from a more comprehensive report prepared by the Academic Collective Bargaining Information Service, presents a brief outline of this legislation.³²

In addition to the 24 states with enabling legislation, there are nine states which have no enabling legislation, yet collective bargaining

TABLE 2.3

STATES WITH ENABLING LEGISLATION, DATE OF
ENACTMENT, AND EXTENT OF COVERAGE

Year Enacted	State	Coverage	Year Last Amended
1941	New Jersey	All higher education	1980
1947	Michigan	All higher education	1978
	Nebraska	All higher education	1979
1958	Rhode Island	All higher education	1973
1959	Wisconsin	Voc-Tech schools only	1978
1963	Oregon	All higher education	1979
1967	New York	All higher education	1979
1969	South Dakota	All higher education	1978
	Vermont	Community colleges & univ. (voc-tech under separate statute)	1977
1970	Delaware	All higher education	1973
	Hawaii	Community colleges & univ.	1980
	Kansas	Two-year institutions	1980
	Pennsylvania	All higher education	1976
1971	Kansas	Universities	1977
	Minnesota	Community colleges & univ.	1980
	Washington	Community colleges	1976
1972	Alaska	All higher education	1977
1973	Massachusetts	Community colleges & univ.	1979
1974	Florida	All higher education	1980
	Iowa	All higher education	1979
	Montana	All higher education	1979
1975	California	Two-year institutions	1981
	Connecticut	Colleges & universities	1978
	Maine	Two & four-year institutions	1979
	New Hampshire	All higher education	1979
1978	California	Four-year institutions	1979
	Dist. of Columbia	All higher education	--
	Maryland (Montgomery Cty. only)	Community colleges	--

by faculty appears to be permissible. The states are Arizona, Arkansas, Colorado, Illinois, Louisiana, Nevada, North Dakota, Ohio, and West Virginia.³³ Thus voluntary collective bargaining is not only permissible but has occurred in some instances. There are fifteen states that prohibit collective bargaining and Tennessee is one of these states.

While the presence of enabling legislation does not appear to have much of an impact on faculty collective bargaining in private institutions, there does appear to be a more definite relationship between legislation and collective bargaining activity by faculty in public institutions. The following table (Table 2.4) combines data taken from a publication of the Academic Collective Bargaining Information Service and the National Center for Education Statistics,³⁴ clearly demonstrates the level of faculty collective bargaining activity that has taken place in the public sector. When one considers that 26 of the states have no enabling legislation covering faculty, and in fifteen of those states, collective bargaining by faculty and other state employees is prohibited by statute, this analysis takes on added significance.

TABLE 2.4

SUMMARY OF FACULTY COLLECTIVE BARGAINING ACTIVITY IN
PUBLIC SECTOR INSTITUTIONS OF HIGHER EDUCATION

(U.S. and DISTRICT OF COLUMBIA EXCLUDING U.S. SERVICE SCHOOLS THRU 1980)

Type of Institution	Number of Institutions	Number of Elections Held	Number of Elections Won	Percent of Elections Won	Percent of Total Institutions With Collective Bargain.
4-year	534	207	176	85.02	33.33
2-year	<u>922</u>	<u>462</u>	<u>443</u>	<u>95.89</u>	<u>48.05</u>
TOTALS	1,456	669	619	92.53%	42.72%

The impact of enabling legislation on faculty unionization is more accurately portrayed in Table 2.5 and Table 2.6. By focusing attention on those states that have enabling legislation, Table 2.5, and those states without enabling legislation but which permit "voluntary" collective bargaining, a far clearer picture emerges.

TABLE 2.5

EXTENT OF FACULTY UNIONIZATION IN PUBLIC INSTITUTIONS OF HIGHER
EDUCATION IN STATES WITH ENABLING LEGISLATION (THRU 1980)*

Type of Institution	Number of Institutions	Institutions Unionized	Percent of Total Institutions Unionized
4-year	230	170	73.91
2-year	<u>433</u>	<u>420</u>	<u>96.99</u>
TOTALS	663	590	88.98

*Includes District of Columbia

In those states with enabling legislation approximately 89 percent of the institutions of higher education are unionized. It is also readily apparent that the faculty of the public two-year institutions have been significantly more active than the faculty of the 4-year institutions. In those states where enabling legislation is not present but voluntary collective bargaining is permitted, a somewhat different picture emerges. The data in Table 2.6 summarizes what has happened in those states with respect to faculty collective bargaining.

In those states which permit voluntary collective bargaining, only 28 institutions are unionized which is approximately 12 percent of the total number of institutions of higher education in those states.

TABLE 2.6

EXTENT OF FACULTY UNIONIZATION IN PUBLIC INSTITUTIONS OF HIGHER
EDUCATION IN STATES WITHOUT ENABLING LEGISLATION BUT
ALLOW VOLUNTARY COLLECTIVE BARGAINING (THRU 1980)

Type of Institution	Number of Institutions	Institutions Unionized	Percent of Total Institutions Unionized
4-year	87	5	5.75
2-year	<u>154</u>	<u>23</u>	<u>14.94</u>
TOTALS	241	28	11.62

It is clear from this analysis, that any substantial increase in faculty collective bargaining in public sector institutions of higher education is dependent upon the passage of enabling legislation in those states that so far have not extended bargaining rights to state employees. While there has been legislative activity in some states to enact legislation that would extend bargaining rights to state employees, only the state of California has enacted legislation since 1975. that extends bargaining rights to the faculty of the public institutions of higher education. The California statute enacted in 1978 extended collective bargaining rights to the state four-year institutions of higher education. To date, only one representation election has been held. The faculty at the University of California-Berkeley in a close election, opted not to pursue collective bargaining. Other representation elections in California institutions are scheduled for late 1981.³⁵ It seems reasonable to assume that other states will eventually pass enabling legislation, and that, when they do, faculty collective bargaining activity in those states will increase.

There is another possibility for faculty gaining bargaining rights other than by state statute. There is a possibility that federal legislation eventually may be enacted. In past years there has been congressional activity to amend the NLRA to remove the "state and local" exemptions currently provided by the act. However, a more significant movement has centered around a bill originally drafted by the American Federation of State, County, and Municipal Employees and introduced as H.R. 17383 in the 91st Congress on April 30, 1970. This same bill was subsequently submitted in the 92nd Congress as H.R. 7683 on April 22, 1970; reintroduced as H.R. in the 93rd Congress as H.R. 579 and H.R. 1091; and was again reintroduced in the 94th Congress on January 15, 1975, as H.R. 1488. While this bill, entitled "National Public Employee Relations Act," has quite a legislative history, there appears to have been no further legislative activity since 1975. There have been other bills introduced at the federal level. The National Education Association drafted a bill which was introduced in 1969; and in 1973, a bill endorsed by the Coalition of American Public Employees was introduced.³⁶

Behind the lack of current congressional activity with respect to the proposed National Public Employee Relations Act noted earlier, is a decision rendered by the U.S. Supreme Court in the National League of Cities VS. Usery case in 1976.³⁷ In view of the decision rendered in this case, it is questionable if Congress has the authority to legislate collective bargaining rights for employees of state or local governments.

There are nine U.S. service schools which, although they are in the public sector of higher education, have circumstances are somewhat

atypical. These institutions are administratively attached to various branches of the federal government and are thus covered by federal enabling legislation. Initially, the right to organize was extended to employers of these institutions and other federal employees by Executive Order 10988 which was issued by President John F. Kennedy on January 17, 1962. Further rights were extended to federal service employees by Executive Order 11491 issued by President Richard M. Nixon on October 29, 1969. More recently, Congress passed the Federal Service Labor-Management and Employee Relations Law as Title VII of the Civil Service Reform Act of 1978 which became effective January 1, 1979. Under this umbrella of protection, the faculties of two of the nine service schools have organized.

The legal environment, while not a cause of faculty unionism, does appear to have a substantial impact upon faculty unionism, particularly when enabling legislation is absent. However, it appears that the legal environment has a catalytic effect rather than a causal effect with respect to the faculty collective bargaining movement. It was, perhaps, the recognition of this effect that led the Carnegie Commission to formulate the following recommendations:

Recommendation 15: State laws, where they do not now permit it, should provide faculty members in public institutions the opportunity of obtaining collective bargaining rights. One alternative under such laws should be choice of no bargaining unit.

Recommendation 19: A separate federal law and separate state laws should be enacted governing collective bargaining by faculty members in both private and public institutions and should be responsive to the special circumstances that surround their employment. If this is not possible, then separate provisions should be made in more general laws, or leeway should be provided for special administrative interpretations.³⁸

Leadership--The Role of Labor Organizations

Collective bargaining by faculty in an institution of higher education does not happen spontaneously. Even though the faculty may be ripe for collective bargaining because of their dissatisfaction and expectations, without positive action on their own or the presence of an organization that can and will act in their behalf, collective bargaining will not occur. The impetus for collective bargaining can come either from within or from outside the institution. In a study conducted by BNA, more than half (54) of the 96 responding universities and colleges that had been the subject of a faculty organizing campaign reported that the movement was an outgrowth of a professional association on campus. Further, an additional 28 initial contacts were made as a result of faculty soliciting aid from an outside labor organization and only nine initial contacts were made by outside labor organizations seeking to organize the faculty.³⁹ The traditional campus faculty organization, the faculty senate or equivalent organization, generally has not been an effective force in campus organizing campaigns. However, faculty senates have been instrumental in the formation of separate faculty organizations for the purpose of representing the faculty in organizational drives and in negotiations, where the drives have been successful. This appears to be particularly true when the individual institutions are either part of a multi-campus institution or part of a state-wide system. Almost without exception, faculty organizations, regardless of their origins, have chosen to affiliate with one or more of the national organizations that have emerged as the driving force behind the faculty unionization movement. The three national organizations

that have emerged to take the active leadership role are the American Association of University Professors (AAUP), the National Education Association (NEA), and the American Federation of Teachers (AFT). It should be pointed out that it is the local affiliate of these organizations that is legally the bargaining agent, not the national organization. Since the local affiliate of the national organizations, in each instance, exercises varying degrees of autonomy, the role of the national organization appears as one of providing leadership and financial support for the local organization.

One of three national organizations providing leadership and support to faculty for the purpose of collective bargaining is the National Education Association which traces its origin back to 1857. While NEA's traditional role was to promote the interest of teachers in the public school systems, it did develop an interest in higher education. Through a series of organizational arrangements, the American Association for Higher Education (AAHE) was formed as an affiliate organization. As NEA moved increasingly toward the acceptance of collective bargaining, the AAHE, which was opposed to collective bargaining, voted to drop its departmental status and become an independent organization. To fill the void left by this departure, NEA created a new department to support higher education. Just as the NEA had adjusted its policy to promote collective bargaining for public school teachers, the NEA has vigorously pursued collective bargaining in the institutions of higher education. For the 1980-81 academic year, \$2 million of the NEA's \$71 million budget has been committed to support higher education organizing effort.⁴⁰

The AFT was founded in 1916 for the principal purpose of bringing public school teachers into the American labor movement and to win better wages and working conditions.⁴¹ The activities of the AFT were limited in the early years to just organizing activities since there was a lack of enabling legislation permitting collective bargaining for public employees. As early as the 1930's the AFT had local affiliates for college professors at urban universities. It thus gained a collective bargaining representation position in higher education before either NEA or AAUP. By 1969, AFT had successfully organized a number of campuses, virtually unchallenged by other organizations seeking to organize the faculty for collective bargaining. As a result of their earlier success and the continued aggressive efforts of its organizers, the AFT has emerged as the largest faculty union to date.

The AAUP, founded in 1913, is the only national organization that represents faculty of the institutions of higher education exclusively. It has advanced the interests of the profession through the formulation of some 25 policy statements relating to faculty-administration relationships. As a professional organization, AAUP had great difficulty reconciling its traditional posture to accommodate the faculty collective bargaining movement. The first tentative step was made in 1966 when the AAUP Council established a "temporary" policy to authorize AAUP chapters to seek recognition as bargaining agents at institutions where "effective faculty voice and adequate protection and promotions of faculty economic interest" did not exist. This policy was, however, subject to three constraints: a chapter had to first secure approval from AAUP; the chapter could not institute a strike or work stoppage; and, no agency shop arrangements were permitted.⁴² By 1968,

AAUP was prepared to go a step further by conceding that conditions at some institutions might be so unsatisfactory for the faculty that collective bargaining could well be the best way to improve the situation. Even so, the preferred approach was to strengthen the faculty senate role in shared governance systems in an effort to improve faculty-administration relationship and foster a shared governance system. In October, 1971, the council of the association, the governing body of AAUP, adopted the following statement of position regarding collective bargaining:

The Association will pursue collective bargaining as a major additional way of realizing the Association's goals in higher education, and will allocate such resources and staff as are necessary for the vigorous selective development of this activity beyond its present levels.⁴³

The council's position statement was submitted at the AAUP annual meeting in 1972, and after lengthy discussion, was adopted as an official policy. The transformation from a professional association to bargaining agent was now complete.

Given the origin of the three national organizations, one would expect that there would be substantial differences between them regarding their approach to organizing faculty and representing them in negotiations. While there are fundamental differences, these seem to disappear somewhere in the bargaining process. In a study which carefully analyzed the contracts negotiated by NEA, AFT, and AAUP locals, Bognanno et al, reported substantial differences between the contracts did exist, but that upon analysis, very few of the differences could be explained by the organizing agent variable.⁴⁴ It would suggest then, that local conditions and bargaining environment may have greater impact on the negotiation process than the philosophical stances by the national organization.

These three national organizations, AAUP, NEA, and AFT, are now actively committed to the faculty collective bargaining movement. When representation elections are held today at an institution of higher education, it is almost a certainty that at least two of these organizations, and likely that all three will be competing for the representation rights. The following table (2.7) compiled from the publications of the Academic Collective Bargaining Service,⁴⁵ provides an overview of the national organizations' relative success in competing for representation rights.

TABLE 2.7

FACULTY REPRESENTED BY BARGAINING AGENTS IN
INSTITUTIONS OF HIGHER EDUCATION THRU 1980

Bargaining Agent	No. Bargaining Units Public Institutions		No. Bargaining Units Private Institutions		Total Bargaining Units	Total Faculty Rep.
	4-year	2-year	4-year	2-year		
AAUP	28	15	25	2	70	23,110
AFT	70	131	18	4	223	77,285
NEA	50	191	13	2	256	39,400
Independent	2	22	6	0	30	5,550
Coalitions* & Others	19	7	0	0	26	7,700
TOTALS	169	366	62	8	374	153,045

*Coalitions include 14 units (AAUP-AFT) and 11 units (AAUP-NEA); the other is an AFGE bargaining unit at U.S. service school.

It is interesting to note that in several instances, coalitions have formed between two of the three organizations. The results show

that while NEA is the leader in number of bargaining units, it is AFT that leads in the number of faculty represented. This is explained largely by the NEA's strength in the public two-year institutions and AFT's strength is in the private four-year institutions, a section that has proven to be difficult to organize. The relatively weak showing of AAUP to some degree may be the result of its somewhat belated commitment in principle to collective bargaining.

Summary

This analysis has reviewed those environmental factors that exist beyond the institutional control of the institutions of higher education. While the environment factors have differentially affected the individual institutions of higher education, each has been faced with survival in an environment that appears to be becoming increasingly hostile. As the institutions of higher education seek to adjust to their changing environment, it is inevitable that the academic governance process must also change. It is perhaps not so much the nature of change, but from where the mandate for change comes and the manner in which change is implemented that will determine the future of collective bargaining in institutions of higher education.

Related Research--Attitudes Toward Collective Bargaining

Faculty Attitudes--Institutions with Faculty Unions

In what appears to be the first study on collective bargaining in higher education, Lane ⁴⁶ surveyed the faculty in a California State College that was unionized. He compared the responses of union members and non-members with regard to professional and demographic variables.

The results of his analysis revealed that: (1) union members were younger than non-members, had less college teaching experience, possessed lower academic rank, and lower salary levels; (2) union members expressed significantly lower opinions of the administration than non-members; (3) union members were more concerned with institutional prestige. It was also noted that while a majority of both members and non-members of the union felt some form of collective action was necessary, union members were more likely to express the belief that other faculty organizations were ineffective.⁴⁷

A somewhat different approach was taken by Muller⁴⁸ in his study of faculty at seven four-year institutions where the faculty had organized for collective bargaining. The institutions were selected for inclusion based upon geographical dispersion, type of institution (public/private) and bargaining unit affiliation (AAUP, NEA, and AFT). Historical profiles of the seven universities were included, and the results of the survey were related to each institution individually. While no attempt was made to analyze the results statistically across institutional boundaries, the conclusions reached by the researcher were that each campus has its own unique set of problems that were of direct concern only to the faculty of that institution and that, overall, the faculty organized to protect themselves from a perceived threat.

In a study that compared faculty attitudes toward collective negotiations at six community colleges, three of which were unionized, Gallo⁴⁹ found that while the general hypothesized relationship between level of job satisfaction and a more positive attitude toward collective negotiations was not statistically significant, two of the variables

included in the job satisfaction scale did show statistical significance when tested independently. One was the relationship between dissatisfaction with salary and support for collective negotiations. The other significant relationship was between dissatisfaction with the university president and support for collective negotiations. Interestingly, the relationship between professionalism and positive attitudes toward collective negotiations proved to be statistically significant and positive in this study. The relationships between the following variables proved not to be statistically significant: size of institution, age (older institution vs. newer institution), liberal arts versus technically oriented institutions, urban versus rural institutions, and unionized versus non-unionized institutions relative to faculty attitudes toward collective negotiations.

Further, when the respondents from the colleges were separated into two groups (unionized and non-unionized), there were no statistically significant differences between the groups with respect to their attitudes toward collective negotiations. It would appear that, based upon the results of this study, faculty attitudes toward collective negotiations are generally unaffected by the presence of a faculty union.

A study of faculty vote in a representation election was conducted by Herman and Skinner⁵⁰ shortly after a successful organization by AAUP at the University of Cincinnati. The survey was conducted using both a questionnaire and an interview. While the results of the survey were not subjected to rigorous statistical analysis, there are numerous conclusions that can be drawn from a rather cursory survey of

the reported results. The percentage of faculty indicating they had voted in favor of collective bargaining ranged from 75 percent for instructors to 34.9 percent for full professors. When respondents were asked to indicate agreement/disagreement with the proposition that "collective bargaining is inconsistent with professionalism," agreement ranged from 100 percent for business and engineering faculty to 32 percent for the nursing faculty, with an overall agreement of approximately 50 percent.⁵¹ The responses to the open-ended questions yielded insight into the reasons why faculty either voted for or against collective bargaining. Approximately 20 percent of the respondents gave as the most important reason for their negative vote an opposition to labor unions. What appeared to be the most important reasons for a positive vote were low salaries and anti-administration sentiment. This study by Herman and Skinner is particularly relevant to the current study for it is the only study which gives an indication that attitudes toward unions in general might affect faculty collective bargaining preferences.

As part of a study conducted by Lozier and Mortimer,⁵² faculty of the 14-campus Pennsylvania State College system and Temple University which had voted for union representation, were asked to indicate satisfaction with six general issues. The faculty indicated in both studies that they were most satisfied with "conditions of employment" and "faculty personnel policies." They were least satisfied with "determination of education policy" and "faculty participation in governance." Overall, they concluded that the Pennsylvania State College faculty were more concerned with conditions external to the institutions

(relations with state legislature and governor) and Temple University faculty were more concerned with faculty-administration matters.⁵³

In a study conducted just prior to a representation election, Flango⁵⁴ surveyed faculty attitudes related to the selection of a bargaining agent for the Pennsylvania State College system. An analysis between preference for representation and the variables identified as a political party affiliation, political and campus activism, priority issues, and the role of teachers and teachers' organizations was conducted. Since the purpose of the study was to determine which organization was viewed as most appropriate in relation to the variable identified and used in the study, the results are of limited value to the present study. However, generally the results indicate that faculty will choose the agent to represent them that they perceive will be most successful in representing their interests. Conversely, those faculty who feel strong enough individually to represent their own interests were inclined to vote against representation.⁵⁵

A third study of the Pennsylvania State College system relative to faculty collective bargaining preference was conducted by Muczyk, Hise, and Gannon.⁵⁶ The study was conducted approximately one year after the selection of an NEA affiliate to represent a faculty bargaining unit composed of all faculty at the institutions in the state college system. Preferences for representation/no representation were analyzed to determine if differences existed relative to job satisfaction and selected socio-demographic variables. The preference for representation when related to job satisfaction yielded only one relationship that was statistically significant--salary. Faculty not in favor of representation

scored significantly higher on the "professional commitment" items and were found to possess higher academic rank and represent an academic discipline other than the humanities, sciences or the professions.⁵⁷

What emerges from an attempt to summarize the research results for studies conducted where faculty had chosen collective bargaining is that there appears to be no specific variables that are consistent predictors of faculty predisposition relative to collective bargaining. Much of the inconsistency can be explained by differing research objectives and methodology; however, despite the conflicting results of these studies, there do appear to be general patterns which should not be ignored. In general it would appear that some relationship does exist between faculty receptivity of collective bargaining and job satisfaction, attitudes toward administration, certain organizational characteristics and personal characteristics of the faculty.

The National Surveys

In 1969 the first large-scale survey to deal with the question of collective bargaining in higher education was conducted by the Survey Research Center of the University of California at Berkeley. The project was funded by the Carnegie Commission on Higher Education and the United States Office of Education, Department of Health, Education and Welfare. The project was a broad-based survey directed toward surveying faculty attitudes relative to a variety of subjects one of which happened to be collective bargaining. This study proved to be important for two reasons. Firstly, it proved an information base from which a number of researchers drew upon for analysis purposes. Secondly,

the assertion used in the study that "Collective bargaining by faculty members has no place in a college or university," became the benchmark that was repeated in a number of subsequent studies. As Carr and Van Eyck were to lament, "One could wish that the statement had been put in a more positive and precise fashion, asking the faculty member to give his views of the desirability or probability of faculty collective bargaining at his own institution."⁵⁸

Even though the form of the question perhaps left something to be desired, it did show how some 60,000 faculty members felt about the appropriateness of collective bargaining in higher education. Approximately 59 percent of the respondents rejected the statement, thus in effect, agreeing that faculty collective bargaining does have a place in higher education. A second study in 1972, was done by Ladd and Lipset using a telephone survey process to survey a sample of the respondents to the 1969 Carnegie study. The question used for this survey was, "Do you agree or disagree that the recent growth of unionization of college and university faculty is beneficial and should be extended?" Unfortunately, this question also was posed in a general rather than a situation specific manner. The results of the survey revealed that 43 percent of the respondents agreed with the statement, 44 percent disagreed, and the rest, 13 percent, gave conflicting statements or were uncertain.⁵⁹ It is unfortunate that the results of this study received only limited attention. No analysis of the results was conducted other than a brief comparison with the 1969 Carnegie study results.

In 1972-73, Bayer⁶⁰ conducted a large-scale study and returned to the use of the question as posed in the 1969 Carnegie study. The

results of the survey, and perhaps the most significant finding, demonstrated the faculty attitudes toward collective bargaining had changed. Only 34.1 percent of the respondents accepted the proposition that faculty collective bargaining had no place in a college or university. Thus, approximately 66 percent of the faculty respondents possessed a favorable attitude toward collective bargaining. This represented an increase of approximately seven percent over the original results reported in the 1969 Carnegie study.

Following the Bayer study were two separate studies by Ladd and Lipset. The first, conducted with support from the National Institute of Education was conducted in 1975. In essence, this study was an update of the 1969 Carnegie study and was not limited exclusively to the question of faculty collective bargaining. However, in response to the query concerning collective bargaining used in the 1969 Carnegie study, approximately 69 percent of the faculty rejected the proposition that faculty collective bargaining had no place in higher education.⁶¹ Again, relatively little analysis was performed other than to highlight the significant changes that had occurred in the seven years since the 1969 Carnegie study. Of the changes identified, the increased favorable attitude toward collective bargaining was only one of many.

The second "follow-up" study by Ladd and Lipset was conducted in 1977. Again using the question from the 1969 Carnegie study, they found that only 65 percent exhibited a favorable attitude toward collective bargaining. In both the 1975 and 1977 studies, there were five additional propositions presented relative to collective bargaining. Respondents in both studies agreed overwhelmingly that collective bargaining would

result in higher salaries, improved benefits, and would protect faculty members against arbitrary action by administration. Also, a clear majority agreed that collective bargaining reduced collegiality, resulted in overemphasis on rules and regulations, and that faculty unions had made it more difficult to deny tenure. When asked how they would vote if an election were held at their own institution, the respondents indicated in both studies that a substantial majority (72 percent) would vote in favor of collective bargaining. This pro-collective bargaining stance was maintained across all institutional categories by academic rank and by academic discipline.⁶²

The work of Ladd and Lipset led them to conclude that the major underlying factor of faculty sentiment toward collective bargaining was their liberal or conservative ideology. While also giving passing recognition to such factors as age, tenure, type of institution where employed, and level of salary, they continued to support their basic proposition that a liberal orientation of faculty was the major determinant of favorable sentiment for collective bargaining. By contrast, Carr and Van Eyck,⁶³ using some of the same data, came to the conclusion that faculty sentiment for collective bargaining had its roots in faculty dissatisfaction with those conditions arising out of the governance and reward structures of the institutions where they were employed. The faculty who supported collective bargaining were more likely to be dissatisfied with such aspects of their campus situation as the power of senior professors, the effectiveness of the faculty senate, and the autocratic nature of their departmental governance.

Another major national study was conducted by Kemerer and Baldrige⁶⁴ as part of the Stanford Project on Academic Governance which

was financed by the National Institute of Education and sponsored by the Stanford Center for Research and Development in Teaching. The study was conducted in two stages. The first stage was conducted in 1971 and consisted of some 244 institutions of higher education. The second phase of the study was conducted in 1974 and included all the colleges and universities included in the first survey plus all the institutions of higher education that were involved in faculty collective bargaining. In both studies, two questionnaires were used: one for the president, the other for faculty. In the second study, where faculty unionism was the focal issues, the questionnaire went to the president of the institution with the other questionnaire going to the faculty chairperson of the local bargaining unit. In the 1971 study, respondents were asked to respond to the proposition that "collective negotiations are the most effective way for faculty to influence campus decisions." In view of the earlier studies such as the 1969 Carnegie study, the results are somewhat surprising. Only 35 percent of the respondents agreed with the statement.

The 1974 study contained ten items which the respondents were asked to rate as to their significance as a cause of faculty unionism. The results of the analysis did show that there were significant differences between the president's evaluations and those of the faculty chairperson of the local bargaining unit. Overall analysis led Kemerer Baldridge to conclude that faculty unionism appealed to two different groups--those who were "preservation" oriented and those who considered themselves "deprived."⁶⁵ They also developed a general profile of the faculty member most likely to join a union: "In general he or she will

(1) teach in a two-year community college or four-year public institution with no tradition of strong faculty participation in institutional governance; (2) have a degree short of the doctorate and be non-tenured; (3) teach in the humanities or social science field; (4) be less than 40 years of age and male; (5) have a greater teaching load and lower salary than academics at four-year/graduate institutions; (6) have a record of little participation in a campus senate or similar body; (7) have low trust in the campus administration and be dissatisfied with working conditions; (8) be conscious of the benefits of unions on other campuses and of the non-academic level of his own campus."⁶⁶ This classification is, of course, very general in nature, but it is based upon the most comprehensive study of faculty collective bargaining undertaken to date.

The study conducted by Kennelly and Peterson⁶⁷ of approximately 200 institutions of higher education used two questionnaires: one for the president of each institution, the other for the chairperson of the faculty senate or comparable faculty organization. Included in the questionnaires were a series of questions concerning attitudes toward collective bargaining with the chairperson of the faculty organization considered a proxy for the faculty in general. Analysis of the results revealed that in general, both the presidents and the faculty chairpersons held negative attitudes toward collective bargaining, with the presidents' attitude being somewhat more negative than those of faculty chairpersons. A major criticism of this study is the assumption made that the chairpersons' attitudes reflect the general attitudes of the faculty toward collective bargaining. For this reason, perhaps the most

enlightening portion of the study is reflected in the extent to which collective bargaining activity was reported by the respondents.

Of the 191 institutions responding, 31 percent indicated no activity, 39 percent reported their institutions to be at a talking stage, 15 percent reported being in the developmental stage, 4 percent were actually at the negotiations states, and 10 percent were operating with a contract.⁶⁸ This represents a significant finding in that the incidence of bargaining activity reported is apparently greater than previously reported since, normally, such activity is officially recognized only when it reaches the representation election stage. If this sample of institutions was in fact a representative sample of all institutions of higher education, the levels of faculty activity with respect to collective bargaining may have been considerably greater than the reported statistics indicate.

In summary, the research results of the large-scale national studies reviewed in this section present an overview of faculty sentiment toward collective bargaining. The Carnegie study combined with the follow-up studies by Ladd and Lipset, show somewhat conclusively that in general faculty sentiment toward collective bargaining in a general context has increased significantly over the years. The Stanford study, on the other hand, indicates that faculty support for collective bargaining, when placed in the context of their own institution, is perhaps not as prevalent as the Ladd and Lipset studies would indicate. The study by Kemerer and Baldrige indicates that where faculty unionization has occurred, there are common threads which allow the construction of a general profile of faculty who are receptive to collective

bargaining. The study by Kennelly and Peterson indicates that the level of activity relative to collective bargaining may be considerably greater than previously reported. There appears to be a general consensus that faculty sentiments toward collective bargaining are related to faculty perceptions of the environmental conditions relative to their own situation. However, Ladd and Lipset would include a qualifying statement concerning the liberal/conservative ideology of the faculty member.

Faculty Attitudes Toward Collective Bargaining - Other Studies

The studies included in this section are no less important than studies presented earlier. However, these studies are for the most part limited to only a single institution or institutions within a single state system of higher education. While these studies are typically smaller in size, the range of issues encountered is somewhat greater than encountered in the larger surveys of the previous section.

In a study conducted in the Community colleges of Pennsylvania, Moore⁶⁹ investigated the relationship between faculty members' attitudes toward "collective negotiations" and variables identified as "sense of power" and "sense of mobility." The sense of mobility had two parts, identified as "perception of professional opportunities" and "personal constraints." Analysis of the responses indicated that faculty who perceive their employment opportunities as being relatively good tended to have a more favorable attitude toward collective negotiations than did faculty who saw employment opportunities as more limited. Faculty who perceived few constraints on their mobility tended to also have a more favorable attitude toward collective negotiations. Faculty with a

low sense of power (the extent to which individual faculty members felt capable of influencing institution events) in general were more inclined to be more supportive of collective negotiations than faculty with a high sense of power. It was also determined that several biographical variables tended to be related to faculty attitudes toward collective negotiations. However, Moore concluded that overall, sense of mobility, sense of power, and the sociological characteristics had limited value as predictors of faculty attitudes toward collective negotiations.

In a study conducted at a large state-supported university, MacInnis⁷⁰ analyzed the relationship between attitude toward collective bargaining and faculty liberal-conservative orientation, perceptions of authority, and selected demographic characteristics of the faculty. Results of the study showed that faculty members favoring collective bargaining were more liberal and were also likely to feel their academic department had little autonomy. Of the demographic characteristics, only age and perceptions related to salary were significantly related to attitudes toward collective bargaining. Rank, tenure status, and sex of the respondents were not related to attitude toward collective bargaining.

The study conducted by Cline⁷¹ in 14 community colleges in the state of Colorado compared faculty attitudes toward "collective negotiations" with their perceptions of management style used at their institutions. He found a highly statistically significant relationship between perceptions of management style and their attitudes toward collective negotiations. The more authoritarian the management style, as perceived by the respondents, the more likely they were to have favorable attitudes

toward collective negotiations. The more participative the management style, the less favorable the attitude toward collective negotiations.

After noting that dissatisfaction with the role of faculty in governance was often cited as a cause of faculty unionism, Lindman⁷² initiated a study of faculty attitudes toward collective bargaining to determine if the attitudes were related to perceptions of institutional goals. Also included in the study was an analysis of attitudes toward collective bargaining and selected biographic-career characteristics of the respondents. Lindman found that there was a significant relationship between faculty attitudes toward collective bargaining and their perceptions of institutional goals. However, he found no statistically significant relationship between attitudes toward collective bargaining and the selected biographic-career variables.

The study conducted by Minus⁷³ to determine if a relationship existed between faculty attitudes toward collective negotiations and type of institution, tenure status, and race revealed some interesting results. The faculty at public institutions did demonstrate a significantly more favorable attitude toward collective negotiations than faculty at private universities. There was also a significant difference between tenure status and attitude toward collective bargaining with non-tenured faculty expressing a more favorable attitude than tenured faculty. The results also revealed that black faculty members had a more favorable attitude toward collective negotiations than non-black faculty, irrespective of type of institution or tenure status.

The study conducted by Wilkinson⁷⁴ represents a different approach taken to determine variables related to attitudes toward

collective action. Using a questionnaire constructed to encompass a broad range of attitudinal variables and then subjecting the responses to factor analysis, Wilkinson identified seven factors, three of which proved to be significantly related to attitude toward collective action. The three factors identified were: "professionalism," "power/authority influence," and "personal security/freedom." He also found that the demographic variable of sex, salary, and years since degree were significantly related to attitudes toward collective action. Of the factors found to be significantly related to collective action attitudes, the factor labeled "professionalism" emerged as the strongest measure. This led Wilkinson to conclude ". . . that those persons favorable to collective action believe that the way to prevent professionalism from being eroded away is to unify their efforts to prevent it. Likewise, those individuals opposed to collective action are against unionism precisely because they see it as a threat to their conception of professionalism."⁷⁵ The results of this study are significant since, for the first time a significant relationship had been determined between a variable labeled "professionalism" and attitude toward collective action. The concept of professionalism as it relates to faculty collective bargaining has not been overlooked in the previous literature. However, since it is a difficult concept to define, much less measure, most authors have chosen to merely postulate that "professionalism" probably is related to faculty unionism in an inverse manner. If the number and frequency of publications by faculty are considered as evidence of "professionalism" then the results of the 1969 Carnegie survey and the Ladd and Lipset surveys would indicate that such a relationship does in fact exist.

The study by Feuille and Blandin⁷⁶ in a large western state university was differentiated from other studies in that they used a very definitive conceptual research model for this study. The conceptual model tested the relationship of demographic variables and measures of job satisfaction against collective bargaining perceptions. The collective bargaining perceptions were then tested against faculty motivational dispositions. Feuille and Blandin concluded, as a result of their analysis, that respondents who were dissatisfied with various employment conditions were significantly more inclined to favor collective bargaining. While a clear majority of all faculty supported collective bargaining, junior faculty were significantly more favorable toward collective bargaining than senior faculty. It was also determined that faculty holding administrative positions were less likely to support collective bargaining. However, academic discipline appeared to have no relationship with faculty preference for collective bargaining. Another interesting finding emerged in that it was determined that females were significantly more restrained than male faculty members in supporting collective bargaining.

The Feuille and Blandin study is significant in that for the first time it was the measurement of faculty members' preference for collective bargaining at their own campuses rather than attitudes toward faculty collective bargaining generally that was examined. Their approach is utilized in the present study.

A survey conducted by Budwig and Decker⁷⁷ of assistant professors at ten major public institutions revealed strong feelings toward tenure. All of the respondents were non-tenured and expressed a great

deal of concern about being at the "professional mercy" of their senior colleagues who were tenured. Nearly three-fourths of the 200 respondents to the survey felt that the existing system denied them both intellectual and academic freedom. The respondents to this study indicated overwhelmingly (96 percent) that they favored unionization of faculty because they felt collective bargaining might give them a lasting and more significant role in higher education.

The study conducted by Gress and Wohlers⁷⁸ attempted to determine predictions of attitudes toward collective bargaining by utilizing 14 predictor variables that earlier research had indicated were related to attitudes toward collective bargaining. Using factor analysis and stepwise regression, the variables that emerged as the best predictors of faculty attitudes toward collective bargaining were faculty perception of faculty salaries, recent salary increases, faculty participation in policy making, and individual faculty members present salary. There were several variables that demonstrated a significant bivariate relationship with attitude toward collective bargaining which disappeared in the multivariate analysis.

The study by Kazlow and Giacquinta⁷⁹ was conducted surveying the school of Education faculty of a large, private research-oriented university. The objectives of the study were to determine faculty support for collective bargaining and unionism and to determine if any relationship existed between the support for collective bargaining and support for unionism. The study also sought to determine if there was a relationship between support for unionization and the academic rank,

tenure status, and research orientation of the respondents. The analysis of the responses produced some atypical results when compared to the 1969 Carnegie study. Support of collective bargaining was much higher than anticipated with 77 percent of the faculty having positive attitudes toward collective bargaining. This finding was contradictory to the finding of previous studies which found approximately 54 percent of the faculty of private research-oriented institutions expressing favorable sentiment toward collective bargaining.

Faculty support for unionization, 77 percent expressing favorable attitudes, was considerably above the level of support apparent in the 1969 Carnegie study. The results also demonstrated a moderate relationship between support for collective bargaining and support for unionism. (If the analysis had been conducted in terms of favorable versus non-favorable rather than choice of affiliation, it is likely the relationship would have been much stronger.) Perhaps the most surprising result was that while 39 percent of non-tenured faculty supported unionization, 69 percent of the tenured faculty supported unionization. Of the faculty with low research priority, 70 percent supported union affiliation compared to 44 percent of the faculty with high research priority. Also, atypically, 61 percent of the full professors, 68 percent of the associate professors, and 33 percent of the assistant professors were favorably disposed toward faculty unionization.

The results of this study are significant for two reasons. First, the explicit recognition of collective bargaining and unionism as being separate concepts, and secondly, it gives an indication as to the

extent to which the results of large-scale studies may mask significant differences that exist within individual institutions and, in this case, individual academic departments.

The study at Fordham University conducted by Bernhardt⁸⁰ studied the relationship between faculty attitudes toward collective action and their perceptions of the organizational characteristics of the university. The research instruments used were a modified form of Likert's "Profile of Organizational Characteristics," and a modified version of Ostrander's "Collective Assertion Scale." Findings of the study indicated that faculty members were less supportive of collective action when they perceived the university's organization characteristics to be toward the System 4 end of Likert's pattern of management continuum. The faculty that were less supportive of collective action perceived administrators to be friendly and supportive of faculty, and felt there was mutual trust and confidence between administration and faculty.⁸¹ This study lends credibility to the often repeated assertion that faculty's perceptions and expectations within their own institutions are related to their motivational predisposition to accept collective bargaining.

The study by Jauch and Bateman⁸² conducted at Southern Illinois University at Carbondale was made under unique circumstances. The Faculty Senate conducted a collective bargaining referendum at the university and allowed the researchers to actually include on the ballot limited demographic information. Thus, the researchers were able to investigate relationships between these variables and how faculty actually voted rather than their attitude toward collective bargaining.

The ballots asked faculty to indicate whether they "favored," "opposed," or were "uncertain" as to collective bargaining. Faculty were also asked to indicate academic rank, tenure status, type of contract, and employment status (full-time vs. part-time). Different colored ballots were used for the different academic schools so respondents' affiliation was also revealed.

Another unique feature of this study was categorization and placement of colleges of the university in groups by degree of professionalization. The colleges designated as "unprofessional" were Liberal Arts, Communication and Fine Arts, and Human Resources. The colleges designated as "near professional" were Education, School of Technical Careers, Science, Library and Agriculture. The schools designated as "professional" were Engineering, Medicine, Law, and Business.⁸³

Multiple discriminant analysis was used to assess the relationship between the independent variables (professionalism, rank, tenure status, type of contract and employment status) with the dependent variable being the actual vote cast by the respondent. The findings indicate that all the independent variables were useful in predicting the faculty vote with the variable "professionalism" being the strongest predictor. The more "professionalized" the faculty affiliation, the greater the propensity to vote against collective bargaining was the conclusion drawn from the analysis. On the surface this appears plausible. However, closer investigation of the classification of the schools with respect to professional status closely approximates the categorization of schools by Ladd and Lipset⁸⁴ with respect to faculty's liberal versus conservative ideology. It may be they are measuring the same dimension but using different labels.

The study by Bigoness⁸⁵ analyzed the relationship between faculty attitudes toward collective bargaining and job satisfaction, job involvement, and locus of control (internal versus external). Data were obtained from 222 full-time faculty at a New England land grant university. Results indicated a significant relationship between job dissatisfaction (work, pay, supervision, and promotional opportunities) and favorable attitudes toward collective bargaining. Externals (those who perceive their fate as largely in the hands of others and beyond their control) also demonstrated a more favorable attitude toward collective bargaining. Faculty members who were more involved in their jobs were less favorable toward collective bargaining than less-job-involved faculty. It was also determined that older faculty members exhibited a less favorable attitude toward collective bargaining.

The study conducted by Neumann⁸⁶ is another study that is somewhat different in the approach taken. The variables selected to represent faculty attitudes toward collective bargaining were contract provisions taken from contracts at institutions of higher education that had faculty collective bargaining contracts. The respondents to the questionnaire were faculty in the departments of social science and physical science at different universities located in the northeast. The study analyzed the relationship between facets of organization climate in university departments and faculty attitudes toward various aspects of faculty unionization. There were three dimensions to organization climate: perceived power structure, assessment of rewards, and perceived organizational goals. Five items were included related to attitudes toward collective bargaining: seniority-based salary increases, teaching assignment based on preference subject to seniority, binding

grievance and arbitration procedures, forced payment to union, and restrictions on class size. Tests for relationship were conducted on individual items of the union attitude scale rather than a global measure.

The results of the analysis revealed that perceived power structure was an important determinant of an equalitarian system, especially so for the social science respondents. The perceived emphasis on consulting activities within the reward system was found to be positively related to attitudes toward seniority-based aspects of collective bargaining in the physical sciences while perceived emphasis on personal factors was positively related to all aspects of attitudes toward collective bargaining in the social sciences. Perceived inequity was found to be positively related to attitudes toward unionization both in the physical and social sciences. The conclusion of the researcher was that ". . . a given organizational climate may create favorable attitudes toward collective bargaining in one department and unfavorable attitudes in another."⁸⁷

Summary

The research results reported in this section have dealt with a wide variety of issues and their relationship to faculty attitudes toward collective bargaining. Numerous methods have been utilized to represent faculty attitudes toward collective bargaining, ranging from the semantic differential to items drawn from actual faculty bargaining contracts. While there does not appear to be universal agreement between results of this research, there does appear to be a general agreement that faculty dissatisfaction with perceived institutional issues does

relate positively with favorable attitudes toward collective bargaining. There also appears to be general agreement between results of the research efforts that age, sex, race, tenure status, research orientation, and rank are related to faculty attitudes toward collective bargaining, although not always in the same manner.

Limitations of the Research Literature

The literature related to faculty attitudes toward collective bargaining has with only a few notable exceptions been directed toward determination of faculty attitudes toward collective bargaining in a general context. When the attitudinal variable support for collective bargaining was placed in the context of the faculty member's own institution, faculty support for collective bargaining was considerably lower. Faculty appear to have little or no reservations concerning endorsement of collective bargaining in the context of higher education, but the results of the Stanford study indicate that faculty are more reluctant to endorse collective bargaining for their own campus. The possibility of this occurring was apparently recognized by Carr and Van Eyck when they lamented the fact that the Carnegie study had failed to phrase the attitudinal variables in a manner to reflect faculties' attitudes toward collective bargaining on their own campuses.

After analyzing the results of the national surveys relative to patterns of organization, Garbarino concluded:

Faculty opinions about unionization are a poor predictor of the propensity to organize. It is not that opinion data are irrelevant but the attributes associated with differences do not permit us to discriminate well between institutions. The current weakness of such data is illustrated by the fact that there appears to be little difference in attitudes or opinions between public and private universities, but the differences in levels of organization at these two types of institutions are overwhelming.⁸⁸

The observation by Carr and Van Eyck that ". . . the professor is at the same time a practitioner of a profession, an employee of an organization, and a manager who helps set and administer the policies and programs,"⁹¹ takes on added significance when viewed in this context. Faculty are thus torn between three different roles. The results of the research reviewed for this study indicate that in general, the more professionally oriented the faculty member, the greater is the likelihood that he or she will not endorse collective bargaining in higher education. However, it is also true that where faculty perceive threats to their status as professionals, they are likely to express favorable attitudes toward collective bargaining if they perceive it to be a means of protecting their professional status. Indeed, the somewhat belated endorsement of collective bargaining by the AAUP was based on the premise that "The implementation of Association-supported principles, reliant upon professional traditions and upon moral suasion can be effectively supplemented by a collective bargaining agreement and given the force of law."⁹²

As employees, faculty are apparently primarily concerned with economic benefits, job security, tenure, and promotional opportunities. For some faculty, collective bargaining represents a threat to their position in a traditional "elitist" structure of system rewards. For others, the "have-nots," collective bargaining represents a means to acquire the rewards and benefits enjoyed by the elite few. In the role of manager, some faculty perceive collective bargaining as a threat to faculty's traditional roles in academic governance. Others see collective bargaining as a way to gain greater voice in the governance process,

to protect against encroachment of their prerogatives from the administration and outside groups (i.e. state legislatures and system-wide governing boards) and to secure a faculty voice in administration matters where none was existent.

The acceptance or rejection of faculty collective bargaining is thus an individual decision apparently based upon the individual faculty member's perceptions of his or her own institutional environment, their own role commitment, and how they perceive the import of collective bargaining. The conclusion of Rokeach that "A person will make a 'pro' response to an object toward which he harbors negative feelings if he believes the object to be sufficiently good for him"⁹³ is particularly relevant here. A faculty member is likely to endorse collective bargaining even though harboring negative attitudes toward collective bargaining if he or she perceives the consequences of such action as being generally favorable. Conversely, they may harbor favorable attitudes toward collective bargaining but perceive the impact of collective bargaining to be detrimental to them. If so, they would most likely not be inclined to endorse collective bargaining on their own campuses, but give general endorsement to the legitimacy of collective bargaining in the institutions of higher education. The role ambiguity produced between individual perceptions of role definition and perceptions of collective bargaining may leave a substantial percentage of faculty at a point of indecision with respect to collective bargaining. Forcing the individual to choose between a "pro" or "con" posture with respect to endorsement of collective bargaining may well produce results that are of questionable reliability when extended for prediction purposes. It is also significant, as Ladd and Lipset observed, that

since representation elections do not take place in a vacuum, "many professors who endorse bargaining have mixed feelings about it and can be moved by the way the issue is articulated."⁹⁴

There is a void in the research literature concerning faculty attitudes toward unions. The study conducted by Human and Skinner revealed that for some of the faculty who voted against representation, it was opposition to unions per se that determined their vote.⁹⁵ After reviewing the results of opinion polls concerning how the general public viewed unions, Bok and Dunlop concluded that, in view of the fact that between 60 and 70 percent of Americans approve unions in general and were supportive of workers' rights to join unions, there was a generally favorable attitude toward unions.⁹⁶

The analysis of the results of the 1977 Quality of Employment Survey by Kochan⁹⁷ revealed that workers generally view unions as large, powerful bodies which are highly effective. Interestingly, 39 percent of the non-unionized respondents indicated they would vote to unionize if afforded the opportunity. A study of attitudes of federal scientists and engineers toward unions was conducted by Manley and McNichols⁹⁸ who determined that while respondents appeared convinced that unions could secure economic gains, they were equally strong in their belief that unions would decrease professionalism, cause employees to be treated with less dignity, and receive less consideration as individuals. Overall, with 54 percent of the respondents indicating they would not join a union under any circumstances, it would appear that attitude toward unions might be a determinant in the decision to join or not join a professional union. Unfortunately, the study did not test the relationship between attitudes toward unions and respondents' indication of

whether they would join or not join a union if representational rights were obtained. The results of a study conducted by Imundo⁹⁹ of white-collar federal government employees who were covered by collective bargaining but were not members of the union led him to conclude that the respondents did not join unions because they fear union power and already had representation without having to pay dues. Another study relative to workers' attitudes toward unions was conducted by Nye¹⁰⁰ using responses from civilian blue and white collar workers who were employed at a federal facility. While significant differences were found between blue and white collar respondents with respect to how they view unions and union officers, the researcher concluded overall that respondents had a favorable impression of government employee unions and union officers. There were also significant differences between how union members and non-union members viewed unions and union officers.

Major Conclusions Drawn From the Research Literature

Perhaps the most significant conclusion to be drawn from the literature research is the most obvious one. There is no simple explanation for the appearance and rapid growth of faculty unionism in the institutions of higher education. The acceptability of collective bargaining, as an alternative to the traditional system of academic governance, has undeniably increased over the last decade. Changing economic, social, and legal environments, faculty's attitude toward administration, faculty job dissatisfaction, changing administrative systems, and individual differences have all been systematically explored with respect to, faculty acceptance of collective bargaining.

While each of these research efforts has contributed to the identification and understanding of the issues that surround the faculty unionization movement, they do not explain why collective bargaining appeared nor why it has grown in some sectors of higher education and not others.

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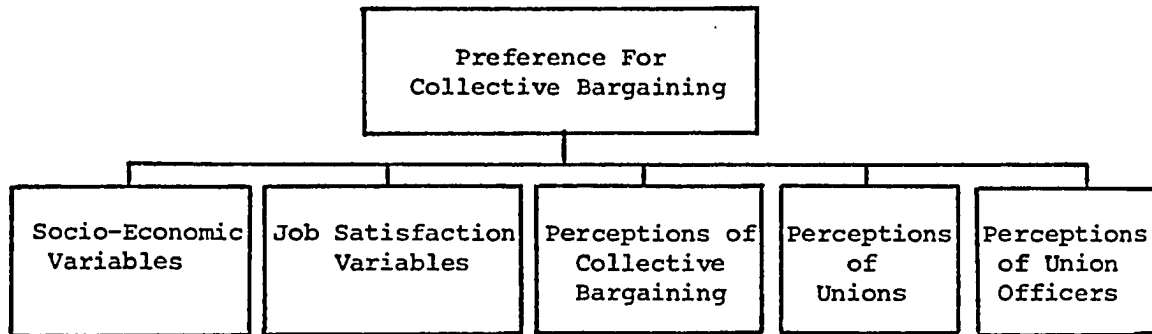
CHAPTER III

DATA COLLECTION AND ANALYSIS PROCEDURES

Research Design

In reviewing the research, this writer determined that most of the research models incorporated a design to accommodate responses as either favorable or unfavorable to collective bargaining. However, there are results which indicate that some faculty, perhaps as a result of role ambiguity and their perceptions of collective bargaining, are undecided concerning the introduction of collective bargaining on their own campus. The research model used for this study allows the faculty member to indicate that he or she is undecided, in favor of, or against collective bargaining on his or her own campus. The "undecided" response category is also retained as a response category for the research questions concerning the respondent's behavioral intention with respect to voting and membership relative to collective bargaining. For the purpose of this study, the respondents' stated preference for collective bargaining on their own campus will be treated as the dependent variable in accordance with the following diagram.

Fig. 3.1--Research model



Survey Instrument

A ten-part, multidimensional questionnaire was developed as the survey instrument for this study (see Appendix A). The basic questionnaire used for this study was developed by Feuille and Blanton¹ and used with their permission (see Appendix B). Two additional sections were added to the above questionnaire which were the sections dealing with faculty perceptions of unions and union officers respectively. This portion of the questionnaire was taken from a copyrighted survey instrument (Union Attitude Scale) developed by Dr. Donald Austin Woolf,² University of Oklahoma, and used with his permission.

The final step in the development of the research instrument was the review and critique by individuals with a high degree of competency in research design and methodology. These individuals were asked to make recommendations for revisions so that the objectives of this research effort would more likely be accomplished. Their recommendations were incorporated into the final form of the questionnaire used for this study.

A discussion of the major parts of the questionnaire follows:

Part I

This part of the questionnaire contained twelve socio-demographic variables for the purpose of profiling the respondents. These variables were then dichotomized to provide a new set of variables for analysis purposes and were scaled as "0" or "1."

An additional variable was included in this part of the questionnaire to allow the respondent to indicate the institution where he was employed. This was an identification variable and was not scaled. This variable was used to group the institutions for the testing of Hypothesis I. Using the Carnegie Commission on Higher Education's technical report, the institutions were grouped into three classes identified for analysis purposes as "high," "medium," and "low" quality. These labels were chosen as relative indicators of institutional quality rather than an absolute measure of the quality of the institutions.³

Part II

This part of the questionnaire contained twenty-two variables included to determine satisfaction with selected job attributes. Each variable was represented by a declarative statement to which the respondent was asked to indicate "strongly agree," "agree," "undecided," "disagree," or "strongly disagree." Each item was scaled from 1 (strongly disagree) to 5 (strongly agree.) For analysis purposes the scales were collapsed to form new variables. The new variables were "agree," "undecided," and "disagree" and were scaled from 1 (disagree) to 3 (agree). Negative statements were reverse scored for analysis purposes.

Part III

This part of the questionnaire, containing seven items, was included to determine respondents' perceptions of collective bargaining. Each item was a declarative statement to which the respondent was asked to indicate "strongly agree," "agree," "undecided," "disagree," or "strongly disagree." The items were scaled from 1 (strongly disagree) to 5 (strongly agree) with negative items reverse scored for analysis purposes.

Part IV

This portion of the questionnaire was included to determine the respondents' views as to topics appropriate for collective bargaining. There were fourteen topics listed to which the respondent was asked to indicate for each one whether they were "clearly appropriate," "appropriate," "undecided," "inappropriate," or "clearly inappropriate."

Part V

This portion of the questionnaire contained four items to determine respondents' views toward the use of arbitration and strikes by faculty as a means of dispute settlement. Each item was a declarative statement to which each respondent was asked to indicate "strongly agree," "agree," "undecided," "disagree," or "strongly disagree." The items were scored from 1 (strongly agree) to 5 (strongly disagree) for analysis purposes.

Parts VI and VII

These parts of the questionnaire were taken from Dr. Donald A. Woolf's Union Attitude Scale⁴ and were included to determine respondents'

perceptions of unions and union officers respectively. The two scales consisted of lists of eighteen and thirteen adjectives. The respondents were asked to indicate for each scale if the adjectives described unions and union officers by indicating "yes," "undecided," or "no." Both scales for analysis purposes were scored using the weighted scoring procedure developed by Smith, Kendall, and Hulin.⁴ Items were scaled 0 for "no," 1 for "undecided," and 3 for "yes" with negative items being reverse scored.

Part VIII

This part of the questionnaire was included to determine what the respondents viewed as an appropriate bargaining unit. These two questions were categorical questions that required no scaling.

Part IX

This part of the questionnaire contains two items included to determine respondents' behavioral intentions with respect to how they would vote if a representation election were held and if they would join or support an organization that was successful in securing bargaining rights. Both items are categorical and were not scaled.

Part X

This portion of the questionnaire is an "open comments" section. Respondents were afforded the opportunity to make any comment they so desired. The intent of this section was to determine if the comments could contribute any additional information to the understanding of faculty preference or opposition to collective bargaining.

The Dependent Variable

For the purpose of this study a single item was used as the dependent variable. The respondents were asked to indicate their preference for collective bargaining on their own campus. Response categories were "strongly in favor," "moderately in favor," "undecided," "moderately opposed," and "strongly opposed." This variable was coded 1 (strongly opposed) to 5 (strongly in favor) for analysis purposes.

The tabulated responses to the survey are shown in Table 3.1.

TABLE 3.1

EXPRESSED COLLECTIVE BARGAINING PREFERENCE
BY FACULTY--ORIGINAL GROUPS

Category	Frequency	Relative Percent	Adjusted Percent*
Strongly Opposed	197	22.2	22.4
Moderately Opposed	127	14.3	14.4
Undecided	161	18.1	18.3
Moderately in Favor	215	24.2	24.4
Strongly in Favor	180	20.2	20.5
No Response	<u>9</u>	<u>1.0</u>	<u>---</u>
Total	889	100.0	100.0

*Effect of missing data removed.

For the purpose of analysis it was deemed desirable to reduce the number of groups. Thus the "strongly opposed" and "moderately opposed" were combined to form a grouping identified as "opposed" to collective bargaining. The "strongly in favor" and "moderately in favor" responses were combined to form a group "in favor" of collective bargaining. The

"undecided" category was left unaltered. Thus, three groups were formed and identified for analysis purposes as those faculty who were "in favor of," "undecided," or "opposed to" collective bargaining on their own campus. The result of combining the response categories is summarized in Table 3.2. It is the revised categories that will be used for analysis purposes in order to facilitate the analysis and interpretation of results.

TABLE 3.2
EXPRESSED COLLECTIVE BARGAINING PREFERENCE
BY FACULTY--REVISED GROUPS

Category	Frequency	Relative Percent	Adjusted Percent*
Opposed	324	36.4	36.8
Undecided	161	18.2	18.3
In Favor of	395	44.4	44.9
No Response	<u>9</u>	<u>1.0</u>	<u>--</u>
Total	889	100.0	100.0

*Effect of missing data removed.

Population Identification and Sampling Procedure

The population from which a sample was selected for the purpose of this study consisted of all full-time employees of the ten state-supported, four-year institutions of higher education in the state of Tennessee who possessed academic rank. The ten universities are organized into two separate systems.

The University of Tennessee System, a multi-campus university system, is the official state university and federal land grant institution.

The University of Tennessee system is governed by a Board of Trustees, whose members are appointed by the governor of Tennessee who serves as chairman. The principal campuses, each headed by a chancellor, are geographically dispersed and have their own faculty, administration, and student body. These campuses are: the University of Tennessee--Knoxville, the University of Tennessee--Martin, the University of Tennessee--Nashville, the University of Tennessee--Chattanooga. Faculty from each of these institutions were included in this survey.

The State University and Community College System of Tennessee is composed of six state comprehensive universities and ten state community colleges. As a system, the government, administration, and control is vested in the State Board of Regents. The Board of Regents is composed of 17 members: 11 members appointed by the governor; four ex-officio members who are the governor, the Commissioner of Education and Agriculture, and the Executive Director of Tennessee Higher Education Commission, the immediate past Commissioner of Education, and a student appointed from among the member institutions.

For the purpose of this study, only the six comprehensive universities were included. These are Austin Peay State University, East Tennessee State University, Memphis State University, Middle Tennessee State University, Tennessee State University, and Tennessee Technological University. These universities are geographically dispersed, each having its own faculty, administration and student body.

A copy of the questionnaire was mailed to the president of each institution along with a cover letter explaining the purpose of the study and a request for a listing of all full-time employees possessing faculty

rank. A sample was selected, using a random sampling process from lists provided by the presidents of the selected institutions. In those instances when lists were not provided, either campus telephone directories or current university catalogues were used.

For the purpose of this study a stratified proportional (30 percent) sample was selected from the population of all full-time employees possessing academic rank at the selected institutions with the exception of one institution. This university was treated differently in that all full-time employees who possessed faculty rank were included in the survey to provide a data base from which to conduct the longitudinal dimension for this study.

Survey Response

Using the sampling method previously described, 1,497 questionnaires were mailed to the selected faculty members at their institutions. Table 3.3 summarizes the mail-out and return of the questionnaires. Questionnaires received after July 1, 1975 were not included since action taken and announced on that date by the Tennessee State legislature could well have biased the results. This issue will be addressed later.

The response rate of over 59 percent for a single mail-out questionnaire is considered adequate for this study. However, the pattern of responses raises the question of possible differences between the respondents and the non-respondents. Since the respondents were guaranteed anonymity, there is no way to determine if those who did respond were truly representative of all faculty who were included in the total sample.

TABLE 3.3

SURVEY RESPONSE BY INSTITUTION

University	Questionnaires Sent	Usable Questionnaires Returned	Usable % Returned
Austin Peay State	60	55	91.67
East Tennessee State	130	59	45.38
Memphis State	200	101	50.05
*Middle Tennessee State	427	267	62.52
Tennessee State	65	26	40.00
Tennessee Technological	90	57	63.33
U.T.--Chattanooga	60	25	41.67
U.T.--Knoxville	370	242	65.41
U.T.--Martin	65	42	44.62
U.T.--Nashville	<u>30</u>	<u>15</u>	<u>50.00</u>
Total	1,497	889	59.38

*Represents a 100% sample.

While it was impossible to profile the respondents against the non-respondents, it was possible to profile the respondents against the two state university systems using academic rank. Table 3.4 compares the two state university system profiles with the survey respondents' profile using academic rank.

There is a slight overrepresentation of respondents in the professor rank and an under representation in the instructor rank. However, the profile of the respondents by academic rank, closely follows the profile of the combined systems.

TABLE 3.4

SURVEY RESPONDENTS COMPARED TO POPULATION
BY ACADEMIC RANK (PERCENT)

Rank	University of Tennessee System	State Univ. System	Combined Systems	Survey Respondents
Professor	25%	26%	25%	28%
Associate Prof.	28	32	30	30
Assistant Prof.	32	25	29	30
Instructor	15	18	17	8
Missing (not designated)	--	--	--	4

Source: Statistical Abstract of Tennessee Higher Education 1975-1976 and computer program.

Analysis Procedures

For the purpose of this study thirteen research questions and six hypotheses were stated. The hypotheses represent a restatement of six of the research questions. As a result those research questions will be ignored in favor of statistical analysis of the appropriate hypotheses. Thus, there are seven research questions that will be analyzed primarily by utilizing basic descriptive statistics. The following table (Table 3.5) identifies the research question and the corresponding hypothesis and identifies the parts of the survey questionnaire used for analysis purposes.

The remaining research questions and the corresponding parts of the survey questionnaire are shown on Table 3.6.

TABLE 3.5

RELATIONSHIP OF RESEARCH QUESTIONS, HYPOTHESES,
AND PARTS OF SURVEY QUESTIONNAIRE

Research Question No.	Hypothesis No.	Questionnaire Part No.
1	I	I
2	II	I
3	III	II
4	IV	III
8	V	VI
9	VI	VII

TABLE 3.6

RELATIONSHIP OF RESEARCH QUESTIONS
TO PARTS OF SURVEY QUESTIONNAIRE

Research Question	Questionnaire Part No.
5	IV
6	V
7	VIII
10	IX
11	IX
12	X
13	Dependent variable plus data taken from a separate study*

*Includes results of study conducted under direction of faculty senate
of one institution.

The data used in the follow-up portion of this study, the longitudinal study, was gathered five months after the initial study. Unfortunately, the basic research question was not worded exactly the same in both studies. Therefore, research question 13 is treated only as a research question for analysis purposes. Wording was judged to be sufficiently close to warrant comparison.

The statistical testing of hypotheses I through VI was conducted using chi square and multiple discriminant analysis. The following table (3.7) identifies the hypotheses and the related statistical technique used in this study.

TABLE 3.7

HYPOTHESES AND RELATED STATISTICAL TECHNIQUES

Hypothesis Number	Statistical Technique
I	Chi square
II	Multiple Discriminate Analysis
III	Multiple Discriminate Analysis
IV	Multiple Discriminate Analysis
V	Multiple Discriminate Analysis
VI	Multiple Discriminate Analysis

Hypotheses II through VI were tested separately using the appropriate scale. All scales were combined to form a single scale which was then tested against the dependent variable, again using discriminant analysis. Then the results were analyzed. All data were processed utilizing the University of Oklahoma's computer facility, using the Statistical Package

for the Social Sciences (SPSS) 05/360, Version H, Release 8.1. All tests of significance were conducted at the 95 percent confidence level.

Chi Square Analysis

The following discussion of chi square analysis as it pertains to this study is based upon Siegel's⁶ test for independence of samples as expressed in response frequencies. The technique is a goodness-of-fit test used to determine if a significant difference exists between an observed number of responses falling into various categories and an expected number based on the null hypothesis.

The general equation for computing chi square for an $r \times k$

$$\text{array is: } \chi^2 = \sum_{i=1}^r \sum_{j=1}^k \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

where : O_{ij} = observed number of cases categorized in the i th row of the j th column

E_{ij} = number of cases expected under the H_0 to be categorized in the i th row and the j th column

$\sum_{i=1}^r \sum_{j=1}^k$ directs one to sum over all (r) rows and all (k) columns.

In order to determine whether a systematic relationship does exist, it is necessary to determine the probability of obtaining a chi square value as large or larger than the one calculated from the sample, when in fact the variables are actually independent. The degrees of freedom vary with the number of rows and columns in the table and are important since the probability of determining a specific chi square value depends on the number of cells in the table. The degrees of

freedom (df) is determined by: $df = (r - 1) (k - 1)$ where r = number of rows in the table and k = number of columns in the table.

As indicated earlier, chi square analysis was used to test Hypothesis I in this study. The .95 level of confidence was selected to determine acceptance or rejection of the hypothesis.

Discriminant Analysis

The principal purpose of discriminant analysis is to derive a linear function that best differentiates between two or more groups using a derived set of m variables. The special property of this function, which is a linear function of the observations, is that it will differentiate better than any other function between specified groups on which certain characteristics are available. The basic mathematical principle underlying the discriminant function is that the ratio of the differences between specific means and the standard deviations within classes will be maximized.

Theoretically, discriminant analysis is analogous to correlation and regression analysis. In discriminant analysis, the dependent variable is categorical and the independent variables are scalar values. Whereas, in regression analysis the dependent variable is a scalar value. Further, discriminant analysis attempts to describe differences between an a priori defined group or to predict the category or group to which an individual belongs based on sets of group mean values combined with the set of variances and covariances of the independent variables. Regression analysis, on the other hand, attempts to analyze the position of an individual on a continuum.

Assumptions of discriminant analysis. The maximum efficiency of discriminant analysis is determined when all underlying assumptions are met. Hair, Anderson, Tatham and Grablowsky summarize the assumption as follows:

The assumptions for deriving the discriminant function are multivariate normality of the distributions and unknown (but equal) dispersion and covariance structures for the groups. When classification accuracies are determined we also must assume equal costs of misclassification, equal a priori group probabilities, and know dispersion and covariance structures.⁷

However, they also cited evidence that discriminant analysis is not very sensitive to violations of these assumptions ". . . unless the violations are extreme."⁸ This was held to be particularly true with large samples. Also, Pinches notes that "applied researchers have tended to ignore the question of multivariate normality . . . or assume that multiple discriminant analysis and classification procedures are robust to departures from normality."⁹ It is doubtful that in the practical application of discriminant analysis that all of the assumptions are met. It is assumed that discriminant analysis is sufficiently robust to overcome the violations of the underlying assumption of discriminant analysis.

Discriminant analysis process. There are specific steps followed in application of discriminant analysis, some of which include important considerations relative to the methodology utilized. The following discussion outlines the process, step-by-step, identifying the methodological considerations and choices made under the SPSS subprogram discriminant.

The first step is somewhat obvious in that it deals with selection and identification of the independent variables and the dependent

variable. For this study, the independent variables were selected based upon the results of past research. The dependent variable utilized was one which categorized respondents by expressed preference for collective bargaining.

The second step in discriminant analysis was to compute the mean value and standard deviation for each variable for each group. These values allow a test of significance of the differences in the mean values to be performed.

The third step involved the division of the sample into an analysis sample and a holdout sample. This step was necessary to avoid the bias which results from using the same data to classify individuals as was used to develop the discriminant function. Thus, the analysis sample was used for deriving the discriminant function and the holdout sample was used to validate the discriminant function.

The fourth step involved the selection of the computational methods to utilize in deriving the discriminant function. For the purpose of this study, the forward stepwise method was selected and used.

In many instances the full set of independent variables may not be needed to discriminate between the groups. By sequentially selecting the "next best" discriminating variable at each step, it is possible that a reduced set of variables may be found which may be better than the full set. The Wilks' lambda criterion was used to determine selection of the variable for inclusion at each step.

The process begins by choosing the single variable that has the highest value on the selection criteria (Wilks' lambda). This variable is then paired with all other variables, one at a time, and the Wilks'

lambda statistic computed. The new variable which in combination with the first variable produces the best selection criteria, is selected as the next variable to enter the analysis. This procedure is repeated until all of the variables are included or no additional variables provide some minimum level of improvement. This method was selected because of the large number of independent variables and the researcher's desire to investigate the result of the intermediate steps in the analysis.

The fifth step involved the derivation of the discriminant function or functions. In discriminant analysis the number of functions derived is equal to one less than the number of groups or equal to the number of discriminating variables, whichever is smaller. The mathematical objective is to weight and linearly combine the discriminating variables so that the groups are forced to be as statistically distinct as possible. This is accomplished by forming one or more linear combinations, i.e., discriminant functions of the form:

$$D_i = d_{i1} Z_1 + d_{i2} Z_2 + \dots + d_{ip} Z_p$$

where D_i = score on discriminant function

d_i = weighting coefficient

Z = standardized values of the p discriminating variables

The sixth step involved the assessment of the discriminant function/functions for statistical significance. The conventional criterion .05 or beyond was used since, if the function is not significant at or beyond the .05 level, there is little likelihood that the function would classify individuals more accurately than a random classification process.

The seventh step, assuming the discriminant function was found to be significant, was a process of validation of the discriminant function. This is necessary since the measure of statistical significance used by the SPSS subprogram discriminant is a chi square test of differences between group means. If the sample size is sufficiently large, the group means could be virtually equal but still show statistical significance. Thus, the level of significance as determined by the chi square test is a poor indicator of the functions' ability to discriminate between groups.

Since the ultimate test of success of the discriminant function is the function's ability to accurately classify individuals, a classification matrix was developed and the percentage of cases correctly classified tested against the expected percentage of cases correctly classified by chance.

The first step in the development of a classification matrix was the development of a classification equation for each group. There was always a separate classification for each group. Each individual case was evaluated by each of the classification equations. Thus, each individual case had a number of scores equal to the number of groups. The rule is to assign the case to the group which has the largest classification score. The rule of assigning a case to the group with the highest score is equivalent to assigning the case to the group for which it has the greatest probability of membership.

The determination of optimum classification probabilities was based upon considerations of both group sizes and cost of misclassification. The group probabilities specified for the computational process

were the a priori probabilities as determined by each group's size relative to the total of all three groups. Equal costs for correct and misclassification were assumed for the purpose of this study.

Using the discriminant functions derived from the analysis sample, discriminant scores and classification probabilities were computed for each case in the holdout sample and the appropriate group assignment made. Actual group membership was, of course, known. Therefore, a classification matrix could be formed.

The classification matrix produced was of the general form shown in Figure 3.2.

Fig. 3.2.--General form for classification matrix

<u>Actual Membership</u>	<u>Number of Cases</u>	<u>Predicted Group Memberships</u>		
		<u>Group I</u>	<u>Group II</u>	<u>Group III</u>
Group I	N_1	n_{11}	n_{12}	n_{13}
Group II	N_2	n_{21}	n_{22}	n_{23}
Group III	N_3	n_{31}	n_{32}	n_{33}
	—	—	—	—
Totals	N_t	$n.$	$n..$	$n...$

where N = total number of individuals in each group classified

n = number of individuals predicted for each group

N_t = total number of individuals classified.

The number of correct classification was then determined determined by summing the diagonal of the matrix. Thus the percentage of correct classifications was determined by the following equation:

$$\text{percent correctly classified} = \frac{(n_{11} + n_{22} + n_{33})}{N_t} 100 = \bar{y}$$

To determine the significance of the discriminant functions the percentage of correct classifications was compared with the chance proportional probability of correct classification. The chance proportional probability of correct classification was determined by summing the squares of the a priori probabilities of each group. The chance proportional probability is represented by the general equation $C_p = C_1^2 + C_2^2 + C_3^2 + \dots C_k^2$. where $C_1, C_2, \dots C_k$ equal the a priori probabilities.

The test statistic utilized for testing the significance of the discriminant functions was the one used by Joy and Tollefson.⁸ The test statistic is a Z value determined by the following equation:

$$Z = \frac{\bar{y} - C_p}{\sqrt{\frac{C_p (1 - C_p)}{N_t}}}$$

This statistic was used to test Hypotheses II through VI.

The eighth and final step of the discriminant analysis, assuming the discriminant functions were statistically significant, was the interpretation of the results. Interpretation involves determining the relative importance of each independent variable for discriminating between groups. For this purpose the linear correlation between each independent variable and the discriminant function was used. Additional statistic produced by the SPSS subprogram discriminant were also utilized in the analysis phase of this study. These statistics include the means and standard deviations for each group and for all cases, the pooled within-groups covariance matrix, the pooled within-groups correlation matrix, the covariance matrix for each group, and F test for differences between group means.

End Notes

1. Peter Feuille and James Blandin, "Faculty Job Satisfaction and Bargaining Sentiments, A Case Study," Academy of Management Journal, (December 1974), pp. 678-692.
2. Donald Austin Woolf, Union Attitude Scale, Copyright 1970.
3. Carnegie Commission on Higher Education, A Classification of Institutions of Higher Education, (Berkley, California: The Carnegie Foundation for the Advancement of Teaching, 1973).
4. Woolf, Union Attitude Scale.
5. Patricia Cain Smith, Lorne M. Kendall, and Charles L. Hulin, The Measurement of Satisfaction in Work and Retirement, (Chicago: Rand McNally and Company, 1969).
6. Sidney Siegel, Nonparametric Statistics For the Behavioral Sciences, (New York: McGraw-Hill, 1956).
7. Joseph F. Hair, Jr., Rolph E. Anderson, Ronald L. Tatham and Bernie J. Grablowsky, Multivariate Data Analysis, (Tulsa, Oklahoma: Petroleum Publishing Company, 1979), pp. 86-87.
8. Ibid. p. 87.
9. George E. Pinches, "Factors Influencing Classification Results From Multiple Discriminant Analysis," Journal of Business Research, (December, 1980), p. 44.

CHAPTER IV

FINDINGS AND ANALYSIS

The procedure utilized in this chapter is to apply the methodologies outlined in Chapter III to the related research questions and hypotheses and to present the findings with appropriate discussion and interpretation. There is a redundancy between some research questions and hypotheses and, in these instances, since the acceptance or rejection of the hypothesis answers the research question, only the results relative to the hypotheses will be reported.

Hypotheses

Hypothesis 1

Stated in the null form the hypothesis was: "There is no significant difference between respondents' stated preference for collective bargaining and the quality of the institution where employed."

A chi square test was applied to the data in Table 4.1. The resulting $\chi^2 = 20.58973$ with 4 degrees of freedom is well beyond the expected $\chi^2 = 9.45$ at the .05 level of significance. Therefore the hypothesis was rejected. There was a significant difference between respondents' stated preference for collective bargaining on their own campus and the quality of institution where they were employed. However,

since only one university was categorized as a "high quality" institution, one university categorized as a "medium quality" institution, and the remaining eight universities classified as "low quality" institutions, the results of this analysis must be interpreted cautiously. In general it can be seen from the data in Table 4.1 that the faculty at the "high quality" institution have expressed a higher degree of opposition to the concept of collective bargaining on their own campus than have faculty of the "medium" and "low quality" institutions.

TABLE 4.1

DISTRIBUTION OF RESPONDENTS' PREFERENCE
FOR COLLECTIVE BARGAINING BY
QUALITY OF INSTITUTION

Preference	Quality of Institution			Total
	Low	Medium	High	
Oppose	170	41	113	324
Undecided	107	13	41	161
Favor	<u>263</u>	<u>47</u>	<u>85</u>	<u>395</u>
Total	540	101	239	880

Of the respondents employed at the "high quality" institution 47.2 percent were opposed to collective bargaining, 17.2 percent were undecided, and 35.6 percent were in favor of collective bargaining. However, of those respondents employed at low quality institutions, 31.5 percent were opposed to collective bargaining, 19.8 percent were undecided, and 48.7 percent were in favor of collective bargaining. This represented a virtual complete reversal of the percentage of

respondents in favor of collective bargaining and the percentage of respondents opposed to collective bargaining between the "high quality" and "low quality" institutions. Respondents from the "medium quality" institutions were split virtually evenly between being opposed or in favor of collective bargaining. The percentage of respondents that were undecided about collective bargaining were essentially the same across all three categories of institutions.

However, there may be other factors which were not taken into consideration by this analysis which, when analyzed independently, might also explain the observed results attributed only to the quality of the institutions where the respondents were employed.

Hypothesis II

This hypothesis was stated as: "There are no socio-economic variables that are statistically significant for distinguishing between groups with respect to respondents' stated preference for collective bargaining." In order to test this hypothesis, stepwise multiple discriminant analysis was used.

The data utilized were the dependent variable and the twelve independent variables identified as V1 to V15. Table 4.2 defines the independent variables in relation to the variable label. Using the independent variables and the SPSS subprogram Discriminant, data analysis was conducted using the University of Oklahoma's computer. The tolerance limits were controlled so that all variables would be included for the first step of the data analysis process.

TABLE 4.2

INDEPENDENT VARIABLES DEFINED BY VARIABLE LABELS
(SOCIO-ECONOMIC VARIABLES)

Variable Label	Variable	Description
V4	Academic rank	Senior-junior
V5	Tenure status	Tenured/non-tenured
V6	Age	Under 35/over 35
V7	Race	Caucasian/non-caucasian
V8	Sex	Male/female
V9	Yrs. present position	Less than 3/3 or more
V10	Yrs. in rank	Less than 3/3 or more
V11	Total yrs. teaching	Less than 10/10 or more
V12	Degree	Doctorate/no doctorate
V13	Position	Teacher/administrator
V14	Salary	To \$16,000/over \$16,000
V15	Interest	Teaching/research

The first computer run failed to produce a significant discriminant function ($p \leq .05$). However, the summary of the process shown in Table 4.3 indicated clearly that there were variables that appeared to be significant. Those variables that contributed to a Wilks' Lambda significance of $p \leq .05$ were selected for inclusion in a variable sub set for further analysis.

The socio-economic variable sub set was submitted to discriminant analysis and the results of the analysis are shown in Table 4.4. Two discriminant functions were produced of which only one was significant.

Therefore further analysis proceeded using only the significant discriminant function.

TABLE 4.3

SUMMARY OF STEPWISE DISCRIMINANT ANALYSIS:
SOCIO-ECONOMIC VARIABLES

Step	Variable Entered	Number of Variables Included	Wilks' Lambda	Significance
1	V13	1	0.981800	0.0160
2	V14	2	0.972502	0.0138
3	V15	3	0.966771	0.0190
4	V6	4	0.963443	0.0334
5	V10	5	0.956955	0.0321
6	V7	6	0.953506	0.0461
7	V11	7	0.949848	0.0603
8	V8	8	0.947613	0.0890
9	V4	9	0.946200	0.1345
10	V12	10	0.945319	0.1995
11	V5	11	0.944215	0.2718
12	V9	12	0.943539	0.3618

TABLE 4.4

DISCRIMINATING POWER AND SIGNIFICANCE LEVEL OF
THE CANONICAL DISCRIMINANT FUNCTIONS
(THE SOCIO-ECONOMIC VARIABLES)

Discriminant Function	Percent of Total Variance	Cumulative Percent of Total Variance	Significance
I	94.38	94.38	0.0114
II	5.62	100.00	0.9146

The test of significance of the discriminant function is a chi square statistic which is of questionable reliability if a large sample size is involved. Therefore a classification matrix was produced using the holdout sample to validate the classification accuracy of the discriminant function developed using the analysis sample. Table 4.5 shows the result of this analysis.

TABLE 4.5
CLASSIFICATION RESULTS HOLDOUT SAMPLE
(COLLECTIVE BARGAINING PERCEPTIONS)

Actual Group	Number of Cases	Predicted Group Membership		
		Oppose	Undecided	Favor
Oppose	151	85	0	66
Undecided	75	35	0	40
Favor	<u>220</u>	<u>84</u>	<u>0</u>	<u>136</u>
Total	446	204	0	242

Of the 446 cases classified, 221, or 49.55 percent, were correctly classified. However, the real test of the significance of the discriminant function is to determine if the percentage of cases correctly classified is significantly greater than that which would have occurred by chance. The proportional chance model was used to determine the percentage of cases (C_p) one could expect to be correctly classified by chance given the prior probabilities of .368, .183, and .449 for Group 1, Group 2, and Group 3, respectively. Where $C_p = (.368)^2 + (.183)^2 + (.449)^2$ the result is the percentage of correct case classifications, 37.05 percent, that one could expect to be correctly classified by chance.

Applying the data to the test statistic $Z = \frac{\bar{Y} - C_p}{\sqrt{\frac{C_p(1-C_p)}{N_t}}}$

resulted in a value of $Z = 5.466$ which is significant beyond the .0001 level of significance. Thus the discriminant function has been validated and shown to be of significant use in discriminating between the groups. Therefore, Hypothesis II was rejected. There were socio-economic variables which did distinguish between groups with respect to their stated preference for collective bargaining.

However, an analysis of the classification matrix (Table 4.4) indicated that the discriminant function was effective only in classifying Group 1 and Group 3. An analysis of the pairwise F ratios, a significance test for the Mahalanobis distance between groups, revealed that there was a significant difference only between Group 1 and Group 3. There was a high degree of overlap between Group 1 and Group 2. There was also a high degree of overlap between Group 2 and Group 3. Thus, statistically, Group 2 was not significantly different from either Group 1 or Group 3.

Additional analysis was conducted to determine the relative contribution of each independent variable to the discriminant function. For this purpose the discriminant loadings, the linear correlation between each independent variable and the discriminant function, were used. Table 4.6 shows the result of this analysis. Using this data, and noting that the variables were dichotomies, it was possible to construct a general profile of Group 1 and Group 3. Group 1, those respondents opposed to collective bargaining, were more likely to hold administrative

positions either full-time or share their time between administration and teaching, make over \$16,000 annually, be over 35 years of age, be Caucasian, have held their academic rank for more than three years, and be more interested in research than teaching.

TABLE 4.6

DISCRIMINANT LOADINGS ORDERED BY MAGNITUDE OF CORRELATION
(COLLECTIVE BARGAINING PERCEPTIONS)

Variable	Variable Label	Correlation
V13	Position	-0.82306
V14	Salary	0.60146
V6	Age	0.31727
V7	Race	0.20224
V10	Yrs. in Rank	0.15173
V15	Interest	0.05556

Conversely, Group 3 respondents, those in favor of collective bargaining, were more likely to have a full-time teaching position, make less than \$16,000 annually, be under 35 years of age, be non-Caucasian, have held their academic rank less than three years, and be more interested in teaching than research. No profile can be constructed for Group 2, those respondents undecided concerning collective bargaining because of the high degree of overlap between groups.

Hypothesis III

The hypothesis was stated as: "There are no job satisfaction variables that are statistically significant for distinguishing between groups with respect to the respondents' stated preference for collective

bargaining." In order to test this hypothesis, stepwise multiple discriminant analysis was used.

The data utilized were the dependent variable and the twenty-two independent variables identified as S1 to S22. Table 4.7 defines the independent variables in relation to the variable description.

TABLE 4.7
INDEPENDENT VARIABLES DEFINED BY VARIABLE LABEL
(JOB SATISFACTION)

Variable Label	Variable Description
S1	Present salary
S2	Communication between faculty and administration
S3	Representation of faculty interests in campus administration
S4	Representation of faculty interests to St. Board of Regents
S5	Representation of faculty interests to state legislature
S6	Teaching as a career
S7	Administration's concern with faculty's problems
S8	Representation of faculty interests in personnel decisions
*S9	Extra-curricular workload
S10	Financial support provided to the university
S11	Retirement program
S12	Hospitalization and medical benefits
S13	Appeals procedure for faculty grievances
S14	Administration of standards for merit and tenure
S15	Manner in which curriculum matters are determined
*S16	Teaching load
S17	Manner in which salary levels and increases are determined
S18	Distribution of faculty among academic ranks
S19	Clerical support
S20	Research assistance and support
S21	Travel funds
S22	Library facilities

*Indicates variables reverse scored.

The data were analyzed using the SPSS Subprogram Discriminant and the University of Oklahoma's computer. The tolerance limits were controlled so that all variables would enter into the analysis for the first step in the analysis of the data.

The results of the first computer run are summarized in Table 4.8. All variables were found to contribute to the discrimination between groups except one, S16, which had been dropped from further analysis for failure to attain the minimum tolerance level dictated by the subprogram Discriminant. A check of the univariate F ratios, a one-way analysis of variance for each independent variable, revealed that the variable S16 had a significance level of .0446. While this variable possessed univariate significance, it did not attain a multivariate F ratio of sufficient magnitude to remain in data for further analysis.

TABLE 4.8

SUMMARY OF STEPWISE DISCRIMINANT ANALYSIS:
JOB SATISFACTION VARIABLES

Step	Variable Entered	Number of Variables Included	Wilks' Lambda	Significance*
1	S3	1	0.885497	0.0001
2	S1	2	0.868553	0.0001
3	S5	3	0.855518	0.0001
4	S18	4	0.847178	0.0001
5	S9	5	0.840166	0.0001
6	S6	6	0.833856	0.0001
7	S19	7	0.829417	0.0001
8	S20	8	0.825655	0.0001
9	S7	9	0.822109	0.0001
10	S22	10	0.818567	0.0001
11	S15	11	0.814951	0.0001
12	S13	12	0.812514	0.0001
13	S10	13	0.810159	0.0001
14	S21	14	0.808284	0.0001
15	S8	15	0.806960	0.0001
16	S11	16	0.805738	0.0001
17	S12	17	0.803696	0.0001
18	S2	18	0.802760	0.0001
19	S17	19	0.802042	0.0001
20	S4	20	0.801617	0.0001
21	S14	21	0.801435	0.0001

*All values of Wilks' Lambda were significant beyond .0000 as indicated by the program but were rounded to .0001 for presentation.

The job satisfaction variables were submitted to discriminant analysis and the results of the analysis are shown in Table 4.9. Two discriminant functions were produced of which only one achieved a significance level necessary to continue analysis. Therefore, only the significant discriminant function was used in further analysis.

TABLE 4.9

DISCRIMINATING POWER AND SIGNIFICANCE LEVEL
OF THE CONONICAL DISCRIMINANT FUNCTIONS
(JOB SATISFACTION VARIABLES)

Discriminant Function	Percent of Total Variance	Cumulative Percent of Total Variance	Significance
I	94.38	94.38	0.0114
II	5.62	100.00	0.9146

The test of significance of the discriminant function is a chi square statistic which is of questionable reliability if a large sample size is involved. Therefore, a classification matrix was produced using the holdout sample to validate the classification accuracy of the discriminant function developed using the analysis sample. Table 4.10 shows the result of this analysis.

TABLE 4.10

CLASSIFICATION RESULTS--HOLDOUT SAMPLE
(JOB SATISFACTION VARIABLES)

Actual Group	Number of Cases	Predicted Group Membership		
		Oppose	Undecided	Favor
Oppose	158	96	0	62
Undecided	75	33	0	42
Favor	<u>217</u>	<u>60</u>	<u>0</u>	<u>157</u>
Total	450	189	0	261

Of the 450 cases classified, 253, or 56.22 percent, were correctly classified. However, the real test of the discriminant function is to determine if the percentage of the cases correctly classified is significantly greater than would have occurred by chance. The proportional chance model was used to determine the percentage of cases (C_p) one could expect by chance given the prior probabilities of .368, .183, .449 for Group 1, Group 2, and Group 3, respectively. Where $C_p = (.368)^2 + (.183)^2 + (.449)^2$, the result is the percentage of correct classifications, 37.05 percent, that one could expect to be correctly classified by chance.

$$\text{Applying the data to test statistic } Z = \frac{\bar{Y} - C_p}{\sqrt{\frac{C_p(1 - C_p)}{N_t}}}$$

resulted in a value of $Z = 8.4205$ which is significant beyond the .0001 level of significance. Therefore, the discriminant function has been validated and shown to be of significant use in discriminating between groups. Therefore, Hypothesis II was rejected. There are job satisfaction variables which do distinguish between groups with respect to their stated preference for collective bargaining.

However, an analysis of the classification matrix (Table 4.10) clearly indicates that the discriminant function was effective in classifying cases into Group 1 and Group 3 only. An analysis of the pairwise F ratios, a significance test for the Mahalanobis distance between groups, revealed that there was a significant difference only between Group 1 and Group 3. There was apparently a relatively high degree of overlap between Group 1 and Group 2. There also appeared to be a moderate degree of overlap between Group 2 and Group 3. This apparent overlap was

verified by comparing the data plots for the three groups. Thus, Group 2 was not statistically different from either Group 1 or Group 3.

Additional analysis was conducted to determine the relative contribution of each independent variable to the discriminant function. For this purpose the discriminant loadings, the linear correlation between each independent variable and the discriminant function, were used. Table 4.11 shows the result of this analysis. Using this data

TABLE 4.11

DISCRIMINANT LOADINGS ORDERED
BY MAGNITUDE OF CORRELATION
(JOB SATISFACTION VARIABLES)

Variable	Correlation	Variable Description
S3	0.84028	Representation of fac. interests in campus admin.
S2	0.66366	Communication between fac. and admin.
S7	0.58750	Admin. concern with fac. problems
S17	0.56287	Manner in which fac. sal. increases determined
S4	0.53785	Represen. of fac. interest to St. Board of Regents
S1	0.53389	Present salary
S8	0.51668	Represen. of fac. interests in personnel decisions
S13	0.49696	Appeals procedure for fac. grievances
S5	0.44241	Represen. of fac. interests to state legis.
S14	0.43368	Admin. of standards for merit and tenure
S18	0.35662	Dist. of fac. among academic ranks
S10	0.34172	Financial support provided to university
S19	0.33706	Clerical support
S15	0.33372	Manner in which curric. matters are determined
S21	0.32988	Travel funds
S22	0.27987	Library facilities
S6	0.23969	Teaching as a career
S12	0.23793	Hospitalization and medical benefits
S11	0.19923	Retirement program
S20	0.18006	Research assistance and support
S16	0.13157	Teaching load
S9	-0.12399	Extra-curricular workload

it was possible to construct a general profile for Group 1 and Group 3.

For example, Group 1 (respondents opposed to collective bargaining) are

more likely to express satisfaction with the representation of faculty interests in the campus administration than are members of Group 3 (those who favor collective bargaining). In general, the stronger the agreement with the statements relative to job satisfaction, the more likely the respondent was opposed to collective bargaining. The stronger the disagreement with the statements relative to job satisfaction, the more likely the respondent was in favor of collective bargaining. Since Group 2 (those respondents undecided about collective bargaining) was not statistically different from either Group 1 or Group 3, it was not possible to construct a profile for this group.

Hypothesis IV

This hypothesis was stated as: "There are no collective bargaining perceptual variables which are statistically significant for distinguishing between groups with respect to stated preference for collective bargaining." In order to test this hypothesis, stepwise multiple discriminant analysis was used.

The data utilized were the dependent variable and seven independent variables identified as D1 to D7. Table 4.12 defines the independent variables in relation to the variable label. The data were submitted for computer analysis using the SPSS subprogram Discriminant. The tolerance limits were controlled so that all variables could be entered into the analysis at the first step.

The results of the first computer run are summarized in Table 4.13. All variables were found to contribute to the discrimination between groups and were included in the analysis. The variables were submitted to further analysis and two discriminant functions were

TABLE 4.12

INDEPENDENT VARIABLES DEFINED BY VARIABLE LABELS
(PERCEPTIONS OF COLLECTIVE BARGAINING)

Variable	Variable Description
*D1	Appropriateness of collective bargaining for faculty
D2	Effective method of representing faculty economic interests
D3	Professional standing
*D4	Political influence
D5	Effective procedure for representing fac. non-econ. interests
D6	Effect on faculty performance
D7	Protection of faculty

*Variables reverse scored

TABLE 4.13

SUMMARY OF STEPWISE DISCRIMINANT ANALYSIS
PERCEPTIONS OF COLLECTIVE BARGAINING

Step	Variable Entered	Number of Variables Included	Wilks' Lambda	Significance*
1	D3	1	0.515088	.0001
2	D2	2	0.423838	.0001
3	D1	3	0.386996	.0001
4	D6	4	0.373043	.0001
5	D5	5	0.368528	.0001
6	D7	6	0.365279	.0001
7	D4	7	0.364975	.0001

*All values of Wilks' Lambda were significant beyond .0000 as indicated by the program but were rounded to .0001 for presentation.

produced. The results of this analysis are shown in Table 4.14. Only one function was found to be statistically significant at the .05 level of significance. Therefore, only one discriminant function was utilized for further analysis: The test of significance of the discriminant function is a chi square statistic which is of questionable reliability if a

TABLE 4.14

DISCRIMINATING POWER AND SIGNIFICANCE LEVEL OF THE
CONONICAL DISCRIMINANT FUNCTIONS FOR COLLECTIVE
BARGAINING PERCEPTION VARIABLES

Discriminant Function	Percent of Total Variance	Cumulative Percent Of Total Variance	Significance
I	98.98	98.98	.0000
II	1.02	100.00	0.2281

large sample is involved. Therefore, a classification matrix was produced using the holdout sample to validate the classification accuracy of the discriminant function developed using the analysis sample. Table 4.15 shows the results of this analysis.

TABLE 4.15

CLASSIFICATION RESULTS--HOLDOUT SAMPLE
(COLLECTIVE BARGAINING PERCEPTIONS)

Actual Group	Number of Cases	Predicted Group Membership		
		Oppose	Undecided	Favor
Oppose	142	118	6	18
Undecided	75	40	17	18
Favor	<u>185</u>	<u>7</u>	<u>6</u>	<u>172</u>
Total	402	165	29	208

Of the 402 cases classified, 307, or 76.37 percent, were correctly classified. However, the test of the discriminant function is to determine if the percentage of cases correctly classified is significantly greater than that which would have occurred by chance. The proportional

chance model was used to determine the percentage of cases (C_p) one could expect to be correctly classified by chance given the a prior probabilities of .368, .183, and .449 for Group 1, Group 2, and Group 3 respectively. Where $C_p = (.368)^2 + (.183)^2 + (.449)^2$, the result is the percentage of correct case classification, 37.05 percent, that one could expect to occur by chance. Applying this data to the

$$\text{test statistic } Z = \frac{\bar{Y} - C_p}{\sqrt{\frac{C_p(1 - C_p)}{N_t}}}$$

resulted in a value of $Z = 16.4115$ which is significant beyond the .0001 level of significance. Thus the discriminant function was validated and shown to be of significant use in discriminating between the groups. Therefore Hypothesis IV was rejected. The perception of collective bargaining variables did distinguish between groups with respect to their stated preference for collective bargaining. It is clear that the three groups do have different perceptions of collective bargaining.

However, an analysis of the classification matrix (Table 4.15) indicates the discriminant function varies with its effectiveness regarding correct classification. The discriminant function correctly classified 83.1 percent of cases for Group 1, 22.7 percent of the cases for Group 2, and 93.0 percent of the cases for Group 3. An analysis of the pairwise F ratios, a significance test for the Mahalanobis distance between groups, revealed that there were significant differences between all group pairs. It appears then, that the unequal prior probabilities have tended to "swamp" the results since unequal prior probabilities cause more observations to be assigned to those groups with larger prior probabilities and assign fewer observations to those with smaller probabilities.

Further analysis was conducted to determine the relative contribution of each independent variable to the discriminant function. For this purpose the discriminant loadings, the linear correlation between each independent variable and the discriminant function, were used. Table 4.15 shows the result of this analysis. It is significant

TABLE 4.16

DISCRIMINANT LOADINGS ORDERED BY MAGNITUDE OF CORRELATION
(COLLECTIVE BARGAINING PERCEPTIONS)

Variable	Correlation	Variable Description
D3	0.71400	Professional standing
*D1	-0.70081	Appropriateness of collective bargaining for fac.
D7	0.61884	Protection of faculty
D2	0.60131	Effective method of representing fac. econ. interests
D6	0.56089	Effect on faculty performance
D5	0.40750	Effective procedure for representing fac. non-econ. interests
*D4	-0.10083	Political influence

*Variables reverse scored.

to note that the variable which made the largest relative contribution to discriminating between the groups was the variable which dealt with the issue of compatability of collective bargaining with the professional status of faculty members.

Hypothesis V

The hypothesis was stated as: "There are no union attitude variables which are statistically significant for distinguishing between groups relative to their stated preference for collective bargaining." In order to test this hypothesis, stepwise multiple discriminant analysis was used.

The data utilized were the dependent variable and the eighteen independent variables identified as H1 to H18. Table 4.17 defines the independent variables in relation to the variable description. The data was analyzed using the SPSS subprogram Discriminant and the University of Oklahoma's computer. The tolerance limits were controlled so that all variables would enter into the analysis at the first step.

TABLE 4.17

INDEPENDENT VARIABLES DEFINED BY VARIABLE LABEL
(UNION PERCEPTION VARIABLES)

Variable Label	Variable Description
H1	Help people in trouble
H2	Democratic
H3	*Hold back progress
H4	*Have too much power
H5	Good for workers
H6	*Dues and fees too high
H7	*Force people to join who don't want to
H8	*Make trouble
H9	*Useless
H10	Keep management honest
H11	Keep people from being pushed around
H12	*Corrupt
H13	Benevolent
H14	*Violent
H15	Necessary in most companies
H16	*Radical
H17	Worthwhile
H18	Protect jobs

*Indicates variables that were reverse scored.

The results of the first computer run are summarized in Table 4.18. All variables were found to contribute to the discrimination between groups and were included in the analysis. The variables were submitted to further analysis and two discriminant functions were produced. The results of this analysis are shown in Table 4.19. Only one function

TABLE 4.18

SUMMARY OF STEPWISE DISCRIMINANT ANALYSIS:
UNION PERCEPTION VARIABLES

Step	Variable Entered	Number of Variables Included	Wilks' Lambda	Significance*
1	H17	1	0.951776	0.0001
2	H12	2	0.911550	0.0001
3	H2	3	0.888676	0.0001
4	H6	4	0.879913	0.0001
5	H8	5	0.868763	0.0001
6	H14	6	0.861449	0.0001
7	H15	7	0.854696	0.0001
8	H3	8	0.849908	0.0001
9	H5	9	0.846098	0.0001
10	H1	10	0.842404	0.0001
11	H18	11	0.839903	0.0001
12	H11	12	0.836898	0.0001
13	H10	13	0.834484	0.0001
14	H13	14	0.832878	0.0001
15	H9	15	0.831445	0.0001
16	H16	16	0.830212	0.0001
17	H4	17	0.828923	0.0001
18	H7	18	0.828695	0.0001

*All values of Wilks' Lambda were significant beyond the .0000 level of significance but have been rounded to .0001 for presentation

was found to be statistically significant at the .05 level of significance. Therefore, only one discriminant function was utilized for further

TABLE 4.19

DISCRIMINATING POWER AND SIGNIFICANCE LEVEL OF
THE CONONICAL DISCRIMINANT FUNCTIONS
FOR UNION PERCEPTION VARIABLES

Discriminant Function	Percent of Total Variance	Cumulative Percent Of Total Variance	Significance
I	98.98	98.98	.0000
II	1.02	100.00	.2281

analysis. The test of significance of the discriminant function is a chi square statistic which is of questionable reliability if a large sample is involved. Therefore, a classification matrix was produced using the holdout sample to validate the classification accuracy of the discriminant function developed using the analysis sample. Table 4.20 shows the result of this analysis.

TABLE 4.20

CLASSIFICATION RESULTS--HOLDOUT SAMPLE
(UNION PERCEPTION VARIABLES)

Actual Group	Number of Cases	Predicted Group Membership		
		Oppose	Undecided	Favor
Oppose	177	95	0	82
Undecided	84	38	0	46
Favor	<u>196</u>	<u>42</u>	<u>0</u>	<u>154</u>
Total	457	175	0	282

Of the 457 cases classified, 249, or 54.49 percent, were correctly classified. However, the test of the discriminant function is to determine if the percentage of cases correctly classified is significantly greater than that which would have occurred by chance. The proportional chance model was used to determine the percentage of cases (C_p) one could expect to be correctly classified by chance given the prior probabilities of .368, .183, and .449 for Group 1, Group 2, and Group 3 respectively. Where $C_p = (.368)^2 + (.183)^2 + (.449)^2$, the result is the percentage of correct case classification, 37.05 percent, that one could expect to occur by chance. Applying this

data to the test statistic $Z = \frac{\bar{y} - C_p}{\sqrt{\frac{C_p(1 - C_p)}{N_t}}}$ resulted in a value of

$Z = 7.7199$ which is significant beyond the .001 level of significance. Thus the discriminant function was validated and shown to be of significant use in discriminating between groups with respect to their stated preference for collective bargaining. However, an analysis of the classification matrix (Table 4.20) clearly indicates the discriminant function was effective only in classifying Group 1 and Group 3. An analysis of the pairwise F ratios, a significance test for the Mahalanobis distance between groups, revealed that there was a significant difference only between Group 1 and Group 3. Thus, Group 2 was not significantly different from Group 1 or 3. There appeared to be a high degree of overlap between Group 1 and Group 2 and also between Group 2 and Group 3. This apparent overlap was verified by comparing the data plots for the three groups.

Additional analysis was conducted to determine the relative contribution of each dependent variable to the discriminant function. For this purpose the discriminant loadings, the linear correlation between each independent variable and the discriminant function, were used. Table 4.21 shows the results of this analysis.

It is apparent from the analysis of the data that Group 1 (respondents opposed to collective bargaining) and Group 3 (respondents in favor of collective bargaining) did view unions differently. Group 2 (respondents undecided about collective bargaining) statistically did not appear to differ from either Group 1 or Group 3 with respect to their views of unions.

TABLE 4.21

DISCRIMINANT LOADINGS ORDERED BY MAGNITUDE OF CORRELATION
(UNION PERCEPTION VARIABLES)

Variable	Correlation	Variable Description
H17	0.59008	Worthwhile
H11	0.56197	Keep people from getting pushed around
H5	0.49256	Good for workers
H10	0.48036	Keep management honest
*H3	0.39025	Hold back progress
H2	0.38301	Democratic
H15	0.37670	Necessary in most companies
*H9	0.32015	Useless
*H8	0.29481	Make trouble
H18	0.27183	Protect jobs
H1	0.26127	Help people in trouble
H13	0.22013	Benevolent
*H7	*0.21300	Force people to join who don't want to
*H12	0.23960	Corrupt
*H4	0.23805	Have too much power
*H16	0.12012	Radical
*H6	0.10874	Dues and fees too high
*H14	0.10652	Violent

*Variables were reverse scored

Hypothesis VI

This hypothesis was stated as: "There are no union official attitude variables which are statistically significant for distinguishing between groups relative to their stated preference for collective bargaining." In order to test this hypothesis, stepwise multiple discriminant analysis was used.

The data utilized were the dependent variable and thirteen independent variables identified as J1 to J13. Table 4.22 defines the dependent variables in relation to the variable label. The data were submitted for computer analysis using the SPSS subprogram Discriminant.

TABLE 4.22

INDEPENDENT VARIABLES DEFINED BY VARIABLE LABELS
(PERCEPTION OF UNION OFFICERS VARIABLES)

Variable	Variable Description
J1	Honest
J2	Hardworking
*J3	Crooks
J4	Helpful
*J5	"High-livers"
J6	Up-to-date
J7	Effective
J8	Ask advise from members
*J9	Make too much money
*J10	Arrogant
J11	Dependable
*J12	Opinionated
J13	Efficient

*Variable reverse scored

The tolerance limits were controlled so that all variables could be entered into the analysis at the first step.

The results of the first computer run are summarized in Table 4.23. All variables were found to contribute to the discrimination between groups and were included in the analysis. The variables were submitted to further analysis and two discriminant functions were produced. The results of this analysis are shown in Table 4.24. Only one discriminant function was found to be statistically significant at the .05 level of significance. Therefore, only one discriminant function was utilized for further analysis. The test of significance of the discriminant function is a chi square statistic which is of questionable reliability if a large sample size is involved. Therefore, a classification matrix was produced using the holdout sample to validate

TABLE 4.23

SUMMARY OF STEPWISE DISCRIMINANT ANALYSIS:
PERCEPTION OF UNION OFFICERS VARIABLES

Step	Variable Entered	Number of Variables Included	Wilks' Lambda	Significance*
1	J4	1	0.972139	.0016
2	J12	2	0.961769	.0014
3	J8	3	0.947867	.0004
4	J11	4	0.939749	.0004
5	J5	5	0.928924	.0002
6	J1	6	0.923629	.0003
7	J2	7	0.920239	.0006
8	J3	8	0.917601	.0011
9	J13	9	0.915308	.0020
10	J10	10	0.913401	.0037
11	J9	11	0.910562	.0057
12	J7	12	0.908839	.0095
13	J6	13	0.907495	.0160

TABLE 4.24

DISCRIMINATING POWER AND SIGNIFICANCE LEVEL OF
THE CONONICAL DISCRIMINANT FUNCTIONS
FOR PERCEPTION OF UNION
OFFICERS VARIABLES

Discriminant Function	Percent of Total variance	Cumulative Percent Of Total Variance	Significance
I	76.63	76.63	.0160
II	23.37	100.00	.5782

the classification accuracy of the discriminant function developed using the analysis sample. Table 4.25 shows the results of this analysis.

Of the 420 cases classified, 202, or 48.10 percent, were correctly classified. However, the test of the discriminant function is to determine if the percentage of cases (C_p) correctly classified is

TABLE 4.25

CLASSIFICATION RESULTS--HOLDOUT SAMPLE
(PERCEPTION OF UNION OFFICERS VARIABLES)

Actual Group	Number of Cases	Predicted Group Membership		
		Oppose	Undecided	Favor
Oppose	156	70	0	86
Undecided	77	38	0	29
Favor	<u>187</u>	<u>55</u>	<u>0</u>	<u>132</u>
Total	420	163	0	257

significantly greater than that which would have occurred by chance. The proportional chance model was used to determine the percentage of cases (C_p) one could expect to be correctly classified by chance given the prior probabilities of .368, .183, and .449 for Group 1, Group 2, and Group 3 respectively. Where $C_p = (.368)^2 + (.183)^2 + (.449)^2$, the result is the percentage of correct case classification, 37.05 percent, that one could expect to occur by chance. Applying this data to the test statistic $Z = \frac{\bar{y} - C_p}{\sqrt{\frac{C_p(1 - C_p)}{N_t}}}$ resulted in a value of $Z = 4.6892$ which is

significant beyond the .0001 level of significance. Thus the discriminant function was validated and shown to be of significant use in discriminating between the groups. Therefore, Hypothesis VI was rejected. The perception of union officers variables did discriminate between groups with respect to their stated preference for collective bargaining.

However, an analysis of the classification matrix (Table 4.25) clearly indicates the discriminant function was effective in classifying cases into Group 1 and Group 2 only. An analysis of the pairwise f ratios,

a significance test for the Mahalanobis distance between groups, revealed that there was a significant difference only between Group 1 and Group 3. There also appeared to be a high degree of overlap between Group 2 and Group 3. This apparent overlap was verified by comparing the data plots for the three groups. Thus, Group 2 was determined not to be statistically different from either Group 1 or Group 3.

Additional analysis was conducted to determine the relative contribution of each independent variable to the discriminant function. For this purpose the discriminant loadings, the linear correlation between each independent variable and the discriminant function, were used. Table 4.26 shows the results of this analysis.

TABLE 4.26

DISCRIMINANT LOADINGS ORDERED BY MAGNITUDE OF CORRELATION
(PERCEPTION OF UNION OFFICERS VARIABLES)

Variable	Correlation	Variable Description
J4	0.59791	Helpful
J7	0.59330	Effective
J11	0.56623	Dependable
J8	0.55939	Ask advice from members
J2	0.54250	Hardworking
J13	0.52307	Efficient
J6	0.47068	Up-to-date
J1	0.28507	Honest
*J10	0.23077	Arrogant
*J9	0.20311	Make too much money
*J3	0.18216	Crooks
*J5	0.13011	"High-livers"
*J12	0.11486	Opinionated

*Variables reverse scored

Using this data, it was possible to construct a general profile of Group 1 and Group 3. In general, the respondents in Group 3 (those who favored collective bargaining) for example saw union officers as being

helpful, effective, dependable and hardworking. Conversely, Group 1 (respondents opposed to collective bargaining) tended not to view union officers in such a positive manner. The Group 2 respondents' (those undecided about collective bargaining) views were not statistically different from those of Group 1 or Group 3 and thus cannot be profiled.

Research Questions

As noted earlier, six of the thirteen research questions were restated as formal hypotheses and were therefore treated simultaneously in the previous section. Thus, it was deemed unnecessary to address those research questions in this section. Therefore, only those research questions for which there was no corresponding hypothesis will be analyzed and the findings reported.

Research Question 5

This research question was stated as: "What issues are considered by respondents as appropriate for collective bargaining?" To answer this question, fourteen items were listed to which the respondent was asked to indicate the degree of appropriateness of each topic for determination by the collective bargaining process. Table 4.27 presents a tabulation of the responses to the topics and includes the mean and standard deviation for each topic. The results show that there was something less than a consensus as to which topics were appropriate for determination by collective bargaining. In order to more fully visualize the data for analysis purposes, the number of "clearly appropriate" and "probably appropriate" responses for each topic were grouped together and converted to percentage for use as an

TABLE 4.27

TABULATION OF RESPONSES: TOPICS APPROPRIATE
FOR COLLECTIVE BARGAINING
(NUMBER BY RESPONSE CATEGORY)

Topic	Response Categories*					Total Responses	\bar{x}	S.D.
	CA	A	?	I	CI			
Salary	403	266	82	70	53	875	4.025	1.192
Formal pay structure	330	273	93	92	89	877	3.756	1.326
Standards/criteria for merit increases	325	354	85	63	48	875	3.966	1.118
Standards/criteria for prom. & tenure	237	343	83	70	53	876	3.935	1.153
Deciding who receives merit increases	144	179	191	212	148	874	2.953	1.336
Deciding who will be tenured/promoted	149	195	169	204	160	877	2.965	1.366
Retirement program	469	288	68	29	25	879	4.305	0.952
Insurance	475	282	68	28	24	877	4.318	0.945
Distribution of fac. among ranks	160	213	222	173	118	876	3.119	1.285
Teaching loads	272	311	102	116	77	878	3.666	1.278
Curriculum	96	125	131	214	306	872	2.416	1.376
Admin. fac. duties	129	280	169	181	111	870	3.155	1.269
Allocation of resources for research support	95	232	191	196	157	871	2.899	1.281
Appeal/grievance proc.	389	320	77	39	42	867	4.125	1.067

*CA = Clearly Appropriate, A = Probably Appropriate, ? = Undecided,
I = Probably Inappropriate, and CI = Clearly Inappropriate

indication of the appropriateness of each of the topics for determination by collective bargaining. The results of the process are presented in Table 4.28. There were eight topics that were viewed as appropriate by the majority of the respondents and six topics that were viewed as inappropriate (less than 50 percent indicated the topic as appropriate) for determination by collective bargaining.

The respondents viewed standards and criteria for promotion and tenure as being appropriate for determination by collective bargaining

but not the determination of who would be promoted or receive tenure. The respondents also viewed standards and criteria for merit increases as being appropriate for determination by collective bargaining but not who would receive merit increases. Salaries were also viewed as appropriate for determination by collective bargaining, but respondents were less receptive to the concept of a formal pay structure being determined by collective bargaining. This would appear to indicate that respondents were receptive to collective bargaining as an appropriate process for faculty input into the formation of personnel policies.

TABLE 4.28

TOPICS VIEWED AS APPROPRIATE/INAPPROPRIATE
FOR COLLECTIVE BARGAINING

Topic	Percent of Respondents Expressing Appropriateness
Insurance	86.4
Retirement program	86.2
Appeal/grievance procedure	81.8
Standards/criteria for merit increases	77.6
Salary	76.5
Standards/criteria for promotion & tenure	76.5
Formal pay structure	68.7
Teaching loads	66.4
Administrative duties for faculty	47.0
Distribution of faculty among ranks	41.4
Deciding who will be promoted/tenured	39.2
Allocating of resources for research support	37.5
Deciding who receives merit increases	37.0
Curriculum matters	25.3

Salary, workloads, fringe benefits and grievance procedures are traditionally issues determined by collective bargaining in the industrial sector. The respondents to this study appeared to also endorse the

same items as being appropriate for collective bargaining. However, the respondents appeared to seek the preservation of the traditional faculty governance concept by rejecting the issues of deciding who would be promoted, who would be granted tenure, who would receive merit increases, and curriculum matters as being appropriate for collective bargaining.

It appeared that the respondents viewed collective bargaining primarily as legitimate means for faculty to increase their input into the formation of personnel policies. They also appeared to want to preserve the traditional collegial process by excluding those issues that traditionally are decided by the faculty from the collective bargaining process.

Research Question 6

This research question was stated as: "What are faculty views regarding strikes and the use of arbitration and strikes as methods of dispute settlements?" In order to answer this question, five items were included in the questionnaire. Each item was a declarative statement to which the respondent was asked to indicate a degree of agreement or disagreement. Each statement will be presented and analyzed separately before being combined for summary analysis. The survey responses for all five items are reported in Table 4.29.

Statement 1. "Strikes by the faculty would detract from their professional image." A clear majority of the respondents, 66.5 percent, expressed agreement with this statement while only 20.4 percent of the respondents disagreed with the statement. It definitely appeared that respondents were concerned with their professional image and that they viewed faculty strikes as being detrimental to that image.

TABLE 4.29

SURVEY RESULTS FOR RESEARCH QUESTION 6 STATEMENTS

Statement	Percent Agree		Percent Undecided	Percent Disagree	
	SA	A	?	D	SD
Strikes by the faculty would detract from their professional image	36.3	30.2	13.3	13.0	7.4
Faculty should strike if other methods of resolving an impasse fail	11.3	18.4	23.7	19.6	26.9
Faculty should have right to strike	25.7	30.8	18.9	10.0	14.6
Impasses should be resolved by neutral & binding arbitration	17.5	41.9	28.5	6.7	5.5
Binding arbitration should be used to resolve faculty grievances which develop under a collective negotiated agreement	17.1	39.6	30.8	6.7	5.8

Statement 2. "Faculty members should strike if other methods of resolving a bargaining impasse fail." The respondents expressed a moderate degree of disagreement with this statement. Analysis of the responses revealed that 46.5 percent of the respondents disagreed with the statement, 23.7 percent indicated they were undecided, and 29.7 percent indicated agreement. It would appear that the respondents here have indicated that strikes were not considered as legitimate means to settle disputes.

Statement 3. "Faculty members should have the right to strike." A majority of the respondents, 56.5 percent, agreed with this statement.

Only 24.6 percent of the respondents disagreed with the statement, but 18.9 percent indicated they were undecided. It was clear that the respondents felt they should have the right to strike regardless of their feelings toward the actual use of faculty strikes as a means to resolve disputes.

Statement 4. "Impasses which occur during the negotiation of agreement should be resolved through neutral and binding arbitration." A majority of the respondents, 59.4 percent, indicated agreement with this statement. Only 12.2 percent of the respondents expressed disagreement with this statement, but 28.5 percent of the respondents indicated indecision. It appeared then that the respondents clearly viewed arbitration as a legitimate means to resolve impasses occurring during negotiation.

Statement 5. "Binding arbitration should be used to resolve faculty grievances which develop under a collectively negotiated agreement." A majority of the respondents, 56.7 percent, expressed agreement with this statement. Only 12.5 percent of the respondents disagreed but almost one-third of the respondents (30.8 percent) indicated they were undecided. While a clear majority of the respondents saw arbitration as a legitimate means to settle grievances, a surprisingly large number expressed indecision with respect to the use of arbitration.

Summation of Statements in Research Question 6. A clear majority of the respondents indicated they considered faculty strikes as being compatible with the professional image of faculty. While

respondents were somewhat reluctant to endorse the use of strikes as a means of dispute settlement, the percentage of respondents expressing such reluctance was less than expected in relation to respondents' views concerning strikes and professional image. It would appear that some respondents were willing to sacrifice professional image to gain some, perhaps more tangible, benefit. Regardless of how the respondents felt concerning professional status or use of strikes, a clear majority expressed the belief that faculty should have the right to strike.

The respondents, on the other hand, appeared to give clear endorsement to the use of arbitration to settle bargaining impasses and disputes arising under a collective bargaining agreement. There was a high degree of indecision on the part of the respondents with respect to all statements but more so with respect to the statements concerning arbitration. It is possible these respondents were either not familiar with the arbitration process or they held some reservations concerning the use of a "neutral" third party to resolve disputes.

Research Question 7

The research question was stated as: "What do the respondents view as the appropriate bargaining unit for the purpose of collective bargaining?"

To answer this question two separate items were included in the survey questionnaire. The first item was used to determine which employee groups (faculty, non-teaching professionals, classified employees) were viewed by the respondents as being appropriate for inclusion in a bargaining unit for the purpose of collective bargaining. Table 4.30

summarizes the responses to this question. The respondents' views as to which groups should be included in a bargaining unit is far from conclusive. However, it would appear that in general, they viewed only faculty and the non-teaching professionals as being appropriate for inclusion in a bargaining unit.

TABLE 4.30

GROUPS APPROPRIATE FOR INCLUSION IN BARGAINING UNIT

Groups	Number Indicating Appropriate	Percentage Indicating Appropriate
Faculty only	217	25.0
Faculty and non-teaching professionals	324	37.4
Faculty, non-teaching pro- fessionals, and classified employees	161	18.6
Undecided	164	18.9

The second item included in the survey instrument was included to determine the respondents' views of what constitutes the appropriate scope of a bargaining unit for the purpose of collective bargaining. Respondents were asked to indicate if an appropriate bargaining unit should be restricted to a single academic department, individual colleges or schools within a university, a university campus, or should include the entire state system of higher education. The responses to this question are presented in Table 4.31.

If those respondents who indicated indecision were excluded, it would appear that respondents overwhelmingly viewed either the university campus or the entire state system of higher education as the definition of an appropriate bargaining unit. Many of the problem issues

TABLE 4.31

SCOPE OF APPROPRIATE BARGAINING UNIT

Appropriate Bargaining Unit	Number of Responses	Percentage Of Responses
Individual academic departments	60	7.0
Individual colleges of schools	101	11.7
The university campus	256	29.7
Entire state system of higher education	248	28.8
Undecided	196	22.8

confronting faculty today are issues for which solutions must be forged within the individual university. Such issues as policies and procedures for promotion and tenure, distribution of faculty among ranks, merit salary increase, allocation of resources, and grievance procedures fall into this category. On the other hand, many of the issues which concern the faculty are issues for which solutions lie beyond the boundary of an individual university. Such items as the level of financial support provided to the university, limits on tenure, limits on faculty salary increases, insurance and retirement programs, and distribution of faculty among the academic ranks are examples of issues where decisions are made at the "system" level. Thus, it is not surprising that the respondents viewed either the university itself or the entire state system of higher education as being the appropriate bargaining unit. However, those respondents indicating indecision may well have been undecided as to which of these two were appropriate or they may have been indifferent to the question as a whole. It is also possible that this group of respondents felt they were lacking sufficient

information to express an informal opinion and thus correctly indicated that they were undecided.

In response to the survey question, there was no clear-cut consensus by the respondents as to the definition of the bargaining unit and which groups should be included in the bargaining unit. However, responses would seem to indicate a somewhat general agreement that the bargaining unit should be defined as either a single university or the whole state system and include faculty and non-teaching professionals.

Research Question 10

This question was stated as: "What are the respondents' behavioral intentions with respect to voting in a representation election?"

To answer this question, a single research item was included in the survey instrument in the form of a declarative statement with seven response categories, one of which was to be checked by the respondent. The research statement was: "If an election for collective bargaining representation were held today, I would vote for the local chapter or affiliate of the following organizations as my affiliation preference:" The response categories and the respondents preferences are presented in Table 4.32.

In order to answer the research question, the data were analyzed two different ways. The first was to determine the percentage of respondents who would vote "for" representation, the percentage who would vote for "no organization" and the percentage of respondents who indicated they were "undecided" as to how they would vote. The result of this analysis indicated 53.4 percent of the respondents would vote for

representation, 21.1 percent of the respondents would vote against representation, and 25.6 percent of the respondents indicated they were undecided how they would vote. While a majority of the respondents indicated they would vote for representation by some organization, the percentage (53.4) is considerably less than the results of similar research studies reported in Chapter II of this study.

TABLE 4.32

RESPONDENTS' EXPRESSED PREFERENCE OF ORGANIZATIONAL
REPRESENTATION FOR COLLECTIVE BARGAINING

Response Choices	Number of Responses	Percentage Of Responses
American Association of University Professors (AAUP)	204	23.3
American Federation of Teachers (AFT)	86	9.8
National Education Association (NEA)	31	3.5
Tennessee Education Association (TEA)	118	13.5
Some other organization	28	3.2
No organization	184	21.1
Undecided	223	25.6

The "undecided" respondents represented a problem in that no interpretative statement could be made. It was unclear as to whether these respondents were undecided about voting "for" or "against" representation or were favorable to representation but were undecided as to which organization to choose. Therefore, nothing can be done but report that the respondents indicated they were "undecided" as to how they would vote if a representation election were held.

The second approach to the analysis of the data was to separate those respondents who indicated they would vote in favor of representation

from the rest of the respondents and re-analyze the response categories. The results of this process are shown in Table 4.33.

TABLE 4.33

ORGANIZATIONAL PREFERENCE BY RESPONDENTS INDICATING
FAVORABLE VOTE FOR REPRESENTATION

Organization	Number of Responses	Percentage Of Responses
American Association of University Professors (AAUP)	204	43.7
American Federation of Teacher (AFT)	86	18.4
National Education Association (NEA)	31	6.6
Tennessee Education Association (TEA)	118	25.3
Some other organization	<u>28</u>	<u>6.0</u>
Total	467	100.0

The American Association of University Professors emerged as a clear preference, 43.7 percent, for those respondents who had indicated they would vote for representation. The Tennessee Education Association was selected by 25.3 of the respondents, and the American Federation of Teachers was chosen by 18.42 percent of the respondents who had indicated a positive vote for representation.

Of the 28 respondents who indicated "some other organization," only 16 identified the organization of their choice. For 8 of the respondents the choice was "faculty senate;" the "teamsters" was identified by 4 respondents; the "Tennessee Employees Association" was named by 3 respondents; and 1 respondent indicated the "American Federation of State, County and Municipal Employees."

A majority of the respondents (53.4 percent) indicated they would have voted "for" representation if an election had been held on their campus. It is also clear that the respondents preferred to be

represented by a professional organization compatible with higher education.

Research Question 11

The research question was: "What are respondents' behavioral intentions with respect to membership and economic support of an organization should it be successful in winning faculty representation rights?"

To answer this research question, a single item was included in the form of a declarative statement with five response categories, one of which was to be checked by the respondent. The research statement was: "If, as a result of a representation election, an organization won bargaining rights, I would. . . ." The response categories and a summary of the results are presented in Table 4.34. The analysis of the results revealed that 40.9 percent of the respondents indicated

TABLE 4.34

BEHAVIORAL INTENTIONS OF RESPONDENTS REGARDING ORGANIZATION WINNING BARGAINING RIGHTS

Behavioral Choices	Number of Responses	Percentage Of Responses
Join that organization if not already a member.	355	40.9
Not join the organization but support it economically by payment of dues.	31	3.5
Refuse to join or provide financial support.	88	10.1
Cancel my membership in the organization if already a member.	17	1.9
Be undecided how I would react.	<u>377</u>	<u>43.6</u>
Total	868	100.0

they would join an organization that was successful in securing representation rights. An additional 3.6 percent of the respondents indicated that while they would not join the organization, they would support the organization through the payment of dues. Among the respondents there appeared to be only a relatively small group of respondents with hard-core, anti-union sentiments as evidenced by only 12 percent of the respondents indicating they would either refuse to join or if already a member of the organization they would resign. However, 43.6 percent of the respondents indicated they were undecided as to how they would react if confronted with that situation.

While there was little evidence of a hard-core, anti-union posture on the part of the respondents, there did appear to be a "well it depends upon" or "let's wait and see" syndrome present as indicated by the number of respondents who indicated indecision. If this was in fact the case, any organization that won representational rights would have been expected to "earn" the support of this group of respondents prior to their committing themselves to either membership or support of the organization.

Research Question 12

The research question was: "Do the respondents' comments reveal additional information relevant to this study?"

In order to answer this question, a "comments" section was placed at the end of the research questionnaire. The respondents were given no encouragement, other than space was provided, to make comments nor was there any attempt made to control the nature of the comments. Thus, the respondent was free to enter any comment that he/she felt compelled

to include. Of the 889 questionnaires used in this study, 220 of them contained a written comment presumably made by the respondent. The comments from each questionnaire are presented in Appendix C of this study in their entirety. No editorialization has been applied other than to strike out names and to group the responses of each respondent by his/her stated preference for collective bargaining.

The majority of the comments were of little value and perhaps should not have been included as a part of this study. Some respondents' comments were critical of the study, others laudatory. Other comments gave evidence of the respondents' feelings of frustration and anger. Others gave evidence of the respondents being resigned to accept a situation they found unsatisfactory but saw no hope for change with or without faculty unions and collective bargaining. There were other comments which were apparently the result of the respondents' deep thoughtful deliberations on the subject of collective bargaining and faculty unions. By far the largest number of responses could be grouped into a single category and labeled as "gripes." However, it was not the gripes themselves that were important but the subject of the gripes.

The following represent selected statements taken from Appendix C of this study. They are grouped by the respondent's stated preference for collective bargaining.

Selected comments by respondents who indicated a preference for collective bargaining.

Get a union for the teacher than wants to help students (and themselves). Help the teacher to resist deans and presidents who are research-oriented to exclusion of students. The students come first in my opinion and a doctorate does not necessarily make a better teacher. The teachers (like middle management) really have little power when it comes to a cutback,

so I think a union is needed badly to represent the rights, duties and obligations of these teachers. The work that I do on committees to "help" the college and university are a "sham" and when I get off two of five committees that I am now on--I'm not going to get back on them. Help get department chairmen, deans, etc. that are people (student) oriented and that are trustworthy for the university. I enjoy my job as a teacher but not the pressure to publish or perish. Can unions do more to help classes for students for the summer term?

At one point, I would have said that union membership was inconsistent with my status as a professional educator. However, the following issues have changed my mind:

1. The attitudes of the regents and/or administration that we are professionals only when that status suits their purpose.
2. The failure of adequate funding--faculty salaries have declined steadily in terms.
3. The attempts to establish a quota system for tenure and promotion purposes.

The issue of faculty unionization is one which is more or less important at various institutions. At MTSU, I have encountered too many mentally lazy faculty members to welcome wholeheartedly the notion of a faculty union, entrenched idiocy being too strong here already. At the same time, few members of the MTSU faculty (probably including myself) would be willing to go far enough out on a limb to openly and defiantly advocate unionization, given the probable strong adverse reaction from administration sources. Patience and persistence are more likely to accomplish improvement of the faculty and faculty's lot in life than are pyrotechnics. Before the university will react to union proposals, it is necessary that half the faculty be taught to write and that 2/3 of the administration be taught to read. Bitter? Yes! Pessimistic? Much less so than the tone of the blurb indicates. This university has a promising future but faculty unionization would not substantially affect it.

Education is the most marketable product in the U.S.A. Scientists, engineers, doctors, lawyers, businessmen, and so on, are not born; they are developed through education. However, education and teachers have been unwisely represented by politicians. The need for education and educators to be better represented is apparent.

Where colleges and universities treat their faculty like factory workers with heavy teaching loads, no recognition for research or advanced rank, with too many assigned duties besides teaching, with no clerical or research help and with 40-hour-a-week campus schedule, a union is needed.

I am really sick of the salary increases I have been getting in higher education. It affects my whole attitude about my job.

If AFT was available at the university level, or if any teachers' organization would take a militant stand, I would join them.

I am opposed to violence and most of the tactics employed by labor unions. I do not wish to strike but I am also opposed to discrimination in any form. Therefore, I believe teachers should have whatever rights any other workers have. I also believe teachers as well as other workers have responsibility to produce as much as they are paid for. For far too long colleges and universities have abandoned their basic purpose: providing conditions for professors to teach and students to learn. We need something which will put more emphasis on the academic rather than the social and public relations.

As my answers indicate I am now in favor of collective bargaining. This is a new position for me, but I believe that collective bargaining affords the only method of insuring that the rights and privileges of college teachers will be maintained during the great upheavals which are coming in higher education. Teachers otherwise are going to be getting the short ends of many straws--economic and professional straws in particular. I believe that academic freedom itself is at stake.

I believe unions will become a reality in higher education. The young staff members need this type of protection in our universities today. They won't do me any good, but I believe it can and will help the next generation of college teachers.

At the end of 30 years at U.T. Knoxville I would have been very much opposed to the union concept, but in the past ten years I have changed my mind and now look upon the unions as a very important but necessary brake to apply to the activities of poorly prepared, arrogant, and self-seeking administrators, especially in public supported institutions.

While most often I have considered unions marginal in academic areas, the arbitrariness and incompetence of the present administration of this university, coupled with rapid encroachment upon the domains of individuals and departments, have led me to believe unions are necessary here.

The present system is inadequate, the merit system is sound on paper, but the human element cannot be eliminated. The personalities of both the administration and faculty determine who gets what. Overall the system is paternal and "father always knows best." The only option is to break this archaic system by collective bargaining or unions.

The medical and other insurance benefits of this university are among the poorest in the country. Yet, the individual employee's

input into negotiations for increased benefits are negligible. Collective bargaining is the only means I know of to allow each employee the opportunity of determining his duties and benefits.

My primary concern is to increase the higher education lobby's power in Nashville. The legislature, even when it responds to salary, research, and operating fund requests, favors elementary and secondary education, if not vocational education most of all. Colleges and universities have the weakest voice, and their faculties would do well to strengthen the voice by unionizing and collective bargaining if necessary.

The comments included in this section were selected to represent, in general, the range of the comments made by the respondents who had indicated a preference for collective bargaining. Some respondents saw collective bargaining as a necessary means of preserving the professional status of faculty. Others saw collective bargaining as a means to increase salaries, fringe benefits, and to protect faculty from the administration. Some respondents saw collective bargaining as a means of attaining political power. An important fact that was revealed was that some of the respondents had changed from an anti-union to a pro-union stance.

Selected comments by respondents who indicated opposition to collective bargaining.

I am a relatively free and independent professional. When I cannot adequately resolve any differences with university administration, I will change jobs, and perhaps change professions. If I lose the freedom to so act, I will have lost a large measure of dignity.

The question of unionization of faculty is quite separate from the one of whether or not unions have been generally good for factory and industrial workers. Teaching and research personnel are educated professionals and are able to and obligated to react as such.

I am totally opposed to unions. Even though I am unhappy with my salary and some of the other conditions here, I don't

believe that a union is the solution. My observation has been that in a "union" company the tendency is to rely on your "rights" rather than your performance.

As poor as we see our lot at times, it could be worse and will be with collective bargaining. Unions tend to help on one side, but, all things considered, the net result is loss. I so believe that the nature of university administration, even though established to provide freedom of thought and action, leaves just as much room for strong arm tactics by those in authority. This could be improved by more faculty control. Also--a great need for the lawmaker to understand the task of the university faculty.

As president of our Faculty Council this past year, I have been struck by the degree to which faculty do not keep up with faculty business or with the procedures open to them for rectifying grievances. Yet they are willing to complain about the wrongs they think they suffer. If they should desire to unionize, I think it would be out of the desire to have someone to do for them what they are unwilling to do for themselves, and yet which is quite within their grasp if they will exert themselves a bit. It is therefore the responsibility of people of good will on the faculties who are aware that the administration is not the enemy to take the initiative in trying to lay these issues before their faculties and direct effort toward righting the grievances.

I believe, if we should unionize, that we would be placing our fate in the hand of technicians, and we would ultimately have a great many more reasons for confidence in our central administration, and, in my opinion, the most effective faculty stance, at least for the foreseeable future, is one of understanding and cooperation, with the expectation that solutions can be worked out.

I consider myself to be a professional person and as such have no desire to get involved with a union or bargaining agent. I firmly believe that at their institution if a professional properly and willingly performs his/her duties that he/she will be properly rewarded at salary-deciding time within the limits of appropriations. I consider unions and bargaining organizations as being used by non-skilled and low-skilled labor! I moved to this part of the country to get away from unionization because I have seen many instances where the influx of the union resulted in shoddy and otherwise poor products being produced. The arrival of a union or bargaining agent here would cause me to actively pursue other employment and perhaps leave the academic circle. For those people who are unskilled or poorly trained or educated in their field, the union may temporarily benefit. Likewise, the lazy and unambitious may receive some benefit.

As you can tell from my answers, I am definitely against unions. I do not believe a teacher can be a "professional" and belong to a union. If a teacher wants to become a "blue-collar worker" that is his prerogative. However, he should make a definite choice and not try to be both. I would like to cast my lot with "professions." A "professional" is interested in others' welfare. A "blue-collar" worker is interested in himself first.

I do not believe the higher education faculty should be unionized. We are supposed to be free and independent in our action and teachings, and how can we be free in our teaching if we bind ourselves to a union that "forces" group action--if I do not like a pace or the salary or any part of the position or place, I wish to be free to accept or reject the position.

With regard to hourly wage earners in most industries, unions are, perhaps, absolutely necessary. With regard to so-called professions, however, it appears to me that "unionism" and "professionalism" are somewhat at odds. Unions promote the notion of promotion based not on ability but rather on seniority. The only real tool of the union to "get its way" is by the use of strikes. In my opinion, promotion based on less than merit and ability and strikes are not compatible with the concepts of professionalism. I have seen school systems go toward unionism. The result has been little except the creation of division between the teachers in those systems. Certainly, unions do gain better salaries, somewhat better working conditions, and generally a better economic situation for its members. These advances are somewhat off-set by higher prices and a higher cost of living. I really don't see how a union can, however, force an employer to submit to demands when that employer is the state government. None of this means to imply that I am satisfied with the system as is, but I feel there must be a more workable, less divisive manner in which to bring about meaningful changes.

Professional educators, especially college and university professors, do not need unions if they are well qualified for their positions and are willing to perform their duties as true professionals. It seems to me that the drive for unionism is being fostered by malcontents and mediocre performers who wish to reduce the profession to their level--the lowest common denominator. It is their hope, apparently, to be able to gain something for nothing and to be able to hold a cudgel or weapon over the heads of administrative officials. Unionism is a false hope for professional educators in the long run.

Unionization has an inevitable leveling effect. It brings up the rear while penalizing the super boys of competence. It creates drones to live off workers. First, unions tend toward

intractable power and arrogance. Standardized pay scales are appropriate only to equivalent performances/competencies/professional achievements. Professional poverty at least confers some prestige. To unionize is to probably reduce what little dignity there is with little in the way of real increases in monetary compensations or higher wages with reduced number of positions and increases in student/teacher ratios.

When--and if--higher education stoops so low as to require unionization, then I advocate closing the doors of all such institutions and not pursue a mockery of higher education equivalent to a sloppily run zoo!! When higher education personnel lose all sight of professionalism, then they no longer deserve to have hard-earned taxpayers providing their bread and butter. Intelligent professionals should and can resolve their differences without having some paid personnel--far less knowledgeable about what it's all about--intervene. Busing has brought education at the K-12 level to the brink of disaster! It is true "Johnny and Mary" cannot read and write upon receipt of most high school diplomas--not to mention have a ghost of an idea about simple arithmetic. Unionization would only propagate further the idea that illiteracy is the "in" thing and would result in a society of uneducated persons deprived of their natural rights as a U.S. citizen. I hope I never live to witness such chaos and utter degradation of everything our country stands for. Unions have long outlived their purpose. Now they serve only to protect the inept, lazy, and totally unqualified persons aspiring to heights far beyond their capacities, backgrounds, and/or training. Need I say more? None are so blind as he who will not see! Thanks for the opportunity to express my views on this subject so vital to the welfare of our citizens--present and future.

Collective bargaining cannot, in the long run, resolve the problems stated or implied in the questionnaire. My experience suggests that organizations with a long history of able, honest leadership by individuals with high skills in maintaining good communications and reactions with their employees are not organizations which become unionized. Collective bargaining treats the symptoms of "poor" management. The way to correct the situation is to bring in "good management."

Collective bargaining is not a valid procedure for a group of individualists such as university professors. Those people who cannot publicly state their problems, such as factory workers, should have collective bargaining.

As long as the American Association of University Professors pursues the enlightened course it has pursued over the past decade, their administrative officials will do at least as

good a job as representatives of some academic union. I view with alarm the tendency in some would-be academic representatives to view university professors as some union of non-thinking individuals.

The comments in this section were selected to represent, in general, the range of sentiments expressed by the respondents who had indicated a position of opposition to collective bargaining. It is quite apparent that some respondents saw unionism or collective bargaining as being totally incompatible with professionalism. Some respondents were outright anti-union, while others saw collective bargaining as being an inappropriate means for dealing with the issues confronting the faculty.

Selected comments by respondents who indicated they were undecided about collective bargaining.

I do not wish to join a union. A union should not be necessary. The major problem is that administrators and legislatures do not listen to and support faculty interests. They do not provide efficient leadership. Unless this condition changes then I would join a union even though I would prefer to remain a professional. I hope that administrators and legislators "wake-up" and realize this situation. If they do not, I will carry a card as long as I remain in the teaching profession.

Obviously, I am ambivalent about the idea of unions. To me, they smack of vicious disregard for the needs of people, including, too often, the union members. The crime records, the inflationary boosts they add to the economy--these leave a bad taste in my mind. I simply cannot visualize college teachers as a part of so undignified, tacky a movement. Yet, we are being abused. At UTK, the lower echelon of teachers have no rights, no security, and no income worth mentioning. I really don't see any solution.

My stereotype of unions is more bad than good. I think most have mistakenly placed first priority on the popular issue of wages and have neglected job security, production-pride, and the general welfare of the economy. AFT members I know tend to be grumbly people. In the past unions have been necessary to combat bad management, but I prefer cooperation to competition

and corporation to union/management. I would prefer my university to be a corporation with students, faculty, clerks, maintenance, etc. having vested rights, electing all administrative officers, setting policy, etc.

Many of these answers are based on and colored by conditions at ETSU. I strongly suspect my responses would have been different if in another university in the state. I am basically opposed to unions in the academic community, but this campus seems to have little alternative to an adversary relationship between faculty and administration.

I apparently am not convinced that "unionizing" is either professional or profitable for American university professors in the 1970's. My preference would be to seek excellence first and hope to see people (especially legislators) through performance, merit, production.

Relatively few of the respondents who had indicated they were undecided about collective bargaining included a comment in completing the research questionnaire. The comments included in this section were selected to represent the general sentiment of those respondents who indicated indecision concerning collective bargaining. The respondents appeared to be torn between professionalism and opposition to unions on one hand, and by a basic dissatisfaction with the conditions under which they worked, on the other.

In summary, the comments disclosed that both respondents opposed to collective bargaining and those in favor of collective bargaining saw professionalism as an issue. Those who were opposed saw collective bargaining as being compatible with professionalism, while those in favor saw collective bargaining as a means of protecting professionalism. Further, those in favor of collective bargaining saw collective bargaining as a means of improving working conditions or protecting against further deterioration of working conditions. Some respondents saw collective bargaining as a means of gaining the political power necessary to deal effectively with the "system" and the state legislature.

Among those opposed to collective bargaining, there was an almost overwhelming anti-union sentiment expressed. Some of the respondents saw collective bargaining as a threat to quality education with union protection being extended to protect the incompetent faculty through a system of legal rights.

The answer to the research question then is yes. The comments have yielded additional information that was relevant to this study.

Research Question 13

The research question was: "With respect to the longitudinal study, does there appear to be a significant change over time in faculties' stated preference for collective bargaining?"

In order to answer this question, a comparison was made of the results of three separate studies conducted on a single university campus. The present study was one of the three studies. Of the other two, the first one was part of a comprehensive "self study" undertaken by the university in 1972. There apparently was no formal report prepared since one could not be located. However, a search of the faculty senate files did yield a summary of the responses to the questionnaire. The one question of interest for the purpose of this study was the question: "Do you favor collective bargaining, thus unionization of the faculty?" The response categories were "yes" and "no." Of the 326 respondents to the "self study" survey, 91 (27.9 percent) answered "yes" and 235 (72.1 percent) answered "no."

Next, in chronological order was the present study conducted in May of 1975 for which the question of interest was the dependent variable which has been used throughout the study. This question was stated as:

"I am ____ collective bargaining for faculty members at this university." Respondents were asked to fill in the blank with the appropriate responses chosen from "strongly in favor of," "moderately in favor of," "moderately opposed to," "strongly opposed to," and "undecided about." The response categories have been combined to form three response categories of "opposed to," "undecided about," and "in favor of." Of the 889 respondents to this study, 36.8 percent were "opposed," 18.3 percent were "undecided," and 44.9 percent were "in favor of" collective bargaining.

The third study used for comparison purposes was a study conducted in October, 1975, by the faculty senate of the same university. The specific purpose of the study was to determine the faculty's preference for collective bargaining, and thereby validate the findings obtained from the present study which had been conducted five months earlier. A copy of the faculty senate questionnaire is contained in Appendix D of this study. The question of interest in this survey concerned faculty preference for collective bargaining. The question was stated as: "My attitude toward collective bargaining (professional negotiations) is: . . ." The response categories were "strongly in favor of," "moderately in favor of," "moderately opposed to," "strongly opposed to," and "undecided about." These responses were combined to form three categories. Of the 318 respondents who answered this question, 62.9 percent were "in favor of," 20.1 percent were "opposed to," and 17.0 percent were "undecided about" collective bargaining.

While the research question was not worded the same in all three studies, they were deemed close enough to merit comparison of the results

but not close enough to merit a comprehensive statistical analysis. For comparison purposes, the responses for all three studies were transformed into either a "favor," "undecided," or "oppose" category. Table 4.35 presents a summary of the three studies.

TABLE 4.35

SUMMARY OF SURVEY RESULTS OF THREE STUDIES OVER TIME

Respondent Categories	Self Study 1972	Present Study May, 1975	Faculty Senate Study October, 1975
Favor collective bargaining	27.9	44.9	62.9
Undecided	--*	18.3	17.0
Oppose collective bargaining	<u>72.1</u>	<u>36.8</u>	<u>20.1</u>
Total	100.0	100.0	100.0

*Response category not included in 1972 study.

The results of the comparison would appear to indicate a very significant change had occurred in this university's faculty, if not in preference for collective bargaining, at least a change in attitude toward collective bargaining.

A part of this apparent change, perhaps even all of the change, could be explained by the different wording of the questions, the changes in the faculty body as faculty have come and gone over the years, changes in the university internal administrative environment, changes in the external economic and political environments. However, the difference in the results of the present study and the faculty senate study were separated by only five months, and therefore merits a closer look.

First, the research questions were of considered difference. One asked for an indication of "preference for collective bargaining," while the other was phrased to indicate an "attitude toward collective bargaining." The difference may have been largely semantic in nature rather than substantive as far as the respondents were concerned. However, the researcher here recommends the use of extreme caution in the interpretation of the results obtained by comparison of the two studies.

During the five-month period that separated the present study from the faculty senate survey, several notable incidences occurred which may have had an influence on the outcome of the faculty senate survey. First, in a year of double digit inflation, the state legislature mandated a maximum salary increase of 2½ percent for all state employees which, of course, included the faculties of all the state supported institutions of higher education. Secondly, there were rumors that the State Board of Regents either had "frozen" the granting of tenure and promotions or were going to do so. It is reasonable to assume that these two items may have exerted an upward bias in the number of respondents indicating a preference for collective bargaining. This upward bias, if it did exist, may have been only temporary.

The answer to the research question then is a very tentative yes. There did appear to be a significant change over time with respect to the faculty's preference for collective bargaining.

The summary of the findings of this chapter will be presented in Chapter V, Summary, Recommendations, and Conclusions.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

For this study there were thirteen research questions and six hypotheses. The hypotheses were restatements of six of the research questions and were therefore answered by the testing of the corresponding hypothesis. The data shown in Table 5.1 is a synopsis of the

TABLE 5.1

SUMMARY OF HYPOTHESES TESTED

Hypothesis	Results*
Hypothesis I	Rejected
Hypothesis II	Rejected
Hypothesis III	Rejected
Hypothesis IV	Rejected
Hypothesis V	Rejected
Hypothesis VI	Rejected

*Evaluated at .05 level of significance

results of the hypotheses tested for this study as to their acceptance or rejection. Each hypothesis will be discussed first and then a short summary will follow for each of the research questions for which there was no corresponding hypothesis.

Hypothesis I was designed to determine if there was a relationship between the respondents' stated preference for collective bargaining and the quality of institution where they were employed. The results of the statistical test applied to the data revealed that there was a relationship between the quality of institution where the respondents were employed and the respondents' expressed preference for collective bargaining on their own campus. Fewer of the respondents at the "high quality" institution were in favor of collective bargaining on their own campus than were the respondents of the "medium" and "low quality" institutions. There were more respondents who expressed opposition to collective bargaining on their own campus employed in the high quality institution than were employed at the medium and low quality institutions. The respondents employed at the medium quality institutions expressed less indecision as to their preference for collective bargaining on their own campus than did the respondents employed at the high quality and low quality institutions.

The results of this analysis should not be projected as a generalization to all institutions of higher education. The statistical test was applied to data that contained only the respondents of one institution classified as a high quality institution, the respondents of one institution classified as a medium quality institution, and the respondents of eight institutions classified as low quality institutions. Thus, the relationship between the respondents' stated preference for

collective bargaining and the quality of the institution where they were employed may be a finding that is unique and only meaningful within the context of this study.

Hypothesis II was designed to determine if there were respondent socio-economic variables that would distinguish between the respondents' stated preference for, indecision about, and opposition to collective bargaining on their own campus. The results of the statistical analysis revealed that there were six socio-economic variables that did distinguish between those respondents who stated preference for and those who stated opposition to collective bargaining on their own campus. It was determined that the six socio-economic variables did not distinguish between the respondents who were undecided about or favored collective bargaining nor did they distinguish between the respondents who were undecided about and opposed to collective bargaining on their own campus. However, the hypothesis, as stated, was rejected since the six socio-economic variables did distinguish between those respondents who favored and those who opposed collective bargaining.

Hypothesis III was designed to determine if the selected job satisfaction variables used in the study would distinguish between those respondents who were opposed to, undecided about, or in favor of collective bargaining on their own campus. The results of the statistical analysis revealed that all of the variables but one were significant for distinguishing between those respondents who were in favor of or opposed to collective bargaining on their own campus. It was also determined that the job satisfaction variables used for analysis did not distinguish between those respondents who were undecided about or those

who were in favor of collective bargaining nor did they distinguish between those who were undecided about or who were opposed to collective bargaining on their own campus. Further analysis revealed that the undecided respondents were not statistically different from those respondents who were in favor of or opposed to collective bargaining as measured by their responses to the job satisfaction variables. However, since the job satisfaction variables did successfully distinguish between those in favor of and those opposed to collective bargaining on their own campus, the hypothesis, as stated, was rejected.

Hypothesis IV was designed to determine if the perception of collective bargaining variables used in the study would distinguish between the respondents who were in favor of, undecided about, or opposed to collective bargaining on their own campus. The result of the analysis revealed that the perceptions of collective bargaining variables did distinguish between those respondents who were in favor of, undecided about, or opposed to collective bargaining on their own campus. Thus, the hypothesis, as stated, was rejected.

Hypothesis V was designed to determine if the perception of union variables used in this study would distinguish between those respondents who were in favor of, undecided about, or opposed to collective bargaining on their own campus. The analysis revealed that the perception of union variables did distinguish between those respondents who were in favor of or opposed to collective bargaining on their own campus. Further analysis revealed that the perception of union variables did not statistically distinguish between those respondents who were undecided about and those who were in favor of collective bargaining nor between

those respondents who were undecided about and those who were opposed to collective bargaining on their own campus. However, since the perception of union variables did distinguish between those respondents who were opposed to and those who were in favor of collective bargaining on their own campus, the hypothesis, as stated, was rejected.

Hypothesis VI was designed to determine if the perception of union officers would distinguish between those respondents who were in favor of, undecided about, or opposed to collective bargaining on their own campus. The result of the analysis revealed that perception of union officials variables did distinguish between those respondents who were in favor of or opposed to collective bargaining on their own campus. However, further analysis revealed that the perception of union officials variables did not distinguish between the respondents who were undecided about those who were in favor of collective bargaining nor the respondents who were undecided about and those who were opposed to collective bargaining on their own campus. However, since the perception of union officials variables did distinguish between those respondents who were in favor of or opposed to collective bargaining on their own campus, the hypothesis, as stated, was rejected.

Research Question 5 was designed to determine which of the topics included in this study were appropriate for determination by collective bargaining. Analysis revealed that the respondents viewed the following topics to be appropriate for determination by collective bargaining: insurance, retirement program, appeal/grievance procedure, standards/criteria for promotion and tenure, formal pay structure, and teaching loads. On the other hand, the respondents viewed the following topics

as being inappropriate for collective bargaining: administrative duties for faculty, distribution of faculty among ranks, deciding who will be tenured/promoted, allocating of resources for research support, deciding who will receive merit increases, and curriculum matters.

Research Question 6 was designed to determine the respondents' views regarding faculty strikes and the use of arbitration as methods of dispute settlement. Analysis revealed that the respondents view faculty strikes to be incompatible with their professional image. The respondents also indicated that strikes, as a means of resolving a bargaining impasse, were not viewed as a legitimate means to settle disputes. However, a majority of the respondents endorsed the proposition that faculty should have the right to strike. With respect to arbitration, a majority of the respondents endorsed arbitration as a means to settle disputes arising out of negotiations and in settling faculty grievances arising under a collective bargaining agreement.

Research Question 7 was designed to determine what respondents viewed as an appropriate bargaining unit for the purpose of collective bargaining. Analysis revealed that there was a diversity of opinion as to what the appropriate bargaining unit should be. However, when those who expressed indecision were removed from consideration, the results narrowed down to a choice between the university campus or the entire state system of higher education. Further, the respondents indicated that only faculty and non-teaching professionals should be included in the bargaining unit.

Research Question 10 was designed to determine the respondents' stated behavioral intention with respect to voting in a representation

election. Analysis revealed that a majority of the respondents would have voted in favor of representation. Further analysis revealed that the respondents favored the American Association of University Professors as the appropriate organization to represent them for the purpose of collective bargaining.

Research Question 11 was designed to determine the respondents' behavioral intentions with respect to membership and economic support of an organization winning representational rights for the purpose of collective bargaining. Analysis revealed that 44.5 percent of the respondents would either join or provide economic support for an organization that was successful in winning a representation election. However, 43.5 percent of the respondents indicated they were undecided as to their actions toward an organization that won a representation election. Only 12 percent of the respondents indicated they would have nothing to do with an organization that was successful in winning a representation election.

Research Question 12 was designed to determine if the respondents' comments revealed additional information relevant to the purpose of this study. There were a large number of comments made by the respondents. Many were too vague to be of any real value for the purpose of this study. However, there were numerous comments which did reveal how the respondents felt about collective bargaining and the need for faculty unions. Of those respondents who were in favor of collective bargaining on their own campus, some of them saw collective bargaining as a means to increase salaries and fringe benefits, and to protect faculty from the capricious acts of administrators. Some respondents saw collective

bargaining as a possible source of political power for the faculty. Other respondents saw collective bargaining as a means to protect the professional status of the faculty. Perhaps the most significant finding revealed was that some respondents indicated they had been initially opposed to collective bargaining but were now in favor of collective bargaining.

Of those respondents indicating an opposition to collective bargaining on their own campus, many saw collective bargaining as being totally incompatible with professionalism. Others indicated they did not view collective bargaining as being an appropriate means of dealing with the many problems confronting faculty. Other respondents indicated strong anti-union sentiments, in general, and, specifically, strong anti-faculty union sentiments.

Those respondents indicating they were undecided about collective bargaining on their own campus appeared to be torn between the perceived incompatibility of unionism with professionalism, on one hand, and the feeling of a need for a method of improving their working conditions, on the other.

Overall, the comments revealed a general tone of strong sentiments toward collective bargaining by both those who were in favor of and those who were opposed to collective bargaining. It was the intensity of the feelings of the respondents with respect to collective bargaining that made this section useful for the purpose of this study.

Research Question 13 was designed to determine if there appeared to be a change in the faculty's preference for collective bargaining at one university over a three-year period. The results of the three studies,

including this study, revealed that there did appear to have been a significant change in the percentage of faculty expressing a preference for collective bargaining. The wording of the three questions used to ascertain the responding faculty's preference for collective bargaining was unfortunately not the same. While some of the apparent differences could probably be attributed to the different wording of the questions, it was determined that the research questions were close enough to context to merit comparison and that the magnitude of the difference was sufficient to support a conclusion that faculty's preference for collective bargaining had indeed increased over the time.

Based on the results of the study, a general profile of the respondents who either favored or were opposed collective bargaining on their own campus can be constructed. Faculty who teach full-time, make less than \$16,000 annually, are under 35 years of age, are non-caucasian, held their academic rank less than three years, are more interested in teaching than research, are less satisfied with job conditions, have a positive perception of collective bargaining, and have a positive perception of unions and union officials are more likely to express a preference for collective bargaining.

Conversely, faculty who are opposed to collective bargaining on their own campus are more likely to hold administrative positions either full-time or part-time, make over \$16,000 annually, be over 35 years of age, be caucasian, have held their academic rank for more than three years, be more interested in research than in teaching, be more satisfied with their job conditions, have a less positive perception of collective bargaining, and a less positive perception of unions and union officials.

Conclusions

Ultimately the decision to embrace collective bargaining as an alternative to the more traditional form of academic governance is an individual decision. The decision is a result of a complex process that involves consideration of many variables. This study has revealed that faculties' attitudes toward their jobs and their perceptions of collective bargaining, unions, and union officers were all significant in distinguishing between faculty who expressed either a preference for or opposition to collective bargaining on their own campus. Further, an analysis of the respondents' comments revealed that all of these variables were mentioned by the respondents, giving evidence that they were variables that had, in fact, been considered in their decision-making process.

Recommendations

If this study is replicated, the writer recommends that the research question pertaining to faculties' behavioral intention as to how they would vote if a representation election were held be changed. The recommended change is to separate the question into two parts with the first part of the question devoted specifically to an indication of how the respondent would vote. The second part, then, should be devoted to a determination of which organization the respondents would prefer to represent them for the purpose of collective bargaining.

A second recommendation is to expand the list of topics or issues that might be considered as appropriate for collective bargaining. A third recommendation would be to include an additional socio-economic variable to determine the academic departmental affiliation of the respondents.

This writer recommends that a study be accomplished by using a sample of university faculty that goes beyond the boundary of a single state. Preferably such a study would be conducted using a sample of faculty from universities nation-wide, or perhaps on a somewhat more limited basis, a sample of faculty from a particular geographic region. The writer also recommends that any future research effort be directed at determining the interaction of faculties' job satisfaction, perception of collective bargaining, perception of union, perception of union officials, and socio-economic variables in relation to the faculties' stated preference for collective bargaining on their own campus.

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APPENDIX A

APPENDIX A
SURVEY INSTRUMENT

Please answer all the items on this form. Do NOT record your name.

1. Where are you employed?
 - ☐ University of Tennessee at Knoxville
 - ☐ University of Tennessee at Nashville
 - ☐ University of Tennessee at Memphis
 - ☐ University of Tennessee at Martin
 - ☐ University of Tennessee at Chattanooga
 - ☐ Austin Peay State University
 - ☐ East Tennessee State University
 - ☐ Memphis State University
 - ☐ Middle Tennessee State University
 - ☐ Tennessee State University
 - ☐ Tennessee Technological University
2. Academic rank:
 - ☐ Professor
 - ☐ Associate Professor
 - ☐ Assistant Professor
 - ☐ Instructor
 - ☐ Other (specify) _____
3. Are you:
 - ☐ Tenured
 - ☐ Non-Tenured
4. Age:
 - ☐ Under 35
 - ☐ 35 to 50
 - ☐ Over 50
5. Race:
 - ☐ White/Caucasian
 - ☐ Negro/Afro-American
 - ☐ Oriental
 - ☐ Other

6. Sex:
☐ Male
☐ Female
7. Years teaching at present position:
☐ Less than 3 years
☐ 3-7 years
☐ Over 7 years
8. Years teaching at present rank:
☐ Less than 3 years
☐ 3-7 years
☐ Over 7 years
9. Total years teaching at university or college level:
☐ Less than 5
☐ 5-10 years
☐ 10-15 years
☐ Over 15 years
10. Educational level:
☐ Doctorate
☐ Masters (presently working on doctorate)
☐ Masters
11. (a) In my present position, I:
☐ Teach full-time
☐ Share my time between administration and teaching
☐ Am a full-time administrator
- (b) My present annual salary is:
☐ Less than \$12,000
☐ \$12,000 to \$16,000
☐ Over \$16,000
12. Do your interests lie primarily in teaching or research?
☐ Very heavily in research
☐ In both, but leaning toward research
☐ In both, but leaning toward teaching
☐ Very heavily in teaching
☐ Outside both teaching and research
13. Indicate which of these general faculty organizations you are currently a member of:
☐ American Association of University Professors (AAUP)
☐ American Federation of Teachers (AFT)
☐ National Education Association (NEA)
☐ Tennessee Education Association (TEA)
☐ Other (specify) _____
☐ None

DIRECTIONS FOR RECORDING RESPONSES: Read each statement carefully. Then mark your answer in the manner specified by the question, or in the following manner, if no other specification is made:

If you strongly agree with the statement, circle "SA."

If you are somewhat uncertain, but probably agree with the statement, circle "A."

If you are undecided about the statement, circle the "?."

If you are somewhat uncertain, but probably disagree with the statement, circle "D."

If you strongly disagree with the statement, circle "SD."

- | | |
|---|-------------|
| 14. Given my present academic rank and years of service I am satisfied with my salary. | SA A ? D SD |
| 15. The lines and methods of communications between faculty and the administration are well developed and maintained. | SA A ? D SD |
| 16. I am satisfied with the manner in which faculty interests are represented in the campus administration of the university. | SA A ? D SD |
| 17. I am satisfied with the manner in which faculty interests are represented in the Board of Regents. | SA A ? D SD |
| 18. I am satisfied with the manner in which faculty interests are represented in the state legislature. | SA A ? D SD |
| 19. If I could plan my career again, I would choose an academic career in higher education. | SA A ? D SD |
| 20. The administration is concerned with the problems of the faculty and handles these problems sympathetically. | SA A ? D SD |
| 21. The current system of faculty advisory committees has done an effective job of representing faculty interests in the personnel decision-making process. | SA A ? D SD |
| 22. My extra-curricular load (committee work, administrative duties, etc.) is too heavy. | SA A ? D SD |
| 23. The State of Tennessee provides adequate financial support to the university. | SA A ? D SD |

24. (a) The present retirement program is satisfactory. SA A ? D SD
 (b) The hospitalization and medical benefits program provided by the university is satisfactory.
25. The appeals procedure here insures that faculty members will receive fair and impartial consideration of their individual grievances. SA A ? D SD
26. The standards or criteria for determining merit increases and promotions are fairly administered. SA A ? D SD
27. I am satisfied with the manner in which curriculum matters are determined. SA A ? D SD
28. My teaching load at this university is too demanding. SA A ? D SD
29. I am satisfied with the manner in which salary levels and increases are determined. SA A ? D SD
30. I am satisfied with the distribution of faculty among academic ranks. SA A ? D SD
31. The university provides me with adequate clerical support. SA A ? D SD
32. The university provides me with adequate research assistance and support. SA A ? D SD
33. The university provides me with adequate travel funds. SA A ? D SD
34. The university provides me with adequate library facilities for my professional interests. SA A ? D SD

GLOSSARY OF TERMS

Since some of the terms on these pages may not be familiar, we provide the following definitions:

Collective bargaining: a process in which the representatives of the employer and the representatives of the faculty negotiate in good faith to determine to their mutual agreement many of the terms and conditions of faculty employment. The mutually agreed-upon terms are usually incorporated into a written contract.

Impasse: when the employer and employee organization have failed to reach a mutually satisfactory agreement and yet neither is willing to make further concessions, an impasse is said to have occurred.

Binding Arbitration: a process whereby any issues which cannot be voluntarily resolved by employer and employee representatives are referred to a neutral third party (the arbitrator) for final and binding arbitration. This process may be used to resolve negotiating impasses over contract terms or to resolve individual grievances.

Bargaining Unit: a particular group of employees which has been recognized by the employer as an appropriate group to be represented by a single employee organization for the purposes of bargaining collectively.

35. I am collective bargaining for faculty members at this university. (Fill in the appropriate numbered response.)
 (1) strongly in favor of (4) strongly opposed to
 (2) moderately in favor of (5) undecided about
 (3) moderately opposed to
36. Since, after all, the university is an educational institution, more of the decision-making power should rest with teaching faculty. SA A ? D SD
37. Collective bargaining is inappropriate because faculty jobs are too autonomous and individualized to have faculty employment conditions determined in a collective manner. SA A ? D SD
38. Collective bargaining would be a more effective procedure for representing faculty economic interests (i.e., salaries and monetary fringe benefits) than the present procedures. SA A ? D SD
39. Collective bargaining is consistent with the professional standing of university professors. SA A ? D SD

If collective bargaining were institutionalized, indicate which of the following topics you believe are proper subjects for joint determination via collective bargaining: (circle your choice for each topic: "clearly appropriate" (CA), "probably appropriate" (A), "probably inappropriate" (I), "clearly inappropriate" (CI), "undecided" (?).

40. Salaries CA A ? I CI
41. A regularized salary structure, with ranks, pay steps, time in grade CA A ? I CI
42. Standards or criteria for determining merit increases CA A ? I CI
43. Standards/criteria for determining promotions and tenure

- | | |
|---|-------------|
| 44. Deciding who will receive merit increases | CA A ? I CI |
| 45. Deciding who will be promoted and receive tenure | CA A ? I CI |
| 46. Retirement program | CA A ? I CI |
| 47. Life and medical insurance | CA A ? I CI |
| 48. Distribution of faculty among academic ranks | CA A ? I CI |
| 49. Teaching loads | CA A ? I CI |
| 50. Curriculum matters | CA A ? I CI |
| 51. Administrative duties for faculty members | CA A ? I CI |
| 52. Allocation of internal resources for research support | CA A ? I CI |
| 53. Appeal or grievance procedures | CA A ? I CI |
| 54. A faculty organization selected as a bargaining representative would not have enough political influence to adequately represent faculty employment interests in the state government. | SA A ? D SD |
| 55. Collective bargaining would be a more effective procedure for representing faculty non-economic interests (i.e., curriculum matters, grievance procedures, etc.) than the present procedures. | SA A ? D SD |
| 56. Collective bargaining will not reduce the incentive for excellence in faculty performance. | SA A ? D SD |
| 57. Collective bargaining would be a more effective process for protecting against the possible deterioration of faculty employment conditions than any of the past or present decision-making processes. | SA A ? D SD |
| 58. Impasses which occur during the negotiation of agreements should be resolved through neutral and binding arbitration. | SA A ? D SD |
| 59. Strikes by the faculty would detract from their professional image. | SA A ? D SD |
| 60. Binding arbitration should be used to resolve faculty grievances which develop under a collectively negotiated agreement. | SA A ? D SD |
| 61. Faculty members should strike if other methods of resolving a bargaining impasse fail. | SA A ? D SD |

62. Faculty members should have the legal right to strike. SA A ? D SD
63. If a bargaining unit is established, it should include...(check one)
☐ teaching faculty only
☐ teaching faculty and non-teaching professionals (librarians, researchers, etc.)
☐ teaching faculty, non-teaching professionals, and classified employees
☐ undecided
64. If collective bargaining were to be implemented, the appropriate unit for the purpose of collective bargaining should be...(check one)
☐ individual academic departments
☐ individual colleges or schools
☐ the university campus
☐ the entire state system of higher education
☐ undecided
65. If an election for collective bargaining representation were held today, I would vote for the local chapter or affiliate of the following organizations as my affiliation preference: (check one)
☐ American Association of University Professors (AAUP)
☐ American Federation of Teachers (AFT)
☐ National Education Association (NEA)
☐ Tennessee Education Association (TEA)
☐ some other organization (specify) _____
☐ no organization
☐ undecided
66. If, as a result of a representation election, an organization won bargaining rights, I would:
☐ Join that organization if not already a member.
☐ Not join the organization but would support it economically by payment of dues.
☐ Refuse to join or provide financial support.
☐ Cancel my membership in the organization if already a member.
☐ Be undecided how I would react.

Think of your impressions about unions. How well do the following words describe unions as you see them? On the blanks beside each phrase below, put an "X" in the column for "yes" if it describes unions as you see them, for "no" if it doesn't describe them, for "?" if you cannot decide.

I. Unions	YES	?	NO
1. Help people in trouble	___	___	___
2. Democratic	___	___	___
3. Hold back progress	___	___	___

	YES	?	NO
4. Have too much power	___	___	___
5. Good for workers	___	___	___
6. Dues & fees too high	___	___	___
7. Force people to join who don't want to	___	___	___
8. Make trouble	___	___	___
9. Useless	___	___	___
10. Keep managment honest	___	___	___
11. Keep people from getting pushed around	___	___	___
12. Corrupt	___	___	___
13. Benevolent	___	___	___
14. Violent	___	___	___
15. Necessary in most companies	___	___	___
16. Radical	___	___	___
17. Worthwhile	___	___	___
18. Protect jobs	___	___	___
II. Union Officers			
1. Honest	___	___	___
2. Hardworking	___	___	___
3. Crooks	___	___	___
4. Helpful	___	___	___
5. "High-livers"	___	___	___
6. Up-to-date	___	___	___
7. Effective	___	___	___
8. Ask advice from members	___	___	___
9. Make too much money	___	___	___
10. Arrogant	___	___	___
11. Dependable	___	___	___
12. Opinionated	___	___	___
13. Efficient	___	___	___

COMMENTS:

MIDDLE TENNESSEE STATE UNIVERSITY

MURFREESBORO, TENNESSEE 37130

BUSINESS AND ECONOMIC RESEARCH CENTER

April 16, 1975

Dear Colleague:

What factors influence faculty job satisfaction? What is the relationship between job satisfaction and attitudes toward faculty unions? What should faculty input be to decisions determining university policy?

I am attempting to answer these types of questions in my doctoral dissertation research at the University of Oklahoma, and I need your help. Basically, I am trying to relate job satisfaction to attitudes toward faculty unions using a sample of faculty from all the state-supported universities in Tennessee.

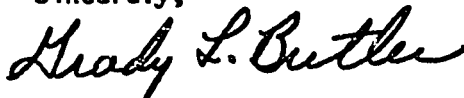
This survey is NOT being done on behalf of the state government, university administration, faculty organizations, or other special interest groups. It is being supported in part by the Bureau of Business and Economic Research at Middle Tennessee State University, in return for permission to publish the summarized results of the survey. This study is being conducted with the knowledge of the administration at each university.

Enclosed is a questionnaire designed to provide data for my research. Will you please take 15 minutes of your time to complete this form and return it to me? I can assure you that my analysis of the data will be completely statistical and there will be no attempt to identify any respondent. Also, the results of this survey will be shared with you through Tennessee's Business, a publication of the MTSU Business and Economic Research Center.

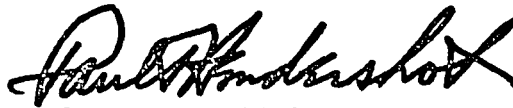
This is a one-time survey. I will not bother you with a second mailing of the questionnaire. Your prompt return of the questionnaire will be appreciated. Just check your responses, staple or tape the booklet closed, and drop it in the mail. Thanks for your help.

Should you choose not to complete this questionnaire for any reason, please fill out the first page of the questionnaire and return the booklet.

Sincerely,



GRADY L. BUTLER
Associate Professor
of Management

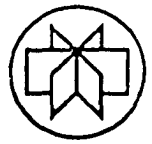


PAUL T. HENDERSHOT
Director
Business and Economic Research Center

GLB/bac

Enclosure

APPENDIX B



SCHOOL OF MANAGEMENT
DEPARTMENT OF ORGANIZATION AND HUMAN RESOURCES

September 19, 1974

Mr. Grady Butler
Box 403
Middle Tennessee State University
Murfreesboro, Tennessee 37130

Dear Mr. Butler:

Enclosed please find copies of the two manuscripts Jim Blandin and I wrote from our faculty attitude data. Please note the quotation restrictions written on them. Also enclosed is a copy of the questionnaire we used to gather our information, with a few suggestions for dropping items which turned out to be useless. Jim Blandin and I have no objection to your use of this questionnaire, subject to the following restrictions: (1) We receive full acknowledgements whenever and wherever appropriate; and (2) we receive copies of the results you generate. Finally, as I mentioned on the phone there are a lot of other questions which could be asked, and you will have to decide what kind of information you want. On the basis of our experience, I strongly suggest that you keep your questionnaire as short as possible, subject to obtaining the data you regard as necessary.

Good hunting.

Sincerely yours,

Pete Feuille
Assistant Professor of
Organization and
Human Resources

PF:aw
Enc. (3)
cc: Prof. James Blandin

APPENDIX C

APPENDIX C

RESPONDENTS' COMMENTS

Comments by Faculty Who Indicated Preference

For Collective Bargaining

I hope this will be of help in accomplishing your goal. Teaching was my profession for 43 years; and since my retirement in June, 1974, I have been doing extensive work which I thoroughly enjoy. Teaching is most rewarding, not from a financial standpoint but from the aid one gives to students who later go out into the world as great aids to society--generally speaking of course. They are not all successful, but so many are. Those we are proud to say, "I had him as a student."

Get a union for the teacher that wants to help students (and themselves). Help the teacher to resist deans and presidents who are research-oriented to exclusion of students. The students come first in my opinion and a doctorate does not necessarily make a better teacher. The teachers (like middle management) really have little power when it comes to a cutback, so I think a union is needed badly to represent the rights, duties and obligations of these teachers. The work that I do on committees to "help" the college and university are a "sham" and when I get off two of five committees that I am now on--I'm not going to get back on them. Help get department chairmen, deans, etc. that are people (student) oriented and that are trustworthy for the university. I enjoy my job as a teacher but not the pressure to publish or perish. Can unions do more to help classes for students for the summer term?

The main problem I encountered as a sociologist dealing with your questions is that your questions ask about "unions" rather than distinguishing between unions for working-class occupations and professional or white-collar unions. Therefore, I had mixed feelings and reactions to your questions about my impressions about unions.

My greatest gripe with the Tennessee Higher Educational System is that there is little or no commitment to educational system from the State Legislature. Salaries are too low, and not keeping up with inflation.

The only hope for improvement would be the formation of a strong union which could force improvements in salary and teaching loads for faculty. The university faculty members here at Tech are not satisfied, but they are too timid to ever form an effective union--the present unions have long since proven to be inadequate. Any consequences of the preceding facts I have decided to resign my position at the end of the term. I simply cannot exist on the meager salary provided.

I do not believe a local or institutional faculty organization is capable of generating the power structure necessary for backing the demands of the members. My answer to number 54 would be SA if you are referring to a statewide organization. It would be SD if you are referring to a national organization. I believe we must swallow our "inbred" pride which has been centered on a false idea of professionalism and realize that the first step in becoming professionals is to govern ourselves. The Medical Profession (AMA) is the number one union in the United States. They do very well for someone who has equal training to an Ed.D. or Ph.D.

Difficult to evaluate all statements and questions, without specific reference. Many (most) SE U.S. state universities are overly political, church dominated indirectly through the administrators and have become administration oriented. Are seats of somewhat benign totalitarianism.

At one point, I would have said that union membership was inconsistent with my status as a professional educator. However, the following issues have changed my mind:

1. The attitudes of the regents and/or administration that we are professionals only when that status suits their purpose.
2. The failure of adequate funding--faculty salaries have declined steadily in terms.
3. The attempts to establish a quota system for tenure and promotion purposes.

I feel that either administration and universities must reverse their trend to multiply and become powerful, or faculty will need unions.

Answers on page 2 are biased as I am an academic librarian with faculty rank.

Q 26. Merit increase exists as a sham or tokenism at this time. We now have neither a merit system or a cost-of-living proviso.

Q 33. Travel funds available are a result of departmental action, not general university support.

Unionization or collective bargaining is not my first choice as a means of working with administration--however in the light of other units in higher education forming such bargaining units it seems it will be necessary for faculty to form a bargaining unit for their special interests. It is likewise true that public employees are no less entitled to just compensation than private employees.

If we unionized, and our salaries went up, the university could attract

and keep better people, students here would get a better education and the state as a whole would benefit.

I hold a joint appointment in a regular academic department and a research bureau. My time allocation is about 50-50 between bureau research and departmental teaching. My position is a Knoxville one. That is, I am a faculty member of UT-K. However, I teach in Nashville extension program, and so am physically located in the Nashville office and work in it is quite small and has been going through a very turbulent period. The turbulence centers about the new director of our office. Therefore, most of my comments on administration reflect this situation.

Legislature in Tennessee is becoming completely irresponsible. Nicks and Boling are both ego-centered and lack intelligence to work with the academic community. Both Nicks and Boling should be given an airplane and expense account and then put out to pasture. Both are about as useful as a steer for breeding purposes.

Your questionnaire is very well designed--have fun with your doctoral research.

This questionnaire did not include filling out by librarians (who have full faculty rank and status at the University of Tennessee).

An interesting question would have been "Would the clerical staff organize for collective bargaining?" Please send the results of the survey to the questionnaire mailing list.

The results of this questionnaire should be sent to us, since we made it possible.

The university definitely needs to consider increasing the medical benefits to include dentist's fees as well as medical fees. Under the present system these benefits should accrue to all state employees.

The years since World War II have seen the rise of a class of professional administration--persons who have no legitimate claim to faculty status, but are, in effect, state politicians. The faculty depends upon national organizations, especially the AAUP to represent their interests and indeed to represent the concept of higher education itself, against this class of manager, whose goals are entirely managerial and pragmatic. While unionization would not be a cure-all, it would strengthen the faculty position at the state and campus levels immeasurably.

This is a good questionnaire.

Good luck!

I feel that to impose an alternative power structure to offset the present high-handed administration tactics of most state universities

would usher in an era as repressive as what we are now laboring under. I feel that professionals on a given campus have the right to protect themselves professionally, i.e., their reputations as teachers/researchers, etc. in their respective fields. Any determinations to be made as to one's competence and skill as a teacher should be made by his peers, not the administration (department chairmen are terribly inadequate as judges). The same holds true for matters of curriculum--this should not be left in the hands of administrators. In my view administration should be just that, not executives of academics or professional interests. In other words their role should be restricted to specific guidelines which do not involve academic affairs except as a coordinating function. The faculty body should have access directly to the State Board of issues that pertain to their duties and functions plus all academic considerations.

Unions depend on personnel and on a management that listens. Most of the people in the teaching profession are of high standards and therefore may violate the stereotypical attitude usually associated with unions (see the questions on page 5) although the people be of high caliber (honest, interested, idealistic). Management response to teaching professions is, I think, unusually strong-headed, arrogant, recalcitrant. The problem with teachers unions, they would come not from the union members but from the usual discrepancy that occurs when idealistic men of good will try to negotiate with business minded and educationally insensitive management (and I'm here at the state level of Management).

The issue of faculty unionization is one which is more or less important at various institutions. At MTSU, I have encountered too many mentally lazy faculty members to welcome wholeheartedly the notion of a faculty union, entrenched idiocy being too strong here already. At the same time, few members of the MTSU faculty (probably including myself) would be willing to go far enough out on a limb to openly and defiantly advocate unionization, given the probable strong adverse reaction from administration sources. Patience and persistence are more likely to accomplish improvement of the faculty and faculty's lot in life than are pyrotechnics. Before the university will react to union proposals, it is necessary that half the faculty be taught to write and that 2/3 of the administration be taught to read. Bitter? Yes! Pessimistic? Much less so than the tone of the blurb indicates. This university has a promising future but faculty unionization would not substantially affect it.

Page 5 is the hardest to reconcile my answers with my previous pro-union responses. On page 5, I am basically anti-union because that's the way I see most of them. They don't have to be that way though, and my pro-union leaning reflects the belief that a university oriented union can avoid the corruption and bullying of groups such as are associated with Hoffa and his colleagues.

Nothing personal, Mr. Butler, but I feel that you illustrate the need for collective bargaining units. Apparently you came to this campus,

without a doctorate, at the rank of associate professor. People in other areas must spend years in rank and work their way up the ladder of promotions. Obviously, people are not treated equally between areas in this university.

The reduction of job options available to college professors has made it increasingly difficult to move between jobs. As a result, arbitrary decisions made by administrators must be corrected at the institution where the faculty is employed. This requires well developed, formalized chains of communication.

I only hope that your "doctoral" dissertation is of higher quality than your questionnaire. The questionnaire deteriorated to unadulterated crap. The first part was quite well done.

Education is the most marketable product in the U.S.A. Scientists, engineers, doctors, lawyers, businessmen, and so on, are not born; they are developed through education. However, education and teachers have been unwisely represented by politicians. The need for education and educators to be better represented is apparent.

The following questions gave me some problems in trying to respond to them: 41, 44, 45, 48, 55, 61. Almost all of page 5.

41. If this is the criteria for salary, promotion, time in grade, etc. then WOW.

44. How would the union know this any better than current procedures.

45. Only if negative standards are developed and then through an accepted given procedure. But not if the union itself determines 44, 45, and 48.

48. I'm just not convinced that a quota or X = proper distribution in academic ranks and this ignores time, experience, expertise, etc.

55. I'm not sure what's covered under the label curriculum matters.

61. If the binding arbitration procedure is used and is considered to be a method of resolving a bargaining then no strike need ever take place. However, if binding arbitration is not to be considered as a method, then my previous responses of the right to strike are legitimate and perhaps the weapon to break an impasse. Yet, no one gains from a strike unless it is very, very short lived--say 24 hours.

Page 5. I found this section extremely difficult to answer because there are many unions and union officials that I know absolutely nothing about. The few that get a lot of publicity make it difficult to respond to the questions and phrases. Some of the phrases caused some concern, for example, hold back progress. Well, some have yet aided in achieving progress, and then who knows whether they do or do not when they project jobs, etc. If a professional organization could be developed with adherence by university professors perhaps this would be the best for all, etc., faculty, administration, students.

My views of university administration and state education officials, particularly the State Board of Regents, are negatively prejudiced by attempts of regional university librarians to win professional standing

in respect to annual leave. Neither the university nor the Board of Regents has been helpful or indeed, given any indication that librarians' letters, petitions, etc., are going anywhere except in the wastebasket.

In spite of being generally a union man, I am not at all sure of what they can or can't do--so much is the people running them, their tact, and ability to persuade, not coerce.

Where colleges and universities treat their faculty like factory workers with heavy teaching loads, no recognition for research or advanced rank, with too many assigned duties besides teaching, with no clerical or research help and with 40-hour-a-week campus schedule, a union is needed.

In many instances, my responses would be altered depending upon circumstances. As a rule, I feel that unions are good and necessary; however, it has now come to the point, where unions are making, it seems to me, unrealistic and outrageous demands. For university faculty, I think collective bargaining would be desirable and effective, especially as regards teaching loads. As it stands now, the legislature or Board of Regents could decide to raise our load to 12 or 21 base, and we would be powerless to do anything except resign.

I am frequently amazed at the attitude of the Regents since they are educators themselves and should sympathize with faculty problems. As for striking, I think teachers should have the legal right to strike at least for a period of time, since nearly every other group has the right. I myself would probably never exercise such a right.

On page 5 your questions and columns are hard to match, too far apart. I'm not sure many people will match correctly if they hesitate or skip a question thinking they will return to and answer it later. This isn't a 15 minute questionnaire. Anyone making a decision quickly will need binding arbitration.

In a nut shell, your problem worries me. Faculty definitely need more say-so in many areas. On the other hand, I wonder sometimes whether any union can walk the fine line between effectiveness and abuse of power. This fine line between becomes especially important in education, where there are not any very good measures of productivity, and where a sense of social responsibility is imperative.

Some of the questions asked are not phrased in such a way that an answer is possible without qualification. Page 5 questions ask for "black or white" answers and within my experience many shades of gray exist.

I am opposed to violence and most of the tactics employed by labor unions. I do not wish to strike but I am also opposed to discrimination in any form. Therefore, I believe teachers should have whatever rights any other workers have. I also believe teachers as well as other workers have responsibility to produce as much as they are paid for. For far too long colleges and universities have abandoned their basic purpose:

providing conditions for professors to teach and students to learn. We need something which will put more emphasis on the academic rather than the social and public relations.

Lots of questions answered with no firm, first-hand experience. Answers may reflect my personal feelings of frustration due to lack of any meaningful relations with administration. Personally, I think many of the problems could be eliminated if the administration didn't ostracize itself from the general faculty. They do not know how faculty feels, nor do they seem to care for "Mount Olympus" attitude. There's entirely too much favoritism and self-preservation built into our system. We need some new though, some breaking of tradition, too much routine "stuff," very little innovation. Our universities should be on the forefront of action and development, but we are too hesitant--no originality. I hope your dissertation is useful to you; I wager it will bring about little change. We rarely act from what we know; things too often just happen. Good luck.

The characteristics of union officers depend upon the nature of individuals in the nation.

The last two pages were not completed simply because I have not considered the matter.

I am really sick of the salary increases I have been getting in higher education. It affects my whole attitude about my job. If AFT was available at the university level, or if any teachers' organization would take a militant stand, I would join them.

I guess I responded out of the two frames of reference--the first, my feelings about professional negotiations, and the second, my own two-year experience in a union shop. We do not have to unionize to get the appropriate leverage, power, and voice in this university. We do need to be better organized. It is hoped that the resolution passed by our faculty to study professional negotiations as they relate to MTSU will have a positive impact. I also hope that you, Grady, and Paul will be willing to share the results of this study with the committee to be appointed on professional negotiations by the Faculty Senate.

Bargaining agents reflect the worthiness (or lack of it) of the goals and purposes of the organization. Too often become too concerned in the monetary and more "selfish" areas (vacations, workload, etc.) and would improve their reputations by considering the total scope of decisions as honestly as possible. Tennessee university personnel need a more effective voice at the state level. TEA presently is inadequate, but I would hope that it would be a reasonable as well as adamant response to needs. I would probably support a majority decision for representation but would be more inclined to favor a local (state) voice rather than an outside agency with national interests.

Unions serve an active purpose in establishing policies and rights of workers. Once this is accomplished, the union should become dormant.

Unity is a necessary step in order to be represented in the political-governing processes and for protection of individual and group rights and welfare. Professors and farmers will probably be the most difficult to organize and utilize union tactics for their group benefits and mutual protection, because professors are highly individualistic and want to identify with management.

I hope you get a good response from the questionnaire and all goes well for your dissertation.

Would like to see results in a journal that reaches most, or many APSU faculty members.

The entire system (which you are questioning) has one basic fault. "It protects the incompetent." Until this is resolved the collective bargaining process you are describing will be of no use. At present you promote, get pay increases in line with your academic rank and not with how well that individual performs.

I am interested in the results of this survey but have never seen a copy of the MTSU publication Tennessee's Business.

I think the publication which carries these results should be made widely available, at least through the libraries of other universities.

Notice of publication should be sent to all survey participants so we can locate that particular issue.

Thank you for the opportunity to express thoughts. Regret delay in returning. Misplaced booklet and just found it.

As my answers indicate I am now in favor of collective bargaining. This is a new position for me, but I believe that collective bargaining affords the only method of insuring that the rights and privileges of college teachers will be maintained during the great upheavals which are coming in higher education. Teachers otherwise are going to be getting the short ends of many straws--economic and professional straws in particular. I believe that academic freedom itself is at stake.

I think we should work through TEA for at least another 3 to 5 years. Then, see if we need another agent. I feel TEA has supported us better than we as a group have supported it.

I believe unions will become a reality in higher education. The young staff members need this type of protection in our universities today. They won't do me any good, but I believe it can and will help the next generation of college teachers.

If the administration didn't have so much power to decide where the money is spent in education, unions would not be necessary. Power needs to be decentralized. Since administrators refuse to deal with educators in an

honest, open, and sympathetic way and above all are over-paid, self-serving and dictatorial, I think the only alternative is unions. It may not be good for the academic image, however.

I have a very ambivalent feeling about unions. Basically, I believe in a bargaining power but would prefer to see it reat in professional organizations rather than some of the labor unions. I believe that the basic idea of unions is good and that they have done much good in this country. I have in the past decade become somewhat alarmed at their power, and the force they are able to exert on the country as a whole. I also believe that in instances they are so large their basic purpose and concern for the little man gets overlooked (when they come out on strike for long periods, even if many of the workers can't really afford it). Dues have gotten awfully high. I would hope very much that some of these problems might be avoided if professional organizations handled the responsibility, or if based on true representation of membership. Thank you for the opportunity of participating in your study.

I would very much appreciate receiving a copy of this questionnaire. Thank you.

Send copies of survey or report to all that you surveyed.

You should have scaled the coding of responses on page 5 as SA, A, D, SD in order to evoke a more meaningful array of different responses.

My responses may not be the norm due to a recent experience with the administration. I became aware that there was a significant salary difference between me and two black faculty hired at the same time, one had not finished her doctorate. When I inquired about it to the dean, I was told that it was university policy to recruit minority faculty no matter the cost and "even if it was illegal," to pay differential salaries. I was told that if I pursued this reverse-discrimination issue, the university would deal with me in ways unrelated to the issue of reverse discrimination; I was subsequently terminated...I filed a charge with EEOC mictolatory termination. Fortunately for me, the university failed to follow the due process in probabionary evaluations outlined in the Faculty Handbook; they failed to consult the tenured faculty in effecting my termination. Under the threat of my attorney to seek injunctive relief and the voiced concern of AAUP, the Vice Chancellor (Smith) rescinded his letter of termination. I am under the impression the decision and results were made by the university's attorney. In my opinion the grievance procedure failed to work. I made the same argument that my attorney and AAUP made four weeks earlier and the Vice Chancellor ignored it completely. Such abrasive and capricious use of administrative power is the very thing that generates unions.

Number 54 is unclear.

I have left page 5 blank because I have no experience with union membership, therefore it would be inappropriate for me to speculate. Please

do not include me in any further research. This is the second long form I have filled out, and I believe that there are enough people in the state to select different groups for each research project. I do not have time to be a laboratory mouse. Patricia Hull.

Last section (page 5): Not clear as to whether you refer to unions in general, or specific unions. Some are better than others. All unions are not the same, thus the benefits derived by the work varies.

AAUP is worthless as a professional organization. It is so professional it does nothing more than letter writing and making citations in its magazine, while not even offering legal assistance to these members obviously unfairly treated. If it were made a bargaining unit, I would not join.

This is clearly one of the most asinine questionnaires I have ever seen. How does one get an associate at MTSU without a Ph.D?

Nice job. Good luck on the analysis.

The present system is inadequate, the merit system is sound on paper, but the human element cannot be eliminated. The personalities of both the administration and faculty determine who gets what. Overall the system is paternal and "father always knows best." The only option is to break this archaic system by collective bargaining or unions.

The subject of your study is good. I only hope when it is completed that some university administrators will give some thought to the results.

The medical and other insurance benefits of this university are among the poorest in the country. Yet, the individual employee's input into negotiations for increased benefits are negligible. Collective bargaining is the only means I know of to allow each employee the opportunity of determining his duties and benefits.

Since I only hold an academic appointment 1/4 of the time, I recognize I'm not as familiar with many of the issues and procedures as a full-time academician might be. Hope this doesn't affect your research.

I am employed to do full-time research and am not permitted to teach. My salary is all soft money so I am more concerned with the source of my funds (granting agency) than UTK per se. How UTK administers grants, however, is important to me. Although the accounting office, purchasing department, etc. are fair and efficient, policies regarding overhead and universities' contributions to research are deplorable. From my experience, UTK is interested in making money from contracts and grants, but has little concern for excellence in research. UTK is status quo oriented and as best I can tell will do nothing to resolve problems at an intra-departmental level. Regarding arbitration, unionization, etc. I am for the most part indifferent. The full-time teaching faculty

These comments are probably biased in that East Tennessee State University has probably the poorest administration in higher education in Tennessee.

When your study is complete, please give the finding to Dr. Nicks and a copy to each board member, so we can upgrade the whole system. This needs to be done each year!

While I have not been strongly pro-union until just recently, I see no other alternative at this institution. We as faculty members have had our individual rights violated too long. Already in the short time that the local chapter of AFT has been organized, changes are apparent. I joined AFT because I feel I have already benefited from their actions, and I felt obligated to contribute my "fair share" for those benefits. It is most unfortunate that faculty have had to resort to unionization to have some voice in the decisions that affect us so directly. There must be changes made in the present method of administration of policy. It is time for democracy to be practiced on university campuses rather than the present dictatorial method of administration.

Comments by Faculty Who Indicated Opposition

To Collective Bargaining

I am a relatively free and independent professional. When I cannot adequately resolve any differences with university administration, I will change jobs, and perhaps change professions. If I lose the freedom to so act, I will have lost a large measure of dignity.

The question of unionization of faculty is quite separate from the one of whether or not unions have been generally good for factory and industrial workers. Teaching and research personnel are educated professionals and are able to and obligated to react as such.

I and II are too general.

I am totally opposed to unions. Even though I am unhappy with my salary and some of the other conditions here, I don't believe that a union is the solution. My observation has been that in a "union" company the tendency is to rely on your "rights" rather than your performance.

As poor as we see our lot at times, it could be worse and will be with collective bargaining. Unions tend to help on one side, but, all things considered, the net result is loss. I so believe that the nature of university administration, even though established to provide freedom of thought and action, leaves just as much room for strong arm tactics by those in authority. This could be improved by more faculty control. Also--a great need for the lawmaker to understand the task of the university faculty.

Because of the strong (mostly) opinion the legislature has, I think it might take a separate organization for bargaining unit. Perhaps AAUP could swing it because of their past image. We should as educators work to get loans so we could serve in the legislature as well as work part-time in our institutions.

I really have not made an indication on union involvement in my study. Maybe for better or worse. I don't feel that I could answer these questions intelligently.

I feel that the TEA and ETEA are operated by and for the state Department of Education.

I would rather bargain, rank myself and not through a union.

I think the teaching load is too light; we could be given more class workers and more classes; instead of 12 hours per week, 15 or 16, and a given salary increase (though this would eliminate some teachers). Professional people should not belong to unions. High school teaching should be accounted in the number of years taught and given 1/2 year credit for each year in high school teaching towards university credit for years teaching.

At the end of 30 years at U.T. Knoxville I would have been very much opposed to the union concept but in the past ten years I have changed mind and now look upon the unions as a very important but necessary brake to apply to the activities of poorly preposed, arrogant, and self-seeking administrators, especially in public supported institutions.

As you can probably tell, I am conservative turning moderate. Evolution will take place. On this particular campus the academic growth is stifled by an inept administration.

While most often I have considered unions marginal in academic areas, the arbitrariness and incompetence of the present administration of this university, coupled with rapid encroachment upon the domains of individuals and departments, have led me to believe unions are necessary here.

Neither in public nor private sectors have I seen a more consistent or dishonest failure to honor committees. I intent to return to contract research and consultation in the near future.

Question 11. Major category is omitted - share time between teaching and research.

Question 7. Over 7 years hardly adequately. Many old timers on staff 10-20-30 years and they have feeling, too!

Question 8. Same as above.

Question 11b. 16,000 category too low, young Ph.D.'s even academics making more than that on their first job after obtaining degree.

I am opposed to AFT thus my comments would be biased and directed toward that organization. Good luck! Question 29. Am opposed to strikes.

it is apparent that proper organization is needed to protect faculty and staff rights. The national Civil Service is a good example. There are automatic wage increases and well-devised grievances boards. I would welcome such an approach, should the university wish to adopt such procedures. Also, the Civil Service pay schedule and that of the military would be good to emulate. Again, I commend your action. I would join an organization and pay high dues, but I would expect benefits.

Questions 54 and 56 are stated in negative, very poor terms. Without unionization, faculty members have no legal rights (except Civil Rights). A union contract gives the faculty members legal rights. See "The Chronicle of Higher Education," November 26, 1973, p. 14. Department chairmen or other administrators should be separated from full-time faculty on collecting data.

Question 59. Given the conservative outlook of this state (strongly pro-Wallace) a large percentage of the voters would react strongly against a teacher strike.

Question 15. There is very little communication between faculty and administration. Mainly we learn of policy only after it has been enacted.

Question 16. Same comments as Question 15.

Question 17. I doubt that our interests have any representation.

Questions on unions and union officers. Unions are obviously a necessity for workers in industry and government. How effective would they be for teachers in Tennessee?

(See Question 59). I am not sure. As for officers in unions, they are like all people--good, bad, indifferent.

Very interesting.

As notes indicate, I believe that most decisions about our profession are based on qualified judgement. I am so.

Some of the questions ask if the university provides money for travel, research, assistance, etc. Quite often the money comes from federal or state funds but is handled by the university. Our department has money but really not funds from the university but from the state or federal grants. Answers: many of them may be in conflict.

My primary concern is to increase the higher education lobby's power in Nashville. The legislature, even when it responds to salary, research, and operating fund requests, favors elementary and secondary education, if not vocational education most of all. Colleges and universities have the weakest voice, and their faculties would do well to strengthen the voice by unionizing and collective bargaining if necessary.

Looks like a fairly well-designed questionnaire. I assume you believe that the relationship between job satisfaction and attitudes toward unions may be a causal relationship. This would not be a valid assumption to make. My attitudes toward faculty unions were formed several years ago, before I came to Tennessee and before I accepted my present position.

If the teaching profession does organize itself into a union, it is likely to collapse. For most of us who have received our doctorates since 1970, it has already collapsed. It is just not true that there are no students to teach. Enrollments are still increasing yet faculties are being cut. The problem is lack of funds. If we and the institutions we serve are to get the funds we need to provide a quality education program, we must organize ourselves so that we can have some influence on legislatures, on congress and on foundations. We now have the trained personnel so that we can cut class sizes and course loads, but we must convince those who control the money that such cuts are in the interest of quality education. We must convince them that a teacher's productivity cannot be judged on the basis of how many credit hours he produces. It can be judged only on the basis of the quality of instruction he offers his students. Quality education is possible only when classes are small and teaching loads low so that there can be a maximum amount of contact between the teacher and student. If we do not organize ourselves, we cannot convince the financiers that we are worth our keep. Young professors are already being turned away from the profession by the hundreds. Our profession has been in a depression for five years, yet the general public hardly knows it. When the auto workers are out of work for three weeks, the UAW makes the whole country hear about it and gives politicians the shakes; we have the numbers to do the same, and, I believe with more justice because I am humanist enough to think we are more important than automobiles. But we must convince the public that we are important, and soon. For me the cause is already lost, and at the end of this summer, I must seek a new profession. I only hope that the rest of you have tenure; your careers are at stake. If you do not do something and that very quickly, you too may soon be standing in the unemployment lines where I will be standing next fall.

I am surprised you do not request information regarding the graduate institutions of the respondent. Surely, you are aware that the Tennessee State Colleges are overly inbred, that is, filled with faculty members from local graduate schools of the surrounding three or four states. Many of these people were hired 10-20 years ago when the Tennessee institutions were fortunate to find bodies available to fill positions and were willing to practically guarantee tenure to insure the positions were filled. And many of the positions were filled by mediocre graduates of fourth-rate graduate institutions. I am suggesting that many of these people are lucky to have their positions, feel threatened by qualified, younger newcomers, and are therefore not likely to answer your survey with the type of objectivity you might wish, that, therefore, you should devise a means of assessing that objectivity. If you believe my comments are mere "sour grapes" I suggest you consult three sources of information: 1. the faculty listings of the Tennessee Universities, 2. the publishing records of the faculty members, and 3. the Southern Accrediting Association's assessment of individual departments within each of the universities.

I commend you for your conducting this survey. There is no doubt education, and higher education, in particular, faces difficult times. To me

Conditions for faculty at MSU are not good at present. While a union is not the answer perhaps, hopefully, it could reduce a high level of administrative arbitrariness and high-handed activity. Something must give.

I have belonged to educational unions in the past. I find them a necessary evil. Too often educational administration becomes so involved in moving paper and writing reports, they forget what their main purpose is.

More power to you, collective bargaining is our only way to at least stay even with trades people and construction workers.

The questions on page 5 are difficult to answer meaningfully since not all unions are alike nor are all union leaders.

The last question is probably so colored by a strong prejudice on my part to be very useful. While I am well aware that they have been very effective in improving working conditions in many situations, they have also become a monster in themselves. There should be better solutions.

There are often vagaries in responses to faculty handbooks in the absence of a recognized bargaining unit. Such units would probably make for greater stability between faculty and administration on campuses.

The questions on page 5 do not allow for shades of opinion. In many of these I agree or disagree, not fully but somewhat.

You are asking for stereotypes which obviously don't take into account the quality of the individuals who are running the operation, and it is upon them that judgments have to be made.

As president of our Faculty Council this past year, I have been struck by the degree to which faculty do not keep up with faculty business or with the procedures open to them for rectifying grievances. Yet they are willing to complain about the wrongs they think they suffer. If they should desire to unionize, I think it would be out of the desire to have someone to do for them what they are unwilling to do for themselves, and yet which is quite within their grasp if they will exert themselves a bit. It is therefore the responsibility of people of good will on the faculties who are aware that the administration is not the enemy to take the initiative in trying to lay these issues before their faculties and direct effort toward righting the grievances.

I believe, if we should unionize, that we would be placing our fate in the hand of technicians, and we would ultimately have a great many more reasons for confidence in our central administration, and, in my opinion, the most effective faculty stance, at least for the foreseeable future, is one of understanding and cooperation, with the expectation that solutions can be worked out.

of the bad conditions and because we see the benefits other unions have gotten for members. A union could make things worse if the NLRB were to put all teachers at MSU in the same bargaining unit, as it probably would. However, the interests of business professors are not the same as arts and sciences. Professional school members would be authorized and the officers would not properly represent the professional school since most of the votes would be in arts and sciences, etc.

Number 64 suggests a bureaucratic structure, with input into a central bargaining unit. And this will help estimate the geographic economic differences within the state.

Generally, I feel frustrated at the financial support given in my area; plus, the extreme difficulty in communications with administration on easy, reasonable cheap solutions and those problems and inter-relationships with other areas which I perceive but can get no hearing on. Decisions are apparently being made affecting my students, teaching and research which are made with no consultation or input and then are not effectively implemented to achieve desired effect. Too many mistakes and stupid things have happened that could have been easily resolved or stopped had two years of memos and suggestions forwarded up been actually reviewed, considered and described.

A definite need for study of this type and scope. I hope the results will have some influence on administrative decision-making policies in the future. My observation is that faculty interests are not properly represented in state-supported institutions in Tennessee. Faculty are pathetic, fearful of politics. Administrative decision-making is authoritarian and tends to be repressive. Faculty evaluation is a process (annual) which gives authoritarianism and capriciousness in their relations to subordinates (the faculty).

I found many questions ambiguous or requiring more answers than provided.

I sincerely question the utility of a formal union within "higher education." If the existing organization and the corporate universities would become active lobbyists for expanded support to education in Tennessee, the most acute problems would evaporate. The universities and colleges have let themselves be placed in a "defensive posture" by the economy and some historic excesses, but they do not need to become the legislator's scapegoat.

Good clear form. I hope that the results are published and distributed even if they prove that I am the only dissatisfied one in the entire state system. I am decidedly in favor of unions although I do recognize and fear many of the concomitant ills.

I feel the legislature and the public should be made aware of the power structure in the university system. The individual is helpless in the face of this administrative power which begins at the department chairman level. If this is not changed I feel there will be a move to unionize.

might benefit, but I doubt that full-time research people would be affected.

The last section was somewhat difficult. I have never dealt with unions in any way; therefore, it is difficult to give a valid answer.

Questionnaire is biased in favor of group organization and union. If administrators could get back to purposes of higher education and attend to the business of facilitating the teaching service, there wouldn't be a need for unions. Most administrators are concerned about their image with supervisors rather than carrying out the purposes of the higher education program.

Many of the categories, such as those on page 5, reflect the mentality of yes/no, black/white answers. Actually, I view most of these dimensions as complex, changing with the economic, social, political context, and evolving. Many of the dimensions depend on the particular institution, company, individual member, individual officer, and situational circumstances. Most of the questions are likewise viewed. For instance, my answers to questions such as No. 56, 54, 59, 20, 26 etc. are not one-time simplistic answers. There are instances when the university system's decision-making and administration model would warrant as "SA" would seem appropriate. It is for these reasons that I would think you should be fully aware of the serious problems of internal consistency inherent in your survey instrument as well as the validity (how well the instrument truly produces the accurate results your objectives purport to achieve). Also, there are the demographic and changing cultural problems, such as the dwindling college-age student population, the teacher over-supply, and the greater competition for students among a variety of choices of post-high school opportunities.

These considerations may reflect the changing role and function of the universities and could greatly affect the parameters you are studying. For instance, where is the public's and the student's input? What mechanism is foreseen in cases where the need for whole departments or segments of university courses or services is no longer supported by the clientele. I would think that the whole system of collective bargaining, faculty morales, administration, models, etc. would be hypothetical if the needs for university services change. It seems to me your questionnaire assumes these factors to be static. (That's the most serious consideration.) A self-serving system of collective bargaining--whether it be vested in TEA, AFT, or the PDQ--would be beside the point, without considering the societal and demographic changes and factors.

Find additional ways to get the results of this study to participating institutions.

Because of the rapidly deteriorating situation at Memphis State, the disregard of the faculty, the lack of ethics on the part of the administration, I would today vote to join a union (although I do not know which). I do not want to see a union, but there is no reason to think the administration at MSU will change. A union is inevitable because

I consider myself to be a professional person and as such have no desire to get involved with a union or bargaining agent. I firmly believe that at their institution if a professional properly and willingly performs his/her duties that he/she will be properly rewarded at salary-deciding time within the limits of appropriations. I consider unions and bargaining organizations as being used by non-skilled and low-skilled labor! I moved to this part of the country to get away from unionization because I have seen many instances where the influx of the union resulted in shoddy and otherwise poor products being produced. The arrival of a union or bargaining agent here would cause me to actively pursue other employment and perhaps leave the academic circle. For those people who are unskilled or poorly trained or educated in their field, the union may temporarily benefit. Likewise, the lazy and unambitious may receive some benefit.

As a College of Business professor my views are too biased to warrant completion of your survey. I shall personally make a point, however, to never continue employment at an institution where I must be a member of a union composed of faculty members in any college other than business. College of Business professors have everything to lose and nothing to gain by professionally affiliating with certain liberal arts types, etc. for purposes of collective bargaining.

Higher education, if it is worthy of the name, is a field in which excellence, not "democracy" is of the essence. Unionization specifically and inevitably produces a sort of regimented, required mediocrity. In Canada, where I taught last, things have reached such a pitch that unusual quality or excellence of any kind is rapidly becoming anathema. A "colleague" there, in defending the admittedly low standards of the university publicly stated that to raise standards would be unfair to the area youngsters who could not get into a first class university. "And besides," he said, semi-privately it is true but he was not joking-- "we'd all lose our jobs." The occasional tyranny of administration is nothing to the everlasting, doughty paralysis of "majority rule" in faculty matters. A university is not producing cars or chairs or jobs for thousands, and if it is forced to function like big business or civil service, it will become just that and probably possess the worst qualities of both. If I don't like what my administration does, I am a free agent; I can look for another job. Easy to say, perhaps, if one knows one can get another job? True, but that is part of my point. Educational standards in the humanities, at least, have literally plummeted during the last fifteen years precisely because of misapplied notions of "democracy" on campus. Upwards of 50%, I suggest, of current faculty personnel in the humanities are incompetent. Are people who couldn't "make it" anywhere else to be allowed to clog the works not only by their numbers but by legal rights? Heaven forbid!

#1. I have a 1/4 teaching - 3/4 research appointment.

#2. By all practical measures, the UT medical and hospital insurance program is a scandal.

Use of "administration" as in question 20 is too general. I think the

campus administration UTK is sympathetic, but not the system administration, for instance.

Unions and union officers vary greatly in their quality and effectiveness and I have difficulty generalizing about them.

2) While there is the opportunity for making a worthwhile contribution to working conditions from a faculty or professional union, the tendency for such units is to focus their concern too narrowly, i.e., on the rights of the members rather than getting a balanced emphasis on rights and responsibilities. While unions are organizationally democratic, the actual operations tend to be controlled by a very small part of the total membership and the overall interests of the members, including the long-term viability of the employing organization, tends to be no better served than by a reasonably responsive administrative group. 3) A union can protect against extreme conditions in employment but it can also still individual initiative and rigidify an organization in such a way that it becomes difficult to adapt to changing conditions in the larger society. Without a basic good will and good faith in day to day interaction which a good administration requires, there is need for collective action on the part of employees. I have not seen a lack of such good will or good faith at UTK.

As you can tell from my answers, I am definitely against unions. I do not believe a teacher can be a "professional" and belong to a union. If a teacher wants to become a "blue-collar worker" that is his prerogative. However, he should make a definite choice and not try to be both. I would like to cast my lot with "professions." A "professional" is interested in others' welfare. A "blue-collar" worker is interested in himself first.

I do not believe the higher education faculty should be unionized. We are supposed to be free and independent in our action and teachings, and how can we be free in our teaching if we bind ourselves to a union that "forces" group action--if I do not lack a place or the salary or any part of the position or place, I wish to be free to accept or reject the position.

I feel that many of the representatives of unions who try to organize employees of a business are sponges. I also am of the opinion that most high-ranking union officials, especially large labor organizations, do not care about the "rank and file." Their main concern is to get more power and to feather their own nests. I feel many are tied with organized crime. Labor organizations would be better if they were all local political power and should be controlled better.

The last item about one's impression of unions is terrible. It is like asking someone about all apple pie when obviously some apple pie is better than others. For years I belonged to an excellent union, and my checks to the questions reflect that experience. But there is a world of difference between unions for musicians, actors, artists, and writers--for example--and unions for truck drivers, coal miners, etc.

With regard to hourly wage earners in most industries, unions are, perhaps, absolutely necessary. With regard to so-called professions, however, it appears to me that "unionism" and "professionalism" are somewhat at odds. Unions promote the notion of promotion based not on ability but rather on seniority. The only real tool of the union to "get its way" is by the use of strikes. In my opinion, promotion based on less than merit and ability and strikes are not compatible with the concepts of professionalism. I have seen school systems go toward unionism. The result has been little except the creation of division between the teachers in those systems. Certainly, unions do gain better salaries, somewhat better working conditions, and generally a better economic situation for its members. These advances are somewhat off-set by higher prices and a higher cost of living. I really don't see how a union can, however, force an employer to submit to demands when that employer is the state government. None of this means to imply that I satisfied with the system as is, but I feel there must be a more workable, less divisive manner in which to bring about meaningful changes.

If returning delay affected your progress, I'm sorry. As in some instances, and especially this one, mail piled up on my desk. Sorry!

This I believe:

1. Teachers or professors who educate others about the value of the rational approach to the solution of problems should not strike because it is dramatically opposed to a rational approach.
2. There should not be a legal right to strike. A person has to follow to accept or reject a position on the basis of the terms stated. Having accepted these conditions a person has the opportunity to stay or leave. Thus he should not have the right to strike.
3. Professors believe in academic freedom. If education gets to the point that we must unionize like any other job, we will lose our professionalism and all of our freedom. This was a difficult task.

Whole idea of unions for professions is abhorrent.

Questions on unions are far too general (I and II). I realize the necessity of your study, and one cannot reply in general when he knows about specific unions. I am at present a part member of three unions (labor organizations) and I would respond quite differently to the specifics of each union. A very worthwhile study though not comprehensive enough to give you much to draw conclusions on.

The final questions on unions and union officers cannot be answered fairly due to varying situations, circumstances and personnel.

I favor unionization of workers and the concept of collective bargaining for the laborer. I'm opposed to the unionization of the teaching profession. Most especially in a state institution.

Professionalism and unionization are not compatible in my philosophy. If not interested in the "teaching" profession, then prepare and serve as a craftsman.

There is probably a necessity for something approaching "collective bargaining." The Board of Regents evidences very little understanding and concern for faculty interests and welfare. 65. The organization would probably be best a unity under the Regents System in Tennessee. The "organization" then would be local and would perhaps soften the impact of the banding together of the faculty and professional staff. True collective bargaining sets up an adversary system and makes the "we" - "they" syndrome even worse. Probably more acceptance for "collective bargaining" would be gained if the term "professional negotiations" were used.

Most union officers are uneducated and you could say almost criminals. I am totally against organizations whose officials incite riots and cause trouble to people who do not choose to join their mob. Like unions. To be a union official you must either look rough, talk loud, or have a police record.

Some union officers are good; some are bad at their jobs. But, after a union is established they are often (not always) more concerned with keeping their jobs than anything else! I am working for the "common good" thus ignores anything that does not form the normal pattern for college teachers and anything outside general education and education areas does not fit the normal pattern. Those who teach in high demand areas, and therefore have better than average salaries, will be pulled toward the level that is the norm for the rest of the college. I want to go up--not down!!!

This questionnaire is reasonably well conducted...though some parts subject to multiple interpretations. It is extremely difficult to respond positively on such an instrument when one has very little to no confidence in existing administrative leadership at this university (MTSU)...Most administrative appointments over the past 6 years before have been ill-advised from a qualification or quality personnel standpoint!

Professional educators, especially college and university professors, do not need unions if they are well qualified for their positions and are willing to perform their duties as true professionals. It seems to me that the drive for unionism is being fostered by malcontents and mediocre performers who wish to reduce the profession to their level--the lowest common denominator. It is their hope, apparently, to be able to gain something for nothing and to be able to hold a cudgel or weapon over the heads of administrative officials. Unionism is a false hope for professional educators in the long run.

Too many of the questions are biased without appropriate alternatives. Collective bargaining can be used to put everyone in the same mold regardless of ability or it can be used to set the general tone of relationships on which decisions are made. Too often it is used for the former and becomes rigid. It, like any other thing, can be abused. To many questions giveth in the "large" print and taketh away in the "fine" print. Any organization depends on the people in it. The

characters of the people are more important than any organization or lack of one. Where decency is clearly flaunted, then organization may be the only answer.

I firmly believe that the dignity of the teaching profession at the university level would be impaired by unionization. I like to feel that our profession is on a plane above such organizations. However, I realize that conditions may make this a necessity but it will be a sorry day for all of us. Shame on you for omitting APSU from your list of employers.

In most of these areas it is impossible to generalize. Answers in most categories is sometimes yes, sometimes no.

Essentially, I do not believe unions have a place on the college campus. And specifically, I do not believe state legislatures should form their decision-making functions over an administration unit. There is, however, a need for employee organizations to provide creative input in the decision-making apparatus at the college and state legislative level. But an employee who cannot live with expectations of his employment should resign at the earliest time.

Having recently been a student and now as an instructor, I find that faculty members, as a whole, have forgotten the purpose of the profession. Commensurate with their work, they are overpaid. In faculty meetings I hear, "What can you do for me?" Nowhere do I hear, "How can we improve the students' knowledge?" This attitude is represented in the product that is produced. I do not think that many educators spend six hours per day in assisting the student to acquire knowledge. When one accepts a position under certain terms then one should adhere to those terms. If professors would use that same energy to aid the student that they use to change the terms of their contract, then the state of Tennessee would have a much better college graduate. If the professor does not like the terms of his contract, then let him move. A teacher must feel for the students--I don't think that is the prevailing attitude!

I have seen unions invade professional territory and it has always been the less talented and less dedicated employee who supported them. The individual who had not taken advantage of every opportunity to escape responsibility was again carrying the load for those whom the union had saved their jobs. The minimum became the ideal of the work situation, with job descriptions and all of the confining restrictions associated with this. I have come to the conclusion that a union could not solve the problems I see.

I think this is quite a good questionnaire. I am surprised that the questions basically opposed to faculty arbitrating unions. At other schools I have been associated with (as a student) I do not think they were necessary (unions). However, UT is so strapped by their fear of the legislature and the state is so indifferent to the price of quality that unions may be necessary for even professionals. However, we will

not get professional excellence by arbitration--only by esprit, and we will lose more esprit through negotiations than we now have. I firmly believe all the paper work documenting hours, class loads and student numbers and % of time spent on which duties already is ending professionalism. My own feeling is that if the university wants to keep track of every hour I spend on university affairs I will do it and start working a 40-hour week, and cut out evening and weekends on my professional work--which I think is bad for the profession.

Unions and similar organizations serve a useful function for large masses of people subject to abuse by another institution. The function they serve costs money and personal freedom. I do not care to pay that price. For what it's worth, I grew up in a community with powerful unions, so I am aware of their benefits. However, given the price they have to pay, I opt for non-union--it suits me better personally.

"Administration" is taken to mean those in the unit in which I am employed and not necessarily those at the campus or system level.

I disagree with the feeling among some academics that unionization is unprofessional, but I feel that unionization of college teaching in Tennessee would cause unpleasant and unnecessary polarization. The present system (or lack of it) is far from perfect, but I see no alternative.

Thank you for the opportunity to comment. Question 24. My husband is also employed by the state, and we are not allowed a single family policy. We both must carry policies at added expense. The benefits you asked about are generally satisfactory. Although I am employed by UTN, my home base is at a community college 30 miles away. That is why I must be rather vague with the questions relating to faculty interests. There is very little time allowed for course preparation and none for paper grading or test construction. Student conferences must be kept to a minimum. As a professional person, I cannot feel that collective bargaining has become involved when administration would not listen to its members after numerous concerted efforts to make inequalities known. Sometimes binding arbitration is very difficult to live with on both sides as UTN and Tennessee State University are discovering right now. How much better it would have been for both parties if they had sat down together and worked out these problems. It's when people quit listening to each other that they must resort to bargaining. High salaries are not an accurate index of job satisfaction. Recognition and positive reinforcement are more important.

I notice a near-halo effect in my responses. This results in part from my comparison of UTK with other institutions, and in part from my being pretty satisfied here. A number of my responses reflect inadequate university-wide observation and investigation; I respond, in those instances, from experience and knowledge of my own university "home." Categorically, I oppose unionization of professionals. Specifically, because I am impressed by and satisfied with our present administration, I would consider collective bargaining only in a situation where

"exploitation" was the administration's "way of life," and there was no opportunity for me elsewhere.

A number of your alternative categories are highly arbitrary, particularly in the section on union attitudes. It is impossible to generalize about unions themselves. Some are good, some are bad. More emphasis should be given to the concept of unionization. My disapproval of the activities of a particular union or for that matter a number of unions, is not tantamount to disapproval to unionization. While it does not provide the ideal solution of the academic profession's economic problems, conditions may deteriorate to the point that unionization will be necessary in the protection of faculty interest. We are not yet at that point in Tennessee, but two or three more years of inflation and tight appropriations could change things drastically.

Good luck with your research. I'm in the same boat.

Not particularly fond of the union concept. Some years ago I had some unpleasant encounters with those who would have had me pay union dues, though I did not belong--and really was not wanted. My opinion of them has not been modified since then.

32 persons attended a session on "Collective Bargaining in Higher Education" at the Organization of American Historians. A session on the Kennedy Presidency (C. Vann Woodward) had 277 persons in attendance. I don't know what this is saying.

Unions do not have a place in higher education. Higher education should be completely in the hands of the administration the same as any other business organization.

Regarding "impressions of unions," most of the statements cannot be honestly answered as generalizations. Unions and officers range over a rather large spectrum.

Note on #57. Collective bargaining guards against the deteriorating economic conditions of employment, i.e., salary, health insurance, etc. At the same time, I believe it guarantees the academic and intellectual deterioration of university faculties and insures that over time they will lose their professional status and become semi-professionals like school teachers (K-12) are. Jerry Michel, Chairman, Department of Sociology, Memphis State University.

Unionization has an inevitable leveling effect. It brings up the rear while penalizing the super boys of competence. It creates drones to live off workers. First, unions tend toward intractable power and arrogance. Standardized pay scales are appropriate only to equivalent performances/competencies/professional achievements. Professional poverty at least confers some prestige. To unionize is to probably reduce what little dignity there is with little in the way of real increases in monetary compensations or higher wages with reduced number of positions and increases in student/teacher ratios.

No slot on questionnaire 11a for faculty employed part-time for teaching and part-time for research.

Summary of what is wrong with university teaching is that it is an extremely high pressure, stressful job (and I can take pressure). Teaching alone is full-time. If one assumes 40-hour week is full-time. Research and public service are "freebies" which I devote to the university and state. Tenure is basically a seniority device and not related to academic qualifications or merit; same thing for promotion in rank. The old-time faculty get or have both even though their academic credentials and academic performance are blatantly inferior. At the same time there should be job security of some sort. Public schools provide tenure to thousands of ill-prepared incompetents. How many public universities deny tenure to their much more highly trained personnel? Tenure should be granted but it should not mean as much as presently. At same time, there should be very definite recognition that is for merit and merit alone. I think I would not be a university teacher again because one can earn much more money without working, working, working all the time. 60 hours a week at least. Otherwise it is if you and I like the students. I should vote that I teach in a professional school and that is perhaps more difficult than in an academic department. I recognize the value of unions but am personally opposed for myself because unionization inevitably results in leveling--all is reduced to mediocrity; a university cannot thrive if excellence is destroyed as it will if merit is not rewarded and it is not under unions. If unionization comes, faculty should not bargain with non-teaching professionals and others. One last idle dream--the state legislature, one hopes it could be more intelligent, alas--idle dream.

My primary experience with a union was with an industrial company, one division having no union, another division in another city having a workers' union. In the first, there was pride in the company and a desire for cooperation. In the second, the unions encouraged grievances and distrust of management. A cooperative spirit could not exist. Efficient and non-productive got paid on the basis of longevity, so minimum effort became the rule. The salary paid stewards by the company only hindered the company because of the unrest it created. The presence of the union was a factor in my decision to leave industry.

Many of these questions cannot be answered "absolutely," but only in the context of other alternatives that could be presented as options or in contrast to other groups or organizations we are all familiar with. For example, unions are no better or worse than other organizations serving special interests, so one's assessment of their "honesty, effectiveness, etc." must be kept in that comparative framework. In any event, good luck.

I believe that collective bargaining is a major cause of the demoralization of western society. An individual retains his dignity and self respect only when he negotiates his own work contract and solves his own personal problems. Pitting labor against management, as unionism clearly does, is an abominable practice, assuring ineffectiveness of

of the whole organization. I believe the Japanese system is better than ours in this respect and will result in Japan's outstripping the western world in productivity eventually. I am particularly against unionization of civil employees such as police and firemen, and perhaps because of my profession, extremely opposed to unionizing teachers. This is the best way possible of assuring the destruction of a deteriorating educational system.

When--and if--higher education stoops so low as to require unionization, then I advocate closing the doors of all such institutions and not pursue a mockery of higher education equivalent to a sloppily run zoo!! When higher education personnel lose all sight of professionalism, then they no longer deserve to have hard-earned taxpayers providing their bread and butter. Intelligent professionals should and can resolve their differences without having some paid personnel--far less knowledgeable about what it all about--intervene. Busing has brought education at the K-12 level to the brink of disaster! It is true "Johnny and Mary" cannot read and write upon receipt of most high school diplomas--not to mention have a ghost of an idea about simple arithmetic. Unionization would only propagate further the idea that illiteracy is the "in" thing and would result in a society of uneducated persons deprived of their natural rights as a U.S. citizen. I hope I never live to witness such chaos and utter degradation of everything our country stands for. Unions have long outlined their purpose. Now they serve only to protect the inept, lazy, and totally unqualified persons aspiring to heights far beyond their capacities, backgrounds, and/or training. Need I say more? None are so blind as he who will not see! Thanks for an opportunity to express my views on this subject so vital to the welfare of our citizens--present and future.

Teachers need an organization comparable to the American Psychological Association of AMA, an organization which adds recognition to its members,* which furthers growth of its members in the profession, which has an ethics section to work out problems of activities unworthy of the profession, which speaks for its members in government at various levels, which works for adequate (though not identical) recompense for its members, and which has strength because it is sound and has integrity. This kind of organization should be as much concerned with students' rights, as with society's rights as with teacher's rights. I will sign my name on the next page if you wish to pursue this.

*By having standards for membership.

As a member of an engineering faculty, I am not attracted to joining a total faculty bargaining unit and suffering the relative loss of leverage experienced by faculty at some engineering schools where the university has organized. I grant, however, that a state institution has difficulty negotiating with the legislature, and organization of a bargaining unit might be more effective than the current approach.

Teachers, as well as other public-service professionals, should not resort to "strikes," in my opinion. Most "labor unions" seem primarily

concerned with the promotion of the "welfare" of the union officials and their political henchmen. Rank-and-file members too often have their rights violated by their own unions, after years of loyal support of their unions. When union officials convince Americans of their sincere dedication to the stated purposes of these organizations, they will have earned the respect and support of all Americans. Universities, municipalities and all public institutions should not be agencies for the development of "personality cults" for the personal benefit of their leaders.

Hard to generalize. 1. Administration because department, college, university. Individuals occupying the posts vary in their willingness and freedom to be flexible. Have sensed that systematic demands have brought individuals to the point that the nurturing component of education is squeezed out.

Items under I and II on page 5 are unanswerable. There are many unions and many different settings. It is almost impossible to accurately generalize upon their characteristics. I marked (3) to mean some are and some are not. I recognize the attempt to determine whether the response to the earlier questions are a result of attitudes toward unions in general. On this issue I am ambivalent.

Individual merit crucial to first class scholarship teaching and to a University of Quality. Rewards should fit individual merit criterion and essence of union is equality for equal work.

A generally good questionnaire, although I think that ehre is too much — uncertainty about collective bargaining for you to get an accurate assessment of how faculty really feel. What you will probably do is simply confirm that uncertainty exists.

Sir: If a double blind is in effect and in truth is a psychological investigation of bias and prejudice as related to gross generalizations and strong feelings over an explosive subject, then you may well have data for measuring human behavioral verbalizations. If not, then your data will be contaminated due to Type II errors, if in fact, you are researching the subject in question. Did you run a pilot study on your instrument? Did your chairman see this prior to distribution? The ambiguities, gross generalization, the anonymities, fracture, and narrow scope in the choice of answers leave a composite which is less than desirable and far from valid. I personally would be happy to mark another set if you decide to clean up the instrument. Meanwhile, I certainly hope that your committee will prohibit you from releasing findings for public media. You have a choice: (a) you can discuss this subject's responses with your chairman and committee members; have faith not fear, because it is their job to supervise and help you, or (b) you may drop this response in the waste can, pretend it was not among the returns, and live with guilt for the rest of your life. Anthing worth doing is worth doing correctly even if it must be re-done. A dissertation is hard work but should result in a source of pride. Good luck.

I think that collective bargaining is fine, but unions have become too powerful, demand too much, are a major cause for inflation, and many of their officials are corrupt. If the faculty of a university decides on collective bargaining, a framework should be established within the unit itself and should rotate.

In my limited experience with unions, they have antagonized me by their feather-bedding and make-work policies.

- (1) If unionization comes, every effort should be made for all parties to respond positively.
- (2) If our state does not recognize salary needs over the next three-year period, higher education may be forced to organize.

I believe that individuals should negotiate individually and that collective action has a tendency to:

- (1) forget its basic purposes
- (2) serve its own interests
- (3) perpetuate jobs that are not needed (e.g., railway workers)
- (4) become too regulatory and thus cause cost increases (note specialization in construction).

The ONLY issues for me are salary level and employment security. We already have too many rewards and punishments which are NOT based on merit. We DO NOT need a union to make this situation worse, which in my view would inevitably occur. I STRONGLY OPPOSE FACULTY UNIONIZATION.

Unionization would be the worst thing that could happen to our profession.

There should be a better way for professionals to go.

The last section on unions and union officers is very hard to answer. I do not have a general impression of unions. I have a very specific one based on several contacts and having been a union member. I think that the questions in this section are too hard to answer in general. Unions have to be examined on a case by case basis.

Many of these questions are irrelevant. After working closely with unions for many years my observations are:

- (1) The teamsters demand far more work from their members than any employer ever would. I feel that is a contributing factor to the use of stimulants by many of the drivers.
- (2) The work ruler of the ATU and railroad union have held down wages and inhibited innovation which would have made their members more competitive with the private auto and trucking.
- (3) The larger trade unions have become so powerful that the individuals have little influence over what happens to him. I believe that the individual has more influence in negotiating with his department head or dean than he ever would going to a union steward or to a grievance committee and then appealing through a union.
- (4) Collective bargaining agreements must by definition have extensive detailed work rule contracts by which both employee and administration

must adhere to. I personally feel that these extensive rules are much more restrictive and oppressive than working with congenial fellow faculty members and deans. Working under these conditions would be similar to the highly legislative conditions imposed by regulatory agencies or the police department.

(5) Personnel discrimination is strictly prohibited by collective bargaining. Therefore, promotion, remuneration, etc. are determined by items that can be easily and unquestionably measured such as seniority. I have received far better treatment than most. I prefer personnel bargaining based on personal or individual performance.

(6) Political support for the university will probably suffer due to strikes and unreasonable negotiation demands.

(7) Perhaps most important unions severely reduce personal freedom. If a person chooses not to join, it is very easy for a strong union to start a "hate campaign" against outsiders. Statistically it is far more dangerous to disagree with the union that "represents" you rather than the employer that "hires" you. Frank Davis, Jr., U.T. Department of Marketing and Transportation

As a whole I am satisfied with my position and the treatment I receive at the University of Tennessee at Knoxville. If I have a complaint it is that a staff member (teaching) can have a very effective year and rightly deserve a 7-10% salary increase. But yet the increase may not be forthcoming because the state legislature does not appropriate sufficient funds. At least this is what the faculty is told. The present year is a good example of this.

In my opinion, universities in the state of Tennessee should receive salary adjustment funds in line with the cost of living increase, but never less than 5%. This money should be available regardless of building programs and expanding teaching programs. If unrest exists among faculty members today, with respect to salary, most of the responsibility rests on the state legislature rather than campus administration.

Having worked in industry for many years, I have seen unions destroy incentive and productivity. You cannot increase the pay of a good worker, or fire a bad one, since all is determined by years of service. In our plant when a cut-back came, we would lose our experienced workers, because they had less years of service, and have them replaced by other people from other divisions, who knew nothing whatever about our apparatus. The older workers with lots of tenure became arrogant and lazy because they knew they could not be fired. Disputes between union jurisdctors held up work for long periods of time. One reason I am in a university is to escape from unions in industry.

If compulsory unionization were required, I would seek employment elsewhere. Although it might be an arrogant attitude, I see myself in a different context than a truck driver or wodget assembler. I think that seniority which is a fundamental tenet in union thinking has no place on a university campus. Recent performance should be the only criterion for promotion, salary, increase, etc. One cannot measure university

faculty performance in terms of dollars as is often the case in industry. My reading of history indicates that unions generally foster either feather-bedding on the one hand and/or emulate J. L. Lewis on the other, i.e., decimating an industry but keeping those workers remaining happy. Only those remaining can usually afford to be union members and therefore vote in union elections. I must say that the fact that unionization of faculty has reached the state where it is an appropriate thesis topic causes a sense of revulsion in me. Nevertheless, I wish you good luck on your dissertation.

Like other organizations, and the persons in them, they are both good and bad. While some have excessive power, both over their members as well as over society, some lack sufficient power. Some are corrupt, others honest and democratic. Your "forced choice" responses fail to register this fact.

(1) In a questionnaire about job satisfaction, one might ask questions about teaching (or attempting to) in a non-air conditioned building with poor acoustics with construction going on outside the window.
 (2) I suppose my responses make two things obvious: (A) I generally oppose the idea of unions in most areas, and (B) I think the administration here is woefully inept, especially concerning anything to do with the faculty.

Collective bargaining cannot, in the long run, resolve the problems stated or implied in the questionnaire. My experience suggests that organizations with a long history of able, honest leadership by individuals with high skills in maintaining good communications and reactions with their employees are not organizations which become unionized. Collective bargaining treats the symptoms of "poor" management. The way to correct the situation is to bring in "good" management.

I am completely opposed to unions of any form. Therefore, I decline to answer questions 40-66 and page 5.

Page 5 is very bad. The remainder of the instrument is OK and may be useful. I am opposed to unions for college professors, basically, but we do need some statewide organization to represent us. I do not believe unions are the correct answer. In the past the union movement has done immeasurable good; it is now doing immeasurable harm and is responsible for perhaps 3/4 of our economic ills in this country. Good luck on your research.

- 15. Yes, for faculty and academic deans; no, deans and top administration ignore each other.
- 16. ditto (15)
- 17. ditto (15)
- 18. Consider "THEC;" who do they represent?
- 20. Faculty is a necessary evil, they get in the way of planning building programs.
- 23. Not compared to U.T.
- 24b. No life insurance should be attached.

26. Like most other places, who knows whom!
 27. No one person or office should have complete veto.
 49. Teaching load: What load? Faculty of higher education are free-loaders in general. Consider: 365 days a year, 150 days of classes (3 hrs. per day), 40 days of classes in summer plus extra pay. This makes a total of 190 days at most. It is the taxpayer who needs collective bargaining. Most faculty work no more than 150 days if that; and would be hard pressed to prove that those days averaged 6 hrs. per day. If one considered 104 days for weekends, 11 holidays and 20 days annual leave there would be 200 work days remaining when faculty is ready to punch a clock. Then I would be ready for collective bargaining. 63, 64, 65, 66: one who opposes collective bargaining can't answer these questions. Higher education faculty need to come up with a way of measuring the output from their efforts, that is, introduce competition into teaching, rather than looking for a way to promote lazy people

The establishment of Faculty Senate on our campus seems to have resulted already in better communication between faculty and administration. There have been some changes that necessitate changing my original answer (#3, on page 1). Opposed to collective bargaining, I elected not to answer most of 40-66. Deciding this delayed my returning this promptly. I regret only that my indecisiveness may have been an inconvenience to you.

I believe faculty members would lose more than they would gain by unionization because they would liken themselves to trade and bench workers rather than management and professional workers in industry. There would be little opportunity to reward merit in a closed salary schedule. I strongly disapprove of the majority of the tactics of union members on this campus.

Collective bargaining is not a valid procedure for a group of individualists such as university professors. Those people who cannot publicly state their problems, such as factory workers, should have collective bargaining.

As long as the American Association of University Professors pursues the enlightened course it has pursued over the past decade, their administrative officials will do at least as good a job as representatives of some academic union. I view with alarm the tendency in some would-be academic representatives to view university professors as some union of non-thinking individuals.

I have been a member of a union for thirty-two years. During that time I have had every conceivable kind of experience from the union imaginable. Because unions are made up by and run by people, they are subject to all the catalog of human failings known to man. I abhor the union in principle. I resent deeply union "taxes" extracted from wages earned by the capable ostensibly to support those less capable. I deplore the corruption that seemingly goes hand in hand with union authoritarianism. I oppose vigorously union propagandizing that attempts to mobilize and

coalesce membership responses over issues. I reject, in principle, the political positions my union adopts for me as a member, as a political being, which have been assumed by my union and enlisted to support causes with which I disagree. I deplore the hooliganism that seems to be a hallmark of my union since its inception. I resent having to belong to this union in order to work in my profession; it is an unnecessary indignity and expense. I regret the many occasions in which my union has taken a position against technical progress in the name of protecting employees' jobs. I especially am embittered about the union's noticeable tendency to retreat into the woods when the large battles are to be fought and yet to bring up its biggest guns for an insignificant skirmish. Against these solid objections are general positive features of my union. It came into being of necessity, when workers were being victimized by avaricious employers who seemingly only understood methods employing the strong arm and the threat, implied and otherwise. Some good has come from union activity in securing a fair wage for professional activities, but this has frequently been overrun and resulted in the ultimate loss of jobs. In the sum total of all things considered, I regard the union as an unfortunate response to employer avarice. I would oppose actively any attempt to unionize the university faculties of this country, feeling as I do, since it would be in the interest of only the union itself to do so. Unions, in my experience, are like oil wells that produce only enough to keep running smoothly. I trust and hope that your study will show a large majority of university people who share my view.

Comments by Faculty Who Indicated

They Were Undecided About

Collective Bargaining

Questions 63, etc. in general the faculty at my institution are too little recognized as a collective body. I would like to see the teaching faculty as a body given more power in over-all university decisions. A meaningful Faculty Senate would be a start. As you can see by my answers above, I do not have much of an opinion, one way or the other, about collective bargaining.

This subject is not a matter of great concern to me personally, one way or the other.

I do not wish to join a union. A union should not be necessary. The major problem is that administrators and legislatures do not listen to and support faculty interests. They do not provide efficient leadership. Unless, this condition changes, then I would join a union even though I would prefer to remain a professional. I hope that administrators and legislators "wake-up" and realize this situation. If they do not, I will carry a card as long as I remain in the teaching profession.

Page 5 II - Very individual; I - would depend on union, really.

"Forced choice" answers are often very misleading. Both professional organizations and unions have favorable and detrimental aspects. To make "generalizations" in reference to very difficult questions without more specific information is impossible.

Question 65. I don't believe in unions for university faculty, but if we are forced into a union situation to survive, I want the toughest bargaining agent possible.

I am concerned that the faculty has so little voice in what happens at this university. I am not certain in my own mind that a union would change the situation. For me salary and fringe benefits are not that important or critical. My interest is in trying to provide my students with a sound education and having the faculties available to me from the university to be able to do this. I would include as a part of what I need from the university administration a reasonable amount of job security, secretarial and office help, and some provisions for attending my national meetings. I think we have lost or never had any respect in determining undergraduate core curriculum. This concerns me. I do not think unions will be any help here. The primary things I want to be changed are not good union issues, as I see it.

Too many "slanted" questions.

Question 30. I believe we have too many professors and too many on tenure. There is too much emphasis placed on a doctor's degree.

The questions and statements regarding unions and union officers were too general and did not fit my impression.

Question #10 - M.F.A. 63 quarter hours.

I would not support collective bargaining for salary. I would support collective bargaining for salary ranges and ranges for increases. For example: Assistant Professor: 1975 \$12,000-\$17,000, 1975 increase \$500-\$2,000. I could go along with collective bargaining for minimum and maximum salary and minimum and maximum increases.

Obviously, I am ambivalent about the idea of unions. To me, they smack of vicious disregard for the needs of people, including, too often, the union members. The crime records, the inflationary boosts they add to the economy--these leave a bad taste in my mind. I simply cannot visualize college teachers as a part of so undignified, tacky a movement. Yet, we are being abused. At UTK, the lower echelon of teachers have no rights, no security, and no income worth mentioning. I really don't see any solution.

My stereotype of unions is more bad than good. I think most have mistakenly placed first priority on the popular issue of wages and have neglected job security, production-pride, and the general welfare of the economy. AFT members I know tend to be grumbly people. In the past unions have been necessary to combat bad management, but I prefer

cooperation to competition and corporation to union/management. I would prefer my university to be a corporation with students, faculty, clerks, maintenance, etc. having vested regrets, electing all administrative officers, setting policy, etc.

Page 5: I have a great deal of difficulty with these questions as there are some unions and union leaders I would answer yes on and some I would answer no on. My general impression is that they are necessary in our economy.

The basic problem at this university is too many administrators. If a union were established, a second problem would be created--too many union administrators.

I strongly oppose professors taking part in collective bargaining, therefore I have no way of assessing my attitude "if such were the case." Ambiguity of last section difficult to overcome. Doubt if it is valid.

Collective bargaining may or may not work. Depends on the people. I would like to see the result of the study. Dr. P. Khanna, Department of Psychology, Memphis State University, Memphis, TN 38152

As a whole, universities and state colleges in Tennessee are losers. They cannot keep good professors and young instructors.

The general caliber of academic professionals in state institutions is not in "tune" or high enough to maintain the responsible concepts of collective bargaining. In other words I don't know anyone here (or on faculty) in 8 years who I believe could represent my interests. The state institutions are now too steeped in bureaucratic "tape" to impose another layer for purposes of collective bargaining. Under the present concept of administration in state government, the executive (the president) is the decision-maker and collective bargaining would not change this without satisfactory laws.

I believe a state-wide system of salaries and fringe benefits, together with a method for increases in rank and salary should be established (w/o unionization), which would be uniform and publically explained, but would allow for some flexibility at local levels (local within institutions, within departments). This should be public, not private (no secrecy) exactly as in Civil Service. The ranks are known, the requirements for achieving the ranks are known, the salary levels are standard within rank, seniority is universally treated, accumulated sick leave, etc. is known.

Some of your questions are too vague and force people to read into them.

I do not think unions have any part on or as bargaining agents. I would not want a university to be taken over by a union and controlled by such. I consider this an unprofessional approach to problems and prefer other solutions.

I apparently am not convinced that "unionizing" is either professional or profitable for American university professors in the 1970's. My preference would be to seek excellence first and hope to sell people (especially legislators) through performance, merit, production.

Another standard form, similar to the hundred or so I have filled out over the years. They sure get advanced degrees for individuals or satisfy source "research" requirement. They seldom serve a useful purpose.

The education industry probably contains more than its fair share of incompetent and/or lazy people already...Would unionization make this situation worse?

I've done my best but I really don't know much about such things. I have taught abroad for ten years and only recently returned to the U.S.--to a very different U.S. from the one I left. I think unions were very useful to industrial workers in a certain period of history. Maybe they still are, but they seem very high-handed. I don't think professional people want to or should be treated like industrial workers, yet I recognize there are many inequities in academia. Would organizing make it any better? Probably not.

Difficult to answer many questions since we are all kept in the dark at ETSU. Communication is totally ineffective. I hope all Tennessee schools are not in this position. However, this is my last year of teaching at ETSU and frankly, I'm relieved. The institution and the state are at least 10 years behind other parts of the country.

Many of these answers are based on and colored by conditions at ETSU. I strongly suspect my responses would have been different if in another university in the state. I am basically opposed to unions in the academic community but this campus seems to have little alternative to an adversary relationship between faculty and administration.

Numbers 18 and 19. We get few reports, we have no way of knowing how well our interests are represented.

Number 20. Is ambiguous. What do you mean by problems--personal or academic? The response may not be the same in both cases.

APPENDIX D

APPENDIX D

FACULTY SENATE QUESTIONNAIRE

The Faculty Senate Committee on Professional Negotiations is charged with the task of exploring thoroughly the issue of professional negotiations as it relates to M.T.S.U. and to recommend to the Senate courses of action. Pursuant to this charge the Committee requests that you respond to the six points on this questionnaire, fold and return to the address on the reverse side as soon as possible.

Check one in each column:

- | | |
|--|--|
| I. | II. |
| 1. <input type="checkbox"/> Tenure | 1. <input type="checkbox"/> Teach Full Time |
| 2. <input type="checkbox"/> Non-Tenure | 2. <input type="checkbox"/> Teach Part Time |
| | 3. <input type="checkbox"/> Shared Time Admin./Teacher |
| | 4. <input type="checkbox"/> Full Time Admin. |
- III.
1. ☐ Professor
 2. ☐ Associate
 3. ☐ Assistant
 4. ☐ Instructor
 5. ☐ Grad. Asst.
 6. ☐ Other _____
- IV. If state law ever permits collective bargaining (professional negotiations) for public employees in higher education, what organization would you prefer represent you as faculty of this university?
1. ☐ American Association of University Professors (AAUP)
 2. ☐ American Federation of Teachers (AFT)
 3. ☐ Tennessee Education Association (TEA)
 4. ☐ Some other organization (specify) _____

- 5. ☐ No organization
- 6. ☐ Undecided

V. My attitude toward collective bargaining (professional negotiations) is:

- 1. ☐ Strongly in favor of
- 2. ☐ Moderately in favor of
- 3. ☐ Moderately opposed to
- 4. ☐ Strongly opposed to
- 5. ☐ Undecided about

VI. Comments: