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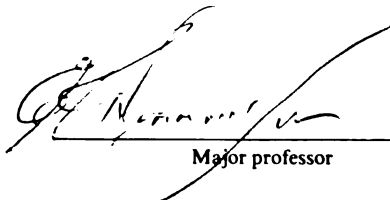
The Effect of Faculty Unions on
Faculty Participation in Governance
and Academic Freedom as Perceived
by Faculty Members

presented by

Marshall Giller

has been accepted towards fulfillment
of the requirements for

Ph. D. degree in Education


Major professor

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THE EFFECT OF FACULTY UNIONS ON
FACULTY PARTICIPATION IN GOVERNANCE
AND ACADEMIC FREEDOM
AS PERCEIVED BY FACULTY MEMBERS

By
Marshall Giller

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ABSTRACT

THE EFFECT OF FACULTY UNIONS ON
FACULTY PARTICIPATION IN GOVERNANCE
AND ACADEMIC FREEDOM
AS PERCEIVED BY FACULTY MEMBERS

By

Marshall Giller

The last two decades have seen an increase in collective bargaining for faculty members at four-year universities. Aside from any effect this may have on the bread and butter issues, salaries and working conditions, another question arises: Do faculty unions affect the traditional relationships and practices of the academic world? In this study certain of these traditional practices in specific terms are described, and faculty perceptions of any change in these specifics since the establishment of faculty collective bargaining are examined.

The research was conducted at four-year institutions of higher education in the State of Michigan which have collective bargaining contracts for faculty. Questionnaires were sent to a random sample of faculty at nine of the institutions who had taught there both before and after the establishment of the union to test two null hypothesis:

Ho 1.: The faculty members perceive no change in this item since the establishment of collective bargaining through a faculty union at their respective institutions.

Ho 2: There is no difference in faculty members' perception of change in this item among the several institutions surveyed.

Interviews were conducted with faculty at seven of the institutions to discuss the questions that were included in the questionnaire. The union contracts at the nine institutions were also examined to see what provisions they contained concerning academic freedom and faculty participation in governance.

The conclusions are:

1. Most faculty do not perceive any effect by the unions on their freedom to perform typical teaching functions. There is a general feeling that unions have had some positive effect on academic freedom in general.

2. The faculty generally perceive an improvement in faculty participation in governance since the establishment of faculty unions.

3. There are differences in these perceptions among different institutions.

4. There is a perception by faculty that supervision has become more rigid and the social climate has become more adversarial since the establishment of the union.

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And finally, I wish to dedicate this work to my parents, who always wanted their son to be a doctor.

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CHAPTER I

INTRODUCTION AND OVERVIEW

The last two decades have introduced an idea from the world of industry into the academic world: collective bargaining for faculty members. Aside from any effect this may have on the bread and butter issues, salaries and working conditions, another question arises. Do faculty unions affect the traditional relationships and practices of the academic world? In this study certain of these traditional practices in specific terms are described, and faculty perceptions of any change in these specifics since the establishment of faculty collective bargaining are examined.

Development of Faculty Unions

Unionization of faculty members in four-year institutions is a relatively recent development. Central Michigan University was the first in Michigan to have a faculty union in 1972. Since then, nine of the four-year state universities in Michigan have collective bargaining.¹ Among the four-year state universities without faculty unions are two of the "big three", Michigan and Michigan State. In addition, there is collective bargaining for faculty at Adrian College and The University of Detroit which are private institutions.

¹ This information was provided by the state headquarters of the MEA and the AAUP.

The two unions in Michigan which bargain collectively for university faculty members are the Michigan Education Association (MEA), affiliated with the National Education Association, and the American Association of University Professors (AAUP). Both of these organizations started out as professional associations and took on the function of collective bargaining in recent years. The NEA, along with the American Federation of Teachers, previously was active in organizing faculty unions, first at the K-12 level, and then in junior colleges.

The growth of faculty unions nationwide has paralleled that in Michigan. In the AAUP, by 1984, 60% of the members belonged to chapters which were collective bargaining units.²

Jones, in a 1986 article, estimates that "soon one out of three higher education faculty members will belong to a union." At the time of that article faculty union membership had reached 120,000.³

The Problem

In view of this growth in faculty unions, this question takes on some importance: Are faculty unions affecting the traditional environment of the academic world? A number of

² Watkins, Beverly T., "AAUP's New General Secretary Takes Stock of Organization's Strengths and Weaknesses", Chronicle of Higher Education, Oct. 17, 1984

³ Jones, Lewis L., "The Impact of Faculty Unions on Higher Education: A Reconsideration", Public Personnel Management, Summer 1986, p. 182

writings, which are discussed in more detail in Chapter II, address this question. Several writers suggest that collective bargaining by faculty at universities is not in accordance with the traditional atmosphere of Academia. Concerns about the effect of unions on the social climate are expressed by Schaefer⁴ and Birnbaum and Inman.⁵ These and other writings which will be cited below suggest that two of the principle traditional elements of academic life which may be affected are faculty participation in governance and academic freedom.

Therefore, the problem that was investigated by this study was the effect of faculty unions on the areas of governance and academic freedom at selected institutions of higher learning as perceived by faculty members who were at these institutions both before and after the establishment of a faculty union. Although there are a number of writings, described in more detail in chapter II, on the question of whether or not unions cause detrimental effects in these traditional academic areas, this researcher has not found any study that surveyed the opinions of faculty members who have had the experience of working at the same institution both before and after the establishment of a union.

⁴ Schaefer, Susan Davidson, "The Senate and the Union in the California State University System", Academe Nov-Dec 1987

⁵ Birnbaum, Robert, and Inman, Deborah, "The Relationship of Academic Bargaining to Changes in Campus Climate", Journal of Higher Education Sept-Oct 1984

The study has been divided into two areas, governance and academic freedom. This division is based on writings which indicate that these are two of the principle traditions of institutions of higher education.

Governance

"Collegiality" or faculty participation in many of the decisions in the governance of institutions of higher learning is described by several writers as an academic tradition, including Zirkel,⁶ and Yellowitz.⁷

The U.S. Supreme Court has also recognized the tradition of faculty participation in governance. In the Yeshiva decision, the court held that the faculty at Yeshiva University had absolute authority in academic matters, deciding the courses to be taught, the teaching methods, and the standards for admission. In addition, the Court found that faculty exercised other supervisory and managerial functions, since most faculty recommendations on hiring, granting sabbatical leaves, and approving tenure were carried out.⁸

⁶ Zirkel, Perry A., "Faculty Bargaining and Campus Governance: Rhetoric vs. Research", American Association of University Administrators, Washington, D.C., 1986

⁷ Yellowitz, Irwin, "Academic Governance and Collective Bargaining in the City University of New York," Academe, Nov-Dec 1987

⁸ National Labor Relations Board vs. Yeshiva University, 444 U.S. 671, 1980

This decision curbed the right of faculty members at Yeshiva University to organize a faculty union. Faculty were considered to be a part of management because of their extensive participation in governance. This decision had implications for many other universities, because the practices at Yeshiva were typical of faculty participation in governance, as described by Daponte among others.⁹ (Faculty at state universities in Michigan are not affected by this ruling, despite the fact that they participate in governance, since the state statutes in Michigan give state employees the right to form unions.)¹⁰

Sommers describes governance as being involved with "hiring, firing, promotion, and performance appraisals."¹¹

Development of Specific Items of Governance

One of the purposes of this research was to describe both governance and academic freedom in terms of specific items which affect the every-day work of faculty and then to survey the faculty members' perceptions of changes in these specific items which may have occurred as a result of the union. It was believed that responses to specific items would be more

⁹ Daponte, Kenneth J. "Practical Implications of the Yeshiva Decision", CUPA Journal, Jan. 1981

¹⁰ Dr. Keith Goldhammer in the course "The Law and Higher Education", taught at Michigan State University, Spring 1983

¹¹ Sommers, Alexis N., "Collective Bargaining: Issues and Complexities of the Campus Environment", CUPA Journal, Summer 1978

meaningful than responses to a general question on changes in governance. Based on the sources mentioned above, the following is a list of items which are believed by this researcher to be typical of faculty participation in governance. They include faculty participation in decision making in the following areas:

1. Hiring new faculty.
2. Approving promotion of faculty.
3. Granting tenure to faculty.
4. Approving requests for sabbatical leave.
5. Determining class sizes.
6. Determining faculty work load.

These items were used as the basis in development of a questionnaire and as a guide for the faculty interviews.

Academic Freedom

The other area of academic tradition which was investigated was academic freedom. Academic freedom has been defined by the AAUP as the right to teach any ideas related to a course without interference for political or other reasons. This definition has been adopted and incorporated in the faculty handbooks of Michigan State University and Ferris State University. The definition is also incorporated into some of the union contracts.

Since the definition speaks of "teaching", a list of activities which comprise teaching at college level was

compiled. A major source for these activities was a textbook on teaching by Eble.¹² This text covers activities that include selection of textbooks, preparation of exams, and grading students. It was also pointed out by Dr. Eldon Nonnamaker in a course called "The American College Student" at Michigan State University in the fall of 1982 that faculty members make a great number of decisions for themselves in the matter of curriculum, grades, kinds of tests, and course subject matter.

Based on these sources, the following is a list of items which this researcher believes to be typical activities in the course of teaching in which faculty have freedom of action. They include the freedom to:

1. Teach any ideas related to the course without interference due to political or other reasons.
2. Choose textbooks.
3. Determine course subject matter.
4. Determine the kinds of exams.
5. Determine grades
6. Determine curriculum requirements.

As in the case of the specific items in the area of governance, it was believed that responses to questions about changes in these specific areas would be more meaningful than

¹² Eble, Kenneth E., The Craft of Teaching, San Francisco, Jossey-Bass, 1976

responses to a general question about changes in academic freedom, therefore these items were also used both in the development of the questionnaire and in the subsequent interview guide.

In view of the freedom of action faculty members have enjoyed in many areas of teaching, as documented above, the question of whether the faculty perceive a change in the strictness of supervision by the university administration since the establishment of a union was also investigated. Therefore, a question asking whether faculty perceive a change in the strictness of supervision since the union was also incorporated into the questionnaire and into the interview guide. Furthermore, since the question of the effect of unions on the social climate has been discussed by Schaefer and Birnbaum and Inman (as mentioned above), among others, it was felt that the question of whether faculty perceive any change in the social climate should be considered. For this reason, a fourth choice was given in the question concerning strictness of supervision: "Other changes in the social climate."

Methodology

Nine institutions of higher education in the state of Michigan which have faculty unions have been included in the study. The intention was to limit the study to four-year universities and colleges in which the traditions of academic freedom and faculty participation in governance would be

expected to prevail. Therefore, two schools with a recent history as proprietary institutions were omitted, as will be explained in Chapter III.

The study was confined to Michigan institutions due to limitations of time and resources. There are eleven institutions in Michigan which meet the criteria described above. A request for the list of names of faculty who had been at each institution both before and after the establishment of the union was sent to the union secretaries at each of them. In two cases, The University of Detroit and Lake Superior State College, the union secretaries refused to cooperate, therefore these two were not included in the study.

The methodology consisted of:

1. Sending questionnaires to a random sample of faculty who met the criteria described above at each of the institutions. The questionnaires, which will be described in more detail in Chapter III, asked if this faculty perceived changes in any of the areas of governance and academic freedom described above.

2. Conducting interviews with a different sample of qualifying faculty at several of the institutions, discussing the same questions that were on the questionnaire and discussing other matters, as will be described in Chapter III.

3. Examining the union contracts at each of the institutions to determine to what extent these areas of governance and academic freedom are included in them.

Hypotheses

The results of the questionnaires were used to test two hypotheses for each of eleven questions. Stated in their null form, the hypotheses are as follows:

Hypothesis 1. (Ho 1): The faculty members perceive no change in this item since the establishment of collective bargaining through a faculty union at their respective institutions.

Hypothesis 2 (Ho 2): There is no difference in faculty members' perception of change in this item among the several institutions surveyed.

The responses were examined at the 5% level of significance using t-tests to test Hypothesis 1 and the non-parametric Tukey-HSD test to test Hypothesis 2 to determine which pairs of institutions indicated significantly different perceptions among faculty at the 5% level.

Importance of the Study

If faculty unions are detrimental to long standing academic traditions, then faculty should weigh this fact against possible material gains that they may expect from collective bargaining. If, on the other hand, academic traditions are not seriously affected by unionization, then there should be less objection to unions. As will be documented in Chapter II, there have been a number of opinions

expressed on this subject. Some of the writings reflect the personal feelings of various people in the academic world who, in some cases, have not personally experienced faculty unions. It is hoped that this study will determine the effect of unions on certain academic traditions by surveying the people who should know: faculty who have had the experience of teaching, both before and after the establishment of a faculty union.

Limitations of the Study

1. An effort was made, as will be described in Chapter III, to make sure that questionnaires were sent to an unbiased random sample at each institution and that interviews were conducted with an unbiased random sample. About half of those who were sent questionnaires responded and about one fourth of those who were sent interview requests agreed to be interviewed. It is possible that there is some bias involving the type of person who responds to such requests. It should be noted, however, that this researcher found the respondents to be a representative sample of different schools or departments of their respective institutions, and also that there were both pro-union and anti-union sentiments expressed by respondents to the questionnaire and by interviewees.

2. The sample selected for questionnaires was a stratified sample, among different institutions. The total number of replies was 165 from all nine universities. In the

case of some of the smaller institutions, however, the number of responses from the individual college was small. The number of questionnaires sent out, which was over 350, was limited by the time and resources of the researcher.

3. The study was confined to institutions of higher education in Michigan. If Michigan has a social climate or tradition that is not typical of other areas, than this is a limitation of the study.

Summary and Organization of the Study

With the growth of faculty unions in the nation's universities in recent years, there has been a body of opinion that unions are detrimental to academic traditions. In this study an attempt is made to describe these academic traditions in terms of a number of specific items. A sample of faculty who have experienced teaching before and after unionization at their respective campuses was surveyed to see if they perceived changes since unionization--and if so in which direction--in these specific items of faculty participation in governance and academic freedom. The study was conducted in higher education institutions in the State of Michigan.

The study is organized into five chapters. Chapter I includes the introduction, background, importance, and limitations of the study and a brief description of the methodology and hypotheses to be tested. Chapter II is a review of writings on the effect of unions on various academic

traditions. In Chapter III the methodology is described which includes the population that was surveyed, the instruments used, and the methods of statistical testing of the results. In Chapter IV are the findings from the questionnaires, the results of the interviews, the findings from the examination of union contracts at the various institutions, and the results of the statistical tests of the questionnaire results. Chapter V contains the conclusions, reflections, and recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

Overview

In view of the relatively recent extension of faculty unions to four-year institutions of higher education, as described in Chapter I, the emphasis in this study has been on the most recent literature. Comments about purely "bread and butter" effects of unions, such as wage levels and working hours are not included in this study, which is concerned with the effect of faculty unions on academic freedom and faculty participation in governance.

The literature points out that the development of unions has been from the lower level to upper levels of educational institutions. The motives for forming unions according to various writings have been insecurity on the part of faculty members and dissatisfaction with the degree of faculty participation in governance. The conflict between faculty unions and the traditional role of academic senates in governance is dealt with in several writings, which indicate that frequently there has been an accommodation between the two. There are a number of writings expressing the opinion that unions conflict with the traditions of the academic world, such as collegiality, and introduce an atmosphere of rigidity and an adversarial relationship between faculty and administration. Other writings suggest that unions have

strengthened academic freedom and traditional forms of academic governance. Specifically, the AAUP committee for investigating academic freedom violations is cited.

Development of Unions

The general direction of the growth of unions in the teaching profession has been from lower level to upper level. Schools (K-12) were organized first, then two-year colleges, and finally four-year institutions. There is also a progression from the less prestigious institutions upward. In Michigan, two of the three most prestigious state universities are not union: Michigan and Michigan State. In addition, this researcher was informed in interviewing faculty, that union membership at the third of the "big three", Wayne State, comprises less than half of the faculty there.

A similar situation prevails in other states. In writing about the State University system of New York, Drotning and Whalen state:¹³

The advantaged units of SUNY are the weakest supporters of the collective bargaining agent...The relatively low rate of union labor membership at, for example, the university centers, may be partly due to labor market factors. The faculty at the more advantaged units may be harder to replace than faculty at less advantaged campuses.

This suggests that one reason for increased union

¹³ Drotning, John E., and Whalen, Garry M., "Grievance Administration in SUNY", The Journal of Higher Education, May-June 1978, p. 271

activity at the lower level of higher education institutions is a greater feeling of insecurity on the part of their faculty. This idea is also expressed in a dissertation at Michigan State University in 1979 on the subject of why faculty members choose unions.¹⁴ The writer, William Owens, is an organizer with the MEA. He covered in detail the successful campaign to organize Ferris State College and the unsuccessful campaigns at Michigan State University. Among other differences between the two institutions, he points out the fact that most MSU faculty have doctoral degrees and most Ferris faculty do not and this gives the MSU faculty a greater feeling of job security.

Unions and Faculty Participation in Governance

Zirkel suggests that research has indicated that a principle cause of successful unionization of faculty has been a lack of perceived faculty influence in decision making. He suggests that there is a saturated body of rhetorical writing, and a neglected body of research on the interrelationship between faculty bargaining and campus governance. His conclusions from this body of writing are:¹⁵

1. Qualified support for the notion that lack of faculty

¹⁴ Owen, William Robt., "Why Professors Choose Collective Bargaining: The Michigan Experience", Unpublished dissertation at Michigan State University, 1978

¹⁵ Zirkel, Perry A., "Faculty Bargaining and Campus Governance: Rhetoric vs. Research", American Association of University Administrators, Washington D.C. 1986, p. 11

input is a cause of unions, but there are also other factors.

2. There is no significant increase in faculty influence due to collective bargaining, particularly at mature institutions.

3. There is no "death knell" for academic senates at union campuses. Instead, there is often cooptation, accommodation, and coexistence.

4. The gains in decision making input by faculty are usually matched by greater centralization of decision making at the executive level at the expense of deans and department heads.

The four main issues in collective bargaining at the university level were described by Sommers, as follows:¹⁶

1. Preserving and strengthening tenure.
2. Maintaining compensation to match economic inflation.
3. Controlling the financial and manpower components of academic productivity.
4. Partitioning institutional governance between faculty and administration in the matter of hiring, firing, promotion, and performance appraisals.

The second and third, compensation and productivity, are also concerns of collective bargaining in industry, but the first and fourth, tenure and sharing governance decisions, are characteristic of the academic world. Normally, industry has no equivalent to academic tenure and collegiality. These four issues are indeed dealt with in the collective bargaining contracts of the nine institutions which were examined by this researcher.

¹⁶Sommers, Alexis N., "Collective Bargaining: Issues and Complexities of the Campus Environment", CUPA Journal, Summer 1978, p.17

The possible conflict between union contracts and the traditional role of academic senates in governance is dealt with by Yellowitz. In the case of City University of New York, he points out that the union has insisted on protecting the traditional academic governance at that institution since its initial contract in 1973. The union has existed side by side with an academic senate, and usually has cooperated with it to oppose administration efforts to change some of the governance traditions. He states:¹⁷

Despite the myth that unionization destroys collegiality, the fact is that academic unions respect traditional governance where it has been well-established and is functional. Although union leaders believe a contractual relationship is a more effective tool for faculty than the consultative procedures of traditional academic governance, they respect the academic functions and responsibilities of senate and other bodies. However, in the absence of a meaningful system of academic governance, unions may seek to incorporate these missing rights and responsibilities of faculty into the contract in some form.

Relations among the faculty senate, the union, and the board of trustees at institutions within the California State University system are discussed in the same issue of *Academe* by Schaefer. After describing the various conflicts and struggles for power among the three groups, she writes:¹⁸

Collective bargaining imposes a framework in which we

¹⁷ Yellowitz, Irwin, "Academic Governance and Collective Bargaining in the City University of New York", *Academe*, Nov.-Dec. 1987, p.11

¹⁸ Schaefer, Susan Davidson, "The Senate and the Union in the California State University System", *Academe*, Nov.-Dec. 1987. p. 15

must operate, so some solutions to a given problem are not open to use even on the most collegial campuses... Standardization reduces our idiosyncracies.

Larry E. Glenn writes about the situation at the Southern Connecticut State University between the faculty senate and the AAUP as follows:¹⁹

...the presence of a collective bargaining agreement has resulted in significant change in the role of the senate in university governance. The most prominent change is that the senate has become stronger. Before the contract, the senate was essentially a faculty forum; faculty could air their views and pass resolutions, but whether the administration would respond to the senate was uncertain. With the first contract, ratified in 1977, the AAUP ensured that the administration would be responsive to the senate by requiring that "the president shall acknowledge and respond to that recommendation in writing within fifteen school days of receiving the senate's recommendation." The president can say no to the senate, but cannot ignore a senate action.

The gist of these three articles, published in *Academe*, is that despite some conflicts between the union and existing governance institutions such as a faculty senate, the union contracts have generally solidified traditional forms of academic governance and given them legal standing.

Social Climate and Academic Freedom Issues

Some writers feel that unionization necessarily conflicts with collegiality. Gemmell states that the participation in governance by a faculty cannot be carried out in the same way by a faculty union because "There are three characteristics

¹⁹ Glenn, Larry E. "The Faculty Senate and the AAUP at Southern Connecticut State University", *Academe*, Nov.-Dec. 1987, p. 16

of unionism which get in the way: conflict of interest; exclusive representation; and binding arbitration."²⁰ The conflict of interest is between the desire of the union to protect its membership with tenure and to promote egalitarianism in wages and benefits and the desire of the university to recruit new people and to reward the deserving with merit raises. Exclusive representation means that the union bargains for all faculty, including non-members. The practice of binding arbitration means that the union must make the strongest possible case for one side, rather than seek a reasonable compromise in the spirit of collegiality.

Walther writes, "Regardless of a background of collegiality, once collective bargaining comes on the scene, clear and established lines of supervision are essential."²¹

An example of a conflict between the union and the administration in the area of faculty development programs in the Minnesota State University system in 1980 is described by McMeen and Bowman. The Chancellor had obtained a faculty-development grant and sought to implement it on his own. The union attempted to treat this as a collective bargaining

²⁰ Gemmell, James, "Improving Academic Personnel Administration Under Collective Bargaining", CUPA Journal, Summer 1978, p.11

²¹ Walther, Peter D. Esq., "The NLRB in Higher Education" CUPA Journal, Summer 1978, p. 2

matter in which it would have a say.²²

The conflict was resolved when the association reportedly received assurances that it would have an effective role in the grant's general advisory committee. In summary, wherever collective bargaining is recognized as a legal process, faculty development may well become a negotiated item...Conceivably, such an event could become a harbinger of positive faculty involvement in the improvement of teaching.

In a dissertation by Carol Hopper in 1984, the opinions of faculty members at Wayne State (union) and Michigan State (non-union) were solicited. The results indicated that 76% of Michigan State faculty believed that faculty unions were inappropriate and detrimental to professionalism. At Wayne State only 45% of the faculty were of this opinion.²³

In the area of unions and academic freedom, the AAUP has had a committee to investigate violations of academic freedom and tenure since its inception in 1915. According to a news release by the AAUP, they responded to 1222 cases of such alleged violations in 1986, a 20 percent increase over the previous year.²⁴ Heller points out that these activities by the AAUP have been drawing increasing opposition from colleges. He points out that the AAUP has no power over

²² Mcmeen, George R. and Bowman, Richard F. Jr., "Faculty Development and Collective Bargaining", Improving College and University Teaching, Winter 1984, p. 15

²³ Hopper, Carol Nuremberger, "An Exploratory Study of the Perceptions of Professors as Professionals at a Unionized and a Non-Union State University", unpublished dissertation at Michigan State University, 1984

²⁴ "Number of Academic Freedom Cases Increased by 20 Percent in 1986", News release by the AAUP, Washington, 1986

offending institutions except to place them on a censure list. Some college administrators say that the AAUP is no longer a professional organization, but just another union and claim that they are not concerned at being on this censure list. He also makes the point that collective bargaining and the protection of the courts make this activity by the AAUP less necessary today than it was in 1915, when as he quotes one of the committee members, "it was ghastly out there."²⁵

Jones summarizes research and common views, pro and con, of faculty unions,²⁶ and Birnbaum and Inman summarize research on, and opinions of the effect of unions on campus climate and report on their own study of this effect.²⁷ The belief that faculty unions are inappropriate to the teaching profession, destroy the feeling of collegiality, and create an adversarial relationship between faculty and administration shows up in these reports. Birnbaum and Inman recognize the possibility of changes in educational organizations due to the introduction of collective bargaining but suggest that many of these changes might have come about anyway, due to changing conditions over the past decade: increased centralization,

²⁵ Heller, Scott, "AAUP's Probes of Academic Freedom Cases Draw Outspoken Complaints from Colleges", Chronicle of Higher Education, June 17, 1987, p. 10

²⁶ Jones, Lewis L., "The Impact of Faculty Unions on Higher Education: A Reconsideration", Public Personnel Management, Summer 1986

²⁷ Birnbaum, Robert and Inman, Deborah, "The Relationship of Academic Bargaining to Changes in Campus Climate", Public Personnel Management, Sept-Oct 1984

enrollment and budget declines, and federal and state intrusion. Their study compares changes in campus climate between 1970 and 1980 at two groups of institutions, one group that are unionized and a non-union group. A sample of faculty at each was polled on their perception of changes in eleven areas, rating them on a scale of zero to twelve. The items included academic freedom, democratic governance, and institutional esprit, among others. The results generally showed little or no statistically significant difference in the perceptions of faculty at union and non-union colleges of changes in these areas. Birnbaum and Inman suggest that much of the opinion to the contrary may be due to the subjective opinions of those interviewed and to the fact that some of the commentary has come from administrators who are antagonistic to union. They also make the suggestion that the apparent lack of difference between conditions at union and non-union campuses may be due to the changes in campus climate that had taken place in anticipation of unionization.

CHAPTER III

METHODOLOGY

Introduction

The purpose of the research was to measure faculty perceptions of changes after the establishment of faculty collective bargaining in two areas: participation in governance and academic freedom. Specific examples of faculty participation in governance and specific examples of faculty freedom to perform certain activities were developed, as described in Chapter I. The question to be addressed in each case was: "Since the establishment of a faculty union has there been an increase or a decrease in each item, or has it remained the same?" This chapter will describe the identification and selection of the sample, the development of the instruments used in the study, and the methods used to evaluate the results in order to address this question.

Research Procedures

Three procedures were employed in this research:

1. Circulating a questionnaire to a sample of faculty members at institutions of higher education who were at the institution both before and after the establishment of collective bargaining.
2. Interviewing a sample of the same group at several of the institutions.
3. Examining the collective bargaining contracts at those institutions to determine to what extent faculty participation in governance and academic freedom are written into these contracts.

Identification and Selection of The Sample

In order to measure the faculty perceptions, as described above, it was assumed that the opinions of faculty who have experienced conditions both before and after the establishment of a faculty union should be sought. Due to the limitation of time and resources, only institutions in the state of Michigan were included.

The institutions that were studied are those colleges and universities in Michigan which are traditional four-year institutions of higher education and which have collective bargaining agreements with faculty unions. The two unions which have collective bargaining agreements at universities and colleges in Michigan are the American Association of University Professor (AAUP) and the Michigan Education Association (MEA). The state headquarters of each of these unions provided this researcher with a list of campuses in Michigan where they are the collective bargaining agent for the faculty. The ones selected for this research were: Adrian College, Central Michigan, Eastern Michigan, Ferris State, Northern Michigan, Oakland, Saginaw Valley, Wayne State, and Western Michigan. Two other universities with faculty unions, Lake Superior State and The University of Detroit were not included because the union secretaries at these two institutions declined to provide this researcher with the necessary information described below. Two other union institutions which give bachelor degrees were not included:

The Kendall College of Design and the Detroit College of Business, because both of these have recent backgrounds as proprietary institutions.

The information requested from the secretary of each local union was a list of the names of the faculty on that campus who had been there both before and after the establishment of the union. Due to limitations of time and resources, it was not feasible to send questionnaires to the entire list of eligible faculty members. A random sample of approximately 40 to 45 names were selected from each campus, this number being a compromise between the desire for a meaningful sample and the time and expense involved in polling a larger sample.

The following procedure was used: The names of the eligible faculty were listed in alphabetical order. Then a random number generating program (written in Basic Language) was used to select the faculty for questionnaires. For example, at Eastern Michigan University, there were 351 eligible faculty members. In order to select 40 of them for questionnaires, the program was set to generate 40 random numbers between 1 and 351. Questionnaires were then sent to those numbered faculty on the alphabetical list. A similar procedure is described in Glass and Stanley.²⁸ At Adrian College, where there were fewer than 40 eligible faculty, the

²⁸ Glass, Gene V., and Stanley, Julian C., Statistical Methods in Education and Psychology, New York, Prentice Hall, 1970

questionnaire was sent to the entire list. The response rate for all of the questionnaires sent was approximately 50%.

Questionnaires were sent to Adrian College and Wayne State and answers were received from them prior to sending out the questionnaires to other institutions. Therefore, they acted as a pilot, since the responses indicated that faculty had no particular problems in understanding and filling out the questionnaires.

Samples were selected for interviews at seven of the campuses by a similar method. Approximately 25 requests for interviews were sent to these seven institutions. The sample selected for interview requests did not include any of the names on the questionnaire list. At Adrian, there were not enough eligible faculty to do this, due to the small size of the institution.

The original intention was to conduct interviews at three institutions, but this was expanded to seven due to the insights provided by the initial interviews. The two institutions not included in the interviews were Adrian College and Northern Michigan. In the case of Adrian, the number of faculty was small and in the case of Northern Michigan, the distance was great and the number of faculty was relatively small. Therefore, the limitations of time and resources caused the omission of these two from the group of campuses at which interviews were conducted.

Questionnaire Design

A copy of the questionnaire is included in Appendix I. Because of the large number of faculty that were polled, the questionnaire was kept fairly short and easy to answer, in order to encourage a high rate response.

It was the intention in this research to describe academic freedom and faculty participation in governance in specific terms, rather than to ask vague general questions about the respondents' perceptions of changes in "governance" or "academic freedom" in general. Therefore, the questions asked the respondents if they perceived changes in a number of specific practices since the advent of the union.

In all cases, there are three possible choices for answers to each question. They are: that the condition is the "same", "more", or "less". In some cases there is an additional choice, "other". The use of three choices was justified in a study by Jacoby and Matell.²⁹ Another argument against using a scale with too many steps was made by Gale, who states: "If respondents become annoyed or generally confused by the large number of gradations used, they could become careless and provide you with unreliable data."³⁰

There are fifteen questions on the original

²⁹ Jacoby, Jacob, and Matell, Michael S., "Three Point Likert Scales Are Good Enough", Journal of Marketing Research, Nov. 1971, pp. 495-500

³⁰ Gale, Robert K., Instrument Development in The Effective Domain, Boston, Kluwer-Highhoff, 1986, p. 41

questionnaire. The first two were disregarded in the subsequent research for the following reasons:

1. Question #1 asked whether tenure was easier or harder to get since the advent of the union. This was based on a special situation at Ferris State College at the time the research was begun. Under the union contract in effect at Ferris at that time, tenure had been superseded by special provisions of the contract which provided that a faculty member could not be dismissed without cause after the third year of employment. Under these conditions, tenure, for which faculty became eligible after five years of employment, became meaningless and was generally granted to everyone who had survived the three years. In the course of conducting the research, it became clear that this was a unique situation at Ferris and not part of the academic traditions anywhere else. Since then, the Ferris contract has been changed so that tenure has resumed its earlier importance, since faculty who fail to achieve tenure are now dismissed, as they are at most other institutions.

2. Question #2 asked if merit pay was easier or harder to get since the advent of the union. This, too, was based on the practice at Ferris State College. It soon became clear, in the course of conducting the research at other campuses, that there was no uniformity in merit pay practices. Therefore, it could not be considered part of established

academic practices or traditions.

Academic Freedom Questions

Question #3 asks if the ability of faculty to "teach any ideas related to the course they wish without interference for political or other reasons" has changed since the union contract. This language comes from the AAUP definition of academic freedom.³¹

Questions #4 through #8 deal with specific areas in the practice of teaching as enumerated in Chapter I. Question #4 asks about any change in the freedom of faculty to choose textbooks. Question #5 concerns the freedom to determine course subject matter. Question #6 concerns the freedom of faculty members to determine the kinds of exams. Question #7 concerns the freedom of faculty members to determine students' grades. Question #8 concerns the freedom of faculty members to determine curriculum requirements. Eble in his textbook on teaching discusses all of these matters, implying that faculty normally make these decisions.³²

Question #15 concerning any change in the stringency of supervision by the administration was added after a suggestion by a faculty member of this researcher's committee. It is a matter that also affects academic freedom. In addition to the

³¹ AAUP definition of academic freedom as quoted in the Faculty Handbook, Ferris State College, 1976, p.105

³² Eble, Kenneth E., The Craft of Teaching, San Francisco, Jossey-Bass, 1976

choices of "more", "the same", or "less", a fourth choice, "other changes in the social climate", was added to this question. This choice brought in a number of responses which will be described in more detail in Chapter IV.

Governance Questions

Questions #9 through #14 concern examples of faculty participation in governance as enumerated in Chapter I. Question #9 asks about any change in the influence of faculty in the hiring new faculty since the union. Question #10 concerns faculty influence in approving promotions. Question #11 concerns faculty participation in granting tenure. Question #12 concerns faculty participation in approving requests for sabbatical leave. Question #13 concerns faculty influence in determining class sizes, and question #14 concerns faculty influence in determining the work load.

The fact that faculty traditionally participate in these governance decisions is spelled out in the union contracts at Ferris State and at the other institutions which were a part of this study.

Other Responses

In addition to answering the questions on the questionnaire, many of the faculty members wrote in comments on some of the questions and general comments about the social climate on their campus and their opinion of the union. The

comments were tabulated and reported, but no statistical tests were made on them.

Personal Interviews With Faculty

To supplement the questionnaires, personal interviews were conducted with faculty members at seven of the institutions, as described above. The purpose of conducting personal interviews was primarily to verify the results of the questionnaire by:

1. Determining if the results of the interviews were approximately the same as the questionnaire results.
2. Determining if the faculty understood the questions in the same way as this researcher did in preparing them.
3. Determining whether other faculty agreed with this researcher's conceptions of the academic traditions of academic freedom and faculty participation in governance.
4. Eliciting other ideas about academic traditions and unions that may not have been covered in the questionnaire.

Interviews were conducted at the seven of the institutions, as described above, with faculty members chosen by the selection process previously described. The response to requests for interviews was about 25%. A total of 41 faculty agreed to be interviewed.

The interview questions were based on those in the questionnaire. In addition, each interviewee was asked if he or she agreed with the researcher's conception of academic traditions as including academic freedom and faculty participation in governance. Each interviewee was also asked

his or her perception of what caused the union to be voted in originally. The interviewees were not asked their opinions about the union, as such, but in many cases their attitudes, pro or con, soon became clear during the course of the interviews, along with other insights.

Study of Union Contracts

The final procedure was a study of union contracts at the subject institutions. Copies of the contracts were obtained from the union secretaries in each case and they were examined to see if they contained clauses in the following areas:

1. Academic freedom
2. Retention of existing practices
3. Establishing criteria for approval of:
 - (a.) Tenure
 - (b.) Promotion
 - (c.) Hiring
 - (d.) Sabbatical leave
4. Degree of faculty participation in the above.
5. Grievance procedures for faculty denied any of the above.

Statistical Testing of The Results

Tabulation of the results and calculation of standard deviations and means was done using the Statistical Package for Social Sciences (SPSSX) computer package on the main frame computer at Ferris State University.

Tests of statistical significance were made on the results of the questionnaires, but not on the interview results due to the smaller number. There were 165 responses to the questionnaires and 41 interviews.

The answers to the questions were given numerical values from "one" to "three". The numerical value "one" was given to the answer most favorable to unions, such as more freedom in the various activities involved in teaching or more participation in the various aspects of governance. The value of "two" was given to the answer indicating no change and "three" to the choice which indicates that unions have had an unfavorable effect.

In tabulating the answers, there were nine groups, each group consisting of one of the institutions which were surveyed. For each of the 13 questions which were used, the following null hypotheses were tested:

Hypothesis 1. (Ho 1): The faculty members perceive no change in this item since the establishment of collective bargaining through a faculty union at their respective institutions.

Hypothesis 2 (Ho 2): There is no difference in faculty members' perception of change in this item among the several institutions surveyed.

The following statistical tests are described by Glass and Stanley³³ and Conover.³⁴

The two-tail "t" test with a 5% level of significance was used to test the first null hypothesis, that the faculty group perceived no change. If this hypothesis were true for each question, the mean results would have a value of two. The "t" statistic was calculated using the formula:

$$t = \frac{x - a}{\text{std.dev. of } x / \text{sq.rt. of } n}$$

where x = the sample mean, a = 2, (the mean of the population according to the null hypothesis), and n = the size of the sample.

This value of t was compared to a table of "t" values found in Glass and Stanley³⁵ for the appropriate number of degrees of freedom at the 5% level of significance. If the absolute value of t is lower than the value of t on the table, it indicates that probability of getting these results is less than .05 if the true mean is actually two. If so, we can reject Null Hypothesis 1, that the mean is actually two. If not, we cannot reject Null Hypothesis 1.

A "t" test was conducted on the answers from each

³³ Glass, Gene V., and Stanley, Julian C., Statistical Methods in Education and Psychology, Englewood Cliffs, New Jersey, Prentice Hall, 1970

³⁴ Conover, W.J., Nonparametric Statistics, New York, John Wiley & Sons, 1980

³⁵ Glass, Gene V. and Stanley, Julian C., Statistical Methods in Education and Psychology, Englewood Cliffs, N.J., Prentice Hall, 1970

institution.

In order to test Hypothesis 2, that there is no difference in the results among the different institutions, a non-parametric approach was used because the various groups did not all have the same standard deviation. The Tukey-HSD test, which was employed, is described in Conover.³⁶ This test uses a numerical ranking of the answers to test whether the result from any group is different from the result from any other group at a 5% level of significance. This test was conducted using the Statistical Package for Social Sciences.

Summary

The research was conducted at four-year institutions of higher education in the State of Michigan which have collective bargaining contracts for faculty. Questionnaires were sent to a random sample of faculty at nine of the institutions who had taught there both before and after the establishment of the union. The questionnaire was designed to be specific and simple to answer. Numerical values of "one", "two", and "three" were given to the answers. Statistical tests were conducted on the answers to thirteen of the questions, to test two null hypothesis: (1) The union has had no effect, and (2) There is no difference in the faculty perceptions among the nine different institutions.

³⁶Conover, W.J., Nonparametric Statistics, New York, John Wiley & Sons, 1980

Interviews were conducted with a random sample of such faculty at nine of the institutions to discuss the questions that were included in the questionnaire. The union contracts at the nine institutions were also examined to see what provisions they contained concerning academic freedom and faculty participation in governance.

CHAPTER IV

FINDINGS

The study was designed to measure the effect of faculty unions in the areas of academic freedom and faculty participation in governance, as perceived by faculty members who have had the experience of teaching at their respective institutions both before and after the establishment of faculty collective bargaining. The research consisted of questionnaires sent to a random sample of such faculty at nine institutions, interviews with faculty members at seven institutions, and examination of union contracts at the nine institutions.

The Questionnaires

Thirteen questions from the questionnaire were considered in analyzing the data gathered in this study. Each of these questions asked if the respondent perceived any change in a specific area of academic freedom or faculty participation in governance since the establishment of faculty collective bargaining. There were three possible answers to check off for each question: "no change", "more", or "less". "More" indicated that, in this case, academic freedom or faculty participation in governance was greater since the union. "Less" indicated that it was less. A fourth choice, "other", was included in the question on academic freedom. This was because the question was more general, as compared to the subsequent specific questions. There was also a fourth choice

on the question concerning stringency of supervision, which is discussed later in this chapter.

For the purpose of statistical analysis, the "more" answers were given a numerical value of one, the "no change" answers were given a numerical value of two, and the "less" answers were given a numerical value of three.

There were 165 responses to the questionnaire from nine colleges and universities. In two cases, the total number of responses to a specific question added up to 166, in four cases the total was 164, in one case, 160 and in one case 157. This was due to the fact that a few respondents omitted some questions or checked off more than one choice for the same question. This difference in total number of responses was relatively small, so the t test was conducted in each case using the total number of responses to that question.

Questionnaire Results, Academic Freedom Questions

The responses to academic freedom questions are shown in Tables 1 through 7. These are followed by the results of the statistical tests described in chapter III.

The "t" test was used to test the null hypotheses:

Hypothesis 1 (Ho.1): Faculty members perceive no change in this item since the establishment of collective bargaining through a faculty union at their respective institutions.

The "t" test was conducted for each university.

The Tukey-HSD test, a non parametric test, was used to

test the null hypothesis:

Hypothesis 2 (Ho.2): There is no difference in faculty members' perception of change in this item among the several institutions surveyed.

This test uses a numerical ranking of the answers to test whether the results from any group is different from the results from any other group at a 5% level of significance. If no group is significantly different from any other, then Ho 2 cannot be rejected.

The first question used was Question #3:
Since the advent of the union contract:

(1.) There has been no change in the ability of faculty to teach any ideas related to the course they wish without interference for political or other reasons. (Value=2)

(2) This ability has been curtailed (Value=3)

(3) This ability has been enhanced (Value=1)

(4) Other (No numerical value assigned)

In the following table, the number of "more", "the same", "less", and "other" answers are tabulated for each institution and for the total sample. The numerical mean, based on the numerical value given to each answer, is also given for each institution and for the total sample. The table of statistical results shows the "t" value of the results for each institution and indicates whether the probability of getting these results is greater or less than 5% if Ho 1 is true and, based on this, whether or not Ho 1 can be rejected. As indicated in the table, Ho 1, the null hypothesis of no effect, can be rejected for Adrian, Central Michigan, Ferris,

and Western Michigan at the 5% level of significance. In each of these, the indication was that the faculty perceive increased academic freedom since the union.

The Tukey-HSD test results indicated that no two institutions were significantly different at the 5% level. Therefore, the null hypothesis of homogeneity among groups, $H_0 2$, cannot be rejected.

TABLE 1. Responses to Question #3

COLLEGE	MORE	SAME	LESS	OTHER	TOTAL	MEAN
Adrian	4	16			20	1.80
Central	9	14			23	1.61
Eastern	3	16			19	1.84
Ferris	4	15		2	19	1.78
Northern	1	9			10	1.90
Oakland	2	18	1		20	1.95
Saginaw	2	3	2		7	2.00
Wayne	2	14	2	2	18	2.00
Western	4	20		1	24	1.82
TOTAL	30	125	5	5	160	1.84
PERCENT	18.2	75.8	3.0	3.0	100	

Statistical Results

COLLEGE	t	Probability	$H_0 1$
Adrian	-2.182	< 5%	Reject
Central	-3.748	< 5%	Reject
Eastern	-1.860	> 5%	Cannot reject
Ferris	-2.406	< 5%	Reject
Northern	-1.001	> 5%	Cannot reject
Oakland	-0.707	> 5%	Cannot reject
Saginaw	0.0	> 5%	Cannot reject
Wayne	0.0	> 5%	Cannot reject
Western	-2.231	< 5%	Reject

The next question was Question #4;

Since the advent of the union contract, the freedom of faculty members to choose textbooks is:

(1.) Greater (2.) The same (3.) Less

As indicated in the table, the "t" tests indicate that the hypothesis of no effect, can be rejected at the 5% level only at Wayne State. The indication at Wayne State was that the faculty perceive some decrease in their freedom to choose textbooks since the union contract. At all the other institutions, this hypothesis cannot be rejected, indicating that most faculty at the other institutions do not perceive any effect on their ability to choose textbooks since the establishment of a faculty union.

The Tukey-HSD test indicated the following at the 5% level:

Saginaw Valley significantly different from Ferris State

Saginaw Valley significantly different from Wayne State

Adrian significantly different from Wayne State

Eastern Michigan significantly different from Wayne State

Central Michigan significantly different from Wayne State

Therefore, the hypothesis of homogeneity among groups, can be rejected.

TABLE 2. Responses to question #4:

COLLEGE	MORE	SAME	LESS	TOTAL	MEAN
Adrian	2	18		20	1.90
Central	1	22		23	1.96
Eastern	1	18		19	1.95
Ferris		19	2	21	2.10
Northern		10		10	2.00
Oakland		20		20	2.00
Saginaw	2	5		7	1.71
Wayne		15	4	19	2.21
Western		26		26	2.00
TOTAL	6	153	6	165	2.0
PERCENT	3.6	92.7	3.6	100	

Statistical Results

COLLEGE	t	Probability	Ho 1
Adrian	-1.453	> 5%	Cannot reject
Central	-1.001	> 5%	Cannot reject
Eastern	-1.007	> 5%	Cannot reject
Ferris	1.450	> 5%	Cannot reject
Northern	0.0	> 5%	Cannot reject
Oakland	0.0	> 5%	Cannot reject
Saginaw	-1.546	> 5%	Cannot reject
Wayne	2.185	< 5%	Reject
Western	0.0	> 5%	Cannot reject

The next question was Question #5:

Since the advent of the union contract, the freedom of faculty members to determine the course subject matter is:

(1.) Greater (2.) The same (3.) Less

The results of the "t" tests indicate that the hypothesis of no effect, can be rejected for Wayne State, but for none of the others. As with the previous question, the indication is that the faculty at Wayne State perceive less freedom to determine course subject matter since the union contract,

while the faculty at the other institutions perceive no change.

The Tukey-HSD test indicated the following at the 5% level:

Saginaw Valley significantly different from Eastern Michigan

Saginaw Valley significantly different from Central Michigan

Saginaw Valley significantly different from Oakland

Saginaw Valley significantly different from Wayne State

Saginaw Valley significantly different from Ferris

Adrian significantly different from Wayne State

Therefore, the hypothesis of homogeneity among groups, can be rejected.

TABLE 3. Responses to Question #5

COLLEGE	MORE	SAME	LESS	TOTAL	MEAN
Adrian	2	18		20	1.90
Central	1	22		23	1.96
Eastern	1	18		19	1.95
Ferris		19	2	21	2.10
Northern	1	9		10	1.90
Oakland		20		20	2.00
Saginaw	3	4		7	1.57
Wayne		16	4	20	2.20
Western		26		26	2.00
TOTAL	8	152	6	166	2.0
PERCENT	4.8	91.6	3.6	100	

(Table 3, Cont.)

Statistical Results

COLLEGE	t	Probability	Ho 1
Adrian	-1.453	> 5%	Cannot reject
Central	-1.001	> 5%	Cannot reject
Eastern	-0.999	> 5%	Cannot reject
Ferris	1.450	> 5%	Cannot reject
Northern	-1.000	> 5%	Cannot reject
Oakland	0.0	> 5%	Cannot reject
Saginaw	-2.122	> 5%	Cannot reject
Wayne	2.124	< 5%	Reject
Western	0.0	> 5%	Cannot reject

The next question considered was Question #6:

Since the advent of the union contract, the freedom of faculty members to determine the kinds of exams is:

(1.) Greater (2.) The same (3.) Less

The results of the "t" tests indicate that the hypothesis of no effect cannot be rejected for any of the institutions, therefore faculty are generally unaware of any difference in their freedom to determine the kinds of exams since the union contract.

The Tukey-HSD test indicates that no two institutions show results that are significantly different from each other at the 5% level. Therefore the hypothesis of homogeneity cannot be rejected.

TABLE 4. Responses to question #6:

COLLEGE	MORE	SAME	LESS	TOTAL	MEAN
Adrian	2	18		20	1.90
Central	1	22		23	1.96
Eastern	1	18		19	1.95
Ferris		21		21	2.00
Northern		10		10	2.00
Oakland		20		20	2.00
Saginaw	2	4	1	7	1.86
Wayne		19	1	20	2.05
Western		24	2	26	2.08
TOTAL	6	156	4	166	2.0
PERCENT	3.6	94.0	2.4	100	

Statistical Results

COLLEGE	t	Probability	Ho 1
Adrian	-1.453	> 5%	Cannot reject
Central	-1.001	> 5%	Cannot reject
Eastern	-0.999	> 5%	Cannot reject
Ferris	0.0	> 5%	Cannot reject
Northern	0.0	> 5%	Cannot reject
Oakland	0.0	> 5%	Cannot reject
Saginaw	-0.548	> 5%	Cannot reject
Wayne	0.975	> 5%	Cannot reject
Western	1.415	> 5%	Cannot reject

The next question considered was Question #7:

Since the advent of the union contract, the freedom of faculty members to determine students' grades is:

(1.) Greater (2.) The same (3.) Less

The results of the "t" tests indicate that the hypothesis of no effect can only be rejected in the case of Eastern Michigan, where the indication was that faculty members perceive some decrease in their freedom to determine students'

grades since the union contract. At the other institutions, faculty perceive no change.

The Tukey-HSD test indicates the following at the 5% level:

Saginaw Valley significantly different from Eastern Michigan

Therefore the hypothesis of homogeneity, can be rejected.

Table 5. Responses to question #7:

COLLEGE	MORE	SAME	LESS	TOTAL	MEAN
Adrian	2	18		20	1.90
Central		22	1	23	2.04
Eastern		17	2	19	2.11
Ferris	1	20		21	1.95
Northern		10		10	2.00
Oakland		20		20	2.00
Saginaw	2	5		7	1.71
Wayne	2	16	2	20	2.00
Western		26		26	2.00
TOTAL	7	154	5	166	2.0
PERCENT	4.2	92.8	3.0	100	

Statistical Results

COLLEGE	t	Probability	Ho 1
Adrian	-1.453	> 5%	Cannot reject
Central	1.001	> 5%	Cannot reject
Eastern	2.132	< 5%	Reject
Ferris	-1.000	> 5%	Cannot reject
Northern	0.0	> 5%	Cannot reject
Oakland	0.0	> 5%	Cannot reject
Saginaw	-1.549	> 5%	Cannot reject
Wayne	0.0	> 5%	Cannot reject
Western	0.0	> 5%	Cannot reject

The next question considered was Question #8:

Since the advent of the union contract, the freedom of faculty members to determine curriculum requirements is:

(1.) Greater (2.) The same (3.) Less

The results of the "t" tests indicate that the hypothesis of no effect, can be rejected only in the case of Wayne State and Adrian. At Wayne State, the indication was that the faculty perceive less freedom in determining curriculum requirements, and at Adrian the faculty indicate more freedom in this area since the union contract. At all the other institutions, the indication was that the faculty perceive no change.

The Tukey-HSD test indicates the following at the 5% level:

Adrian significantly different from Ferris

Adrian significantly different from Wayne State

Therefore the hypothesis of homogeneity, can be rejected.

Table 6. Responses to question #8:

COLLEGE	MORE	SAME	LESS	TOTAL	MEAN
Adrian	9	11		20	1.55
Central	4	14	4	22	2.00
Eastern	4	14	1	19	1.84
Ferris	1	16	4	21	2.14
Northern	2	8		10	1.80
Oakland	1	18	1	20	2.00
Saginaw	4	1	2	7	1.71
Wayne		14	6	20	2.30
Western	2	22	1	25	1.96
TOTAL	27	118	19	164	1.95
PERCENT	16.5	72.0	11.2	100	

Statistical Results

COLLEGE	t	Probability	Ho 1
Adrian	-3.943	< 5%	Reject
Central	0.0	> 5%	Cannot reject
Eastern	-1.372	> 5%	Cannot reject
Ferris	1.370	> 5%	Cannot reject
Northern	-1.500	> 5%	Cannot reject
Oakland	0.0	> 5%	Cannot reject
Saginaw	-0.795	> 5%	Cannot reject
Wayne	2.781	< 5%	Reject
Western	-0.569	> 5%	Cannot reject

The last question in the area of academic freedom was
Question 15:

Since the advent of the union contract, supervision of working hours and activities by administration has been:

- (1.) More stringent (2.) The same (3.) Less stringent
(4.) Other changes in the social climate:

The question on changes in the strictness of supervision by the administration had a fourth, open-ended choice to check: "Other changes in the social climate", which elicited

a great number of comments, both on the questionnaires and in the interviews.

In tabulating the results of this question, "less stringent" is given a value of 1 and "more stringent" is given a value of 3.

The "t" test results indicate that the hypothesis of no effect, can be rejected in the case of Wayne State, Western Michigan, and Eastern Michigan. In each of these three cases, the indication is that faculty members perceive a more stringent supervision of working hours and activities by the administration since the union contract. In the other institutions, H_0 cannot be rejected, indicating that faculty do not perceive a change.

The Tukey-HSD test indicates the following at the 5% level:

Adrian significantly different from Eastern
Northern Michigan significantly different from Wayne State
Central Michigan significantly different from Eastern Michigan
Central Michigan significantly different from Wayne State
Ferris significantly different from Wayne State
Oakland significantly different from Wayne State

Therefore the hypothesis of homogeneity can be rejected.

Table 7 Responses to question #15:

COLLEGE	LESS	SAME	MORE	TOTAL	MEAN
Adrian	4	13	2	19	1.89
Central	6	10	5	21	1.95
Eastern	1	7	11	19	2.53
Ferris	3	13	5	21	2.10
Northern	1	9		10	1.90
Oakland		16	3	19	2.16
Saginaw	1	2	2	5	2.20
Wayne		3	14	17	2.82
Western		18	8	26	2.31
TOTAL	16	91	50	157	2.22
PERCENT	10.2	58.0	31.8	100	

Statistical Results

COLLEGE	t	Probability	Ho 1
Adrian	-0.830	> 5%	Cannot reject
Central	-0.308	> 5%	Cannot reject
Eastern	3.750	< 5%	Reject
Ferris	0.697	> 5%	Cannot reject
Northern	-1.000	> 5%	Cannot reject
Oakland	1.932	> 5%	Cannot reject
Saginaw	0.632	> 5%	Cannot reject
Wayne	9.134	< 5%	Reject
Western	3.269	< 5%	Reject

Questionnaire Comments on Academic Freedom

Of the total number of respondents who included comments, 22 could be identified by this researcher as pro-union and 14 as anti-union. In the specific area of traditional academic freedom, ten gave reasons why unions enhance this, such as "codifying it in the contract", and eleven made specific negative comments about unions and this tradition. Seven specifically stated that unions had no effect on academic traditions and practices.

The following is a selection of comments from the various institutions involved in the survey.

From Adrian College (concerning freedom to choose textbooks):

...(More freedom) because there is less concern about the repercussion regarding a controversial title.

From Central Michigan:

Faculty union managed to preserve academic traditions which otherwise would have eroded with economic and staffing losses in the last decade. Departmental autonomy and academic freedom remain strong at my institution, but the support for quality education no longer exists among administrators.

From Eastern Michigan:

In my opinion, it (academic freedom) has declined --things are more rigid now than before the union. But if there were no union I am sure I'd be teaching an even bigger load than four classes, earn less pay and might not be teaching at all.

From Ferris State:

The union does not seem to affect academic tradition in the classroom or relation of teacher-pupil. It seems that the union makes teachers more involved in things other than their own teaching.

From Oakland:

The effects on "academic traditions" were minimal. If anything, our contract preserves traditional practices and protects them from administrative interference.

Our faculty voted for AAUP as a bargaining agent precisely in order to make sure that academic traditions would be protected, and they have been. Our experience shows, I think, that faculty can form a union without losing any of these traditions.

The "academic tradition" you refer to is, in my opinion, after more than 30 years of teaching at

five schools, one which respects faculty rights until there is a crisis, at which point, whether the pressures are economic, political, or social, administrators run like rabbits.

From Northern Michigan:

It's clear to me now, after 17 years at this institution, that the administration cares not one whit about the faculty or student. They are isolated and can see only the bottom line. They know nothing of the concept of intellectual inquiry and academic excellence.

My opinion of how collective bargaining would affect academic traditions was that it could reinforce them if we chose to use it that way. That was the case here at NMU. I believe our ten years of experience has validated this claim.

The contract has produced a legal document which refers to much of what you asked about. Previously we only had the AAUP Redbook and the good word of the administration. In my opinion, the union has made life better and the academic climate much better here at NMU.

Among the many comments on the fourth choice in Question 15, "other changes in the social climate" in the questionnaires that were returned, both pro and anti union sentiments were expressed. There were quite a number of comments stating that the atmosphere was more adversarial since the union; more of a "them and us" attitude. The following are examples:

In general, there is an adversarial relationship between administration and faculty...This has been supported by several studies. Frankly, while unions have their faults, I know that the administration would try to walk all over us without one.

The principle effect of unionization is the institutionalization of faculty-administration hostility. Secondary effects are the improvement

of fringe benefits and the protection of mediocrity.

Morale of the faculty is lower and there is far less cooperation between faculty and administration.

Interview Responses to Academic Freedom Questions

A total of 41 faculty members at seven institutions were asked the same questions in personal interviews as those on the questionnaire. In the area of academic freedom, 26 of the 41 stated that it was unchanged and 14 said that it was enhanced, either wholly or partly. Only two interviewees believed that it was reduced. In the responses to the questionnaires, a preponderance (51 out of 63) of the "t" tests on academic freedom questions indicated no change and the others were approximately evenly split between "more" and "less" academic freedom since the union. Fourteen of the 41 interviewees stated that the existence of the union or the union contract actually protects academic freedom by giving more security to the faculty. It provides more protection against arbitrary acts by the administration, as suggested in the following comments made by interviewees:

A grievance procedure against administration pressure to change grades is now formalized.

The former administrative practice of calling in professors to point out that their grade levels are different from the average has been discontinued.

The union is a resource available to protect academic freedom, should it become necessary.

The union backs up the faculty in the case of

abuses.

The ability to teach ideas without interference has been enhanced, as the university can no longer take arbitrary actions in the areas of pay or promotion...There has been an instance where the union defended a faculty member against an attempt by the administration to change a grade.

Due process has been spelled out in the contract, making faculty members more secure and free to express ideas.

On the other hand, the following negative comment was made:

Curbs of academic freedom since the union have been due to the union leadership imposing their opinions on faculty.

The interviews elicited detailed answers to the last part of the question on supervision: "Other changes in the social climate". Sixteen interviewees expressed the opinion that the social climate is more adversarial since the union, and two stated that it is the same. Fourteen interviewees suggested that the social climate had already been adversarial before the establishment of a union. Four stated that the faculty and administration had overcome their initial adversarial feeling. Four stated that the social climate was improved due to more protection for faculty and a greater feeling of equality.

The following is a selection of comments made by interviewees:

The social climate is more adversarial with less social interaction between administration and faculty.

The social climate is an armed camp, bifurcated between union and non-union.

Everything is more structured and the old sense of collegiality is gone. The union has caused an atmosphere of confrontation. It has socially divided the campus. Previously, the faculty and administration were closer.

On the other hand, there were these comments, expressing a different point of view:

Unhappiness existed before the union. The union exacerbated the tensions at first, but conditions have now settled down.

There is no change. The adversarial conditions existed before and after the union.

The authoritarian attitude of the administration existed before the union and still exists. Faculty input is mostly pretense, with no real participation.

The social climate has improved recently, as the union people become more skilled in handling relations with the administration. There is more contact among faculty of different disciplines, due to union activity.

The faculty is more cohesive since the union.

The faculty is more collegial now. There is more of a feeling of equality between the faculty and the administration.

The social climate is, on the one hand, more open. The faculty can express any dissatisfaction freely. It is also more adversarial. The group identifications are more firmly cemented: "Support the union or support the administration."

Contract Provisions Concerning Academic Freedom

Of the nine institutions included in this study, the contracts at five of them specifically included a clause

calling for "academic freedom". These are Adrian, Eastern Michigan (where academic freedom is described as the purpose of tenure), Ferris, Saginaw Valley, and Wayne State. The specific items, such as freedom to choose textbooks, types of exams, or grades are not mentioned. The AAUP definition of academic freedom is used in each case. All contracts include grievance procedures which, according to some of the interviewees, have sometimes been used in cases of administrative interference with some of these freedoms.

Questionnaire Results, Governance Questions

The next group of questions concern the effect of the union on faculty participation in various governance decisions. The first of these is Question #9:

Since the advent of the union contract, the influence of faculty in the area of hiring new faculty is:

(1.) More (2.) The same (3.) Less

The "t" tests show that the hypothesis of no effect, can be rejected for Adrian and Ferris. In both cases, the indication is that faculty perceive more faculty influence in making the decisions to hire new faculty. In the other institutions, the indication is that there has been no effect on this influence since the establishment of the union.

The Tukey-HSD test indicates the following at the 5% level:

Wayne State significantly different from Adrian

Wayne State significantly different from Ferris

Therefore the hypothesis of homogeneity, can be rejected.

Table 8 Responses to question #9:

COLLEGE	MORE	SAME	LESS	TOTAL	MEAN
Adrian	10	11		21	1.52
Central	7	13	3	23	1.83
Eastern	8	6	5	19	1.84
Ferris	10	10	1	21	1.57
Northern	4	5	1	10	1.70
Oakland	4	14	2	20	1.90
Saginaw	4	2	1	7	1.57
Wayne	3	9	8	20	2.25
Western	7	8	9	24	2.08
TOTAL	57	78	30	165	1.836
PERCENT	34.5	47.3	18.2	100	

Statistical Results

COLLEGE	t	95 percentile	Ho 1
Adrian	-4.161	< 5%	Reject
Central	-1.283	> 5%	Cannot reject
Eastern	-0.826	> 5%	Cannot reject
Ferris	-3.297	< 5%	Reject
Northern	-1.406	> 5%	Cannot reject
Oakland	-0.829	> 5%	Cannot reject
Saginaw	-1.446	> 5%	Cannot reject
Wayne	1.521	> 5%	Cannot reject
Western	0.482	> 5%	Cannot reject

The next governance question considered was Question #10:
 [Faculty influence] In approving promotion:
 (1.) More (2.) The same (3.) Less

The results of the "t" tests indicate that the hypothesis

of no change could be rejected in the cast of Ferris, Northern Michigan, Oakland, and Saginaw Valley. In each of these cases, the indication is that faculty members perceive a greater faculty influence on approving promotion since the union contract. In the other institutions, faculty members perceive no change.

The Tukey-HSD test indicate the following at the 5% level:

Wayne State significantly different from Adrian

Wayne State significantly different from Ferris

Therefore the hypothesis of homogeneity can be rejected.

Table 9 Responses to question #10:

COLLEGE	MORE	SAME	LESS	TOTAL	MEAN
Adrian	3	17	1	21	1.90
Central	5	14	4	23	1.96
Eastern	10	4	5	19	1.74
Ferris	15	4	2	21	1.38
Northern	8	2		10	1.20
Oakland	10	7	3	20	1.65
Saginaw	5	2		7	1.29
Wayne	3	8	8	19	2.26
Western	5	14	6	25	2.04
TOTAL	65	72	28	165	1.78
PERCENT	39.4	43.6	17.0	100	

Statistical Results

COLLEGE	t	Probability	Ho 1
Adrian	-0.976	> 5%	Cannot reject
Central	-0.327	> 5%	Cannot reject
Eastern	-1.316	> 5%	Cannot reject
Ferris	-4.247	< 5%	Reject
Northern	-6.001	< 5%	Reject
Oakland	-2.152	< 5%	Reject
Saginaw	-3.873	< 5%	Reject
Wayne	1.564	> 5%	Cannot reject
Western	-0.296	> 5%	Cannot reject

The next governance question was Question 11:

[Faculty influence] In granting tenure:

(1.) More (2.) The same (3.) Less

The "t" tests indicate that the hypothesis of no effect can be rejected in the case of Northern Michigan, Oakland, Saginaw Valley, and Wayne State. At Wayne State, the faculty perceive less influence in granting tenure since the union and

at the other three institutions the faculty perceive more influence. At the rest of the institutions, the faculty perceive no change.

The Tukey-HSD tests indicate the following at the 5% level:

Northern Michigan significantly different from Western Michigan

Northern Michigan significantly different from Central Michigan

Northern Michigan significantly different from Adrian

Northern Michigan significantly different from Wayne State

Saginaw Valley significantly different from Wayne State

Oakland significantly different from Wayne State

Therefore the hypothesis of homogeneity can be rejected.

Table 10 Responses to question #11:

COLLEGE	MORE	SAME	LESS	TOTAL	MEAN
Adrian	1	14	4	19	2.16
Central	4	14	5	23	2.04
Eastern	9	5	4	18	1.72
Ferris	10	7	4	21	1.71
Northern	8	2		10	1.20
Oakland	12	5	3	20	1.55
Saginaw	5	2		7	1.29
Wayne	2	7	8	17	2.35
Western	5	14	6	25	2.04
TOTAL	56	70	34	160	1.86
PERCENT	35.0	43.8	21.3	100	

(Table 10, cont.)
Statistical Results

COLLEGE	t	Probability	Ho 1
Adrian	1.408	> 5%	Cannot reject
Central	0.327	> 5%	Cannot reject
Eastern	-1.465	> 5%	Cannot reject
Ferris	-1.670	> 5%	Cannot reject
Northern	-6.001	< 5%	Reject
Oakland	-2.716	< 5%	Reject
Saginaw	-3.873	< 5%	Reject
Wayne	2.192	< 5%	Reject
Western	0.296	> 5%	Cannot reject

The next governance question was Question #12:

[Faculty influence] In approving requests for sabbatical leave:

(1.) More (2.) The same (3.) Less

The "t" tests indicate that the hypothesis of no effect can be rejected for Adrian, Ferris, Northern Michigan, and Saginaw Valley. In each of these cases, the indication is that faculty perceive more influence in approving requests for sabbatical leave since the union contract. In the other cases, the faculty perceive no change.

The Tukey-HSD tests indicates the following at the 5% level:

Adrian significantly different from Western Michigan

Adrian significantly different from Oakland

Adrian significantly different from Wayne State

Adrian significantly different from Central Michigan

Saginaw Valley significantly different from Wayne State

Saginaw Valley significantly different from Central Michigan

Northern Michigan significantly different from Wayne State
 Northern Michigan significantly different from Central Ferris
 Ferris significantly different from Oakland
 Ferris significantly different from Wayne State
 Ferris significantly different from Central Michigan
 Therefore the hypothesis of homogeneity can be rejected.

Table 11 Responses to question #12:

COLLEGE	MORE	SAME	LESS	TOTAL	MEAN
Adrian	15	6		21	1.29
Central	2	13	8	23	2.26
Eastern	7	10	2	19	1.74
Ferris	13	6	2	21	1.48
Northern	7	3		10	1.30
Oakland	2	15	3	20	2.05
Saginaw	5	2		7	1.29
Wayne	2	11	5	18	2.17
Western	6	17	2	25	1.84
TOTAL	59	83	22	164	1.774
PERCENT	36.0	50.6	13.4	100	

Statistical Results

COLLEGE	t	Probability	Ho 1
Adrian	-6.901	< 5%	Reject
Central	2.021	> 5%	Cannot reject
Eastern	-1.756	> 5%	Cannot reject
Ferris	-3.529	< 5%	Reject
Northern	-4.583	< 5%	Reject
Oakland	0.449	> 5%	Cannot reject
Saginaw	-3.873	< 5%	Reject
Wayne	1.175	> 5%	Cannot reject
Western	-1.445	> 5%	Cannot reject

The next governance question was Question #13

[Faculty influence] In determining class sizes:

(1.) More (2.) The same (3.) Less

The "t" tests indicate that the hypothesis of no effect can be rejected for Wayne State and Western Michigan. In both of these cases, the indication is that faculty perceive less influence in determining class sizes since the union contract. In all the other institutions, the faculty perception is no change.

The Tukey-HSD test indicates the following at the 5% level:

Western Michigan significantly different from Wayne State

Western Michigan significantly different from Eastern

Western Michigan significantly different from Adrian

Western Michigan significantly different from Saginaw Valley

Therefore the hypothesis of homogeneity can be rejected.

Table 12 Responses to question #13:

COLLEGE	MORE	SAME	LESS	TOTAL	MEAN
Adrian	3	16	1	20	1.90
Central	2	14	7	23	2.22
Eastern	9	6	4	19	1.74
Ferris	1	17	3	21	2.10
Northern	1	7	2	10	2.10
Oakland	5	12	3	20	1.90
Saginaw	5		2	7	1.57
Wayne		13	7	20	2.35
Western	2	9	15	26	2.50
TOTAL	28	94	44	166	2.096
PERCENT	16.9	56.2	26.5	100	

Statistical Results

COLLEGE	t	Probability	Ho 1
Adrian	-1.000	> 5%	Cannot reject
Central	1.739	> 5%	Cannot reject
Eastern	-1.423	> 5%	Cannot reject
Ferris	1.000	> 5%	Cannot reject
Northern	0.557	> 5%	Cannot reject
Oakland	-0.715	> 5%	Cannot reject
Saginaw	-1.162	> 5%	Cannot reject
Wayne	3.117	< 5%	Reject
Western	3.857	< 5%	Reject

The last governance question was Question 14:

[Faculty influence] In determining work load for faculty:

(1.) More (2.) The same (3.) Less

The "t" tests indicate that the hypothesis of no effect can be rejected in the case of Adrian, Saginaw Valley, and Wayne State. At Adrian and Saginaw Valley the indication is that faculty perceive more faculty influence in determining the work load and at Wayne State, the faculty perceive less

faculty influence in this area. At the other institutions, the indication is that faculty perceive no change.

The Tukey-HSD test indicates the following at the 5% level:

Western Michigan significantly different from Wayne State

Western Michigan significantly different from Adrian

Therefore the hypothesis of homogeneity can be rejected.

Table 13 Responses to question #14:

COLLEGE	MORE	SAME	LESS	TOTAL	MEAN
Adrian	9	11	1	21	1.62
Central	7	10	6	23	1.96
Eastern	6	9	3	18	1.83
Ferris	5	12	4	21	1.95
Northern	2	6	2	10	2.00
Oakland	4	13	3	20	1.95
Saginaw	4	3		7	1.43
Wayne		10	9	19	2.47
Western	7	9	9	25	2.08
TOTAL	44	83	37	164	1.958
PERCENT	26.8	50.0	22.6	100	

Statistical Results

COLLEGE	t	Probability	Ho 1
Adrian	-2.890	> 5%	Cannot reject
Central	-0.272	> 5%	Cannot reject
Eastern	-1.028	> 5%	Cannot reject
Ferris	-0.326	> 5%	Cannot reject
Northern	0.0	> 5%	Cannot reject
Oakland	-0.379	> 5%	Cannot reject
Saginaw	-2.828	< 5%	Reject
Wayne	4.025	< 5%	Reject
Western	0.492	> 5%	Cannot reject

Comments on Governance Questions

A number of comments in the returned questionnaires suggested that faculty participation in governance is improved or protected as a result of the union contract. In some cases a feeling of antagonism and suspicion toward the administration was revealed. There were only a couple of comments indicating a specific negative effect on faculty participation in governance. The following is a sample of comments on governance from the questionnaires.

From Saginaw Valley:

Before the union contract, doing some things was easier, but treatment was not fair and uniform for all members of the faculty. Some faculty were better off because of their personal friendships with some administrators. After the union contract, procedures to obtain promotion, tenure, etc. are more structured. committees have more faculty representation, but because of the systematic steps to go through, it is harder for faculty to get promotion and tenure.

It may not seem that the contract has done much, but believe me it has. Before we had no tenure policy other than "trust me". Sabbaticals were hit-or-miss. I think the purely academic side of things has been greatly strengthened. The contract lets faculty do what they know how to do.

From Wayne State:

Our experience is that all aspects of academic freedom and traditional faculty governance are enhanced, since they are now legally protected by a contractual agreement.

By and large I believe the faculty has less direct input to the administration and there is much less flexibility in dealing with the administration than there used to be. This has been accompanied by a great increase in paper work and committee deliberations, not all the fault of the union. This has had some good aspects, but by and large I believe it has not been helpful, perhaps because a disproportionate number of active union workers are

not faculty members. The bargaining unit today has too many non-academic types.

From Western Michigan:

I am more opposed now. The union takes a blue collar, assembly line approach to salary, making compensation merely a function of years in rank instead of competence.

The contract assures faculty their rights as professionals. I see little if any effect on academic traditions.

The net effect of faculty unions is, in my opinion, to preserve academic traditions. This opinion has been strengthened since collective bargaining began.

It has actually restored a greater degree of faculty participation in decision making in many areas.

Interview Responses on Governance

There is a similar response by interviewees on the question of governance. Eleven said that faculty participation was unchanged and twenty one said that it had increased, at least in some areas. Eleven said that it was protected by the union contract and seven interviewees suggested that faculty participation in governance is more structured by virtue of being written into the contract. Only two of the 41 stated that there was less faculty participation in governance since the union. Again, this is in line with the questionnaire responses.

Many of the interviewees pointed out that the traditional governance provisions at their institutions have generally

been installed in the union contracts. Typical comments by interviewees concerning governance include the following:

The criteria for promotion, tenure, etc. are now formalized in the contract.

The contract has formalized past practices.

There is greater participation in governance, since the contract spells out provisions for departments to set up by-laws for hiring, promotion, and tenure.

The union has taken up grievances in cases of refused sabbatical leave or promotion; so far with limited success.

It is difficult for the administration to turn down an application for promotion or tenure that has been approved by the faculty committee.

On the other hand, there were two comments stating the opposite:

The faculty has less input in this area. They ceded certain rights to the administration in exchange for privileges.

There is less faculty influence and more interference by the administration in governance. This may be due to economic pressures, rather than the union. The administration is more hard-nosed over class sizes, due to the adversarial relationship that exists.

Contract Provisions Concerning Governance

All of the nine contracts spell out in detail the requirements for tenure, promotion, and sabbatical leave. The contracts at Adrian, Eastern, and Ferris also include provisions for determining work load and the contracts at Western and Northern spell out the criteria for hiring. All contracts call for faculty input in approval of sabbatical

leave requests. All but Adrian call for faculty input in the approval of tenure and promotion. The Ferris and Oakland contracts call for faculty input in hiring new faculty. Generally, the contracts call for various faculty advisory committees in these areas, with the Board of Control having the final say. In every case, there are grievance procedures in the contracts for faculty members denied tenure or promotion, particularly if the denial is by the administration after the faculty committee has approved the request.

Other Comments by Interviewees

The interviewees were asked two questions in addition to those on the questionnaire: (1.) whether or not they agreed with this researchers's conception of academic traditions and (2.) what they felt was the reason for the establishment of a faculty union at their campus. In every case, the interviewees agreed that academic traditions included academic freedom and faculty participation in governance, as described in this study. The most common reason given for the establishment of the union was a feeling of insecurity brought about by the economic retrenchment in the 1970's.

Among other reasons for the establishment of the union were the following examples of administrative actions and attitudes:

At a college founded in the 1950's, the original faculty members were mostly young and new to the academic world.

After a few years, the president--who was also the founder of this institution--was asked by some of the faculty to set up a tenure system. He replied that this was unnecessary. "You already have tenure because I would not fire anyone without cause." This did not satisfy the faculty members who then took the matter to the board of control. They, in turn directed the president to set up a tenure system. The president complied by proposing two individuals initially for tenure: himself and his secretary.

At another one of the institutions, several faculty cited to this researcher an instance when the administration had employed a business consulting firm with more of a commercial rather than academic point of view. This university conducts a seminar on medieval studies each year which attracts scholars from all over the world, including Oxford and Cambridge. The consulting firm advised the administration to cancel this event because it was not cost-efficient. Only strong protests by faculty and others kept the administration from following this advice.

Other actions by administrations which were mentioned during the interviews included several specific instances at some campuses of attempts by the administration to alter grades given by faculty members.

All of the above are examples of issues other than economic that added to the impetus to organize unions.

There was not much of a "halo" effect in evidence. Most

of the interviewees who identified themselves as being anti-union nevertheless stated that most of the academic freedom and governance items, as described on the questionnaire, were unchanged since the union.

The following is a selection of general comments by faculty members on the subject of unions and academic traditions:

Tenure and academic freedom have been substantially eroded, in part because of the union, which enforces frivolous or minor contract provisions more rigorously than basic tenets of the profession, since their enforcement does not require real thinking on the level of fundamental issues among union leadership. The union fails to weight contract issues. There is reason to believe the union discriminates against white male faculty.

Probably vitiated academic traditions, making cliques and divisions more common.

I was not in favor of the union at any time and still feel that way. Academic unions tend to drive the entire academic process toward mediocrity. In my opinion, there is still no first class American university that has a faculty union.

Summary

The research methodology consisted of circulating questionnaires to faculty members at nine institutions of higher education in Michigan, conducting interviews at seven of these institutions, and examining the union contracts at the nine institutions.

The questionnaires were sent to a random sample at each

institution of faculty who had been there both before and after the establishment of a faculty union. A total of 165 responses were received. Statistical tests were conducted to test two null hypotheses:

Hypothesis 1. (Ho 1): The faculty members perceive no change in this item since the establishment of collective bargaining through a faculty union at their respective institutions.

Hypothesis 2 (Ho 2): There is no difference in faculty members' perception of change in this item among the several institutions surveyed.

There were a total of seven questions concerning various aspects of academic freedom. Questionnaires were sent to nine institutions, therefore a total of 63 "t" tests on the answers from individual institutions were conducted. In twelve cases Ho 1, the null hypothesis of no effect, could be rejected. In seven of those twelve cases, the effect of the union contract was unfavorable--a decrease in the particular item of academic freedom--and in the other five cases the effect of the union contract was favorable. Four of the seven unfavorable effects were at one university: Wayne State. Three of the seven unfavorable effects concerned question #15: change in the strictness of supervision by the administration since the union contract.

The null hypothesis of no difference between groups could be accepted for the question concerning academic freedom in general and for the freedom of faculty members to determine grades; but not for the other five questions.

There were a total of six questions concerning various aspects of faculty participation in governance. Questionnaires were sent to nine institutions, therefore a total of 54 "t" tests on the answers from individual institutions were conducted. In fourteen cases, the null hypothesis of no effect, could be rejected. In four of those fourteen cases, the effect of the union contract was unfavorable--a decrease in the particular item of academic freedom--and in the other ten cases the effect of the union contract was favorable. Three of the four unfavorable effects were at one university: Wayne State.

Interviews were conducted and the totals were tabulated but no statistical tests were conducted on these results. The interview results agreed, in general, with the questionnaire results. Many comments pointed out that the union contract solidified faculty participation in governance and protected academic freedom. On the other hand, there were a large number of comments indicating an adversarial social climate since the advent of the union.

All of the union contracts were found to have very specific provisions concerning faculty participation in a number of governance decisions. Several of them specifically mentioned academic freedom as defined by the AAUP.

CHAPTER V

SUMMARY AND CONCLUSIONS

Background

The use of unions by college faculty for collective bargaining has expanded in the last two decades. In Michigan, nine state-sponsored universities and two private institutions have collective bargaining contracts with faculty unions. State universities and colleges in Michigan are not affected by the Yeshivah decision which prohibits unions of faculty members who participate in governance, since faculty unions are specifically allowed by state statute.

A number of writers have expressed the opinion that unions are detrimental to academic tradition in the areas of governance and academic freedom. The purpose of this study was to measure the effects of faculty unions in those areas, as perceived by faculty members at a number of Michigan universities who have had the experience of teaching in their college both before and after the establishment of the union.

Methodology

Specific areas of academic freedom were identified, based on various writings, including Eble's textbook, The Craft of Teaching, and the AAUP definition of academic freedom. These included the ability of faculty to teach any ideas without interference, the freedom to choose textbooks, the freedom to determine students' grades, and the freedom to determine

curriculum requirements. In the area of governance, based partly on union contracts, the items included the influence of faculty on decisions concerning hiring new faculty, approving promotions, granting tenure, approving sabbatical leave requests, determining class sizes, and determining work loads.

A questionnaire was prepared asking whether each of these items had changed since the establishment of the union. The choices were generally "more", "the same", or "less". An additional question asked if supervision by the administration had increased or decreased since the union and if there were any other changes in the social climate. This question was added based on a suggestion by a faculty member of this researcher's committee who pointed out that academic freedom may be affected by the stringency of supervision.

The questionnaires were circulated to a random sample of faculty members at nine campuses where the researcher was able to obtain a list of faculty who had been there before and after the establishment of the union. A total of 166 replies were received. Statistical tests were conducted on the results for each question to test two null hypotheses:

Hypothesis 1. (Ho 1): The faculty members perceive no change in this item since the establishment of collective bargaining through a faculty union at their respective institutions.

Hypothesis 2 (Ho 2): There is no difference in faculty members' perception of change in this item among the several institutions surveyed.

For statistical testing, the three possible choices were given numerical values. An answer that indicated an improvement due to the union was given the value of one, a no-change answer was given the value of two, and a deterioration due to the union was given the value of three. Ho 1, the null hypothesis of no effect, was tested for each question for each institution.

In addition, interviews were conducted with 41 faculty members at seven of these institutions at which they were asked the same questions as those on the questionnaires. They were also asked two other questions: whether they agreed with this researchers conception that academic traditions included academic freedom and faculty participation in governance and what they felt was the reason for the original vote by the faculty to establish the union.

In addition to the above, the union contracts at the nine institutions were examined to see if they contained specific provisions for academic freedom and participation in governance in the areas described above.

Results in the Area of Academic Freedom

For the academic freedom questions, the results indicated that Ho 1, the null hypothesis of no change in the perception of academic freedom could not be rejected for the results in a majority of the questions at a majority of the institutions. There were seven questions circulated to nine individual

institutions, therefore there were 63 "t" tests. H_0 1 could be rejected only for twelve of these cases. In cases where H_0 1 can be rejected, the indication was that there is greater academic freedom since establishment of a union in five of them. The null hypothesis of no significant difference between groups could not be rejected for four of the six questions.

Some of the respondents to the questionnaires made comments which expressed the opinion that the union protects academic freedom by making the faculty safer from administration action and by including protection in the union contracts. The questionnaires also included some derogatory comments by the respondents about the union and some derogatory comments about the administration.

The fourth choice Question 15 was "Other changes in Social Climate." Eight of the respondents wrote comments stating that the social climate was more confrontational, adversarial, or rigidly codified since the establishment of a union.

Among the interviewees, 26 of the 41 felt that academic freedom was unchanged, 14 said that it was enhanced, and two believed that it was reduced since the union. The most common reason cited for improvements since the union was the protection provided by the union against arbitrary acts by the administration.

The fourth choice in Question 15, "Other changes in

social climate", evoked a number of comments by interviewees. Sixteen of the 41 felt that the social climate was more adversarial since the union. On the other hand, fourteen of the interviewees stated that the social climate had already been adversarial before the establishment of the union. A few specific examples of abuses by administrations in pre-union days were cited by some of the interviewees. Four the of interviewees believed that the social climate had improved since establishment of the union.

Some of the union contracts had a general provision calling for academic freedom as defined by the AAUP. The other specific items of academic freedom as compiled by this researcher were not specifically mentioned in these contracts.

Results in the Area of Governance

In the case of the questions concerning faculty participation in governance, the results indicated that the null hypothesis of no change could be rejected for fourteen of the 54 "t" tests of results from individual institutions. In the majority of these cases, ten of the fourteen, the indication was that the union had a favorable effect on faculty participation in governance. In each case, the indication was that the union had a favorable effect. Ho 2 could be rejected for four of the six governance questions.

Therefore, in the area of governance, the questionnaire results indicated a greater perception of change since the

union than the questionnaire results in the area of academic freedom. There was an indication of some improvement in faculty participation in hiring, approving promotion, granting tenure, and approving requests for sabbatical leave.

A majority of those respondents who wrote comments on the question of faculty participation in governance suggested that this participation is improved and protected as a result of the union contracts. Only two of them wrote negative comments about union influence in this area. Among the interviewees, the response was similar. Improvement in faculty participation in governance as a result of the union was perceived by 21 of the 41 interviewees, and only two of them stated that there was less faculty participation since the union.

A number of the interviewees cited specific provisions in the contracts which increased participation in governance, and this was confirmed by the examination of these contracts. All of the contracts had specific provisions for faculty participation in decisions concerning granting of tenure, approving promotion, and approving requests for sabbatical leave. Several also included provisions for participation in determining work load and in hiring.

Other Comments by Faculty Members

Among the interviewees and the questionnaire respondents who wrote comments, there were expressions of pro- and anti-

union sentiments. All of the interviewees agreed with this researcher's conception that academic traditions include academic freedom and faculty participation in governance. Interviewees were asked their opinion of the reason for the establishment of a union at their campus. Most of them cited economic causes, but some suggested that specific abuses by administration officials had been the precipitating cause of the establishment of a faculty union.

Summary of Results

In the area of academic freedom, there was a predominant indication of no change due to the union as perceived by the faculty. In the area of governance, there was some indication of an increase in faculty participation as perceived by the faculty. Most of the union contracts contained provisions establishing faculty participation in various areas of governance. Specific academic freedom items were not included, instead there was a general provision for academic freedom as defined by the AAUP. A considerable portion of the faculty, particularly the interviewees, indicated a tendency toward a more adversarial social climate since the union. There were others, however, who suggested that the social climate had already been adversarial prior to the union.

Conclusions

Based on statistical tests of the responses to the questionnaires, the null hypothesis of no effect could not be rejected in the case of most of the academic freedom items. In the case of academic freedom in general, the indication was that this was enhanced since the union, with no significant difference between groups. Based on the interviews, most faculty have not personally experienced an example of curtailment of their freedom to perform the usual activities associated with college teaching, which probably explains why most perceive no change since the establishment of the union. There were some individual instances of curtailment of academic freedom that were revealed in the interviews and some of the faculty expressed the feeling that the union contracts protect academic freedom. A much smaller number expressed the opinion that unions had decreased academic freedom. This leads to the conclusion that:

Most faculty do not perceive any effect by the unions on their freedom to perform typical teaching functions.
There is a general feeling that unions have had some positive effect on academic freedom in general.

In the area of governance, the null hypothesis of no effect could be rejected in many cases. The indication was that, on the average, faculty perceive a positive effect by the union on faculty participation in governance. A number of faculty pointed out in interviews and comments that faculty

participation in various aspects of governance is specifically written into the union contracts, rather than existing at the sufferance of the administration. This was confirmed by a study of the union contracts. In most cases, the procedures for faculty participation in governance did not originate with the union contracts, but the contracts solidified practices that were already in effect. Several of the faculty members pointed out that it is very difficult for the administration to override a recommendation made by the appropriate faculty committee, as called for in the contract. All of this leads to the conclusions that:

The faculty generally perceive an improvement in faculty participation in governance since the establishment of faculty unions.

A non-statistical examination of the interview results confirms both of these conclusions.

The results of the question on stringency of supervision and other changes in social climate indicated that faculty perceive some increase in stringency since the union. (One interviewee commented that once terms and conditions were codified in a union contract, the administration tended to insist that faculty live up to the letter of the law.) There was a considerable write-in response to the choice "other changes in social climate", indicating that the social climate had become more adversarial. This was backed up strongly by

the interviewees, although many of them also expressed the opinion that the social climate had been adversarial prior to the union. There were instances of administrative actions cited that back up this last statement. All of this leads to the conclusion that:

There is a perception by faculty that administrative supervision has become more rigid and the social climate has become more adversarial since the establishment of the union. There is also a feeling by many faculty that the social climate was adversarial before the establishment of the union.

Reflections

In this study, an attempt was made to establish specific examples of academic freedom and collegiality; the freedom that faculty have to perform customary teaching activities without interference and the influence of faculty in various areas of governance. In all but one of the questions where the null hypothesis of no effect cannot be rejected, it would be difficult to make a case that unions had a negative effect in any of these areas. In cases where the null hypothesis could not be rejected, the indication was for a positive effect by the union, except in the matter of supervision and social climate.

The indication of a positive effect was stronger in the governance items than in the academic freedom items. This may

be due to the fact, as pointed out by several interviewees, that most faculty have not had a personal experience of curtailment of academic freedom, so most are unaware of any change since the union. However, there were some who expressed the opinion that union contracts protect the academic freedom that they already enjoy.

In the case of governance, there was a greater perception of improvement in faculty participation since the union. The specific forms of faculty participation in decision making have been written into most of the union contracts. Academic freedom is only mentioned in general terms in some of the contracts.

One old established academic tradition is tenure. This has been written into all of the union contracts that were examined. Faculty participation in tenure decisions is spelled out in most of them. To the extent that tenure protects academic freedom by protecting faculty members from arbitrary dismissal, it could be said that in this respect the union contracts protect academic freedom. In general, the contracts incorporate the academic practices that were already in effect.

The opinion that the social climate has become more rigid or adversarial since the union is prevalent, even though it is somewhat balanced by the opinion expressed by some that the social climate was already adversarial at the time the union was established. It would seem that, in both industry

and academia, there was never a union established in an institution where everyone was happy. Owen³⁷ points out in detail the unhappy atmosphere at Ferris State College that led to the vote to establish a faculty union there.

It is also true that, in some cases, the universities in this study have grown considerably in the years since the establishment of a union. (A good example is Saginaw Valley.) Therefore, when a faculty member recalls an institution with a friendlier relationship between faculty and administration and with a less rigid or adversarial social climate, he or she may be remembering the college when it was smaller, and therefore friendlier. There was also a "golden age", as described by several interviewees, from the end of World War II until the 1970's, when there seemed to be an endless supply of funds for higher education and a growing pool of potential students. Universities were expanding; there was hiring, rather than retrenchment; and this may also have contributed to the happier social climate.

The indication of non-uniformity of results among the various institutions may be partly due to the small sample size from each individual college, but it may also be due to differences in the experiences that faculty have had at these nine institutions of higher learning. They include Wayne

³⁷ Owen, William Robert, "Why Professors Choose Collective bargaining: The Michigan experience", Unpublished dissertation at Michigan State University, 1978

State, a large and old established university; Ferris State, with its tradition of vocational education; Saginaw Valley and Oakland, which were post-war institutions; and several long-established teachers' colleges which expanded to full universities in the post-war period. Therefore, it is not surprising that faculty have had different experiences at different institutions. Two examples of unique experiences involving an arbitrary college president in one case, and an administration that set profit and loss ahead of academic values in the other, were described in Chapter IV.

Wayne State had the majority of the few cases where the faculty perceived a decrease in certain items of academic freedom since the union. Wayne State is also the most academically prestigious of the nine universities in this study and probably has the strongest tradition of academic freedom of the group. Therefore, the faculty there are less likely to feel that unions are needed to protect academic freedom or participation in governance.

Based on the tabulations of opinions in this study, the following conclusions can be drawn. According to the perceptions of faculty members:

1. The establishment of a faculty union causes no change in their freedom to perform the various functions of teaching as they see fit. The effect of the union contract is to strengthen these freedoms.

2. The establishment of a faculty union causes some increase in faculty participation in governance and solidifies these practices by incorporating them in the union contract.

3. The establishment of a faculty union causes a change in the social climate by making relations between faculty and administration more adversarial and rigid; although it is possible that the social climate was already adversarial and this was a cause of the union being organized in the first place.

Suggestions for Further Research

Due to limited resources and time, this study was limited to nine institutions of higher education in Michigan. It might be useful to replicate the study in other institutions in other parts of the country.

With regard to the question of changes in the social climate after the establishment of a union, perhaps some more detailed questions could be devised, along the lines of the questions relating to academic freedom and governance, in order to discover in what specific ways faculty members perceive a change in the social climate.

The question of whether or not the social climate at an institution of higher education was already adversarial prior to the establishment of a faculty union could be investigated

more thoroughly. One approach could be similar to the method of this study; polling faculty who were at a university both before and after the establishment of a faculty union in order to find out their views on the social climate prior to the union. In addition, perhaps a study could be made of the social climate at comparable institutions that have faculty unions, compared to those that do not. Michigan State, a non-union campus, could be compared to Wayne State, and Grand Valley, a post-war university without a union, could be compared to Saginaw Valley, a post-war institution which has a faculty union. A comparison such as this between similar institutions with and without a faculty union might give a good indication of the effects of faculty unions on social climate.

Community Colleges were not included in this research, due to limitations of time and resources. The effects of unions on academic traditions at community colleges, and the extent to which faculty at the four year institutions were influenced by the effects of unions at the community colleges is another useful area for future study.

APPENDICES

APPENDIX A
Questionnaire

QUESTIONNAIRE

1. Since the advent of the union contract:
 1. ☐ There has been no change in the tenure policy.
 2. ☐ Tenure is easier to get.
 3. ☐ Tenure is more difficult to get.
 4. ☐ Other:
2. Since the advent of the union contract:
 1. ☐ There has been no change in the merit pay policy
 2. ☐ Merit pay is easier to get.
 3. ☐ Merit pay is more difficult to get.
 4. ☐ Other:
3. Since the advent of the union contract:
 1. ☐ There has been no change in the ability of faculty to teach any ideas related to the course they wish without interference for political or other reasons.
 2. ☐ This ability has been curtailed
 3. ☐ This ability has been enhanced.
 4. ☐ Other:
4. Since the advent of the union contract, the freedom of faculty members to choose textbooks is:
 1. ☐ Greater
 2. ☐ The same
 3. ☐ Less
5. Since the advent of the union contract, the freedom of faculty members to determine the course subject matter is:
 1. ☐ Greater
 2. ☐ The same
 3. ☐ Less

6. Since the advent of the union contract, the freedom of faculty members to determine the kinds of exams is:
 1. ☐ Greater
 2. ☐ The same
 3. ☐ Less
7. Since the advent of the union contract, the freedom of faculty members to determine students' grades is:
 1. ☐ Greater
 2. ☐ The same
 3. ☐ Less
8. Since the advent of the union contract, the freedom of faculty members to determine curriculum requirements is:
 1. ☐ Greater
 2. ☐ The same
 3. ☐ Less
9. Since the advent of the union contract, the influence of faculty in the area of hiring new faculty is:
 1. ☐ More
 2. ☐ The same
 3. ☐ Less
10. ...In approving promotion:
 1. ☐ More
 2. ☐ The same
 3. ☐ Less
11. ...In granting tenure:
 1. ☐ More
 2. ☐ The same
 3. ☐ Less
12. ...In approving requests for sabbatical leave:
 1. ☐ More

2. ☐ The same

3. ☐ Less

13. ...In determining class sizes:

1. ☐ More

2. ☐ The same

3. ☐ Less

14. ...In determining work load for faculty:

1. ☐ More

2. ☐ The same

3. ☐ Less

15. Since the advent of the union contract, supervision of working hours and activities by administration has been:

1. ☐ More stringent

2. ☐ The same

3. ☐ Less stringent

4. ☐ Other changes in the social climate:

Please comment, if you desire, on any of the above. Also, would you please state whether your opinion of the effect of faculty unions on academic traditions is different now than it was before the union contract.

APPENDIX B
Consent Forms

Ferris State College

School of Business

CONSENT FORM FOR QUESTIONNAIRE

Dear Colleague,

The enclosed questionnaire is part of my research for a doctoral dissertation on the effect of faculty unions on academic traditions and practices at four-year institutions of higher learning. This questionnaire is being sent to all faculty members who have taught at your college both before and after the establishment of a faculty union. The names of such faculty members were provided by the union.

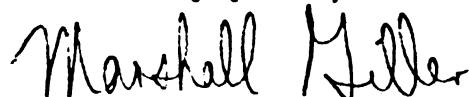
All replies will be kept confidential. Do not provide your name or any other identifying information, so that you can remain anonymous.

Return of this completed questionnaire constitutes your voluntary consent for me to use the information in my research subject to the confidentiality conditions as described above.

There is, of course, no penalty for declining to participate or for discontinuing at any time.

This questionnaire is for faculty who were at Adrian both before and after the establishment of a faculty union. If you are in that category, I would appreciate your returning this questionnaire by October 15, 1987.

Sincerely yours,



Marshall Giller
Asst. Professor
School of Business
Ferris State College

Ferris State College

School of Business

CONSENT FORM FOR INTERVIEW

Dear Colleague,

I am conducting research for a doctoral dissertation on the subject of the effect of faculty unions on academic traditions and practices at four-year institutions of higher education. The interviews are to be conducted with faculty members who have been at the institutions both before and after the establishment of a faculty union. I have been provided with the names of such faculty members by the local unions. All of them have been sent questionnaires and some of them have been selected by a random process for interviewing. If you consent to be interviewed, I agree to keep your identity and your answers to any questions completely confidential. I therefore request that you agree to the interview by signing the accompanying consent form.

Sincerely yours,



Marshall Giller
Asst. Professor
School of Business
Ferris State College

DATE _____

I hereby voluntarily agree to be interviewed for the above-mentioned research, with the understanding that my identity and my answers to any questions will be kept strictly confidential. I understand that the interview will take approximately 30 minutes, and that I may discontinue the interview at any time without penalty. I also understand that I may decline to participate in this project without penalty, and that if I do participate I will remain completely anonymous.

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