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WHY PROFESSORS CHOOSE COLLECTIVE BARGAINING -
THE MICHIGAN EXPERIENCE.

MICHIGAN STATE UNIVERSITY, PH.D., 1979

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WHY PROFESSORS CHOOSE COLLECTIVE BARGAINING
THE MICHIGAN EXPERIENCE

By

William Robert Owen

A DISSERTATION

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

DOCTOR OF PHILOSOPHY

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1979

ABSTRACT

WHY PROFESSORS CHOOSE COLLECTIVE BARGAINING THE MICHIGAN EXPERIENCE

By

William Robert Owen

The primary purpose of this study was to seek to explain why faculty members in Michigan's state-supported colleges and universities either accept or reject collective bargaining. Such insights should help administrators who are repelled by the notion of collective bargaining to adopt managerial practices that may preclude the need for a faculty union. If, however, a faculty union is inevitable, this study should also provide college and university administrators with an understanding of the dynamics of the faculty unionization process. Thus fortified with a better understanding of the reasons why faculty unions are formed, administrators may then be able to deal more effectively and rationally with the collective bargaining process. A concomitant purpose of this study was to provide those interested in the establishment of faculty unions with a procedure for successful union organizing techniques.

This study employed the use of 1,667 questionnaires mailed to faculty members in the five non-union state supported baccalaureate institutions of higher education in Michigan. The questionnaires were distributed in January, February, and April of 1977 and were received until November, 1978. The overall response rate was just over 30 percent and the findings based on the survey should therefore be interpreted with caution. The major findings of this study were not seriously limited or impaired by

the low rate of response to the questionnaire because the primary research methods employed to discover why faculty accept or reject collective bargaining were field observations and case studies. Considerable emphasis was placed on the two union defeats at Michigan State University in 1972 and 1978 and the union victories at Ferris State College in 1972 and Lake Superior State College in 1978.

Because this study was conducted by a professional faculty union organizer, the perspective from which it was written should distinguish it from other studies. As a consequence of the researcher's background, this dissertation is in essence a field study. Some of the findings of this study are supported by their application to an actual field test situation, wherein the questionnaire results showing faculty readiness for collective bargaining at Lake Superior State College were used to justify a successful attempt to unionize the faculty at that institution. The application of the survey results to a working situation validated the usefulness of the survey instrument.

Other findings were: 1) authoritarian administrations and administrators stimulate faculty interest in collective bargaining; 2) faculty members will not seek the union alternative where the following conditions prevail: a) faculty participates in policy determination, b) due process is protected by impartial third party adjudication, c) salaries and fringe benefits have not fallen below the norm, d) tenure rights are protected, e) campus governance is meaningful, f) administrative authority is shared and decisions with respect to tenure, staff selection, promotion work load, curriculum, institutional planning, and other important matters are not unilaterally or arbitrarily made by the central administration.

The conclusion of the study was that collective bargaining will flourish when an administration loses touch with faculty and when faculty become disenchanted with their governance system. Professors do not always unionize for higher wages and better working conditions. Faculty members do tend to unionize when they perceive the administration to be authoritarian, elitist, and insensitive to their needs.

In appreciation of their continued support and encouragement, this dissertation is dedicated to my wife, Katharine K. Owen, my sons Mark and Peter, and my parents, William R. Owen, Sr. and Sadie E. Owen.

ACKNOWLEDGEMENTS

In 1964, Dr. E. Dale Kennedy, who was then Executive Secretary of the Michigan Education Association, suggested to me that a good use of my spare time as a new MEA staff member would be to pursue a Ph.D. Dr. Kennedy's advice was not taken seriously until 1972, when Wayne Taylor of MSU, now deceased, convinced me that I should indeed write a dissertation. After several more years of procrastination following my acceptance of Dr. Taylor's advice, I had the good fortune to meet John. H. Suehr whose patience and understanding made it possible for this dissertation to be written. Anyone who could procrastinate for fifteen years as I did requires a considerable amount of help and inspiration. Therefore the list of those to whom I am indebted is longer than usual, and includes the following people.

My Graduate Committee, who offered guidance and support during the researching of this study: John H. Suehr, Chairperson, Calhoun C. Collier, and Max R. Raines, of the College of Education and Dale G. Brickner, of the School of Labor and Industrial Relations, Michigan State University.

I am deeply appreciative of the professional assistance provided by Nancy A. Dixon, who in her capacity as editor and technical consultant worked closely with me throughout the writing of this dissertation.

I wish also to acknowledge the contributions of the following persons who provided technical assistance: Cindy Fenton, who prepared the graphic presentations of the survey results, William Graybeal, who helped design the questionnaire which was used with modification as the survey instrument,

and William L. Ewens, who granted permission for the inclusion of the MSU Faculty Associates campaign master plan.

Special thanks are due also to the Michigan Education Association for the use of resource materials on collective bargaining in higher education in Michigan.

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CHAPTER I

INTRODUCTION

The phenomenon of faculty unions on the campuses of Michigan's state supported colleges and universities will be explored in this dissertation from a professional union organizer's perspective. A purpose of this study is to investigate the reasons individual faculty members choose to support a system, collective bargaining, that deviates from accepted governance systems in higher education. This study will seek to explore the conditions that existed at those colleges and universities where collective bargaining has been established and to identify specific causes for a faculty to repudiate its traditional governance system and replace it with collective bargaining. Another purpose of the dissertation will be to identify conditions that will help to predict the state of faculty readiness for collective bargaining at the remaining non-union colleges and universities in Michigan.

The primary method of investigation used in this dissertation will be to emphasize field studies drawn from the writer's personal experience. The results of an opinion survey will be employed and emphasis will also be placed on personal contacts with faculty members and administrators from the campuses studied in this dissertation.

The determinants of faculty attitude toward collective bargaining are often more charged with emotion than with rational thought. For this reason, the choice of methodologies was broadened in this study in order to facilitate access to information that does not lend itself well to traditional scholarly investigative techniques. Therefore, this study employs

surveys, field studies and personal contacts in order to evaluate the conditions that may have influenced a faculty decision to accept collective bargaining. As these techniques are employed, it should be noted that, whenever a faculty chooses collective bargaining, a substantial number remains passive on the issues. This makes it difficult to assess how the majority feels about the issues pertinent to the collective bargaining question.

The use of field observations, supplemented by an opinion survey, and a review of the pro and anti union literature will form the data base of this study. The scope of the investigation will include all of the organized and unorganized state supported four-year colleges and universities in Michigan. Special attention will be given to MSU and Ferris State College, while a somewhat more cursory review will be made of the determinants for accepting or rejecting collective bargaining at a sampling of Michigan's private four-year colleges and universities.

The general significance of this study will be to identify those conditions that stimulate and foster faculty unionism. Once such conditions are identified at specific colleges and universities, it should be possible for administrators to take steps to ameliorate these conditions if the idea of dealing with a faculty union is intolerable. Once these conditions are identified, it will also be possible for those who favor unions as a superior method for dealing with academic governance problems to ascertain the readiness of a given college or university faculty for collective bargaining, and thus be more efficient in the selection of organizing targets.

BACKGROUND

Much has been written on the phenomenon of academic collective bargaining. The field of knowledge about the forces that precipitate a faculty union is expanding at a rapid rate as a consequence of scholarly preoccupation with the phenomenon of faculty unionism. Unfortunately, much of the research on this subject is conducted by scholars with no first-hand experience with faculty unionism, is based on secondary sources or it is written from a pro-management perspective. The few studies that do deal with the dynamics of a faculty decision to select collective bargaining are quite generalized and thus have limited value in providing the academic community with a precise understanding of those determinants that motivate a faculty to choose collective bargaining as its alternative to the more traditional governance systems. While much of the previous work on the collective bargaining phenomenon lacks specificity about the determinants that influence a faculty to accept unionism, there are several current works that deal rather well with this issue, and they will be treated at length in Chapter II. It will be a purpose of this dissertation to utilize the proven research methods enumerated above to identify those forces that were operative prior to the selection of a bargaining agent.

Prior investigations on the influences upon faculty who are contemplating unionism include works dealing with such determinants as: the increasing bureaucratic organization of colleges and universities, the legal bases for faculty bargaining, the decision making ability of faculties, faculty militancy, job satisfaction, and job security. Probably because most of the previous investigators were management oriented,

the role of administrators as precipitating forces for faculty unionism has been largely ignored. While it is not the intention of this dissertation to indict administrators, their obvious role in the intricate decision-making process that precedes a faculty choice to pursue the establishment of an academic union will be reviewed. If this process reveals that a precipitating factor in faculty unionism is an increased alienation of faculty from central administrators, the higher education establishment could benefit if administrators learn to deal more effectively with faculty discontent.

In any event, a sub-purpose of this study will be to help administrators understand that faculty unions don't happen spontaneously. Neither do they evolve as the natural consequence of a gradually developing governance system. Faculty unions are formed when members of a faculty come to the reasoned and seemingly spontaneous conclusion that their present governance system is no longer appropriate to their needs.

What then are the determining factors that lead to such a decision. This dissertation will seek to answer these questions in terms of the determinants that influence the majority of a faculty to choose the collective bargaining alternative. Some of the questions that may be answered directly or deduced from this dissertation are:

- 1) Which faculty members are more susceptible to union appeals for support and involvement?
- 2) What qualities do administrators possess that precipitate a faculty decision to unionize?
- 3) What bearing does size of an institution have on a faculty decision to unionize?
- 4) What does the academic status and reputation of an institution have to do with faculty unionism?

- 5) What are the identifiable characteristics, such as age, rank, sex, and specialty, of faculty who favor unionism?
- 6) What are the reasons given by faculty members for engaging in union activities?
- 7) What are the characteristics of a college president who would be likely to cause members of his faculty to contemplate unionizing?
- 8) What are the effects of centralized decision-making on faculty interest in unionism?
- 9) Is the decision to form a faculty union a defensive act?
- 10) What are the kinds of issues that create faculty interest in collective bargaining?
- 11) Are these issues limited to job security, salaries, fringe benefits, hours, and other economic issues, or is governance and decision-making power a more potent issue?
- 12) Do the precipitating issues vary greatly among institutions?
- 13) What actions on the part of administrators and anti-union faculty members are most effective in defeating unionizing attempts?

These and related questions were contemplated when this dissertation was planned and to the extent that they are answerable, they will be answered, at least through inference. Serious attention to these questions should be useful in developing strategies for dealing with the conditions most likely to favorably influence a faculty in a given institution to lean toward collective bargaining.

DESIGN OF THE STUDY

The broad scope of this dissertation will be given specificity through the employment of the following investigative techniques:

- 1) Review of existing literature, primary and secondary sources.

- 2) Examination of available primary documents, such as union files and government documents.
- 3) Survey of faculty attitude toward collective bargaining at Grand Valley State College, Lake Superior State College, Michigan State University, Michigan Technological University and the University of Michigan.
- 4) Personal interviews and contacts with selected administrators, faculty members and union leaders.
- 5) Field observations based on personal experience.

Data sources will consist of:

- 1) Questionnaires mailed to 1,667 faculty members in five Michigan institutions of higher education in January, 1977.
- 2) Michigan Education Association and National Education Association confidential files.
- 3) Personal documents generated in unionizing drives at several Michigan colleges and universities.
- 4) Interviews and correspondence with college administrators, faculty members, and union leaders.
- 5) Books, articles and dissertations on the topic of unions in higher education.

HYPOTHESIS

Stated in general terms, the hypothesis of this study is:

Authoritarian and otherwise threatening behavior on the part of college and university administrators stimulates faculty interest in collective bargaining.

One of the premises on which this hypothesis is based is the belief that it is unnatural for faculty members to contemplate unionism and that the status quo will be preserved so long as faculty members are not radicalized by some form of overtly threatening behavior on the part of the administration.

Chapters three through the epilogue of this dissertation will deal with different aspects of the above general hypothesis. The hypothesis will be supported empirically through the development of the subtheses of these chapters and the hypothesis will also be supported, but somewhat more tangentially, through the visual presentation of the findings of the questionnaires. The questionnaire material will be presented pictorially immediately following this section.

Chapter Three hypothesizes that: Autocratic behavior on the part of the administrators may precipitate faculty unionism.

Chapter Four hypothesizes that: Faculty unionism will not be accepted when the decision to unionize is imposed and implemented at an institution by outside union organizers and/or a relatively small group of pro-union faculty members and faculty unionism will fail in the absence of clearly defined campaign issues.

Chapter Five hypothesized that: Even the most efficient, faculty planned and implemented campaign strategy will not secure collective bargaining rights for a faculty that is apathetic and otherwise not ready to be organized.

Chapter Six hypothesized that: Faculty unionism will be accepted when faculty are sufficiently threatened by administrative policy and where a determined nucleus of faculty leaders are willing to accept the responsibility for promoting the union alternative among their colleagues.

Chapter Seven concludes that: Administrators who arrogate power to themselves run the risk that a contravening force in the form of a faculty union will emerge to oppose that power. The final chapter of this dissertation also concludes that administrators who do not involve their faculty members in decision making can expect a faculty union in the future, and the

chief administrator is perhaps the single most important person in determining whether a faculty union will evolve.

The Epilogue hypothesized that: Collective bargaining does not necessarily destroy collegiality or weaken existing governance traditions, and that it is possible for collective bargaining and a faculty governance system such as a faculty senate or academic council to coexist. (Even though the senate may survive a successful unionizing drive, a new polarization of power between faculty and administrators will occur and a new governance system based on collective bargaining will ultimately emerge.)

PRESENTATION OF THE DATA

As mentioned in the introduction, this dissertation is essentially a field study. The hypotheses were supported by the empirical evidence generated as each chapter dealing with actual unionizing activities was drafted. The data generated from the distribution of 1,667 questionnaires to faculty members at Michigan's state supported non-bargaining colleges and universities, if given in depth statistical treatment, could perhaps form the basis of a separate study. The present work will use the data generated by the questionnaires to support the writer's a pri o ri belief that when a substantial majority of the faculty at a given college or university reflect a readiness for collective bargaining in their answers a decision to seek collective bargaining rights for the faculty members would be justified.

The decision to present the questionnaire data in compact form as a part of this introductory chapter was made in compliance with a wish of my guidance committee to keep this dissertation on track. The main strength of this dissertation is derived from its narrative presentation of the dynamics of several union organizing campaigns on the campuses of Michigan's state supported colleges and universities. While it will not be used in the main text of this dissertation, the data received from the distribution of the questionnaires to the institutions surveyed does, nonetheless, support the assumptions of this writer. Moreover, the questionnaire data that follows has intrinsic value as presented in chart and graph form with the accompanying interpretative comments.

PROCEDURES FOR DATA COLLECTION

The questionnaires to faculty members were mailed to 1,667 faculty members in the five Michigan non-union institutions of higher education (community colleges excluded) in January, 1977. At Michigan State University and at the University of Michigan, the questionnaires were sent to a sample of 18.8 and 25.0 percent of faculty respectively. Faculty who had not responded to the first mailing were sent a follow-up request in February. In April a final follow-up request was sent to 1,171 faculty, about 70 percent of those originally addressed.

The overall response rate of 30 percent is disappointing because it is likely that the findings are not representative of all faculty.

For example, response rates may be higher among faculty having a positive image of NEA/MEA than among faculty having a negative image or no familiarity with NEA/MEA. While it is desirable that a response be received from at least two-thirds of faculty sampled in order to make reasonably accurate estimates of the total population of faculty being sampled, the overall response rate of 30 percent, while disappointing, is viable. However, the findings have been interpreted in very general terms. The estimates are not precise, and they should be interpreted with attention given to the direction of likely bias represented by those responding. The estimated rates of response by institution are as follows:

Michigan State University	20.4%
University of Michigan	37.9
Lake Superior State College	38.6
Grand Valley State Colleges	24.8
Michigan Tech	36.3

The percentage distributions of faculty by rank and by sex in the sample compared with the total population provides indications of the extent that the respondents may be representative of all faculty. The population estimate of the distribution of faculty by ranks is from the 1975-76 AAUP salary study, and the distribution of faculty by sex is from the 1976-77 NCES-HEGIS employees study.

The summary of the survey which appears below shows that in all institutions except Grand Valley, the distributions of respondents by rank and sex are very similar to the estimated distributions of all faculty in the institution. Grand Valley had a relatively low rate of response accompanied by some evidence that those responding are not entirely representative of faculty by rank or by sex. Therefore, the findings for Grand Valley must be interpreted with even greater caution than is given to the

information for other institutions.

The numbers of respondents shown in the summary tables reflect the application of weights to provide appropriate representation of faculty in institutions where questionnaires were sent to a sample of the total faculty. The actual number of respondents was 110 at Michigan State University and 192 at the University of Michigan.

PERCENT OF FACULTY

<u>Institution</u>		<u>Prof.</u>	<u>Asso. Prof.</u>	<u>Asst. Prof.</u>	<u>Instructor Male</u>	
Michigan State	Total	46.1%	27.6%	19.7%	6.6%	-- a/
	Sample	46.3	25.9	17.6	10.2	78.9%
Univ. Michigan	Total	47.6	22.8	24.2	5.3	-- a/
	Sample	50.3	27.9	19.7	2.1	85.2
Lake Superior	Total	9.9	32.7	40.6	16.8	81.3
	Sample	12.5	37.5	37.5	12.5	81.3
Grand Valley	Total	18.2	32.3	49.5	0.0	77.8
	Sample	27.1	33.9	33.9	5.1	85.0
Michigan Tech	Total	24.1	32.6	31.1	12.2	89.9
	Sample	26.3	39.4	30.3	4.0	89.0

a/ Population estimates for 1976-77 not available.

b/ Population estimates derived from number of faculty employed on 9-10 month contracts in 1976-77 reported to NCES on HEGIS questionnaire are 14.8 percent professors, 36.0 percent associate professors, 33.9 percent assistant professors, 1.3 percent instructors, and 14.0 percent lecturers.

By virtue of my position as an MEA professional staff person with responsibility for organizing and servicing college and university faculties, I have access to confidential files that are relevant to the subject of this dissertation. Documents generated in faculty organizing drives used in this dissertation are in most cases the product of my activities as a faculty union organizer. Personal interviews and observations followed no formula. All administrators cited here were questioned directly or were observed by me during the course of my organizing activities. The procedure for personal interviews was, wherever possible, face to face. Where such meetings were not possible, telephone interviews were conducted. No administrator of any of the Michigan colleges and universities not known personally or at minimum dealt with indirectly through my unionizing activities was quoted or commented upon by me in this dissertation. Primary and secondary data were collected by means of traditional research procedures. All data received statistical treatment.

THE RESULTS OF THE SURVEY OF FACULTY OPINIONS

Beginning in January of 1977, questionnaires were mailed to 1,667 faculty at Grand Valley State Colleges, Lake Superior State College, Michigan State University, Michigan Technological University, and the University of Michigan. These questionnaires were sent to a sample of 18.8 percent of the faculty at Michigan State and 25.0 percent at the University of Michigan. Follow-up requests were sent in February and April. The April mailing was sent to 1,171 faculty members to about 70 percent of those originally queried. Following the April, 1977

mailing, a few questionnaires continued to dribble in, the last of which was received on November 1, 1978, thereby making the period over which questionnaires were distributed and processed a span of over two years.

There is no way to adequately rationalize the overall response of only 30 percent, a disappointing figure. The meaning of such a poor return could be indicative of many faults with the technique of the survey, or it could suggest an emotional reaction based on previously held negative feelings about the Michigan and National Education Associations. This researcher suspects the latter, because while the survey instrument was a lengthy four pages, the questions were well-designed and easy to understand, and its return was facilitated by prepaid, self-addressed return envelopes.

There may be some correlation between the rates of response and the direction of the likely bias of the respondents. Of the five non-union faculties polled, the highest rate of response was from Lake Superior State College with a return of 38 percent of the total faculty (there questionnaires were sent to every faculty member). The lowest rate of response was from the 18.8 percent sample of the faculty at Michigan State University, where the return was 20.4 percent. While this dissertation was in progress the results of the Lake Superior questionnaire were used in making a decision to seek union representational rights for the faculty at Lake Superior. At an election held in January 1978 the results were overwhelmingly pro-union, with a two-to-one margin for the MEA affiliated faculty association. The findings of the survey for faculty sampled at Michigan State University were judged to be inconclusive by those of us who were in the early Spring of 1977 contem-

plating a second attempt to unionize the faculty at MSU. The smallness of the sample and the low rate of response caused the leaders of the Faculty Associates, the MEA faculty unit on the MSU campus, to disregard the survey and to rely instead on other indicators for determining faculty readiness for a second attempt to form a faculty union. In any event, the rate of return was high at Lake Superior, and the faculty there chose collective bargaining; by contrast, the rate of return was low at MSU and the faculty there rejected collective bargaining.

The rate of return was also relatively high at the University of Michigan, with 37.9 percent of those sampled returning the questionnaires. Since no attempt was made to form a union at the University of Michigan we may not draw any conclusions about the significance of the rate of return as an indicator of faculty bias toward the organization distributing the questionnaire.

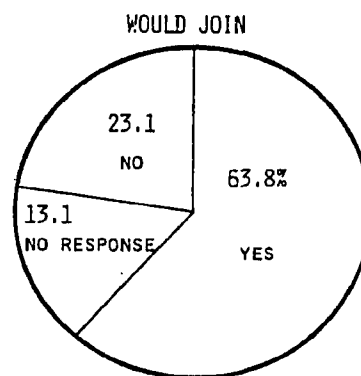
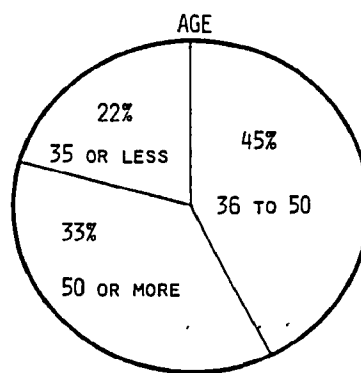
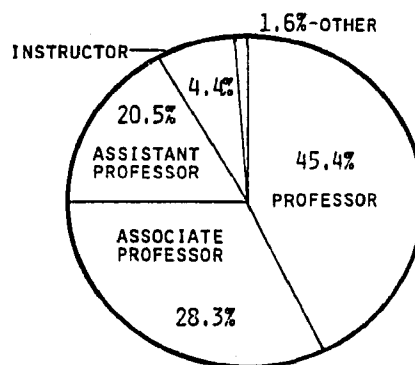
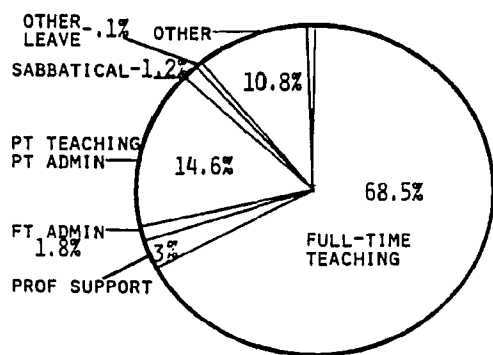
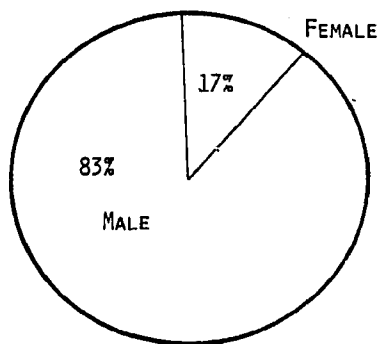
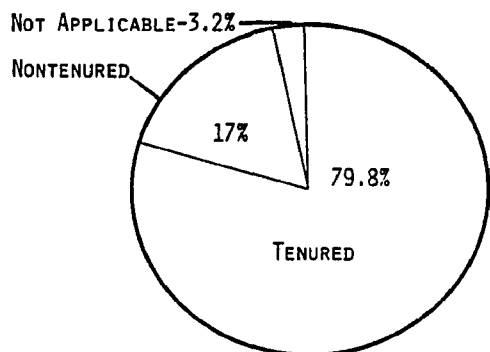
The questionnaire results are not as precise as I had hoped they would be, and should be interpreted with caution. Nonetheless, the results are interesting and in general terms the results that follow in chart and graph form add to the body of knowledge that is dealt with in this dissertation. In the following chapters the question of why faculty members choose collective bargaining will be addressed through other research techniques, thus relegating the questionnaire results that follow to the position of background material. The questionnaire appears in Appendix A. The visual presentation of the results of the questionnaire follows in this chapter.

The order of presentation of the material below does not follow the order in which the questions were presented on the questionnaire,

since some of the questions were intentionally juxtaposed so as not to intimidate the respondents. Nor are all of the questions appearing on the questionnaire graphically reproduced here, since to do so would have produced more than enough material to synthesize the questionnaire results.

The following faculty characteristics graphs pertain to the professional status of the respondents. As can readily be seen, approximately 80 percent of those responding were tenured and of that number, nearly 70 percent were engaged in teaching full time. Due to our inability to generate totally clean mailing lists, some questionnaires were sent inadvertently to administrators and professional support staff who teach on a part time basis. The number of full professors responding in relation to the percentage of tenured respondents was quite low, with only 45.4 percent of the respondents holding the rank of professor, while 80 percent of the respondents were tenured. A surprising outcome, which can be seen in the first two graphs was the fact that only 17 percent of those responding as tenured were females as opposed to 83 percent of tenured respondents being male.

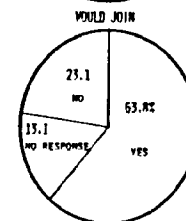
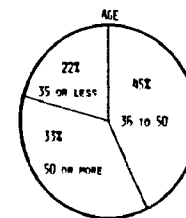
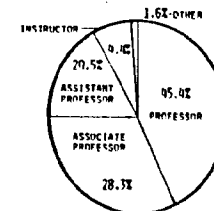
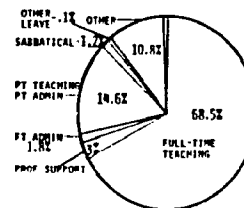
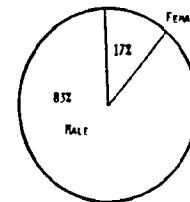
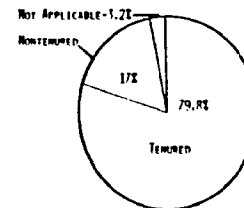
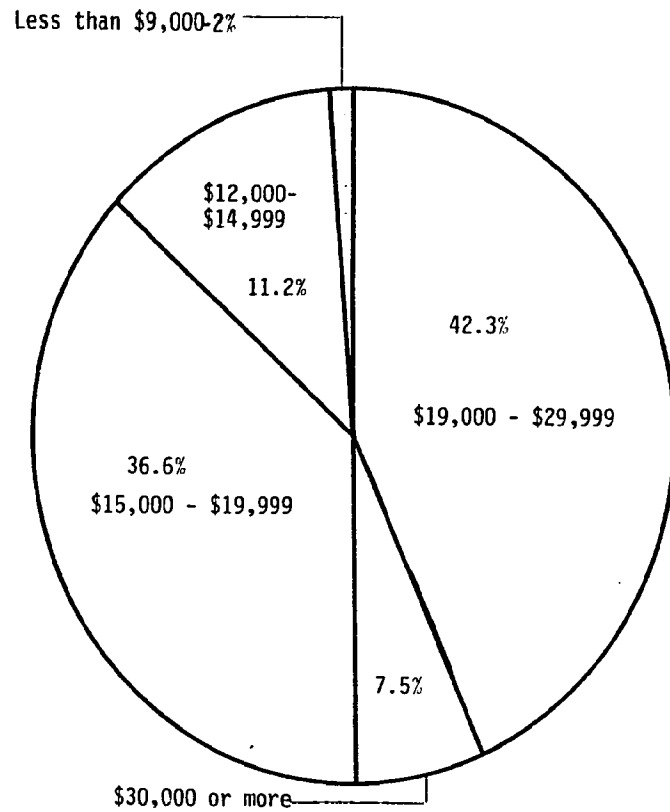
The age groups reflected on the age graph below provided no surprises. Only 22 percent of the group was 35 years of age or less and 33 percent was over 50, while 45 percent was between the ages of 36 and 50. A question of great interest to those who favor the establishment of faculty unions, (would you join a faculty union?) brought surprisingly favorable answers. A combined total of 63.8 percent of faculty polled indicated that they would join some sort of faculty union or association. The striking parallel between this response and the 65 percent favorable response in the Ladd-Lipset Survey can be seen in Appendix B.

FACULTY CHARACTERISTICS

The status question dealing with faculty salaries raised some serious doubts of the veracity of a few of the respondents. If we are to believe what we read on the completed questionnaires, the range for faculty salaries for eleven-twelve month appointments is from a low of \$5000 to \$96,000. While the person reporting an income of \$96,000 will remain anonymous, it can be said without violating his privacy that his questionnaire answer indicated that the \$96,000 figure was a composite of salary and consulting fees, with no attempt to separate the two. The \$5000 figure is also subject to challenge, since no qualifying statements were made by the respondent. We can only assume that the person reporting the \$5000 salary was in the 14.6 percent of respondents who were part time instructors with eleven and twelve month appointments.

Given the high percentage of tenured faculty responding, it came as no surprise to learn that over 80 percent of the faculty surveyed earn over \$20,000 and that almost 40 percent of these earn \$30,000 or more. This set of figures dovetails very nicely with the 79.8 percent of the faculty respondents who are tenured. The salary data for faculty on twelve month appointments makes it abundantly clear that the vast majority of these respondents are relatively well paid and quite secure in their jobs. This information should not be comforting to anyone who seeks to secure collective bargaining rights for individuals so well situated. The range for those on nine-ten month appointments, from a low of \$8,550 to a high of \$35,000, is much more believable than the eleven-twelve month range. Here also the parallel between tenured faculty and best-paid faculty is striking. 78.9 percent of respondents reported earnings of between \$15,000 and \$29,999 and 7.5 percent reported earnings of \$30,000 or more. See graphs below.

ANNUAL SALARY
9-10 Mos.

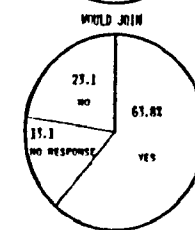
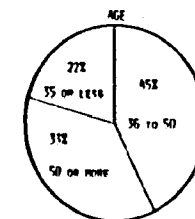
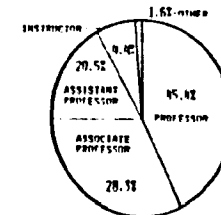
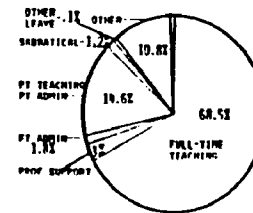
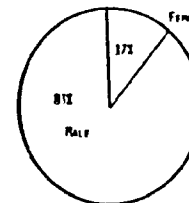
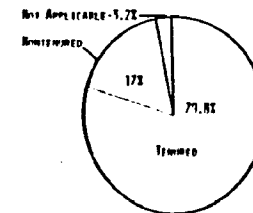
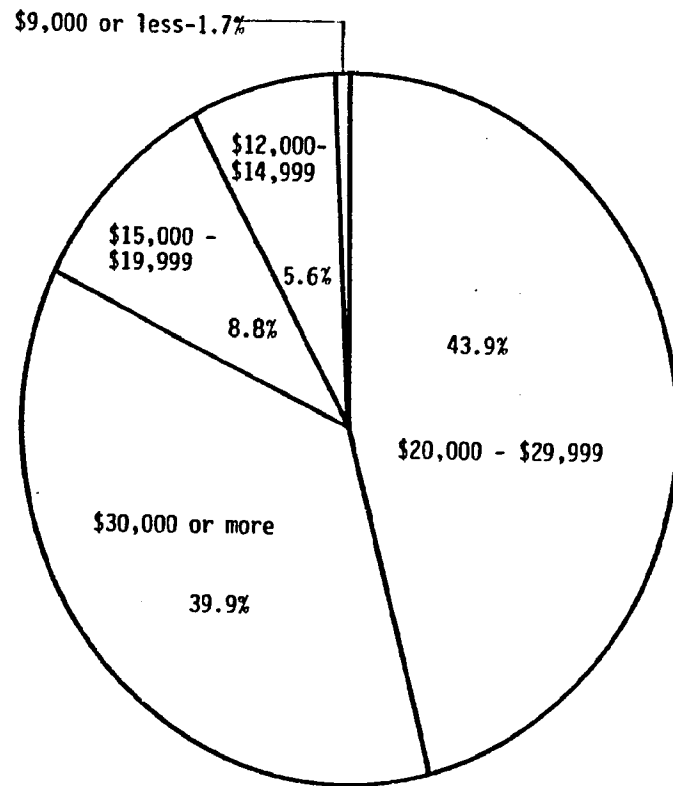


18

Mean	\$20,059
Median	\$19,843
Low	\$ 8,550
High	\$35,500

ANNUAL SALARY

11-12 Mos.



19

Mean \$27,767
Median \$25,680
Low \$ 5,000
High \$96,000*

*questionable data

Union organizers instinctively know that as important as salaries and job security are to the rank and file, the adequacy of the "other" conditions of employment is at least as important as these traditional union concerns. In academe where jobs are secure, especially for those who have tenure, and where salaries are respectable, the adequacy of the fringe benefits and the perquisites of professorial status may be a potential source of employee discontent severe enough to cause groups of otherwise complacent faculty members to contemplate unionism.

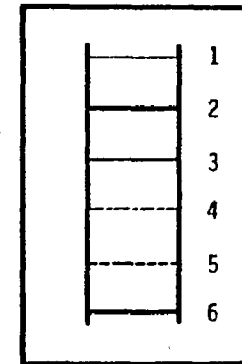
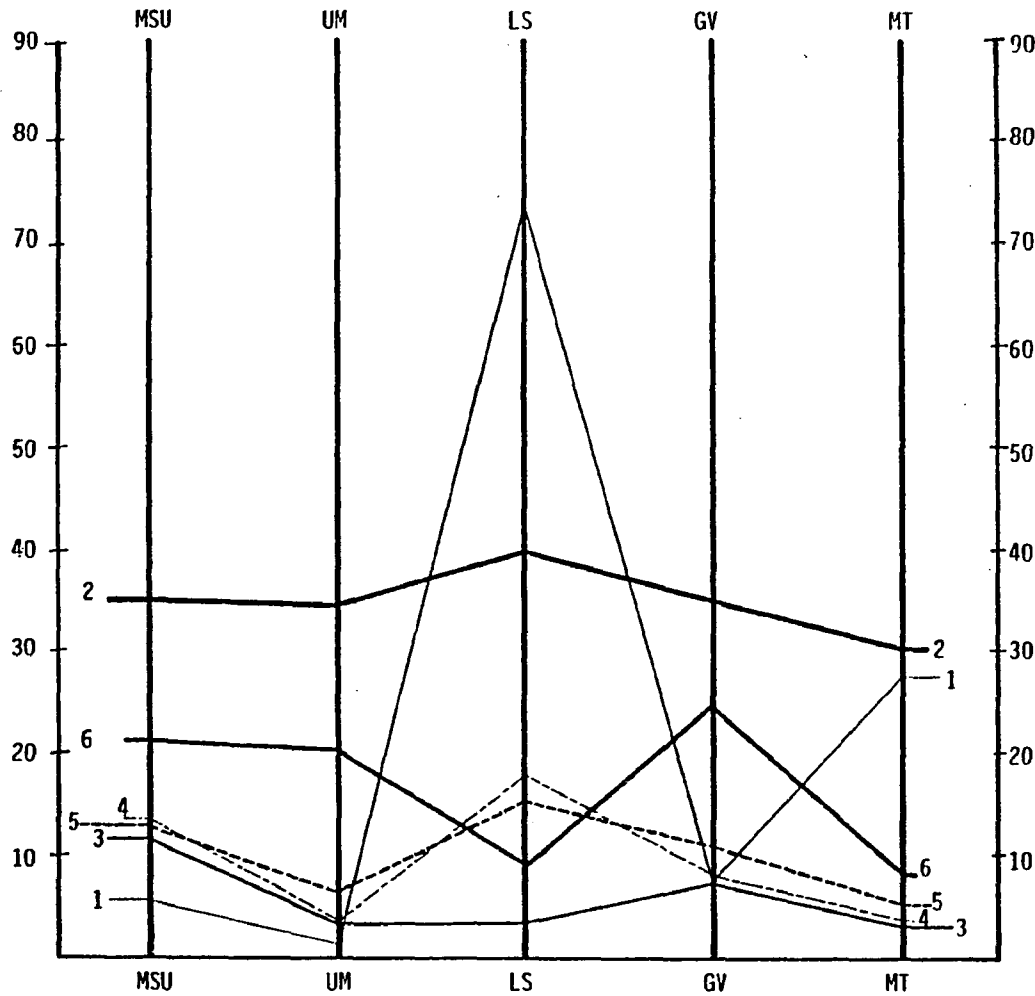
The absence of adequate travel funds, poor parking facilities, inadequate secretarial assistance, and inadequate compensation for summer sessions are all potential sources of faculty discontent. Issues such as these tend to lurk beneath the surface. Seldom do these kinds of concerns become campus-wide issues. More often they become imperatives for individuals and groups who may have had a leave request turned down or experienced some other slight at the hands of the administration. The sophisticated union organizer is often more skillful than the administration in discovering such sources of discontent and of course the union representative is ready with solutions to problems such as these.

The following three charts were prepared from the question that asked the respondents to "indicate your personal opinion about the adequacy" of these kinds of provisions. Salaries and job security related questions are reflected in the charts below. but they are of secondary importance to the questions that deal with faculty discontent about the seemingly routine working conditions.

CURRENT CONDITIONS

Chart 1

Percent indicating "Unsatisfactory, Much Improvement Needed"

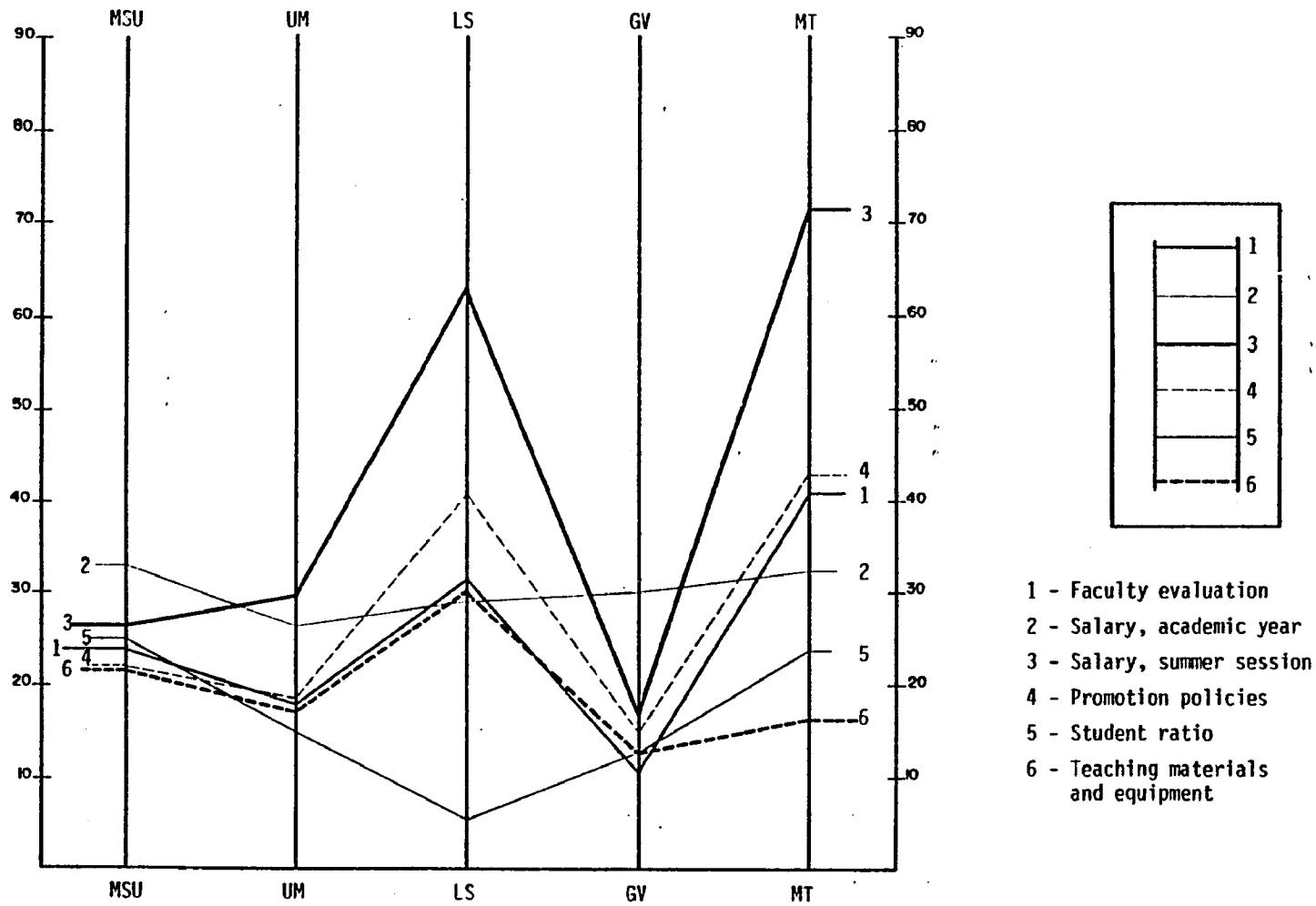


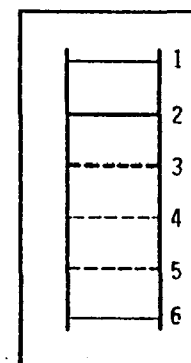
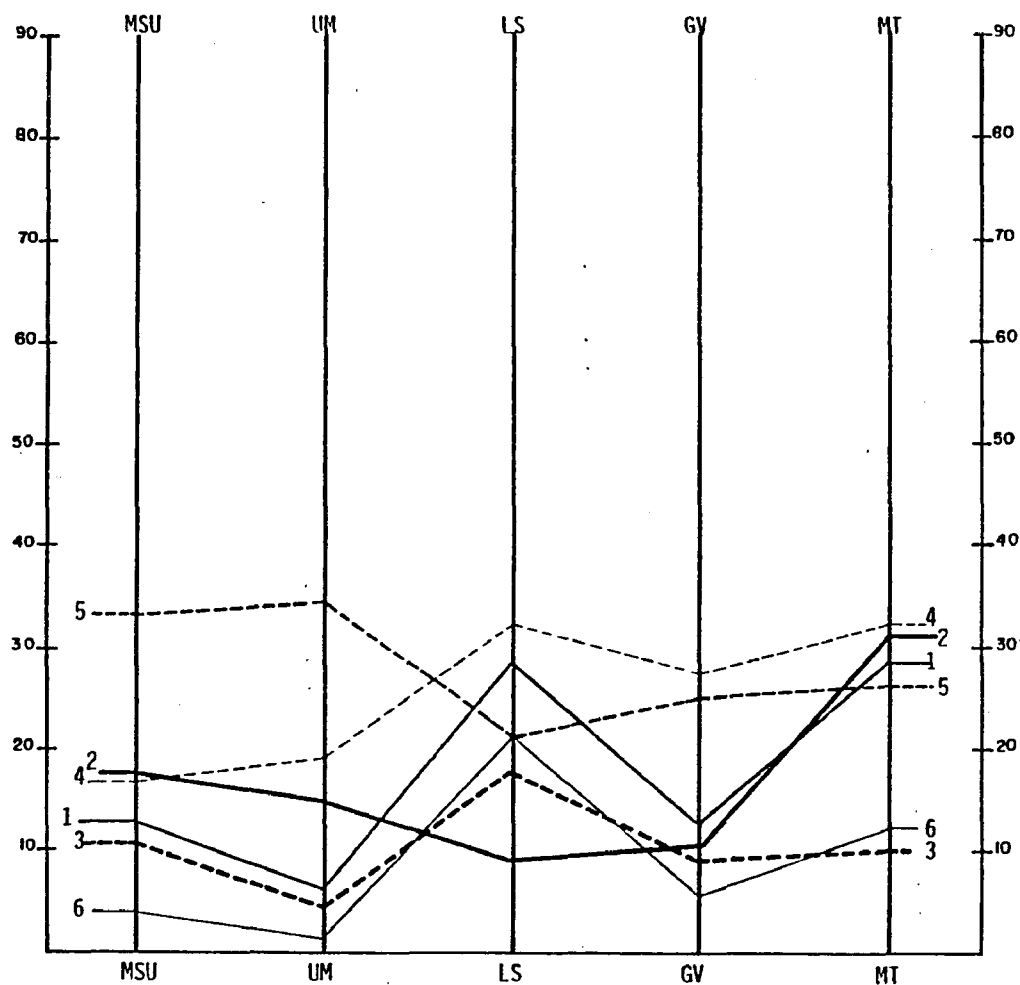
- 1 - Sabbatical leave policies
- 2 - Availability of travel funds
- 3 - Retirement provisions
- 4 - Life insurance
- 5 - Health insurance
- 6 - Parking facilities

CURRENT CONDITIONS

Chart 2

Percent indicating "Unsatisfactory, Much Improvement Needed"





- 1 - Standards for notice of nonreappointment
- 2 - Class size
- 3 - Long term disability insurance
- 4 - Procedures for reduction in force
- 5 - Secretarial assistance and office facilities
- 6 - Personal leave policies

CURRENT CONDITIONS

Chart 3

Percent indicating "Unsatisfactory, Much Improvement Needed"

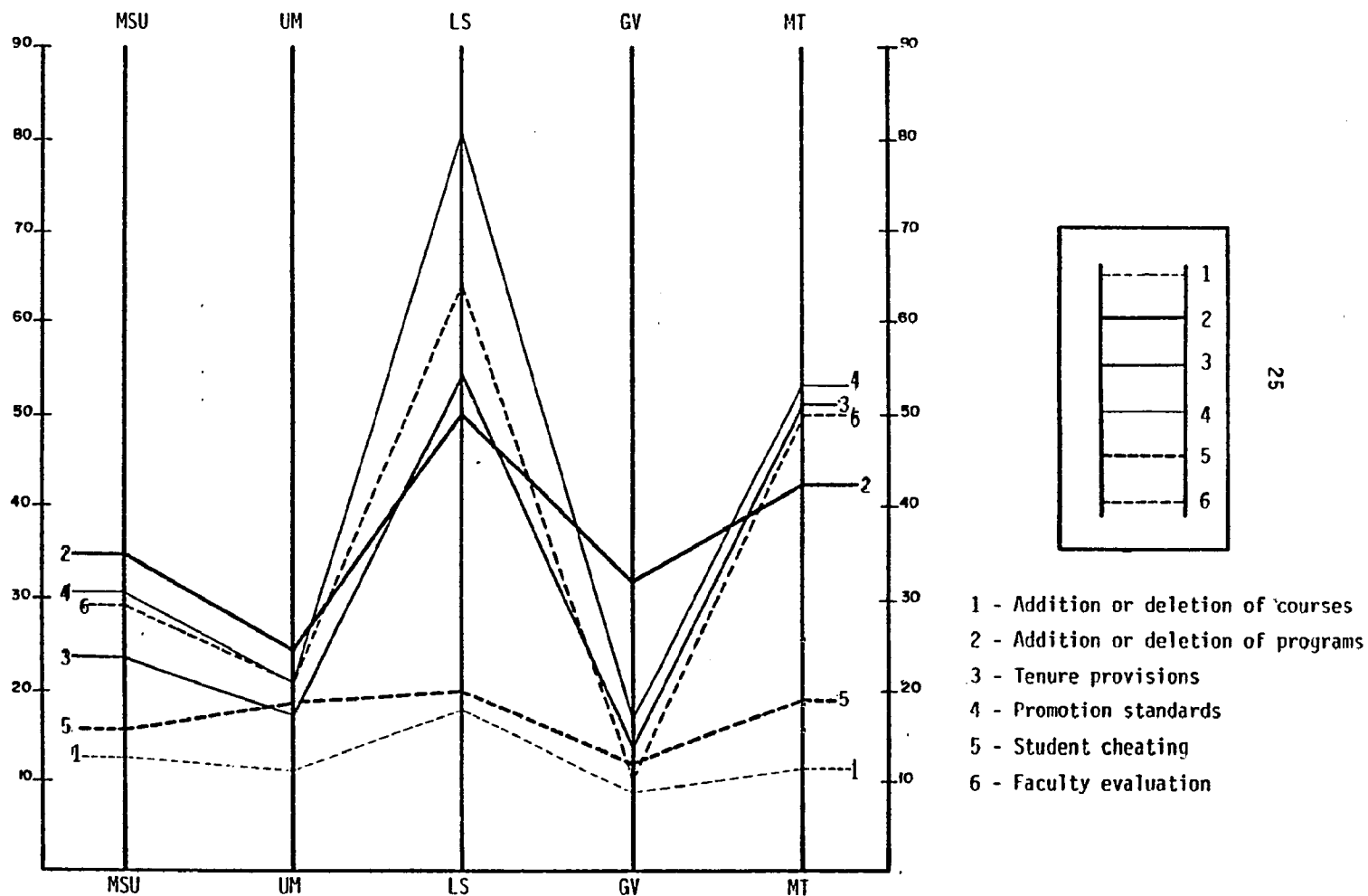
Another important determinant of faculty morale is the extent to which faculty members in a given institution are given the opportunity to participate meaningfully in the development of policy and/or in the implementation of policy. The following three charts depict the results of the questionnaire on this sensitive governance aspect of faculty morale. Special attention should be focused on Lake Superior State College with respect to the Lake Superior faculty responses to the questions dealing with promotion standards, faculty evaluation, and tenure provisions. At Lake Superior these three faculty concerns as reflected in Chart 1 became organizing campaign issues in a successful drive to unionize the faculty. From the Lake Superior experience it would seem that the extent to which faculty members are involved in the development of policy is related to the extent to which faculty will seek alternative forms of campus governance.

Chart 2 in the Policy Development series clearly shows that the faculty at Lake Superior were quite upset with their salaries and were not at all pleased with the criteria for selection of campus level administrators. At Lake Superior as we will see in Chapter III, the main source of this discontent was with the perceived authoritarianism of the president of the college. The third chart depicting the percent of faculty indicating "too little faculty representation" in the area of policy implementation reflects this high level of discontent with the president at Lake Superior State College. Nearly as severe as the discontent with the lack of faculty input into the choice of president of the school is the level of faculty discontent relative to their lack of input into decisions affecting institutional planning. Nearly 75

POLICY DEVELOPMENT

Chart 1

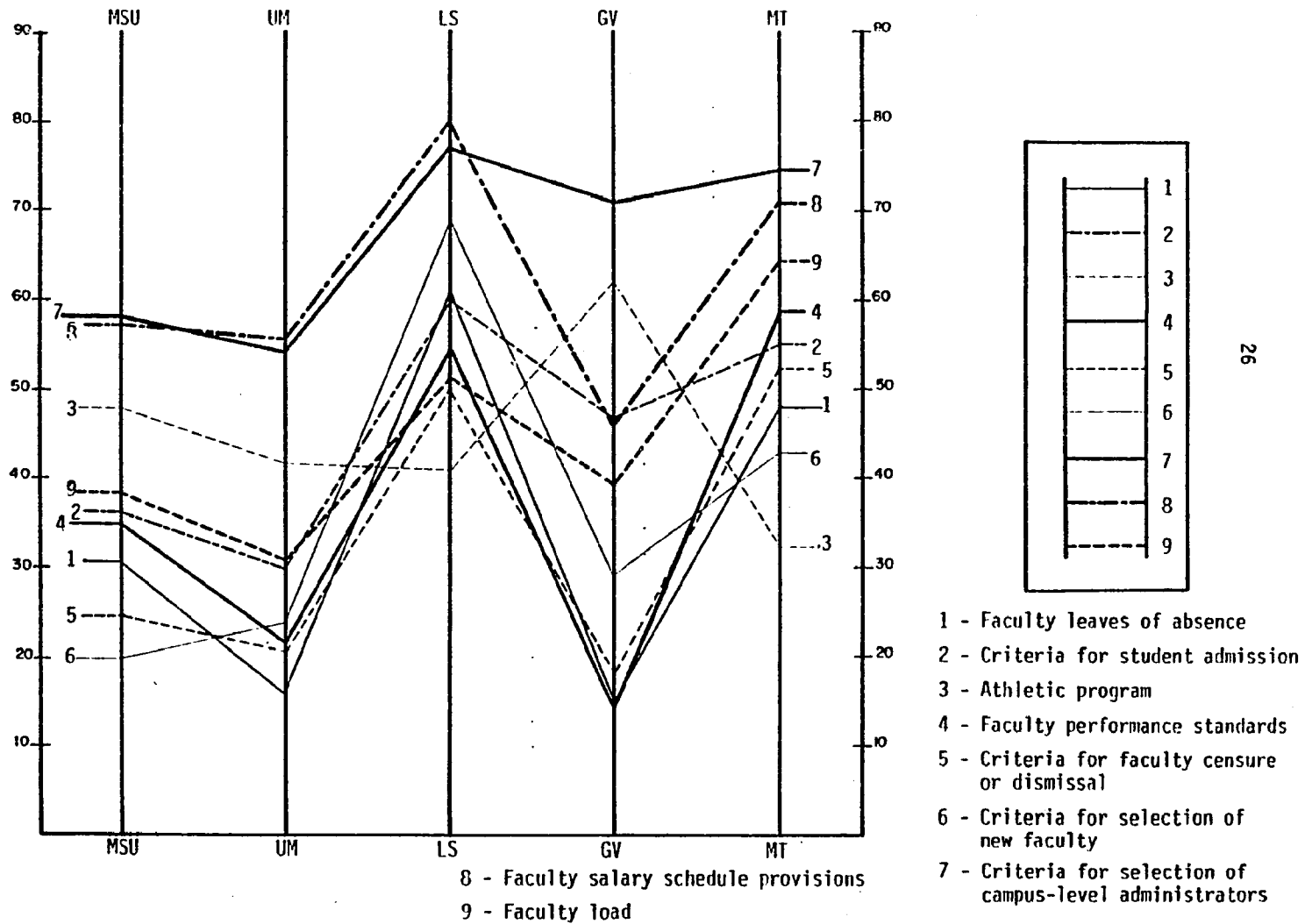
Percent of faculty indicating "Too Little Faculty Representation"

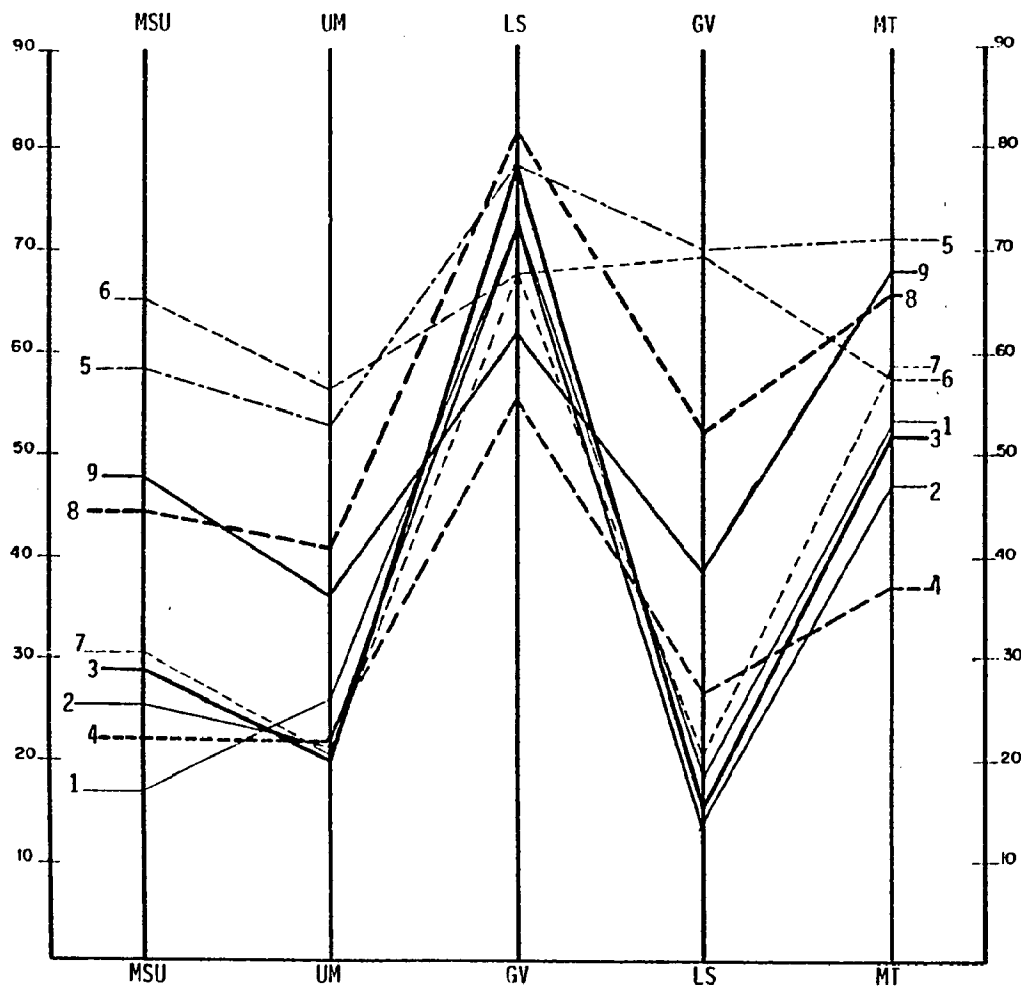


POLICY DEVELOPMENT

Chart 2

Percent of faculty indicating "Too Little Faculty Representation"





POLICY IMPLEMENTATION

Percent of faculty indicating "Too Little Faculty Representation"

- 1 - Selection of department chairperson
- 2 - Granting of tenure
- 3 - Granting of faculty promotions
- 4 - Selection of new faculty
- 5 - Selection of campus-level administrators
- 6 - Decisions affecting long-range plans of the institution
- 7 - Decisions to censure or dismiss faculty member
- 8 - Selection of college president
- 9 - Selection of academic dean

percent of the faculty responded that they had too little faculty representation in decisions affecting long-range planning.

The consistently high level of faculty discontent at Lake Superior State College with governance related matters made it very easy for those of us who were seeking a new organizing target to choose Lake Superior from among the handful of state supported colleges and universities in Michigan that were not as yet organized. The evidence was empirical, and because of the disappointing return from the majority of the faculties surveyed, statistical treatment of the data was not advisable. Nonetheless, the return from Lake Superior was relatively high and the data received made overwhelmingly clear the fact that governance was a serious problem at Lake Superior. Lake Superior met all of the tests to make it a candidate for an organizing attempt. The data clearly showed that the governance system was unsatisfactory and that salaries and fringe benefits were low. Faculty voice in determining standards for promotion and evaluation, in selection of new faculty and campus level administrators, in selection of the college president, and in long range planning was virtually nil. The low economic status of the faculty, combined with the obvious deficiencies in its governance system could lead only to one conclusion--Lake Superior was ripe for organizing.

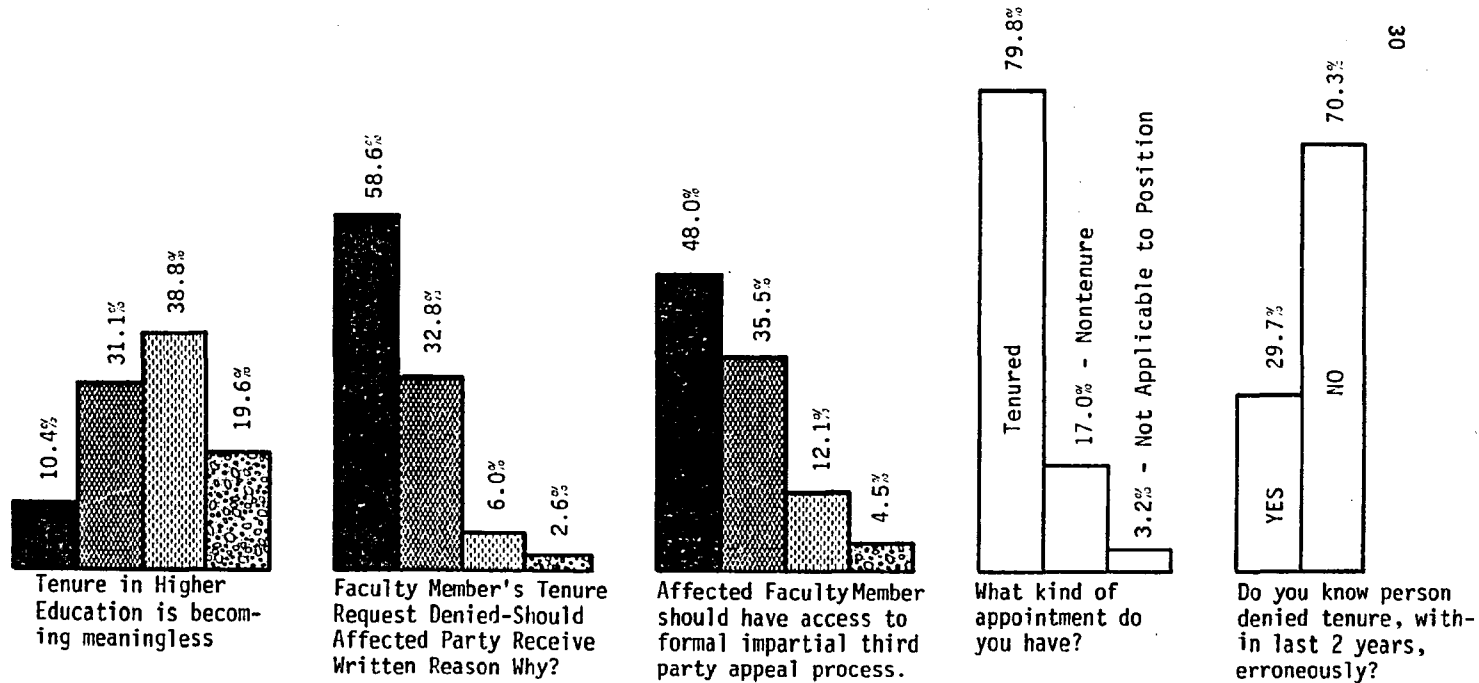
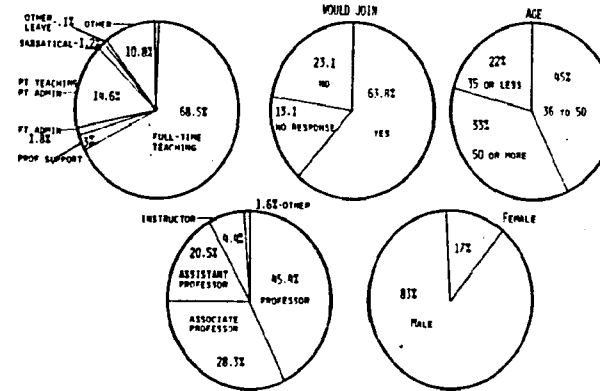
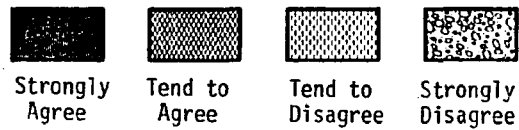
Tenure may be the most emotion packed word in all of higher education. The tenure concept legitimizes many of the other cherished concepts in academe, not the least of which is academic freedom. If tenure in higher education should ever become meaningless, union organizers would have unbridled success. For this reason the questionnaire dealt thoroughly with the tenure issue. The results which are presented in

graph from below make it clear that the majority of the faculty polled do not believe that tenure is threatened. Fifty-eight percent of those responding did not agree with the premise that tenure is becoming meaningless and only 10.4 percent strongly agreed with this premise, while 31.4 percent indicated that they tended to agree with the premise that tenure was becoming meaningless.

With respect to due process when tenure is denied, the results overwhelmingly favored, by 91.4 percent, the position that the affected parties should receive a written reason why tenure was denied. Eighty-three point five percent of those responding thought that affected faculty should have access to an impartial appeal process. It should be noted here once more that the percentage of those responding to these questions who were themselves tenured was 79.8 percent.

When the faculty union representative comes to campus, one of his first objectives is to determine the mood of the faculty. This is a critical task since the likelihood of a successful drive to unionize a faculty is invariably tied to the level of faculty morale. Due to the erratic response to the 1,667 questionnaires that were mailed to the five schools surveyed, it was not possible to draw any meaningful conclusions about faculty morale at individual institutions. Therefore, the following graphs on faculty morale are composites for the five schools polled. When combined, these data are rather dramatic in terms of the consistently high marks given their institutions by the respondents to the academic freedom and staff evaluation questions. Again, the high correlation between staff satisfaction and tenure is self-evident with 79.8 percent of the respondents being tenured and 80.5

TENURE CONDITIONS

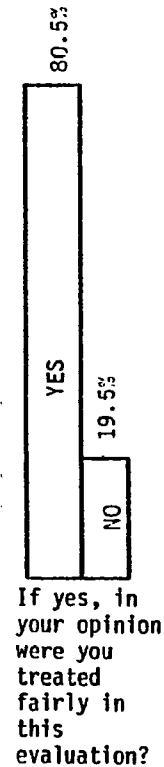
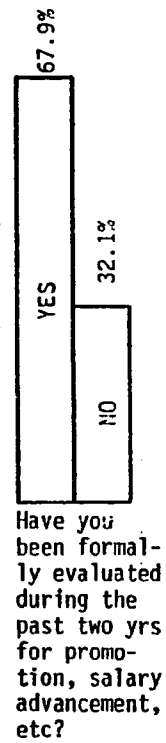
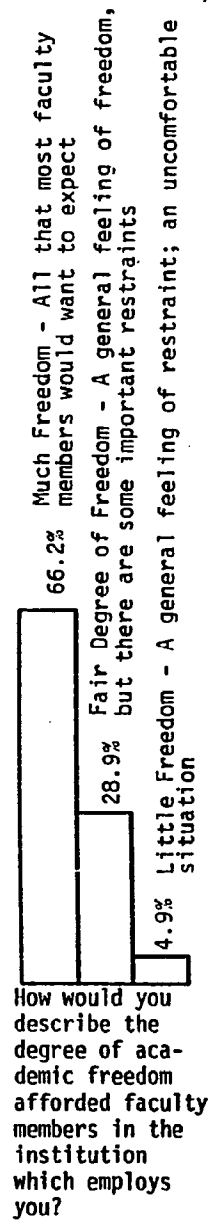


percent of the respondents saying that they are treated fairly when they are formally evaluated.

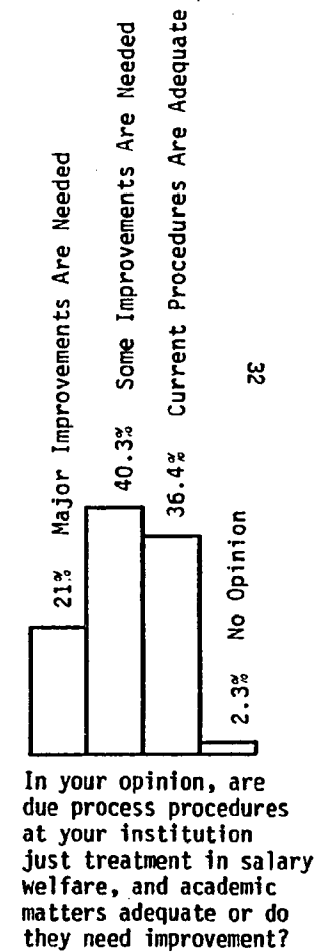
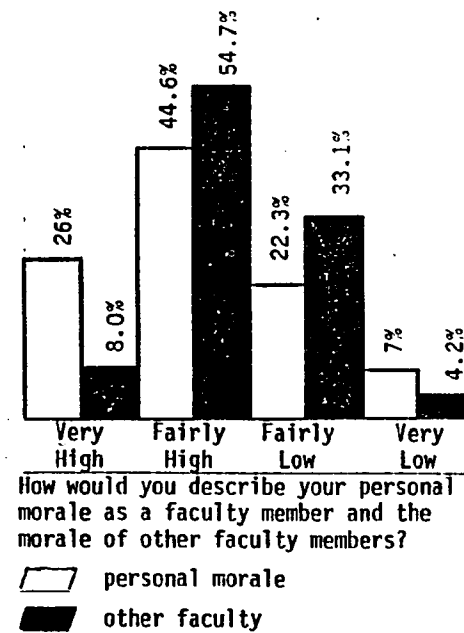
The question in the faculty morale sequence of the questionnaire, "How would you describe your personal morale as a faculty member and the morale of other faculty members you know?" yielded fascinating results. Nearly half, 44.6 percent, of those surveyed perceived their morale to be fairly high while 54.7 percent of these same faculty perceived their colleagues' morale to be even higher. Interestingly, of those who claimed to have very high morale, 26 percent, 8 percent of those perceived that other faculty had "very high" morale. In any event, the results of this portion of the survey were disappointing from the faculty union organizer's perspective, since 70 percent of those surveyed claimed to have high personal morale, and 62.7 percent of those polled perceived that other faculty also had high morale.

More encouraging to the potential union organizer were the responses to the question that asked whether "due process procedures for assuring just treatment in salary, welfare, and academic matters" were adequate. The responses to this rather complex question showed that a substantial majority, 61.3 percent, thought that at least some improvements were needed.

Let us assume that our potential union organizer was not discouraged by the fact that faculty morale was quite high in all of the schools surveyed, and that this organizer was encouraged by the results of the survey that showed that the due process procedures for assuring just treatment regarding salary, welfare, and academic matters were viewed to be inadequate by a rather large number of those surveyed. Another



FACULTY MORALE

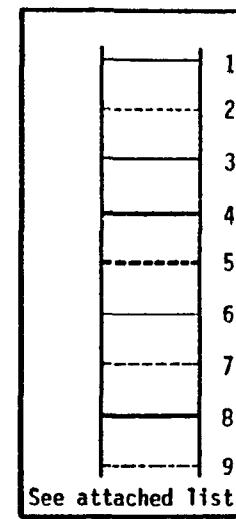
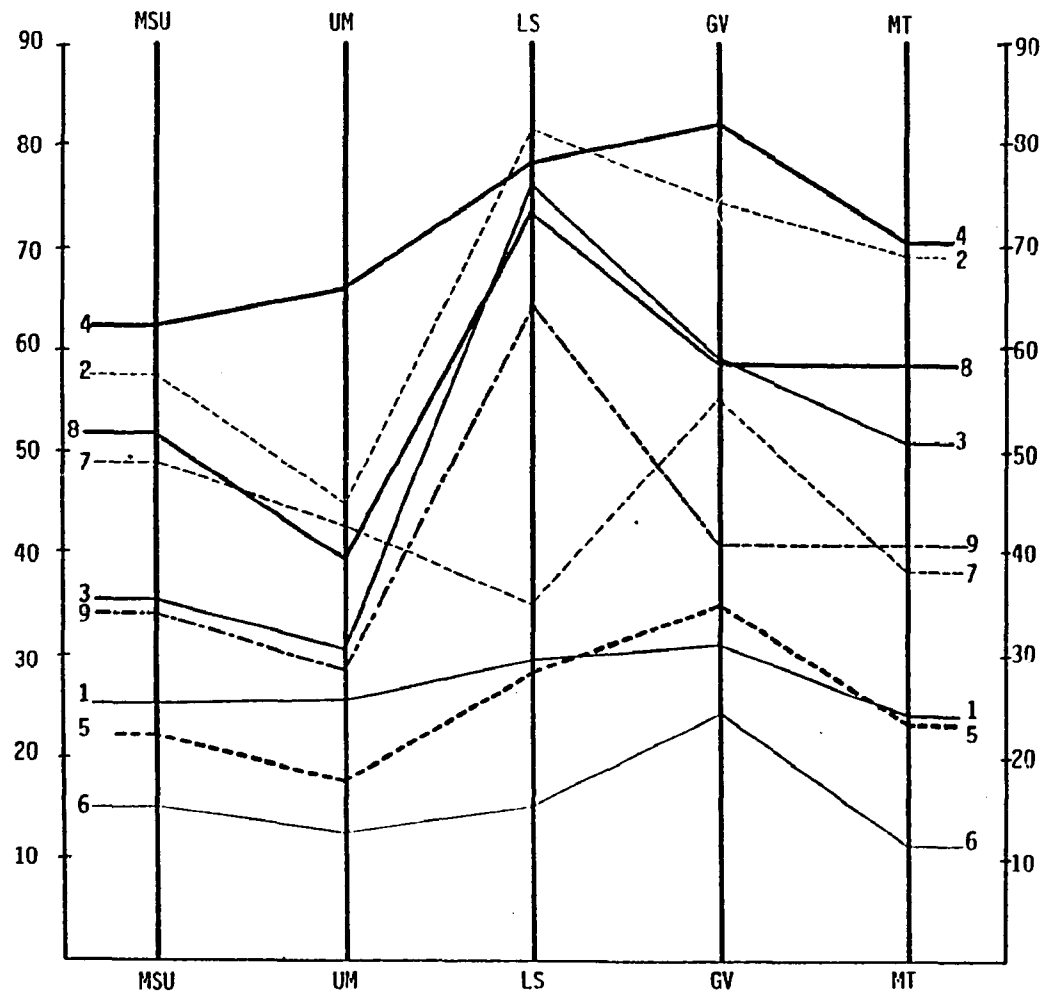


thing the union organizer would need to know would be the way in which potential union supporters prioritized the services a union could render to its members. The chart below depicts by institution the services which are perceived to be of major importance to the respondents.

From the union organizer's perspective, the results of this portion of the survey was disappointing with the exception of results reported by the faculty at Lake Superior State College. At Lake Superior the need was clearly seen by a large majority of its faculty to have a potential union provide assistance in protecting due process, providing staff for collective bargaining, and establishing minimum standards for salaries, work load, and job security. Lake Superior's faculty was, however, quite consistent with its sister institutions in stating that their highest priority for a faculty union would be to be represented in legislative and governmental groups deliberating policies affecting faculty. From the union organizer's perspective, this response also was disappointing; a more desirable response would have placed the collective bargaining and due process items across the top of the chart. The fact that all of the respondents placed a relatively high (between 63 and 80 percent) value on a union's ability to represent faculty interests in legislative matters also served to downgrade traditional union services, at least in their estimation.

It can be safely generalized that once a group, be they garment workers or college professors, have determined that they want a union, their tendency is to select a militant organization. The graphs below show conclusively that regarding the conditions on which a decision is made to support a union, those surveyed proved the opposite to be true;

SERVICES AVAILABLE
Percent of faculty indicating "Major Importance"



SERVICES AVAILABLE

- 1 - Provide personal benefits, such as insurance and investment services, as low cost
- 2 - Provide legal assistance in protecting the right of due process
- 3 - Provide staff for faculty engaged in collective bargaining
- 4 - Represent faculty interests in legislative and governmental groups deliberating policies affecting faculty
- 5 - Conduct training programs for faculty advocates
- 6 - Provide assistance in developing faculty-run public relations campaigns
- 7 - Conduct and disseminate research on matters effecting faculty welfare
- 8 - Establish minimum standards for conditions of employment, e.g., salaries, load, job security
- 9 - Provide consultants to assist faculty in reviewing employment conditions to determine their adequacy

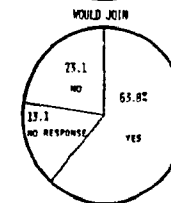
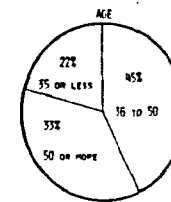
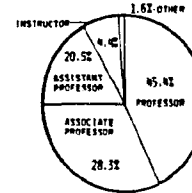
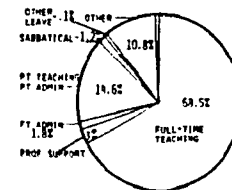
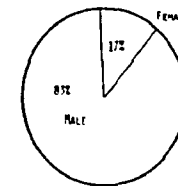
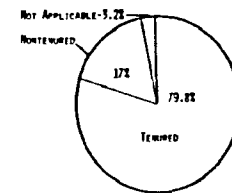
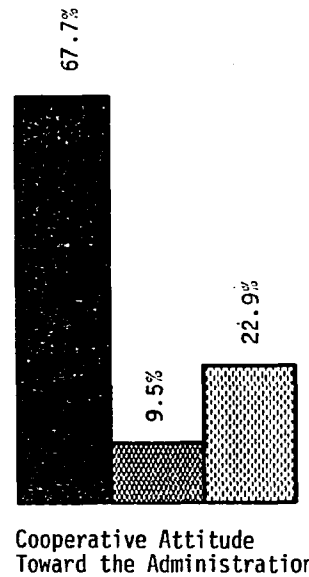
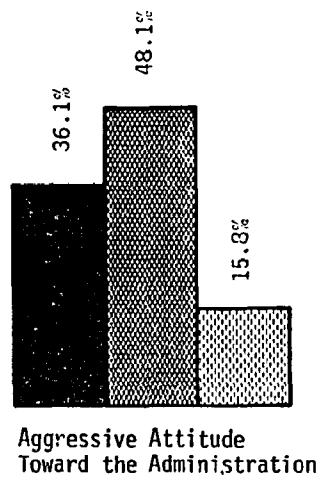
MSU = Michigan State University
UM = University of Michigan
LS = Lake Superior State College
GV = Grand Valley State Colleges
MT = Michigan Tech

i.e., an effective faculty organization should have a cooperative attitude toward the administration.

Again, these results in terms of reflecting a readiness for union representation are disappointing. Only 36.1 percent of those surveyed thought that an aggressive organization would have a positive effect in its efforts to represent faculty members. An overwhelming 67.7 percent of those polled felt that the corrolary was true and that a cooperative attitude toward the administration would be effective. While it is satisfying to be cooperative, such a perception reflects an attitude of satisfaction with the status quo as well as a rejection of the adversarial approach to problem solving which is the very essence of the collective bargaining process.

The answer to the question of whether the faculty at the schools surveyed are ready for collective bargaining is inconclusive and ambivalent. Clearly, with 73.1 percent of those surveyed saying they would either prefer to be represented by the faculty senate and have no union contract or that they would prefer to continue as individual contractors, the outlook for faculty unionism does not look bright at these schools. Nonetheless, 59 percent of those surveyed indicated interest in becoming a member of a faculty organization that provides typical union services. Moreover, a surprising 63.8 percent indicated that they would indeed join one of the three national faculty unions. Even more surprising is the response from 76.7 percent of the faculty surveyed that they would engage in collective action to protect due process rights. To be sure, collective action does not mean collective bargaining, but given the previously noted predilection of 63.8 percent of the faculty

POSTURE CHOICE



Indicate the effect of each of the following conditions upon your decision to support a local organization in its efforts to represent the interests of you and your colleagues.

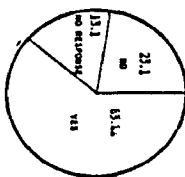
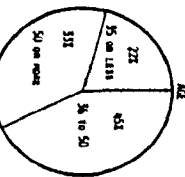
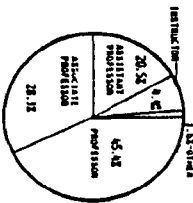
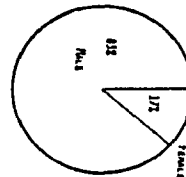
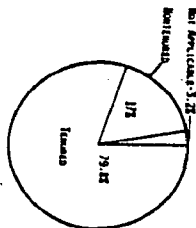
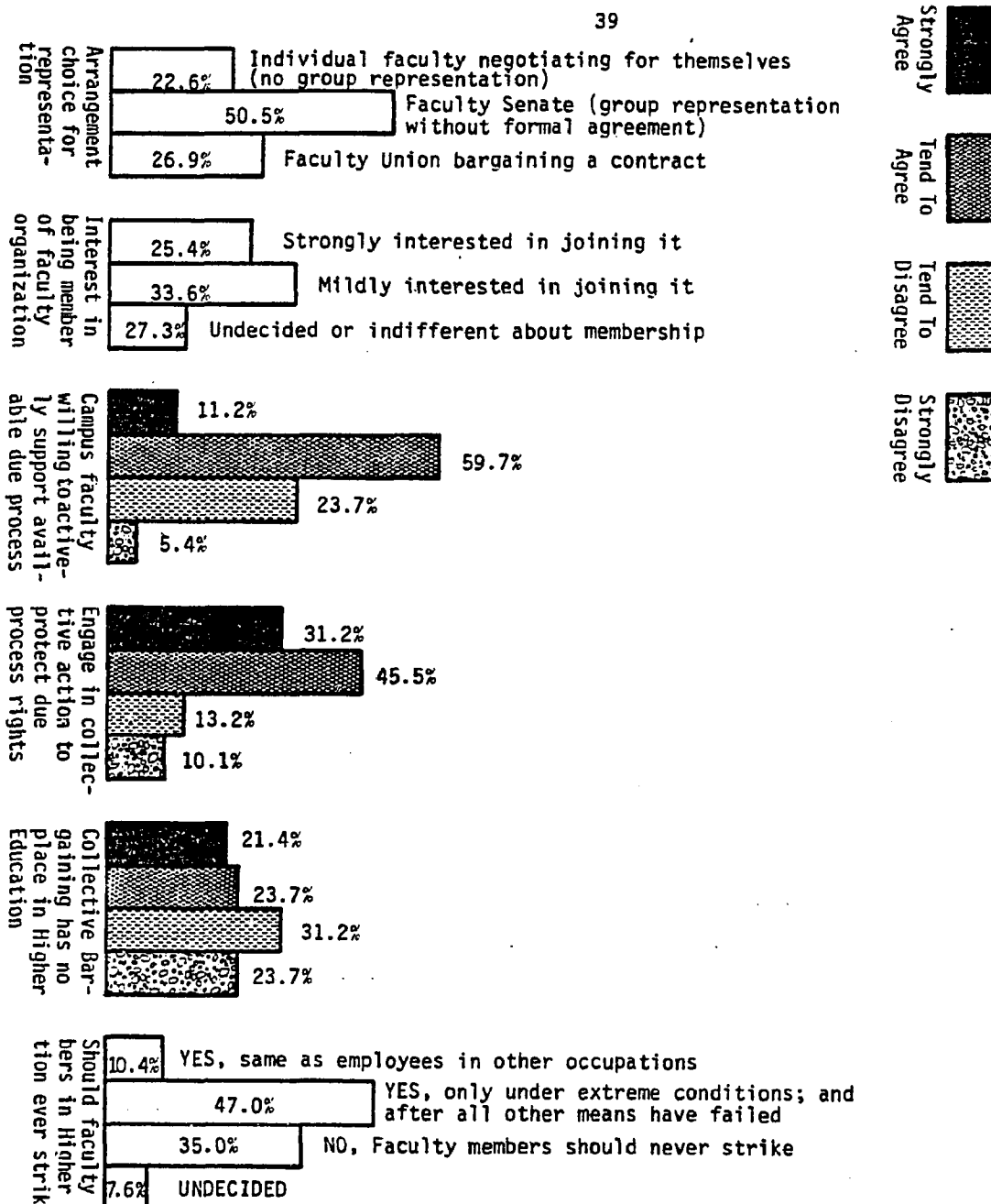
to join a faculty union it seems to be a safe assumption that the collective action undertaken by a faculty threatened with a loss of due process would be the establishment of a faculty union.

A substantial majority, 54 percent, of the respondents stated that collective bargaining does indeed have a place in higher education. Of this number, however, only 23.7 percent believe strongly in this concept. On the other side, the split is nearly even between those who strongly oppose collective bargaining in higher education, 21.4 percent of respondents, and those who only tend to agree that collective bargaining has no place in higher education, 23.7 percent of respondents. Perhaps the most significant of these figures are the 54.9 percent of those surveyed who only tended to believe that collective bargaining did, or did not, have a place in higher education. From the union organizers point of view this large number of "leaners" represents a potential for organizing. Finally, the response to the question, "Do you believe members of faculties in higher education should ever strike?" was totally unexpected. In Michigan where it is well known that strikes by educators are illegal, a surprising 57.4 percent of respondents stated that at least under extreme circumstances faculty members should strike. This quasi-militant response should be encouraging to those who favor faculty unions.

SUMMARY

This chapter of the dissertation was essentially a presentation of the findings derived from the questionnaire distributed over a period of nearly two years to 1,667 faculty members at Michigan colleges and

FACULTY READINESS FOR COLLECTIVE BARGAINING



universities. Because the overall response rate was just 30 percent, it was not possible to generalize those findings to all faculty. The one possible exception to this was Lake Superior State College, where approximately 38 percent of the total faculty responded. Based on the results of this questionnaire, a decision was made while this dissertation was being researched to seek collective bargaining rights for the faculty at Lake Superior State College.

The resultant victory for the collective bargaining supporters at Lake Superior State College justified basing the organizing attempt at that school on the questionnaire results. The effect of this application of the questionnaire results to an actual field situation was to vindicate the survey, at least insofar as it applied to the faculty at Lake Superior State College. The consistently high level of discontent of the faculty at Lake Superior State College was clearly reflected in the questionnaire results. Perhaps just as important as their apparent dissatisfaction was the relatively high rate of response from the faculty at Lake Superior State College. An unproven, but rather compelling assumption made by this researcher is that failure to return the completed questionnaire may have been a way of expressing bias against collective bargaining, or at a minimum, bias against the organization disseminating the survey instrument. If this is a correct assumption, then it is likely that those schools making poor responses to the questionnaires would have shown a strong disposition against collective bargaining had their response rates been more satisfactory.

Even though the questionnaire results were not statistically significant and were therefore interpreted with caution, the results were

nonetheless useful in providing many valuable insights into the ways in which faculty members at the schools surveyed feel about such important matters as tenure, academic freedom, due process, and participation in campus governance. The subsequent chapters of this dissertation will continue to probe the question, "Why do faculty members choose collective bargaining?" The primary emphasis in the remaining chapters will be on field observation, and experiences of the writer. Primary and secondary documents will be employed to supplement and substantiate the narrative based on the writer's field observations and experiences as a union organizer for higher education in Michigan.

CHAPTER II

REVIEW OF THE LITERATURE

The higher education community, in response to the recent phenomenon of academic collective bargaining, has produced a plethora of published material. This characteristic outpouring of literature consists mainly of secondary materials generated by the intellectually curious, as well as materials compiled by those who may have been motivated by a need to identify with a new and decidedly exciting movement within the academic environment. In general, the quantity of research being published on the various aspects of collective bargaining in higher education has been substantial. Neither quantity nor scholarly competence is lacking in most of this literature; the missing ingredients are innovation and originality. There tends also to be a sameness to much of the literature, since the majority of it is written from a management perspective, and little of it examines either motivations for or results of academic collective bargaining from the point of view of faculty members who have engaged in or are considering the process.

Currently available literature in the field of collective bargaining in higher education falls generally into one of the following categories:

- a) Conference proceedings, e.g., Proceedings, First Annual Conference: National Center for the Study of Collective Bargaining in Higher Education. Baruch College, City University of New York, 1973.
- b) Compiled and edited articles and papers, e.g., Campus Employment Relations: Readings and Resources. Terrence N. Tice, ed. with Grace W. Holmes. Institute of Continuing

Legal Education, Ann Arbor, Michigan, 1975. This genre of literature consists mainly of brief papers written for presentation at conferences and brief, pointed articles by professional practitioners such as college and university administrators, lawyers, and labor relations professionals.

- c) Commission studies, e.g., Professors, Unions, and American Higher Education, by Carl Everett Ladd, Jr. and Seymour Lipset, American Enterprise Institute for Public Research, Domestic Affairs Study 16, Washington, D. C., 1973. In terms of sound research and objective reporting of their findings, Ladd and Lipset in this study prepared for the Carnegie Commission on Higher Education, and in a subsequent series of reports published by the Chronicle of Higher Education, have no peers in the field of academic collective bargaining .
- d) Monographs and practical guides on how to deal with faculty unions and unionists, e.g., Collective Bargaining Comes to Campus, by Robert K. Carr and Daniel Van Eyck, American Council on Education, Washington, D. C., 1973. This is one of the best of its kind. This work combines a complete overview with specific instructions to administrators on how to select bargaining teams and how the bargaining process should be conducted.
- e) Status reports, e.g., "Where Faculties Have Chosen Bargaining Agents," by Howard B. Means and Philip Semans, in Faculty Collective Bargaining, 2nd ed., Editorial Projects for Education, Washington, D.C. p. 84.

WHO IS WRITING ABOUT COLLECTIVE BARGAINING AND WHY

The amount of literature at first seems overwhelming. It is only after hours and days of review that one comes to the conclusion that the literature on academic collective bargaining is plentiful but redundant. This redundancy has been evident since about the time the speeches were transcribed following the first annual conference sponsored by the National Center for the Study of Collective Bargaining in New York in 1973. As we review the literature we cannot help but notice that certain names seem to recur again and again, mainly in compiled editions and occasionally in other forms. J. W. Garbarino, Director of the Institute

for Business and Economic Research at the University of California at Berkley is one such contributor to the literature on academic collective bargaining. His most recent contribution is an essay on "State Experience in Collective Bargaining" in Faculty Bargaining in Public Higher Education.¹ In this particular study Garbarino analyzes the collective bargaining structure of seven states. In this work he concludes that faculty bargaining has so far created more change in administrative structure than it has in academic affairs.

In a previous contribution to another book in the Jossey-Bass Series in Higher Education, "Emergence of Collective Bargaining",² Garbarino introduces his analysis of the influences which have supported the emerging faculty commitment to unionize. It is important to note that much of Garbarino's analysis is drawn from research he conducted in a national study of collective bargaining underwritten by the Carnegie Commission on the Future of Higher Education. The Carnegie Council on Policy Studies in Higher Education and the Carnegie Commission on the Future of Higher Education are frequently noted as the sponsoring agency behind much of the work done by authors like Garbarino. In its capacity of sponsor, the Carnegie Council Series has generated the following studies that either directly or indirectly relate to collective bargaining in higher education:

1 Joseph W. Garbarino, David E. Feller, and Mathew W. Finkin, Faculty Bargaining in Public Higher Education: A Report and Two Essays, Carnegie Council on Policy Studies in Higher Education. San Francisco: Jossey-Bass, 1977.

2 In E. D. Duryea, Robert S. Fisk, and Associates, Faculty Unions and Collective Bargaining. San Francisco: Jossey Bass, 1977.

More Than Survival: Prospects for Higher Education in a Period of Uncertainty. Carnegie Foundation for the Advancement of Teaching.

Managing Multi-Campus Systems: Effective Administration in an Unsteady State. by Eugene C. Lee and Frank M. Bowen.

Challenges Past, Challenges Present: An Analysis of American Higher Education Since 1930. by David D. Henry.

Faculty Bargaining in Public Higher Education. by Joseph W. Garbarino, David E. Feller, and Mathew W. Finkin.

It may not be possible to categorize completely the authors who contribute the most to the academic bargaining literature, but it is tempting to try. Apparently there are several clearly definable categories of interest that have captured the interest of specific writers and analysts. In simplest terms, these interest areas appear to fall into the following categories: 1) legal, 2) technical, 3) institutional, and 4) organizational. For the purpose of this review the literature will be examined mainly from the perspective of literature generated at the institutional level.

THE CMU LITERATURE

An example of how a particular institution can become the source of a considerable volume of writing on the subject of academic collective bargaining is Central Michigan University. Central Michigan University was the first state-supported single campus university in America whose faculty chose collective bargaining. The rather abrupt and surprising decision of the faculty at Central Michigan to embrace Collective bargaining created many ripple effects; not the least of which was the emergence of a new breed of administrator. As a result of its collective

bargaining experience, CMU has produced four administrators who have been frequently noted among the ranks of those recurring names in the various anthologies on academic collective bargaining. The four are:

William B. Boyd	Former President, Central Michigan University
Neil S. Bucklew	Vice Provost, Central Michigan University
J. David Kerr	Legal Counsel, Central Michigan University
Charles J. Ping	Former Provost, Central Michigan University

Had collective bargaining not become a part of the governance system at Central Michigan University, those professional college administrators would probably not have become such prolific writers on the subject.

Neil Bucklew, irrespective of his CMU experience, would probably have emerged as an intrepertor of the academic bargaining phenomena, since he has a PhD in Industrial Relations and was active in labor relations at the University of Wisconsin before coming to CMU. Bucklew is probably one of the all time favorites of those who edit collections of essays on the nuances of collective bargaining in higher education. For example, in one collection of several edited by Terrence N. Tice on campus employment relations, Bucklew contributed two articles, both written by an administrator for administrative consumption. Neither the first, appropriately titled "The Expanding Role of University Personnel Administration,"³ nor the second, "Administrating a Faculty Agreement,"⁴ bear surprising titles, given Dr. Bucklew's position as a labor relations

³ Campus Employment Relations: Readings and Resources, Institute for Continuing Legal Education, Ann Arbor, Michigan, 1975.

⁴ Ibid.

specialist. While writers like Bucklew are competent and responsible, their pro-management orientation makes it apparent that more pro-faculty materials are needed, if a balanced view of faculty unionism is to be presented.

In the same book in which Bucklew's article appeared, two other CMU administrators also make contributions. William B. Boyd, president of Central Michigan University during some of the more hectic bargaining years (since departed to another presidency at Washington State) wrote, "The Impact of Collective Bargaining on University Governance."⁵ The third CMU administrator to appear in Tice was Charles J. Ping, who at the time of the book's publication was provost at CMU. In his article, "Unionization and Institutional Planning," Ping views institutional planning as "an on-going process, rather than a project to be completed." He sees faculty as essential to the process and he avows that the "union is a direct stimulus to institutional planning in higher education."⁷

J. David Kerr is the only member of the original CMU writers on the subject of faculty bargaining who remains on campus. (1978). Kerr shares the distinction with Bucklew of appearing twice in the same publication, suggesting some pro-administration bias in a number of the current studies of faculty unionization. The study focuses on legal aspects of the union issue, with emphasis on administrative policy formulation. Kerr's first contribution consisted of a listing of cases dealing with the constitutional status of public universities. This study is of dubious value to anyone

5 Tice, ed., Campus Employment Relations.

6 See also the companion volumes, Faculty Power: Collective Bargaining on Campus, (1972) and Faculty Bargaining in the Seventies, (1973). Both were published by the Institute for Continuing Legal Education, Ann Arbor, Michigan. Ping was a contributor to these studies also.

7 Campus Employment Relations, p. 315.

other than another attorney seeking to defeat a faculty union. His second contribution to the collection, "Preparation for Bargaining and Creating the Negotiating Team,"⁸ is a six and one-half page outline without commentary on preparing for bargaining. It carries such advice as "Start Early," and "Everything Doesn't Have to Be Determined at the Beginning."⁹ This is perhaps one of the best examples of how individuals in positions such as Kerr's rushed into print with advice to other campus administrators that was timely, but in retrospect seems superfluous and lacking in substance. The practical use of such material to today's administrator is nil.

This same study also carries another article by William B. Boyd, CMU president at the time of its publication. In this article, "Collective Bargaining in Academe: Causes and Consequences,"¹⁰ appearing in an anthology prepared for distribution at the Labor Relations in Higher Education Conference in November, 1972, Boyd analyzes the reasons for the spread of faculty unionism and points out some of the perceived dangers and suggests ways to reconcile faculty unionism with academic tradition.

8 Labor Relations in Higher Education, Criminal Law and Urban Problems Course Handbook Series, No. 47, Practising Law Institute, New York, 1972, p. 69.

9 Ibid., p. 71.

10 This article originally appeared in Liberal Education, 57 (1971) 306-18, later reprinted as part of the above cited collection, p. 117.

SELECTED ARTICLES AND STUDIES ON WHY FACULTIES CHOOSE COLLECTIVE BARGAINING

In the literature on collective bargaining most of the writing of substance has been done by college and university administrators, or by those aspiring to be administrators, legal practitioners, and labor relations professionals. In the case of Garbarino, who did not fit precisely into any of these molds, the quality and quantity of his writings in this field resulted in his becoming known on the national level as a specialist in academic collective bargaining. The same can be said of Ladd and Lipset, whose research into campus attitudes and issues about collective bargaining received national prominence through serial publication in the Chronicle of Higher Education.¹¹

An interesting research emphasis can be seen in the work of Terrence N. Tice, editor of three of the most effective works in the field of academic bargaining: Faculty Power,¹² a legal discussion of college and university bargaining, Faculty Bargaining in the Seventies,¹³ a description of the actual bargaining process, and Campus Employment Relations,¹⁴ a case book of academic employee relations. Tice was an assistant professor

11 Everett Carl Ladd, Jr. and Seymour Martin Lipset, "The Ladd-Lipset Survey." Technical data on the Survey is available from the Social Science Data Center, University of Connecticut, Storrs, CT 06268.

12 Terrence N. Tice, ed., with Grace Holmes, Faculty Power: Collective Bargaining on Campus, Institute for Continuing Legal Education, Ann Arbor, Michigan, 1972.

13 Terrence N. Tice, ed., Faculty Bargaining in the Seventies, Institute for Continuing Legal Education, Ann Arbor, Michigan, 1973.

14 Terrence N. Tice, ed., Campus Employment Relations: Readings and Resources, Institute for Continuing Legal Education, Ann Arbor, Michigan, 1975.

of philosophy in the School of Education at the University of Michigan when Faculty Power was produced for the Institute for Continuing Legal Education. In the Preface, he predicts that "Since this study is the only one of its kind in the field, it has been designed as a lasting foundation for any works that follow." This statement was prophetic; many did follow; indeed, a few preceded and at least one was simultaneous. Before the competition could fully materialize however, Tice was back with the second work of his trilogy. In the second book, Faculty Bargaining in the Seventies,¹⁵ some of the same contributors appear in it as in the first and third works; e.g., William P. Lemmer, Ray Howe, Maurice Benewitz, and William B. Boyd, to name a few. A simultaneous work of similar format and direction as the Tice books was Labor Relations in Higher Education,¹⁶ produced by the Practicing Law Institute in New York City as part of the Criminal Law and Urban Problems course handbook series. Again, many of the same names appear in both works. For example, William P. Lemmer, counsel for the University of Michigan, contributed to both works, as did J. David Kerr, attorney for Central Michigan University.

Examples of other works that followed the format of the first Tice collection were randomly selected to show patterns in publication of collective bargaining research. The following titles are fairly typical of the current available research on academic bargaining activity.

15 Ann Arbor, Michigan, 1973.

16 Practicing Law Institute, Labor Relations in Higher Education, Lee J. Dunn, Program Director, New York, 1973.

Maurice Benewitz, ed. Proceedings: First Annual Conference, April 1973. National Center for the Study of Collective Bargaining in Higher Education. Baruch College, City University of New York.

Subsequent to the first conference, the National Center has published six more sets of its annual proceedings.

Clarence R. Hughes, Robert L. Underbrink, and Charles O. Gordon, eds. Collective Negotiations in Higher Education. Carlinville, Ill.: Blackburn College Press, 1973.

E. D. Duryea and Robert S. Fisk and Associates. Faculty Unions and Collective Bargaining. San Francisco: Jossey Bass, 1973.

Raymond G. Hewitt, ed. The Effects of Faculty Collective Bargaining on Higher Education. Proceedings of a Conference held in Boston Massachusetts. Wesley, Mass.: New England Board of Higher Education, 1973.

Judith P. Vladeck and Stephen C. Vladeck, eds. Collective Bargaining in Higher Education: The Developing Law. Practicing Law Institute, New York, 1975.

Kenneth P. Mortimer. Faculty Bargaining, State Government, and Campus Autonomy: The Experience in Eight States. Pennsylvania State University and the Educational Commission of the States. Denver, 1976.

George A. Angell and Edward P. Kelley, Jr., eds. Handbook of Faculty Bargaining. San Francisco: Jossey-Bass, 1977.

Many of these works share the same contributors. They vary mainly in format, seldom in content. Funding sources are usually provided by an agency such as the Practicing Law Institute, or by the Educational Commission of the States, which can be considered to have special interest in the effects of collective bargaining upon higher education institutions. The point of all this is that one can easily get the impression that a vast body of literature about collective bargaining in higher education is developing when the fact is that relatively few people, and the institutions which sponsor them are compiling and publishing the majority of the materials written on the subject of academic collective bargaining.

There are exceptions to the above format, usually in the form of independent articles by individual faculty members, such as "Timetable for a Takeover,"¹⁷ by John C. Hepler, professor of English at Central Michigan University. Hepler does not fit the mold for most of those who write in this field, since he is a teacher and not an administrator, attorney, or labor relations specialist. Hepler's motivation seems to be his intense dislike for faculty unions. For Hepler, the presence of a union on his campus must have seemed nearly as bad as the threat of a communist takeover of the government. In response to faculty unionism on his own campus, he referred to the CMU election in 1969 as "a precursor of a direction colleges and universities may be forced to take." (emphasis added.) Hepler's article detailed the election and lamented over the slim margin of the union's victory. In net effect, Hepler's article provided the writer with a catharsis, and added a point of view not flattering to unions, to the body of knowledge on academic collective bargaining.

OTHER RECENT RESEARCH

Much of the early scholarly work on the subject of collective bargaining in higher education deals with either the causes of the phenomenon of collective bargaining in an academic setting or the impact of collective bargaining on the institutions where collective bargaining has been established. As observed by Charles B. House, Jr. in his dissertation entitled "Self-Perceived Effects of Faculty Collective Bargaining on the Academic Leadership Roles of College And University Administrators,"

¹⁷ Journal of Higher Education, 42 (February, 1971), 103-15.

"these early articles contained a great deal of speculation and opinion, but as more faculties were unionized, "harder" evidence became available, permitting careful study and data-based conclusions regarding the conditions which led faculties to organize."

It may be true to some extent that a better determination can now be made of why faculty members in higher education choose collective bargaining; however, the answers to this question still cannot be found through a search of the current literature, including the available doctoral dissertations on this topic.

In making a search of the recent dissertations on the general topic of collective bargaining in higher education, a DATRIX II search was made using the following key words: Academic; Collective; College (s); Faculty; University (ies); Union; Officer (s); Organization; Association; and Teacher. Additional searches were made through the use of Dissertation Abstracts International, and Xerox University Microfilms, Ann Arbor, MI. The results were overwhelming in terms of the sheer numbers of citations. Title after title was obtained on the general subject of collective bargaining in higher education. The following examples of specific titles are listed to show the range of the researched topics. This list will show that no thorough and purely data-based studies on why faculties choose collective bargaining are to be found through these sources.

"Faculty Involvement in the Decision-Making Process and Experience in Collective Negotiations." Gordon Eugene Wendlandt. PhD Dissertation, University of Wisconsin, 1970.

"Death of a Dream: The Variables which Determine What Bargaining Agent is Chosen at a Four-Year College." Susan Wainstock. PhD Dissertation, University of Michigan, 1971.

"Impact of Collective Bargaining on Faculty Salary Structure in Michigan Community Colleges." Christine E. G. Harris. PhD Dissertation, University of Michigan, 1971.

"Collective Bargaining in Higher Education in the United States: Conceptual Models and a Survey of Incidence Among Faculty and Supportive Professional Personnel." Jean Rupp Kennely. PhD Dissertation, University of Washington, 1972.

"The Setting and Scope of Collective Negotiations in Higher Education, 1970." Susan Ann Gebhardt. PhD Dissertation, Catholic University of America, 1972.

"A Study of the Procedures Used in Collective Bargaining With Faculty Unions in Public Colleges and Universities." Charles Alan Coe. PhD Dissertation, Michigan State University, 1975.

"Unionism and Collective Bargaining Among Academic Employees in Higher Education: Job Satisfaction, Attitudes, and Individuals' Perceptions of Self and Faculty Consensus in Rating Contract Items." Gerald Dent Ramsey. PhD Dissertation, Purdue University, 1973.

"Motives of Faculty Who Vote for a Bargaining Agent in Institutions of Higher Education." Audrey H. Muller. PhD Dissertation, Boston College, 1973.

"Professional Values and Faculty Unionism." John Ralph Pisapia. EdD Dissertation, West Virginia University, 1974.

"Acceptance and Rejection of Collective Bargaining at Private Four Year Colleges and Universities." Gordon R. Storholm. PhD Dissertation, University of Pennsylvania, 1975.

"Collective Bargaining at a State College in Michigan." Edward Linta. PhD Dissertation, University of Michigan, 1975.

"The Impact of Faculty Collective Bargaining on College and University Governance." Frank Robert Kemmerer. PhD Dissertation, Stanford University, 1975.

"Self-Perceived Effects of Faculty Collective Bargaining on the Academic Leadership Roles of College and University Administrations." Charles Brewer House, Jr. PhD Dissertation, Michigan State University, 1975.

"Faculty Attitudes Towards the Goals and Objectives of College Unions in American Higher Education." Carolyn Maniha Adair. PhD Dissertation, Texas A & M University, 1975.

These titles suggest that in recent doctoral studies some attention is being given to the results of the unionization of higher education faculties, and a limited number of researchers are beginning to examine the goals and motivations of these faculties. The need for more complete research into this issue, based upon actual experience by knowledgeable participants, is necessary before adequate analyses can be made of this phenomenon.

Outside the scope of the above sources, there is one outstanding work that treats, at least tangentially, with the question of why faculties choose collective bargaining. That work is Professors, Unions, and American Higher Education, by Everett Carl Ladd Jr. and Seymour Martin Lipset,¹⁹ prepared for the Carnegie Commission on Higher Education in 1973. The study has since been refined and has recently been reproduced in serial form in the Chronicle of Higher Education. (See Appendix B)

In their concluding observations, the authors isolate deteriorating economics as perhaps the single most compelling cause for the emergence of a faculty union.

Faced with declining monetary support, faculty may decide that unions are necessary. As Michigan State University economist Walter Adams, National President of AAUP (1973) noted following the defeat of unionism in an MSU election in October 1972, economic hard times could quickly reverse the aversion of major university faculty: two bad years in the legislature and some disliked administrative decision--no matter how trivial--will eventually put over unionization.' 20

19 American Enterprise Institute for Public Policy Research, Washington, D. C., 1973.

20 Professors, Unions, and American Higher Education, pp. 99-100.

In their probe of causes for faculties to choose collective bargaining the author/researchers conclude that:

For young, non-tenured academics, there is a generational conflict of interest with senior members, who are often, de facto, their employers until they are voted regular membership (tenure). The efforts to 'regularize' the granting of tenure, to permit those denied a permanency the right to file a grievance, to see the 'record', are in many schools directed against the tenured faculty at least as much as against the administration. 21

The argument that faculty unions might meet some real interests of junior staff but not of senior professors was made recently (1972) in explicit terms by President McDowell of the AAUP chapter at Boston University, a private institution, and quoted by Ladd and Lipset:

(Unions cannot) offer tenured professors greater job security since the instances of tenured faculty being fired are almost non-existent--the only faculty group a union could really help are the junior, non-tenured members--unions might well lead to a higher percentage of these junior members being continued permanently in employment, but at a substantial price--the watering down of academic standards. 22

With regard to Michigan the authors have this to say about elections for collective bargaining in academe:

Michigan has a variety of publicly supported institutions, and these differ considerably in faculty quality, working conditions, and function. They also differ in their response to unionization. The most prestigious campus, and a long-time center of research and graduate studies, the University of Michigan, has been the least affected. Union supporters have not felt sufficiently strong even to call for a collective bargaining election. At the second-ranking state school, Michigan State University, which succeeded since World War II in upgrading itself from agricultural

21 Professors, Unions, and American Higher Education, p. 99.

22 Ibid.

school to major university status, 64 percent of the faculty voted for 'no representation' in an election held in the fall of 1972. Moving one notch down the academic hierarchy to Wayne State University provides an example of a school that opted for collective bargaining, but chose AAUP over AFT. At the 'university college' unit of the state system, Oakland University, a campus with a strong sense that it provides an elite education resembling that of distinguished private undergraduate colleges, AAUP again came out on top. The remaining lower-ranking four year schools, as well as the various two year community colleges, on the other hand, have largely voted to be represented either by the NEA or the AFT. Had the public institutions of the state of Michigan or Rhode Island been linked within a statewide multi-campus system, all of their faculty would probably now be represented by a single collective bargaining agent. 23

On the matter of opinions on faculty unionism, the authors state that:

In examining the characteristics of those who are supportive of unionism and collective bargaining, two factors stand out--the first related to aspects of professional standing, the second to political opinions generally. Faculty employed in the lower tier of academe--in terms of scholarly prestige, financial resources, and economic benefits--and those who are in the lower ranks, lack tenure, and who are younger, are much more likely to favor organized collective action. Not surprisingly, considering the traditional association in society of support for trade unionism with liberal views, and the historical experience of the AFT, our data show liberal to left professors much more pro-union than their conservative colleagues. Those who perceive themselves on the political left, i.e., have backed liberal candidates, hold liberal attitudes on a variety of community political issues, support compensatory programs for blacks, are favorable to campus activism, support greater power for students within higher education, and want to change the governance system of higher education to increase faculty power, are more likely to endorse collective bargaining and faculty strikes and to view increased unionization as a good thing. 24

23 Professors, Unions, and American Higher Education, p. 53.

24 Ibid., p. 11.

Class interest is shown to be a significant factor in unionism in higher education in the Ladd-Lipset study as well:

'we are the university' is a valid description of the standing of professors at the top of the academic hierarchy, but it decidedly does not hold for teachers at many lesser institutions. This is an important reason why the Carnegie Survey data show faculty receptivity to unionism lowest at universities and generally at elite centers of higher education, and strongest at two-year colleges and other schools of low scholarly standing. Since the enormous expansion of higher education over the past decade has occurred disproportionately at the lower levels, in institutions where faculty independence, hence professional standing, is tenuous at best, we have identified one component of the increased receptivity to unionism in the academic community.

Data on attitudes toward unionism, by individual attainment, are consistent with the class interest hypothesis. Thus, professors of low scholarly achievement give greater backing to the principles of collective bargaining than do their more productive colleagues; untenured professors more than those with tenure; and academics with low salaries are more supportive than their better-rewarded associates. 25

Beginning in January, 1976 and concluding with the May 13, 1976 issue, The Chronicle of Higher Education ran a serialized presentation of the Ladd-Lipset Survey that dealt with the issue of faculty opinion and the growth of faculty unions. This series in The Chronicle deals on a national scale with many of the questions this study will seek to answer with respect to faculty predisposition toward collective bargaining in Michigan.²⁶

25 Professors, Unions, and American Higher Education, p. 16.

26 The Chronicle of Higher Education is perhaps the most valuable single resource for those who study and write about collective bargaining in higher education. Virtually every dissertation and article cites The Chronicle on important matters such as the scope of bargaining, the definition of bargaining units, bargaining agents, elections, and legal disputes. The Ladd-Lipset Survey was beyond doubt one of the more important contributions by The Chronicle of the available knowledge to the academic community.

In the first installment of their more recent findings, Ladd and Lipset concluded that collective bargaining impacts in areas such as:

- * Salaries: unionized faculties have gained higher increases
- * Equalization of salaries: generally both scholars and our respondents agree that lower-paid faculty ranks have benefitted
- * Tenure: unions have sought to limit the power of those who award tenure. . .unions have increased the attention given to due process
- * Governance: there has been an inherent shift in power from self-governing academic units such as senates to unions
- * Adversary relationships: observers argue that faculty unionization has increased the sense of adversary relationships between faculty members and administrators

When Ladd and Lipset asked faculty members how they viewed the consequences of collective bargaining, they found the view of previous writers to be confirmed that it produces both positive and negative reactions.

The survey revealed that:

- * Seventy-eight percent believed that collective bargaining is likely to bring higher salaries and improved benefits
- * Fifty-four percent agree that 'individual bargaining for merit increases is bad for college faculty as a group'
- * nonetheless seventy-eight percent reject the statement that 'the only basis for salary differentiation among faculty in the same rank at a given institution should be age or seniority

The authors concluded by observing that if austerity continues in higher education and hence focuses continued attention on economic concerns, then unionization among college and university faculty members may be expected to grow.²⁷

27 "Faculty Members Note Both Positive and Negative Aspects of Campus Unions," Chronicle of Higher Education, 11, January 26, 1976.

In a companion article Ladd and Lipset come up with the somewhat startling conclusion that American faculty members are more disposed to accept collective bargaining than the number of institutions now covered by contracts would indicate, and that the percentages of faculty members favorable to bargaining has been growing steadily. By far the most dramatic finding was that when Ladd and Lipset asked faculty how they would vote if a collective bargaining election were held at their institution an amazing 72 percent said they would vote for the agent. Indeed, even when the pollsters asked about the propriety of strikes by faculty members, the respondents indicated support for collective faculty action.²⁸

There is almost an absolute consensus among scholars and commentators in the field of collective bargaining in higher education that academic unionism is a phenomenon of the community college and publicly supported undergraduate institutions with emphasis on teaching rather than research. Interestingly, the response to the 1975 Ladd-Lipset Survey revealed that while support for collective bargaining remains strongest among the faculty at these institutions it also remains strongest among the most liberal faculty members, and the most liberal faculty members are associated with high academic status. This paradox uncovered by Ladd and Lipset in their investigations is the 'anomalous situation' wherein unions have had the most support at institutions of lesser status, and according to their findings, "support for faculty unionism is strongest among the most

28 "The Growth of Faculty Unions," The Chronicle of Higher Education 11, January 26, 1976. For results of surveys of faculty attitudes, see Table 2 and Table 3 below. Reprints of the Tables appear in Appendix B.

liberal faculty" and the "most liberal faculty members are often employed on conservative campuses."²⁹

BARGAINING AGENTS

In February, 1976 the findings from the 1976 Ladd-Lipset Survey on how the various faculty unions rate with professors was released. There were few if any surprises. The American Association of University Professors, with fewer bargaining units was ascertained to have more latent support among faculty members than either of its chief rivals, the American Federation of Teachers (AFT) or the National Education Association (NEA). A full 28 percent of the respondents said they would vote for AAUP; 18 percent said they would choose the American Federation of Teachers (AFL-CIO); 12 percent favored the NEA; and 14 percent favored an independent union. Another 28 percent would vote for no agent.³⁰

Experience in Michigan tends to disprove the survey findings with regard to the AAUP's strength. AAUP consistently is named as the choice for collective bargaining, yet runs behind the Michigan Association for Higher Education, NEA's Michigan affiliate, in the actual elections. The AFT has stayed out of higher education elections in Michigan. This has been the case at the following schools:

29 "Faculty Unions Find Greatest Support on Most Conservative Campuses." The Chronicle of Higher Education, 14 February 2, 1976. See Table 4 for the survey results of political attitudes of faculty.

30 "How Faculty Unions Rate With Professors," The Chronicle of Higher Education, 12 February 9, 1976.

ADRIAN COLLEGE	another private liberal arts college where AAUP chose to stay off the ballot and MAHE won in 1975
FERRIS STATE COLLEGE	a state-supported four year technical and professional school where AAUP was defeated in the Fall of 1972 and MAHE won a runoff in January, 1973
LAKE SUPERIOR STATE COLLEGE	AAUP was the choice of faculty until MAHE agents approached the AAUP leadership and they were convinced that MAHE would provide superior services. MAHE was certified collective bargaining agent in January, 1978.
MICHIGAN STATE UNIVERSITY	where neither agent won in elections in 1972 and 1978
SAGINAW VALLEY STATE COLLEGE	AAUP was kept off the ballot by those who previously supported it. MAHE was certified bargaining agent after an election in the Fall of 1971

The obvious explanation of this seeming inconsistency is that faculty members, at least in Michigan private and public schools, are indeed predisposed toward the known quantity. This predisposition is changed after MAHE, the unknown and often negatively stereotyped organization becomes better known to its potential supporters. When it comes to choosing a collective bargaining agent faculty members are not unlike unionists in industry; they tend to seek bargaining agents that have innate strength and power over local associations, guilds, and faltering national organizations. None of this should detract from Ladd and Lipset's findings. The switch from AAUP to NEA is a phenomenon that tends to occur in the heat of election campaigns and has no bearing whatsoever on the credibility of the following findings as tabulated in the Ladd-Lipset Study and shown as Table 5, Table 6, and Table 7 in Appendix B.

Some of the stereotypes are true. One such stereotype is that the AFT is more militant than either the NEA or the AAUP. This stereotype is at least partially correct, and the AAUP is certainly the least militant of the three rivals. To illustrate this point, Ladd and Lipset's survey revealed that "close to half of the NEA's members in college-level affiliates and even larger percentages of the AAUP's members either are opposed to formal collective bargaining, or favor it with some reservations."³¹ The survey revealed that over 90 percent of the AAUP members and leaders and 70 percent of the NEA members and leaders describe their associations as a "professional society", a characteristic rejected by 62 percent of the AFT supporters. The following charts show the Ladd-Lipset findings on the images and political orientations of the three rival organizations. These data appear as Table 8 and Table 9 in Appendix B.

OTHER RESEARCH ON WHY FACULTIES CHOOSE COLLECTIVE BARGAINING

In terms of hard research, Ladd and Lipset have no peers. This is not to say that some other members of the academic community have not had some good insights into the question of why faculty members choose collective bargaining. A few recent dissertations have dealt to some extent with this question. One such effort is Kenneth S. Parr's "A Survey of Faculty Attitudes Toward Collective Bargaining at Michigan Private Liberal Arts Colleges."³²

³¹ "Militancy of Unionized Faculty Members is Related to the Unions They Belong To," The Chronicle of Higher Education, 13 February 17, 1976.

³² PhD Dissertation, Michigan State University, 1977.

Edward Linta, an administrator at Ferris State College during and after the successful drive to organize faculty at that school, produced a 1975 dissertation that dealt in a limited way with faculty motivation to organize.³³ The problem with a work such as Linta's is that it is written from the perspective of an administrator who observed but did not participate directly in the process and thus runs the risk of being too subjective.

The number and quality of dissertations written in Michigan alone during the past few years is impressive. The first half of the decade of the 1970's will most likely never be paralleled in terms of the number of dissertations written on faculty bargaining. The following titles are representative of the genre. These particular six works were chosen because of their accessibility at the Michigan State Library, and their relevance, since they all deal in depth with the subject of academic collective bargaining.

Francis Adalberto Bernier's 1973 dissertation stated as its purpose ". . . to provide preliminary information about the faculty union presidential population as it is presently in United States institutions of higher learning by means of describing the president's functions."³⁴ The primary method used to achieve this end was through the use of a questionnaire. The balance of the work consists mainly of an analysis of secondary sources.

33 "Collective Bargaining at a State College in Michigan." PhD Dissertation, University of Michigan, 1975.

34 "The Presidents of the Faculty Collective Bargaining Units in United States Institutions of Higher Education." PhD Dissertation, Michigan State University, 1973.

Another work designed to provide us with a better understanding of the faculty union phenomenon was Alan Charles Coe's dissertation on the procedures used in collective bargaining by faculty unions in public institutions of higher learning.³⁵ Some of the purposes of Coe's study

were to:

- * determine the organizational procedures used to prepare for collective bargaining
- * determine the organizational procedures used during collective bargaining with a predominantly faculty union
- * determine the relationship between bargaining unit size and the organizational procedures used to prepare for negotiations and during collective bargaining with a predominantly faculty union

The Coe research focused mainly on interviews of six administrators from six public four-year institutions that had negotiated a collective bargaining agreement with a faculty union. Among Coe's findings was the interesting fact that only two of the institutions studied had planned extensively prior to negotiations. The other institutions "generally reacted to union proposals." (A product of Coe's study was the development of a procedural guide for use by administrators who prepare for negotiations with a faculty union.)

Charles B. House Jr did a study on "Self-Perceived Effects of Faculty Collective Bargaining on the Academic Leadership Roles of College and University Administrators."³⁶ The House hypothesis is that following the introduction of faculty collective bargaining, changes occur in the decision-making style and function of administrators.

³⁵ "A Study of the Procedures Used in Collective Bargaining with Faculty Unions in Public Colleges and Universities." Phd Dissertation, Michigan State University, 1972.

³⁶ Phd Dissertation, Michigan State University, 1975.

House's method was similar to Coe's insofar as a small number of institutions were selected for study, four in House's case, and interviews were conducted with the presidents and chief academic officers. A total of fourteen administrators of various ranks were interviewed and their responses make up the bulk of the material used for House's research. House discovered that the administrators interviewed perceived three levels of effects on their decision-making roles from faculty participation in academic bargaining:

- 1) changes in the institutional environment to which they are required to make adjustment
- 2) the specific adjustments in administrative procedure which the officers are required to make as a result of the bargaining relationship
- 3) changes in the values and attitudes of the officers which bear upon their administrative styles and personal satisfaction

House concludes that collective bargaining may enhance leadership or that "collective bargaining may drive some leaders . . . out of leadership positions in higher education who were there out of some vision of what the academic community might have been."³⁷ Another result of collective bargaining in higher education seen by House is:

. . . a centralization of administrative decision-making and a shift in the locus of final decisions toward the holders of de jure authority. A second result is to encourage a managerial posture on the part of administrators. The formal and often adversarial relationship between faculty and administration may interfere with the informal human interactions which many administrators consider essential to their exercise of academic leadership. 38

37 "Self-Perceived Effects," p. 190.

38 Ibid., p. 189.

Another 1975 dissertation on an almost identical subject was Gary L. Jones' work entitled "Changes in the Role of the President's Office in Selected Universities Following Faculty Unionization."³⁹ The scope of Jones' study was similar to that of his contemporaries. Jones sought to analyze the role of the university president's office at five selected institutions to determine what changes may have occurred as a result of faculty unions. Jones' methodology was also similar to that of the others in that interviews and campus visitations were employed. Some of Jones' major findings were:

- 1) the financial-management members of the administration have increased frequency of input to the office of the president, while the president's involvement with the academic members remains the same
- 2) the union's input or influence in educational and institutional policies consists primarily of recommendations to and consultation with the "administrative family." The union has had little or no influence on these policies unless as a result of bargaining issues
- 3) since the advent of collective bargaining, faculty unionism has reduced the power and authority of the president and his administration in personnel matters
- 4) collective bargaining does not noticeably increase the normal adversarial relationship between the office of the president and the faculty
- 5) the primary effect of faculty union upon the office of the president is to reduce its influence and flexibility in personnel matters in general and grievance procedures and retrenchment in particular. This reduction generally results from more explicit personnel policies which centralize procedures and decentralize authority. 40

39 PhD Dissertation, Michigan State University, 1975.

40 Jones, Abstract, p. 2.

In his summary Jones observed that there was a loss of presidential power with respect to the establishing of salary structures and with respect to the administration's influence on tenure. A side effect of this, according to Jones, is that:

The introduction of collective bargaining reduces the power of the president's office to influence the quality of the faculty since faculty salaries, hiring, and tenure are all determined through formalized procedures. 41

Perhaps the most meaningful conclusion in the Jones dissertation is the following:

While faculty unionism has reduced the power and authority of the president and his administration in personnel matters, an increase in the president's authority has resulted in most, if not all, other areas (governance, management, and educational policy) since the advent of collective bargaining, 42

The conclusion that collective bargaining tends to enhance a president's power in all matters other than personnel is a fascinating one, and subject to challenge. It is not surprising that the fifteen university executive officers were reluctant to admit a loss of power in any area other than the obvious de jure area where the scope of bargaining on "personnel" matters (wages, hours, and conditions of employment) are clearly set forth. In fairness to the author, he did attempt to learn the union point of view through interviews with three past presidents of the faculty union, and three presidents or chairmen of the university senate. Senate leaders tend either to be administrators or sympathetic to administrators and the expectation is that they would have answered the interviewers' questions much the same as the presidents and their

41 "Changes in the Role of the President's Office," p. 185.

42 Ibid., p. 187.

subordinates did. Thus of the eighteen interviews only three were with union leaders. If the ratio were reversed, and fifteen union leaders were interviewed on the same premises, would the results be the same?

A related work dealing with community colleges is Curtis Smith Murton Jr's "Role Choice Orientation of Michigan Public Community College Presidents in Collective Bargaining: A Study of Conflict Resolution."⁴³ Murton's work consists primarily of a comparison of the chief executives' performance expectations as perceived by their Board chairmen and faculty leaders, and as perceived by the presidents themselves. As was the case in the previously cited works of this genre, the questionnaire is used in conjunction with primary and secondary materials to support the thesis. Some of Murton's major findings were:

- 1) general agreement in role choice preferences between all subjects surveyed was indicated
- 2) results support that many presidents prefer non-adversarial roles during collective bargaining negotiations
- 3) the revelation of a high incidence of apparent failure on the part of presidents to correctly assess role expectation conflict between board chairmen and faculty leaders, which poses serious implications.⁴⁴

Murton's conclusion with respect to the role choice orientation of Michigan community college presidents is that the hypothesis that "the president's role choice in collective negotiations can be predicted on the basis of his behavioral pre-disposition" is not supported.⁴⁵ The

43 PhD Dissertation, Michigan State University, 1973.

44 "Role Choice Orientation," Abstract.

45 Ibid., p. 106.

Murton study does support the idea that presidents, Board chairmen, and faculty leaders do not differ significantly in the expectation they hold for the president's role in collective bargaining between the Board and faculty. The results of Murton's study suggest that understanding of the president's role in collective bargaining should be a subject for more mutual consideration at a place other than the collective bargaining table. To generalize, the results of Murton's study tend to be inconclusive in most of its aspects. The study is, however, quite emphatic on the point that the presidents who were studied "failed to perceive conflict, and the president's role as a link between two levels of the organization, (e.g., governing board and faculty)." ⁴⁶

The most recent and similar study to this dissertation is Kenneth Stewart Parr's examination of faculty attitudes toward collective bargaining in Michigan's private liberal arts colleges. ⁴⁷ The procedure in Parr's study was to circulate a questionnaire among 330 randomly selected professors from the faculties of twelve private colleges in Michigan. The bulk of the dissertation consists of 31 statistical tables and the author's interpretative analysis of the survey results. Among the more interesting findings of this survey were the conclusions that:

- 1) those professors who opposed collective bargaining were likely to be more religiously inclined, older, tenured, to have held longer appointments, and to be more moderate or conservative politically than those professors favoring collective bargaining.

46 "Role Change Orientation," p. 119.

47 "A Survey of Faculty Attitudes Toward Collective Bargaining at Michigan Private Liberal Arts Colleges." PhD Dissertation, Michigan State University, 1977.

- 2) neither sex or academic discipline were significantly related to attitudes toward collective bargaining
- 3) religious colleges (as operationally defined) had small faculty segments who favored collective bargaining
- 4) professors were more likely to favor collective bargaining if they perceived that their colleges could be paying them better; their influence on policy making was lacking; their administrators were not as sympathetic toward academic freedom as they should be
- 5) the professors who favored collective bargaining tended to believe they would reap dividends in terms of greater power as well as salaries. 47

While Parr's study dealt mainly with the results of his questionnaire, he did make reference to the fact that three collective bargaining campaigns occurred at private colleges in Michigan subsequent to the gathering of his data.⁴⁸

All three of those elections were conducted by the writer of this dissertation. In retrospect, the above conclusions confirm the beliefs held by me and the faculty union supporters I worked with that there was and is a readiness at the traditionally conservative small (often church-related) colleges for collective bargaining where faculty hold the perception that their wages and influence in decision making leave

47 "Survey of Faculty Attitudes," Abstract. p. 2.

48 Those campaigns were at Hillsdale, Adrian, and Albion Colleges. At Hillsdale, collective bargaining was defeated in December of 1975, by a margin of eleven votes. At Adrian College the faculty voted to be represented by an affiliate of the Michigan Education Association on September 12, 1975 by a vote of 40 for the MEA affiliate, 1 for the AAUP, and 18 votes for no union. At Albion College in November of 1973, a runoff election was held after the MEA affiliate was defeated on the first ballot. The runoff was between AAUP and no agent, and AAUP emerged the loser. The results were 44 votes for AAUP and 54 for no agent.

something to be desired. Even though collective bargaining lost in two out of three of these attempts, the union concept was well accepted and the results were a surprise to many observers who believed that collective bargaining had no chance whatsoever at the more conservative institutions. With respect to the Hillsdale election, Parr commented:

Subsequent to the election at Adrian, the faculty at Hillsdale College petitioned the NLRB to conduct an election for the purposes of organizing for collective bargaining. Again the collective bargaining cause was defeated with 26 votes favoring bargaining and 37 opposing it. Mr. William Owen, a faculty organizer for the Michigan Association of Higher Education, stated in a telephone interview with this writer that the Hillsdale election was especially significant in that he felt the faculty was a particularly conservative one in what is perhaps the most conservative area in the State of Michigan. Mr. Owen's assessment of the results at Hillsdale, in light of the faculty's conservative orientation, was that a surprisingly large number of people voted in favor of collective bargaining. He is in frequent touch with the situation at Hillsdale and Albion and indicates that faculty unrest continues. 49

It should be noted that even though the present writer when interviewed by Parr felt that the unrest was continuing at these schools, subsequent checks with faculty leaders evoked the conclusion that the administrations at Hillsdale and Albion mended their previous ways enough to satisfy faculty and to discourage any new attempt to unionize. The outlook for Hillsdale and Albion is not promising for collective bargaining so long as their administrations continue to involve faculty in decision making and so long as they continue to make strong efforts to improve salaries and other fringe benefits.

49 "Survey of Faculty Attitudes," p. 80.

SUMMARY

From the above it should be clear that there is a sameness to the doctoral studies and research articles that have been produced on the general subject of academic collective bargaining. This quality of sameness is to be seen in the methodology, which invariably employs interviews and/or a questionnaire of some sort. This sameness is also to be seen in the bibliographies; the bibliographic material is redundant. It seems as though the scholars and professional researchers are still writing the first article on academic collective bargaining.

Another quality that the works reviewed seem to have in common to a disturbing degree is tone. In tone virtually all of the writings (Parr's is an exception) seem to look with disdain on collective bargaining, or else collective bargaining is seen as inevitable. Parr for example says that "In view of the data of this study, the continued surplus of personnel in higher education, and the acute financial stress felt by private colleges, collective bargaining will be instituted at the colleges of this study."⁵⁰ House in his dissertation observes that most of the persons who have been involved in the public discussion of academic collective bargaining are ones who have become, to some degree, experts on the subject.⁵¹ House sees these "experts" to be labor attorneys, personnel administrators, or scholars and teachers of administration and higher education.⁵² House is correct about who the experts are. Those who are

50 "Survey of Faculty Attitudes," Abstract, p. 2.

51 "Self-Perceived Effects," p. 167.

52 Ibid., p. 168.

doing the writing and prognosticating about the causes and effects of academic collective bargaining are indeed mainly labor attorneys and college and university administrators and professors of labor relations and other disciplines related to the field of academic collective bargaining. This input from the pro-management side of the bargaining table may explain the repetitive nature of the literature. It is difficult for a writer to be thoroughly objective about a subject when the writer is not the agent of change, but is, in the case of the college and university administrator, the recipient of the change.

This pro-management orientation has a tendency to engender literature that is occasionally based on somewhat hysterical reactions to academic collective bargaining. Previously held stereotypes about industrial unions, and resentment over the potential threat to decision making through collective bargaining poses a threat to college and university administrators in areas of fiscal and personnel matters that is frequently reflected in the literature on collective bargaining in academe. No reasonable person would expect that the bulk of the literature should emanate from any other quarter than the one mentioned above. Faculty union organizers usually limit their writing to union propaganda. Nonetheless, it is a bit ironic that most of the writing is done by persons other than those who are the initiators of faculty unions. The style and methodologies of this dissertation do not vary greatly from the works of the pro-management writers. One difference, and this may be an important difference, is that the perspective of the writer of this dissertation is pro-union, insofar as faculty unions are seen as a respectable vehicle for shared decision-making.

Another difference is that the problem of so much secondary data and the consequent repetitiveness may be overcome to a degree in this study, since much of its content will be drawn from personal field experience as a professional organizer of college and university faculties.

CHAPTER III

WHY PROFESSORS UNIONIZE ADMINISTRATIVE BEHAVIOR AND POLICY AS A STIMULUS TO FACULTY UNIONS

In virtually every organizing drive participated in by the writer of this dissertation, administrative behavior has been a precipitating force in the decision of a faculty to choose collective bargaining.⁵³ In one of his articles on the question of why college and university faculties choose collective bargaining, William B. Boyd, president of Central Michigan University, wrote that one of the causes for the establishment of collective bargaining units on some campuses derives from what has been termed an inferiority complex that exists in certain sectors of higher education.⁵⁴ In developing this notion, Boyd observes that "the feeling [anxiety] produces punitiveness, rage, and a search for scapegoats." Boyd concluded that "in the face of such sentiments, deans and presidents are apt to be perceived as the villains in residence, or at least as acceptable stand-in targets."⁵⁵

53 Since 1969, this investigator has been involved in successful organizing drives at the following state-supported colleges and universities: Central Michigan University 1969; Saginaw Valley State College 1971; Ferris State College 1972; and Lake Superior State College 1977. In addition to these successful organizing efforts, this writer has also participated in several organizing attempts at Michigan's state-supported colleges and universities that resulted in failures; the most notable of these were the Michigan State University elections of 1972 and 1978.

54 William B. Boyd, "Collective Bargaining in Academe: Causes and Consequences." Liberal Education 57 (October 1971): 306-18.

55 Ibid., p. 309.

In any case, Boyd allows in his article that the very colleges which have had "marginal faculties" have also had their fair share of autocratic administrators. He observes that "perhaps the most fundamental reason for the advent of collective bargaining derives from the general authority crisis which exists in society and on campus."⁵⁶ Boyd feels that old traditions no longer hold and there is a sense, on many campuses, that everything is up for grabs and that the old tranquility and good faith are not likely to return. He cites the decline of executive power, the expansion of middle management, the bureaucratization, the contempt for tradition voiced by radical faculty, the resurgence of governing boards, and the new claims for control by state agencies and legislatures as having converged to produce this "crisis of authority."⁵⁷

Another college president who had a bit less cynical view of the collective bargaining process in higher education was Edward J. Bloustein, president of Rutgers University, who referred, tongue in cheek, to academic collective bargaining as "A Chamber of Horrors."⁵⁸ Bloustein, who was president of Bennington College for six years prior to coming to Rutgers in 1972, is in an excellent position to make comparisons of governance problems in a small non-union private college with 600

56 Liberal Education 57, p. 311.

57 Ibid.

58 Edward J. Bloustein, "A Chamber of Horrors," in Raymond G. Hewitt, ed., The Effects of Collective Bargaining on Higher Education, MA: New England Board of Higher Education, January, 1973.) p. 110.

students and a large unionized public university with 37,000 students. Amazingly he concludes that the "governance problems are not very different in these two contexts."⁵⁹ With respect to the "chamber of horrors" many of his colleagues perceive collective bargaining to be, Bloustein has this to say: "The chamber of horrors we are told we will enter during a period of unionization turns out to be just like the room we have been living in without unionization. On the whole I am very optimistic about the impact faculty unionization has on higher education."⁶⁰

Bloustein bases this conclusion on his favorable experience in having to deal with an essentially procedural contract rather than the traditional union agreement that seeks to cover all conditions of employment. The Rutgers agreement limits itself to the areas of economic conditions of employment and academic due process. Thus the selection, appointment, and promotion of faculty, as well as the development of all aspects of educational policy, are left to the existing structure of university governance. Bloustein's point of view is refreshing and reassuring to those who may be contemplating a union. The only problem with it is that to some, his acceptance of a limited scope of bargaining may infer the notion that academic collective bargaining is only acceptable within certain limitations. This type of approach could be viewed by union purists as an attempt by management to set arbitrary limitations on the scope of bargaining.

Werner A. Baum, president of the University of Rhode Island, has

⁵⁹ Bloustein, "A Chamber of Horrors," p. 110.

⁶⁰ Ibid.

commented on the effect of unionization on collegial roles. In his address, Baum observed that he had "one big surprise" when "relations between the faculty (at least the union leadership) and the university administration have been improved by collective bargaining."⁶¹ In this speech Baum went on to make the fascinating statement that: "in some ways collective bargaining is like psychiatric group therapy; it reveals hidden problems and occasionally leads to mutual understanding if not agreement."⁶² He further commented that with respect to the cathartic aspects of collective bargaining, "we are provided with . . . a somewhat refreshing interlude in an otherwise dismal atmosphere."⁶³ He admits however, that "most college and university presidents, while always seeking to be objective, could not help but be opposed to the introduction of collective bargaining to their campuses."⁶⁴

To support this notion, the results of a 1971 study conducted by the Stanford Project on Academic Governance, funded by the National Institute of Education, concluded that college and university presidents were not enamored by the collective bargaining concept. In this survey 100 percent of the presidents responded to the questionnaire, while only 53 percent of the 17,292 randomly sampled faculty responded. Among the more significant findings on the negative side were these:

61 "A President's Experiences," in The Effects of Collective Bargaining on Higher Education, Raymond G. Hewitt, ed., p. 20.

62 Ibid., p. 21.

63 Ibid.

64 Ibid.

- 1) collective bargaining is a system of governance and decision making difficult to reconcile with the collegial image of academic governance.
- 2) academic senates are unlikely to convert to unions.

With specific reference to presidents, the report said they "feel they lose power to unions," while in actuality there is a shift toward greater administrative power. The report also notes power shifts upward from the departments. The Stanford Project also concluded that collective bargaining will realign many of the major power blocks in the traditional academic setting and that greater procedural protection for faculty is seen for unionized faculties.⁶⁵

The role of the president after the union comes to campus is generally agreed upon. Most scholarly writers and labor relations practitioners agree that the main officer should remain an independent third party. According to one recent study, in response to the question "what is the appropriate role of the campus head in the process through which his colleagues may share in policy making, particularly when their salaries, benefits, and working conditions are involved?" one half of the administrators responding singled out the need to be his own man.⁶⁶

Another college president, James Gemmell, President of Clarion State College in Pennsylvania, in his paper, "Collective Bargaining: A View From the Presidency,"⁶⁷ reviews the historical background and

⁶⁵ Frank R. Kemerer and J. Victor Baldrige, Unions on Campus, San Francisco: Jossey Bass Publishers, 1975, p. 11 ff.

⁶⁶ Clarence R. Hughes, Robert L. Underink and Charles Gordon, eds., Collective Negotiations in Higher Education: A Reader, Carlinville, Ill: Blackburn College Press, 1973, p. 111.

⁶⁷ Academic Collective Bargaining Information Service, 1975.

deals concisely with the legal and technical aspects of collegiate faculty unionism. He also ponders the question of why faculty members unionize. He comments that:

For the sake of those colleges and universities that have not yet decided the issue of collective bargaining the question of "why unionize?" is a key to the future. For many of us at campuses where faculty have cast the die in favor of collective bargaining, the question continues to visit us in our dreams.⁶⁸

As for the specific reasons for faculty unionism, he sees the economic benefits of collective bargaining as one of its more attractive aspects. He cites the 35 percent increase in salaries and benefits negotiated over a three year period at the Pennsylvania State Colleges and Universities as an example and he refers to the City University of New York bargaining as having produced "stunning gains."⁶⁹

On the matter of the range of economic benefits, Gemmell comments that "the possible range of fringes to be negotiated is limited apparently only by the imagination." As an example he cites a section in a contract that provided that each faculty member was entitled to cut one cord of wood on college land for personal use. Gemmell advises his colleagues that the "opportunity for collective bargaining by college faculties may be nearly universal by 1978, and that ". . . every university or state system not now involved should begin without delay to build a cadre of trained officials in anticipation of need."⁷⁰

68 Gemmell, "A View From the Presidency," p. 13.

69 Ibid.

70 Ibid., p. 18.

In his closing comments he laments the introduction of the so-called industrial model into the realm of academic bargaining, which usually results in compromise with no one satisfied. His final statement calls for a new model for collective bargaining, "designed specifically to fit the requirements of higher education."⁷¹ Gemmell, while obviously not pleased with the presence of a faculty union on his campus, is non-philosophical about the reality of the situation and from the point of view of this writer he has approached the problem in a rational manner. He sees collective bargaining as an adversarial process but counsels his colleagues that they should, when confronted with a faculty union, endeavor to be "friendly adversaries."

The adversarial nature of the alleged industrial model is one of the most consistently cited faults of collective bargaining in an academic setting. Administrators such as Gemmell must sincerely believe that there is a more benign form of collective bargaining that can be evolved or perhaps invented and superimposed on the college and university campuses confronted with the prospect of a faculty union. While this writer does not believe such a new model is practical or likely, others have from time to time come up with some rather interesting alternatives. One such person with impeccable credentials in the field is Charles M. Rehmus.⁷²

⁷¹ Gemmell, "A View From the Presidency," p. 21.

⁷² Charles M. Rehmus is a Professor of Political Science at the University of Michigan and is presently serving as chairman of the Michigan Employment/ Relations Commission, MERC.

Rehmus in an article that appeared in 1972 commented that "the range of possibilities for resolving faculty-administration conflicts is somewhat larger than the simple dichotomy between the traditional model and the trade union model."⁷³ In this article, derived from a speech aimed primarily at college administrators, Rehmus defines all unions as having three distinct characteristics:

- 1) a fundamental and permanent conflict of interest exists between managers and the managed
- 2) exclusivity is a fundamental element
- 3) a trade union primarily regards itself as a service organization for the individual employee, while the traditional professional association or academic governing body is concerned with work standards for the profession generally and for the faculty as a whole.⁷⁴

Rehmus reiterates that no matter what an organization may call itself, if these three principles are present, it is a union.

As an alternative he offers a bilateral decision making model which calls for a grievance process that offers the possibility of review of administrative decisions (by) "qualified and independent neutrals." With the comment, "Some may say, 'all you are really talking about is negotiations without a union,' and so I am," Rehmus defined his position on collective bargaining in higher education.⁷⁵ Rehmus made this speech in 1972 when collegiate unionism was in its infancy. Gemmell's wish for an alternative to the industrial union model has still not come true.

73 Charles M. Rehmus, "Alternatives to Bargaining and Traditional Governance," in Faculty Power: Collective Bargaining on Campus, Terrence Tice, ed. Institute of Continuing Legal Education, Ann Arbor, MI 1972.

74 Ibid., p. 92.

75 Ibid., pp. 97-98.

Today there are more than five hundred campuses where faculty members have chosen collective bargaining and not one of these has devised an alternative to the inherently adversarial nature of the collective bargaining process. Nor does the literature show that traditional governance has ever been replaced with a model such as the one proposed by Rehmus in 1972. In this writer's view there is no such thing as an industrial model for negotiations and another model that will fit the academic community's needs. There is a collective bargaining model, and in Michigan, its terms are defined by the Public Employment Relations Act, (PERA) of 1965. This Act covers all public employees except the state civil service employees who are covered by a constitutional provision that vests power in the State Civil Service Commission.

The Michigan law is modeled on the National Labor Relations Act and makes no distinction with respect to procedures and rights between private and public employees, with the notable exception of the right to strike. The point is that there is no such thing as an industrial model for collective negotiations. There is however a bargaining model, and historically that model has been associated with industrial workers more than with the professoriate. In recent years, that model has come to academe and it has been accepted almost en toto. Modifications will probably occur over the years, but the greatest difference between industrial and academic bargaining will continue to be in terms of the content of the contract, and not in terms of the process.

Why professors choose collective bargaining is inextricably related to administrative attitude and administrative attitude unnervingly becomes manifest in administrative behavior. We have reported on the

attitude toward collective bargaining of several college president in the preceding discussion. The presidents quoted thus far were cited mainly because they have chosen to publish their views. It may be coincidental that presidents such as Boyd of CMU, Baum, Gemmell, and the others seem to have an enlightened and somewhat egalitarian attitude toward collective bargaining. Even their negative concepts are tempered with moderating statements. The problem with coming to any conclusions on the basis of these writers and speakers on the collegiate bargaining phenomenon is that those presidents who write on the subject are, to a surprising extent, in the minority.

Over five hundred college and university administrations have seen faculty unions emerge on their campuses since the advent of collective bargaining during the late sixties. In spite of this massive number, only about two percent of the presidents have written articles or made speeches on the subject.⁷⁶ The premise is clear; if only a few college and university heads are speaking and writing on the subject of faculty unionism, those who are not speaking out must have their reasons for remaining silent.

Consider the dilemma of the college president who is confronted with the prospect of a faculty union. That president's choices are clear:

- 1) remain silent and conduct business as usual
- 2) exercise his legal right to free speech and openly expose the union

⁷⁶ This figure is a guess, and thus subject to challenge. While two percent is an estimate, it is based on a thorough review of the literature, and is in this investigator's view a reasonably accurate estimate.

- 3) take covert steps to subvert the union
- 4) make moderate statements showing the advantages of the present system without attacking the union.

Of these options, the most efficacious is the latter. Such is usually the observable involvement of most head administrators when a union threat is present. One can only speculate about the extent to which some presidents may attempt to intervene through subversion.⁷⁷ In any event, most advice and counsel to college presidents who must face a union threat is generally to stay aloof.

Gemmell advises his readers that during the negotiation phase, a trained legal mind should be available for contract negotiations. He also advises that presidents must be willing to delegate substantial responsibility and authority to subordinate university officials. With regard to the presidents involvement during the union drive, he has this to say:

The time to act is during the pre-election period when management has the right to convince employees that unionism would not be to their advantage. Management has the right, for example, to express the opinion the (sic) collegiality might be impaired, that erosion of the faculty senate could occur, and that an adversary relationship would likely develop. Management is also privileged to disseminate facts of a negative nature about unionism.⁷⁸

77 As an organizer, this writer has observed moves on the part of deans, directors, and chairpersons to use persuasion and, on occasion, intimidation to discourage individuals from supporting a faculty union. At times it has seemed that such tactics were inspired by the president. This kind of observation, of course, cannot be proved, nor can it be disproved. The fact is, this writer has observed such coercive tactics and it is not difficult to arrive at the conclusion that the president was covertly involved.

78 Gemmell, "A View From the Presidency," pp. 5-6.

Gemmell does caution (rightly) that after the election campaign begins, that is, after the petition is filed and the legal procedures are initiated, the freedom of management to act becomes circumscribed because it is more vulnerable to unfair labor practice charges. It is precisely during this period (the time between the filing of the petition for an election and election day) that many presidents have defeated themselves in their attempt to foreclose on the union threat. A brief summary of a few personal experiences of this writer supports this conclusion. Most recently, a successful year-long drive to unionize the faculty at Lake Superior State College was ended when the faculty voted overwhelmingly to accept collective bargaining in January, 1978.⁸⁰

Prior to the election the atmosphere at Lake Superior had become charged with insecurity as a result of administrative moves to increase work loads, reassign personnel and perhaps in the process terminate a few faculty members. The already insecure environment at Lake Superior was made even more threatening when the Governor's Efficiency Task Force recommended that Lake Superior State College be closed as an economy measure.

Throughout this critical period, the president of Lake Superior State College, Dr. Kenneth Shoultice, assumed an adversarial stance towards all who challenged his administrative decisions, including members

⁸⁰ Michigan Efficiency Task Force Summary and Findings, Oscar A. Lundin, Chairman and President, Lansing, Michigan, 1976

⁸¹ See Appendix C for a reprint of Michigan Association for Higher Education memorandum dated December 7, 1976 from the author to the Lake Superior State College Faculty delineating the recommendations of the Task Force as they concerned the future of the college. This threat to the continuing operation of the school was a significant factor in the successful organization of the faculty for collective bargaining.

and leaders of the faculty senate. Therefore, when an appeal to support the idea of collective bargaining was made to the faculty by this writer as an alternative to the then current governance system, the response was encouraging. It is at this point in a movement towards faculty unionization that a president's behavior becomes critical. The compulsive individual who is accustomed to building things and controlling and managing people may find it impossible to take a neutral stance when confronted with the prospect of a faculty union. This was decidedly the case with Kenneth Shoultice after the union petition was filed.

Quite likely the legal advice given Dr. Shoultice was to keep a low profile with respect to the union and to conduct business as usual. To the outside observer, Dr. Shoultice may have been doing just that during the critical period after the petition was filed and prior to the election. To the faculty members, the president was anything but aloof. As the organizer at Lake Superior, this writer was privy to virtually every petty confrontation that occurred between the president and a few of the more obvious union leaders. During this period there were verbal confrontations and what might be characterized as name-calling between the president and a few of the union's more flamboyant characters. As a result of this, the faculty became even more convinced that they were in need of something more potent than the faculty senate to deal with the LSSC chief administrator. Faculty members in general had a feeling of respect for their president as a builder and fund raiser. In personnel matters however, the warm and respectful feelings toward their president held by many faculty members quickly evaporated and were replaced with fear and sometimes anger.

Further advantage was given to the union when the administration, after the petition was filed, went through a series of administrative changes that had the net effect of revising the status of departmental chairpersons from that of first among peers to that of supervisors. This move became an issue in the conference between the faculty representatives and management conducted by the State Employment Relations Commission to determine the composition of the collective bargaining unit. The result of the president's machination with respect to the line-staff structure of the school was to further alienate faculty and when the college insisted on a formal hearing to determine the unit question, that move was perceived by faculty as a delaying tactic, and the union was assured.

Another campaign where the president's behavior was a factor in the results was at Ferris State College. Unlike Lake Superior's president, Robert Ewigleben, President of Ferris State College, made his critical mistake prior to the filing of the union petition. In the fall of 1971, shortly after he had become president, Ewigleben made speeches to a local service club and to a meeting of the faculty in which he made the statement that as new president one of his accomplishments would be to prune out the dead wood. This comment was reported in the local press and widely circulated around campus.⁸²

⁸² Edward Linta, "Collective Bargaining at a State College in Michigan" (PhD Dissertation, University of Michigan, 1975) p. 88. According to Linta, "When the new president took over, he stated at an early faculty meeting that Ferris needed to get rid of the 'dead wood' on campus." Linta, who was a Ferris administrator at the time, interpreted the president's remark as "being made in the context of

Shortly after that statement, this investigator was on campus to meet with a small group of campus activists to plan a union strategy. With respect to the "dead wood" comment of the president, it was a curious fact that those who were in the vanguard of the union movement were anything but "dead wood." In fact, some of the more respected members of the faculty were involved throughout the campaign.⁸³

After the petition was filed, President Ewigleben apparently followed his legal advice and kept a low profile. Unfortunately, this was not the case with many of his cabinet members. It soon became obvious that the administration of Ferris State College was almost hysterically opposed to the notion of a faculty union. This fear and disdain for a faculty union was transmitted to the union and even though the president used good judgment in keeping a personal low profile, he was still targeted by faculty as being behind the (at times) erratic behavior of some of his subordinates. In the case of both Ferris and Lake Superior, it is possible to protest too much about the union. Faculty members when met with extraordinary resistance to their union drives, developed at Ferris and at Lake Superior a sense of desperation. Many of the leaders came to believe that if the union drives failed they might find their jobs in jeopardy. This may not in fact have been the case, but when

keeping the high standards of instruction and teacher excellence which had characterized the educational offerings of the college. But some faculty members chose to view this as a threat to their job security.

⁸³ Interview with Professor Philip Stich of Ferris State College. Professor Stich served as president of the faculty union for two terms, 1974-75 and 1975-76. Prior to that he was active in the organizing drive and in that capacity he was in a position to make accurate judgments about the president's reaction to the union and the quality of the union movement.

enough faculty members believe this, the union is assured a victory at the polls. At Ferris, the MEA/NEA affiliate did prevail in a runoff election between the Ferris Faculty Association and No Union, by a vote of 221 to 161. Prior to the runoff the AAUP was eliminated by a vote of 133 AAUP, 143 Neither, and 137 MEA/NEA.

The behavior of the president was also to a degree a factor in the unionization movement at Central Michigan University. 1969 was a transitional year for the faculty at Central. On the way out was Judson Faust, a fine gentleman, but one who had worn his welcome thin by his paternalistic style. On the way in during that remarkable year was William Boyd, the president-designate and the author-to-be of several articles on the subject of collective bargaining. Boyd was an unknown quantity to the Central faculty. Another unknown quantity was collective bargaining. While the concept of collective bargaining was foreign to academe, CMU was the first four-year university in the United States to become unionized. It was not such a foreign concept to many of the faculty members who were former teachers or teachers of teachers.⁸⁴

When these faculty members compared their economic progress to that of the unionized teachers around them, the solution to Central's low economic status relative to its sister schools seemed to many to be collective bargaining. The solution was perceived, and the move at Central toward this previously unheard of governance device was made

⁸⁴ Central Michigan University was formerly a teachers college, and many of the senior faculty members were conversant with the dazzling successes experienced by Michigan's K-12 educators at the bargaining table.

with lightening speed.

One faculty member who at the time of this dual transition (in presidents and in governance systems) was James Hayes. Hayes held an important position in the Central Administration at the time as a vice president for governmental relations. At a later date, Hayes was to return to his faculty post and emerged as president of the faculty union. In an interview with Professor Hayes on the subject of the president's behavior, the pattern observed at Ferris and at Lake Superior was also apparent at Central, i.e., the president kept a low profile. The curious aspect of this at CMU was that the collective bargaining drive was contemporaneous with the transition in presidents and there was uncertainty as to who in fact was in charge of things during this period.⁸⁵

In the absence of a clearly defined head, the job of opposing the faculty union movement fell to a Board of Trustees member. The faculty was addressed by the Board member, M. Fortino, who is an attorney with labor relations experience. Fortino's presentation, according to Hayes, was fair and as objective as it could be under the circumstances. It nonetheless had the predictable effect and served to stimulate rather than lessen faculty interest in the union movement. And even though President-to-be Boyd did nothing to alienate faculty, enough resentment

⁸⁵ At the time of Hayes' presidency in 1975, this writer served as Executive Director of the Central Michigan University Faculty Association and in this capacity had ample opportunity to discuss the administration's role in the evolution of the union at CMU with faculty members who were active in the organization.

The discussion here is based on extensive interviews with Professor Hayes and with the union leaders who were closely involved in the events of the time.

had built up over the previous administration to assure the union. President Boyd did make a few conciliatory statements prior to the election and as president he proved to be able and wise in his dealings with the union. The only unfortunate aspects of Boyd's tenure with respect to his union relations were the continuing efforts of the university's counsel, J. David Kerr, to challenge the legitimacy of the union, and the administration's insistence on handling matters through the faculty senate which were appropriate subjects for the bargaining table. Both of these strategies created alienation of the pro-union faculty members and after the divisiveness of these moves dissipated over a period of five or six years, the union emerged more unified and powerful than it would have had these strategies not been employed.⁸⁶ Even at Central, where the new president was more egalitarian than many of his counterparts, it was clear that faculty discontent with administrative policy was sufficient to generate and sustain a strong faculty union.

At Saginaw Valley State College the president, Sam Marble, took an active role prior to the filing of the petition for a unionization election. According to one of the more politically active professors at SVSC, Dr. David Weaver, the president would attempt to attend meetings called by faculty to discuss their work-related problems. The

⁸⁶ This conclusion regarding the administration's policies on the faculty senate and on the legitimacy of the union are the writer's opinions. As representative for the faculty during a portion, 1974-75, of this process, this investigator had abundant experiences with these administrative policies and the conclusions, while subject to challenge, are more than mere speculation.

president would attend such meetings even when he was not invited and he would not hesitate to campaign actively against the AAUP whenever it became apparent that the AAUP might intervene on behalf of the faculty. Weaver believed that President Marble may not have been ideologically opposed to unions per se, but when unionism became a threat on his campus, he found it easy to oppose the union alternative.⁸⁷

After the petition was filed in 1971, the president of Saginaw Valley State College assumed the same low profile as has been observed in his counterparts. The only exception to this was a thinly veiled threat against union supporters which came in the form of a letter to the professor's wives. No such letter was sent to the faculty members and no overt attempts to sway individual faculty members were made. One suspects that there may have been some behind-the-scenes inducements made by administrators to dissuade individual faculty members, but this is speculative and cannot be proved.⁸⁸

87 Interview with Professor David Weaver of Saginaw Valley State College. Dr. Weaver emerged as president of the faculty union at SVSC and also served as chief spokesperson for the negotiating team, as well as an officer of the Michigan Association for Higher Education, the higher education component of the Michigan Education Association.

88 During this period, this writer was frequently on campus, where the mood of faculty was hostile toward the president and the Board of Trustees. Specific instances of administrative abuse with respect to reprisals for union activities were rare. Yet one incident that earned suspicion was the removal of one of the union activists from the summer employment teaching roster. This move to deny summer employment was countered with a strong letter of protest and the summer employment was reinstated.

The pattern of presidential behavior seems to be well established at the state supported colleges and universities confronted with faculty unions in Michigan. There are, of course, slight deviations in behavior which are attributed to individual personalities and style. These deviations, however, are merely variations on a theme which is for the president to lay low during an organizing drive and leave any anti-union statements he may have to his subordinates. The matter of presidential behavior after the union is secured is also increasingly important to examine, since it significantly affects faculty-administration relations in the new academic situation.

THE IMPACT OF COLLEGIAL UNIONS ON COLLEGE AND UNIVERSITY ADMINISTRATORS

It is abundantly clear from studies such as the Ladd-Lipset Report that college and university faculty members have come to accept the concept of collective bargaining. The attitude of college and university administrators is less clear. One can make assumptions and one can deduce what administrative attitudes may be by observing the behavior of administrators when confronted with a faculty union, but such guesswork needs authentication and the amount of research on the subject is limited at best. One work that does treat the subject is James O. Haehn's "A Survey of Faculty and Administrator Attitudes on Collective Bargaining."⁸⁹ Since this work was done in 1970 several attitude surveys have been produced making additional data available. The most notable of these are the surveys conducted by the Carnegie Commission on Higher Education,

⁸⁹ A Report to the Academic Senate, California State Colleges, 1970.

(see selected Tables from the Ladd-Lipset Survey in Appendix B.)

From Ladd-Lipset and other researchers noted above, it is clear that many college faculty have come to accept the concept of collective bargaining as both applicable and desirable for themselves.

The Haehn study concludes that: "Faculty in the California system do not feel that their interests are being adequately represented in the decision making processes of the system, and in reaction to this they want a mechanism (in this case collective bargaining) to help solve the problem." 90

Any report is limited which seeks answers to administrator attitude in a state such as California, where at the time of the report, collective bargaining for the professoriate was not provided for in the law. Even so, the results are interesting and seem consistent with the professional experience of this investigator. The report found that:

- 1) Thirty-five percent of the administrative respondents said they favor bargaining for faculty.
- 2) Twenty-one percent were uncertain.
- 3) Forty-three percent opposed the idea.
- 4) Among faculty the survey showed that sixty-three percent favored collective bargaining. 91

This report also made an interesting finding about how administrators' perceptions are influenced by their own opinions. When asked how the faculty would vote for bargaining if an election were held, sixty-three replied that the faculty would vote against it. This kind of perception gap has been well known to union organizers. In fact, campus administrators are more prone to make favorable or neutral comments

90 "A Survey of Faculty and Administrator Attitudes," p. 42.

91 Ibid., p. 32.

about collective bargaining when they believe that it will be voted down when an election comes. This has led to some nearly hysterical reactions on the part of many administrators this investigator has dealt with when the administration has been surprised by a pro-union vote. The Haehn Survey puts it this way: "...it appears that the campus administrators are misreading the extent of faculty discontent and the willingness of the instructors to turn to formal collective bargaining to deal with their problems."⁹² Irrespective of the growing number of reports and surveys of faculty and administrator attitude on collective bargaining, one self-evident and immutable fact should be clear; academic collective bargaining brings about significant changes in power relationships and as such it cannot help but be a threat to administrative power.

One of the best documents in support of this belief is the study that came out of the Stanford Project of Academic Governance, a study begun in 1971 funded by the National Institute for Education, which undertook a major research effort to examine the impact of faculty collective bargaining on governance and decision making in higher education.⁹³ The Stanford Project's findings concluded that "presidents on unionized campuses say that they have lost power to unionized faculty;

92 "A Survey of Faculty and Administrator Attitudes," p. 33.

93 Frank R. Kemerer and J. Victor Baldrige, The Impact of Faculty Collective Bargaining On Campus Administrators, The Stanford Project of Academic Governance (Palo Alto, Calif., 1976). In addition to Kemerer and Baldrige, other investigators were David Curtis, Governor's State College, Illinois, George Paul Ecker, Ohio State University, and Lee Riley, University of California at Los Angeles.

all presidents foresee a steady erosion of presidential administrative capacity by faculty unions." ⁹⁴ The Stanford Project also concluded that in spite of presidential opinions, other evidence indicates that there is actually a shift toward administrative power, particularly governing board power. The report also notes that a majority of both campus and union presidents foresee a threat from outsiders such as arbitrators and courts. The Stanford Project identified several positive and negative impacts collective bargaining has on campus administrators, as well.

On the positive side, the report found that the increased flow of information generated by collective bargaining was a help to shared governance. Another positive impact at least as far as the Kemerer and Baldrige study was concerned is the constraint brought to bear on administrative power through union contracts. Administrative arbitrariness is curtailed and critical decisions, especially in personnel areas, are reached fairly and with a maximum of input from faculty groups. ⁹⁵ On the negative side, the Stanford Project said that collegiality among administrators and faculty would likely suffer as specialists such as lawyers, labor relations experts, and institutional researchers replace traditional faculty generalists in the administrative ranks. Another concern was that under the influence of external economic and social forces, campuses are likely to be "balkanized" into "veto groups" making them even harder to manage. The report further worried that

94 Kemerer and Baldrige, p. 25.

95 Ibid., p. 26.

administrative discretion to respond to campus problems will be increasingly circumscribed by contractual provisions, especially in personnel areas.⁹⁶

What part should the campus administrator play in the collective bargaining process? For the chief administrator, this question is not subject to debate; the president, in this investigator's experience, never goes to the bargaining table. The physical absence of the president at the table does not however mean that the president's presence is not felt by the parties at the table in other ways. The attitude of the chief administrator toward the union is usually reflected in the demeanor of those he designates to carry out the bargaining process.

For example, two worrisome issues at Central Michigan University, both at the table and away from the table were the scope of bargaining and the legal right of the union to represent. Both these issues were inspired by concern on the part of the administration over the union's legitimacy. It should be borne in mind that Central was the first university of its kind to be unionized and it therefore should surprise no one that the president and his legal counsel would seek to assert what they believed to be the university's constitutional autonomy. This challenge to the union's right to prepresent on matters other than the most fundamental economic issues lingered for some years at Central. Had the president, and just as important, had the president's legal counsel been more willing to accept the process of collective bargaining,

⁹⁶ Kemerer and Baldrige, p. 26.

the attitude of the university's negotiators would certainly have been more moderate.⁹⁷ At Central Michigan University, the administration campaigned to disestablish the union, or at the very least, to emasculate the union's power by seeking to enhance the power of the faculty senate at the union's expense. This kind of action, illustrating as it does the attempt to shift the bases of power, clearly illustrates the impact of academic collective bargaining on collegiality.⁹⁸

After the union is certified as collective bargaining agent, it is difficult to ascribe any behavior characteristics to the campus president. Even the most compulsive meddlers will remain at least superficially aloof to the union once it is in place. This type of behavior, as noted by Kemerer and Baldrige, engenders the preplacement in the administrative ranks of generalists by specialists. Kemerer and Baldrige say that "In order to negotiate and administer contracts successfully, the administration is likely to replace traditional faculty-related generalists with specialists such as lawyers, labor relations experts, and institutional researchers."⁹⁹

According to John Gianopolos, a frequent commentator on academic collective bargaining, the college administrator, if at all possible, should remain an independent third party in the negotiating process as required by his position as leader of the faculty and executive of the

97 This researcher was present at the table through negotiations in 1975, the third contract at CMU, and even then, some six years after recognition, the board's chief spokesperson would question the legitimacy of the union.

98 For fuller discussion of bargaining's impact on collegiality, see Chapter IV below.

99 The Impact of Faculty Collective Bargaining, p. 24.

board. Gianopulos believes that:

He, the chief administrator, should carry this role through formal collective negotiations, where in most cases with legal advice, he will continue to serve as interpreter between the board and the faculty. His is the responsibility in the negotiating process to provide information to both teachers and the board, to help clarify issues, and to stimulate both groups to put forth their highest efforts to achieve agreements that are in the best interest of the total educational program. 100

As may be noted in the previous chapter, (see House) and in this chapter, (see Kemerer and Baldrige) collective bargaining does not diminish the power of the president to manage the institution. With or without unions, central administrations still must make determinations with respect to the major management and budgetary matters. This need to manage in Michigan and elsewhere is mandated usually by the state constitution to the administration through the governing board. The presence of a faculty union need not be a threat to this well established management prerogative. In fact the presence of a faculty union can even enhance the right of managers to manage. This right is usually affirmed in collective bargaining agreements in the management rights clause. Even without such contractualized acknowledgments of the right of a president to run the school, the legal precedents and the constitutional mandates still serve to legitimize the power of the president.

In the ritual dance that we call collective bargaining union representatives are often tempted to be obstreperous toward their adversaries on the matter of management rights, yet when negotiations are

100 John Gianopulos, "Collective Bargaining: What Part Should College Presidents Play?" College & University Business (September, 1970) p. 70.

concluded the contract will invariably contain a strong management rights clause. Such clauses are usually "traded" for union security clauses, (agency shop provisions) or association rights clauses. The latter generally affirm the right of the association (union) to use school facilities, to have dues deducted from faculty payrolls, and to provide for released time for union officers to conduct union business. If this is a correct premise and it is true that unions do not pose a threat to the power of university and college presidents, then whose power is affected by the presence of a campus union? A glib but probably correct statement could be that everybody else's power is affected, affected by being either diminished or increased.

H. J. Zoffer, Dean of the Graduate School of Business at the University of Pittsburgh put it this way:

Collective bargaining has the potential to change the power base and the way in which it is exercised. Collective bargaining may well be a means whereby those now outside the power structure will be able to seize power. Younger faculty would be expected to wield far more power than is currently the case, and in concert with students, a group the more senior faculty identifies less with, a totally new power structure could be developed. 101

Just as the other writers on the subject have concluded, Zoffer also allows that "what is clear is that higher salaries and lower work loads, more obvious expected results of collective bargaining, will have relatively little real effect on the administrator's role or the future of higher education."¹⁰²

101 H. J. Zoffer, "A College Administrator Looks at Collective Bargaining," Journal of the College and University Personnel Association, 26 (3) July-August, 1975, pp. 33-40.

102 Ibid.

Power, or the lack of it is at the root of virtually every union drive on college and university campuses. Where power to decide on important academic and personnel matters is not shared by those who have it--administrators--with those who don't--faculty--unions find fertile soil. Studies by academicians to substantiate or refute this conjecture are virtually non-existent. This notion is supported, however, in a study done by Charles A. Odewahn and Allan D. Spritzer, associate professors of Manpower and Industrial Relations at the University of Alabama Graduate School of Business. Odewahn and Spritzer conducted in 1975 a very thorough and substantial study on university administrators' attitudes toward collective bargaining. As a result of that study, they came to this conclusion:

Although many factors influence the degree of success in union organizing efforts, the experiences of the respondents to this study suggest that the success of these organizing efforts may be related to the extent of faculty participation in decision-making. For example, among administrators of the four-year schools included in this survey, thirty-two percent reported that membership on governing boards included faculty. Unions successfully achieved recognition in only ten percent of their organizing efforts at these schools. Similarly, in the privately controlled institutions, twenty-five percent of which accorded membership on governing boards to faculty, unions were successfully recognized in twenty percent of their organizing efforts. This is in contrast to public institutions, where only six percent of the governing bodies contained faculty representations, and where unions were successful in seventy percent of their organizing efforts. 103

103 Charles A. Odewahn and Allan D. Spritzer. "University Administrators' Attitudes Toward Collective Bargaining: A Comparative Analysis," Labor Law Journal 27, December, 1976, pp.763-72.

Faculty voice in governance is another way of saying faculty power. Faculty power is enhanced by collective bargaining and administrative power is diminished, especially in the pragmatic areas of salary and work load determinations. Where faculty members have something more than token power, it can be seen from Odewahn and Spritzer that faculty unions are less likely to form. Faculty voice in decision making is no longer a given in academe. In recent years we have seen an unmistakable erosion of the traditional governance model wherein faculty had a proprietary sense of interest in the institution. This of course was based on the medieval concept of the university, a concept that has endured over the centuries and has only changed to an appreciable extent in the last few decades. The changes cannot all be laid at the door of some new breed of administrators who tend more than their predecessors to arrogate power to themselves, although from the union organizer's perspective it is tempting to come to such conclusions. Such changes are more likely to occur as the result of the evolution of our society from agrarian to technical. Today's colleges and universities are overwhelmed with paper work generated by government guidelines and conditions, required by other funding sources such as foundations, industrial contributors and contractors, alumni, and countless other legal or technical requirements. Another factor in the trend toward change in the management of institutions of higher learning is their size. The elite university, in the European tradition, has been replaced in America by the state-supported multiversity. Such institutions do indeed require a new breed of administrator.

As noted earlier in this chapter, the predisposition of faculty to unionize is influenced by the chief administrator to a great degree. This belief has been repeatedly substantiated by this investigator's organizing experiences, but one individual's experiences do not constitute an adequate premise for such a conclusion. Fortunately, others have come to the same conclusion based on scientific data. Odewahn and Spritzer have also concluded that "the disposition of an institution toward unionism among its faculty is likely to be influenced by the philosophy and characteristics of its leadership."¹⁰⁴

In their study, Odewahn and Spritzer designed questions to determine administrator attitude toward the legitimacy acceptance and role of faculty unionism in higher education. One such question in their questionnaire was: "Collective bargaining has no place in higher education." The surveyors stated that agreement with this statement suggested an attitude that collective bargaining and faculty unionism are not legitimate activities. Odewahn and Spritzer found that this denial of legitimacy and the failure to accept the concept of faculty collective bargaining was reinforced by other attitudinal factors such as the belief that faculty unionism has little support either in their institutions or in the community in general.¹⁰⁵ In their advice to administrators wishing to avoid a faculty union, these researchers have this

104 "University Administrators' Attitudes," p. 776.

105 Ibid., pp. 768 ff. Two Tables from the Odewahn and Spritzer study are of particular relevance to the present discussion and are included in the Appendix. See Appendix C-1.

to say: "The success of unionism is less likely if faculty members are given a greater voice in institutional decisions."¹⁰⁶

SUMMARY

In concluding this section, the point needs to be strongly emphasized that the chief administrator's attitude is indeed a factor in determining whether a union threat will occur on a given campus. This researcher has observed from first hand experience that faculty members seek help from union organizers when they become disenchanted with their president. This writer's personal experience runs the gamut from seeing faculty members embrace unionism out of sheer terror when a mildly psychotic president degenerates into a raging tyrant, to situations where a cool and sophisticated president goes a bit too far in expanding and rewarding his elite central administrative team and somehow forgets to pay enough attention to the needs of his faculty.

In summary, the impact of collegial unions on college and university administrator attitude is without doubt very slight. The attitudes of administrators toward the need to share in the governance of the institution is of primary importance. Where power is shared, faculty members do not seek unions; where it is not, they do. Once a faculty union is in place, the administrators who already had an innate dislike for unions will most likely exhibit behavior that is anti-union. Such behavior is usually not overt, but is manifest in the attitude and consequent behavior of the chief administrator's subordinates who have the responsibility to deal with the union.

¹⁰⁶ "University Administrators Attitudes," p. 769.

CHAPTER IV

A CASE STUDY MICHIGAN STATE UNIVERSITY FACULTY REJECT COLLECTIVE BARGAINING

Not all attempts to unionize faculty members in higher education are successful. A notable defeat in the career of this faculty union organizer was the October 23-24 election in 1972 at Michigan State University. Nineteen seventy-one and 1972 were stimulating years for those of us who were involved in the process of bringing collective bargaining to Michigan's college and university campuses. In 1972 Central Michigan University was continuing to receive national attention as a result of its early and seemingly successful experiment with collective bargaining, and nationally some of the more prestigious schools had recently become involved in academic collective bargaining.¹¹⁵

¹¹⁵ By January of 1972, contracts were negotiated at: City University of New York, Central Michigan University, New Jersey State Colleges (six campuses), St. John's University, New York, Southeastern Massachusetts University, Oakland University, State University of New York (twenty-six campuses), New York Institute of Technology, and the United States Merchant Marine Academy. In addition to this number of secure unions, a bargaining agent had been chosen and contracts were being negotiated at the following schools: Brooklyn Polytechnic, N.Y., Bryant College, R.I., Long Island University, Boston State College, Lowell State University of Massachusetts, Westfield State University, Fitchburg State College, Salem State College, (all of Massachusetts), and the University of Guam. Petitions were pending at Adelphi College, New York, Manhattan College, New York University, Temple University, Eastern Michigan University, Wayne State University, the University of Hawaii, and Rhode Island College.

Files of the Michigan Association for Higher Education, MEA Headquarters, East Lansing, Michigan.

What better time could there possibly have been to contemplate a move to secure bargaining rights for the faculty at MSU, that prestigious Big Ten institution located at the very doorstep of the union's state headquarters.¹¹⁶ Logistics are always important in an organizing drive, and when the target is as massive as Michigan State University, ready access to reproduction and distribution facilities such as those available at the MEA Headquarters is critical. Quite simply, from a budgetary point of view, it made sense to select MSU as a target for organizing, since it was proximate and could be plugged into the existing communication system of the organization at very little additional cost or effort.

MSU did not, however, become an organizing target simply because it was there, or because it was big, or because other faculties at other equally prestigious institutions had embraced collective bargaining. MSU became an organizing target because a few dedicated professors, such as Dr. Wayne Taylor (now deceased) of the university's Math-Science Teaching Center, became fascinated with the concept of collective bargaining for university faculties.¹¹⁷ Dr. Taylor was a senior faculty member who failed to fit any of the stereotypes for faculty unionists,

¹¹⁶ The MEA Headquarters, and the Michigan Association for Higher Education, MAHE, are located less than a mile north of the campus.

¹¹⁷ Prior to Dr. Taylor's interest, the faculty of MSU's University College petitioned in 1970 to the Michigan Employee Relations Commission for a bargaining unit for the faculty of University College. The university contested this petition, arguing in a formal hearing before an administrative law judge for MERC that all faculty members of the university served as one unified faculty, and the university's position was upheld by the commission. Dr. Taylor and his associates filed their petition in February, 1971.

insofar as he was secure in his position, relatively well compensated, and somewhat conservative in his personal ideologies. Nonetheless, Dr. Taylor saw collective bargaining as a viable means for dealing with some of the inequities that had evolved at MSU as a result of the university's rapid growth and the consequent centralization of decision making by the administration.

Thus, in early 1971, Dr. Taylor and about a half dozen other faculty members from departments across the campus, including Geology, American Thought and Language, Education, and Art established a relationship with my office for the purpose of exploring the possibility of creating a faculty union at Michigan State University. This beginning was audacious, since there were no burning issues on campus at the time, other than a considerable amount of discontent over the issue of salary disclosure. In addition, the recent attempt to establish a bargaining unit for faculty in University College (the general education unit of the university serving undergraduate students) had been defeated, a situation which had a dampening effect upon many who favored collective bargaining. Nonetheless, Dr. Taylor's new-found belief in faculty unions and my predisposition to help organize an institution as prestigious as MSU combined to facilitate a decision to commence with the distribution of union authorization cards at MSU.¹¹⁸

¹¹⁸ In Michigan the Public Employees Relations Act requires that a "showing of interest" be determined before the state Employee Relations Commission will conduct an election to determine if there will be a bargaining agent.

The decision to circulate union authorization cards was made in February of 1971, and on February 18 the Lansing State Journal reported: "MEA Starts MSU Organization Drive." The State Journal article, coupled with a similar announcement in the campus daily, the State News, which appeared the following day, were an important part of the plan to shock faculty into an awareness that they would need to deal with the issue of whether or not MEA's local affiliate, the MSU Faculty Associates, would be their collective bargaining agent. The plan was simple, and at the time it seemed workable.

Shortly after the announcement was made that the MEA would be seeking bargaining rights for faculty at MSU, a letter was circulated to all faculty explaining that the MSU Higher Education Association had changed its name to the MSU Faculty Associates, and that the constitution had been changed to facilitate "campus-wide participation in the governance of the organization."¹¹⁹ This move was made to overcome a serious negative image problem associated with the old MSU Faculty Association. For many years previous to the attempt to unionize faculty at MSU, the MEA had maintained, since 1949, a non-bargaining affiliate on campus known as the MSU Higher Education Association, with a membership of about thirty faculty members, most of whom were in the College of Education. Only three or four of this group favored

¹¹⁹ Letter to MSU Faculty from Dr. Peter Haines, President, and Edward P. Keller, President-Elect, of the MSU Faculty Associates. The complete text of the letter appears in Appendix D.

collective bargaining.

Rather than engage in a lengthy program to educate faculty on the pros and cons of collective bargaining, the MSUFA decided simply to launch its campaign to secure bargaining rights for faculty at MSU. After all, others had chosen collective bargaining at equally prestigious schools in New York and elsewhere, so why not here? Having made this decision to unionize the faculty at MSU, and having announced their intentions, the Faculty Associates quickly accelerated the campaign. The actual launching took place on the morning of February 18, 1971 in the Big Ten Room of the Kellogg Center on the MSU campus. The event was a media breakfast, with Terry Herndon, Executive Secretary of the MEA, Dr. Peter G. Haines, President of MSU Faculty Associates, and William R. Owen (this writer) of the Higher Education Office of the MEA. The State Journal reported that "Terry Herndon, Executive Secretary of MEA, told the breakfast group that the MEA's experience in negotiations for school teachers in the past five years has provided experience and resources necessary to extend the process to higher education."¹²⁰ Herndon continued with the comment that he and the MEA "were not attempting to invade MSU as a Messiah . . . to deliver you from whatever level of bondage you might perceive . . . but to gain for the faculty equity in a hostile society." In light of current and expected budget cuts by the legislature, Herndon said "whoever wins (bargaining rights) at this point in time, might lose."¹²¹

¹²⁰ Dave Hanson, State Journal, Lansing, Michigan, Thursday, February 18, 1971.

¹²¹ Loc. cit.

The most curious aspect of this staged media event was that the MEA simply and matter-of-factly announced it was going to unionize the faculty at MSU. There were no virulent issues, no jobs at stake, nor was there a huge outcry for better salaries or working conditions pouring forth from the faculty. In net effect there were two issues, the first of which was collective bargaining itself. At the time, votes on the issue of faculty bargaining rights were to be held soon at Wayne State University and Eastern Michigan University, while Central Michigan University and Oakland University were already organized. In addition, most of the twenty-nine community colleges in Michigan were also organized. The second issue was more substantial, since it dealt with salaries. Salaries at MSU were simply not keeping pace with the gains made through collective bargaining by K-12 teachers in the public school sector. To accentuate this point, MSUFA planted the following item in the State Journal on February 18, the day their drive to unionize the faculty was announced.

P A Y A D V A N C E S C O M P A R E D

State Journal Capitol Bureau

Salary advances by classroom teachers, who are organized, have been greater in recent years than advances to unorganized higher education faculties, according to the following figures from the Michigan Department of Education and the American Association of University Professors. They were provided by MSU Faculty Associates, which is attempting to organize MSU for collective bargaining.

School Year	Avg. Classroom Teacher		Avg. Higher Ed. Faculty		Avg. MSU Faculty	
	Salary	Pct. Inc.	Salary	Pct. Inc.	Salary	
1965-66	\$ 6,896	---	\$10,844	---	\$11,312	
1966-67	7,535	9.3	11,310	4.3	11,825	
1967-68	8,238	9.3	11,859	4.9	12,291	
1968-69	9,134	10.9	12,556	5.9	12,937	
1969-70	10,045	10.0	13,211	2.5	13,632	¹²²

¹²² State Journal, Lansing, Michigan, February 18, 1971.

Also, in an attempt to make salaries, along with collective bargaining per se a campaign issue, MSUFA prepared and distributed nearly 2600 copies of a person-by-person, department-by-department analysis of faculty and administrator salaries. The intent of this distribution was to shock and infuriate faculty members who were not satisfactorily rewarded into acceptance of the union alternative.

FACULTY AND ADMINISTRATION REACTIONS

Meanwhile, activity with respect to the collective bargaining issue was also escalating on another front. On February 16, 1971, the Elected Faculty Council met to discuss the problems and possibilities of collective bargaining by university faculties. As a result of this meeting, the Steering Committee of the Faculty Council was asked to provide impartial information on collective bargaining, and in accordance with this request, Dr. Gordon E. Guyer, who was then chairman of the Steering Committee, requested that the Faculty Affairs Committee accept the responsibility for compiling and disseminating the necessary information. This material was compiled by a sub-committee, and the collection of data was organized in the following manner:

(the sub-committee)

1. Drafted a list of questions concerning collective bargaining to be asked of persons at colleges and universities that have already negotiated contracts. These questions were designed to elicit both factual material as to the actual provisions of the contract as well as ideological material relating to the scope of issues considered negotiable.
2. Sent written requests for answers to the same basic questions, with some necessary modification, to President Clifton R. Wharton, Provost John E. Cantlon,

and to the chief executive officer of each of the three organizations that have recently expressed interest in organizing the faculty on this campus. Written replies were requested.

3. Conducted open-ended interviews with Michigan State University faculty members knowledgeable about collective bargaining.
4. Contacted the chief academic officer (or his representative) of the other Big Ten universities and asked for a report concerning the status of collective bargaining on their campus at this time.
5. Interviewed by telephone a limited number of members of the House and Senate of the Michigan Legislature regarding their opinion of collective bargaining by university faculties in this state. 123

Essentially this Faculty Affairs Committee document consisted of the questionnaire mentioned above which dealt with fundamental questions such as: "What does the Bargaining Unit consist of? Faculty, Department Chairmen, Deans and Assistant Deans? Are there any exclusions?"¹²⁴ A few of the questions were not very helpful to the union cause. For example, one question was: "Has there been a strike at your Institution?" Another was: "Has there been an appreciable increase in faculty salaries since collective bargaining was initiated? If so, was it necessary to reduce staff and/or programs?"¹²⁵

Even though the answers to these and similar questions, for the most part, were not overtly detrimental to the union cause, the ques-

123 Michigan State University Faculty Affairs Committee, "An Impartial Review of Collective Bargaining by University Faculties." March 9, 1971. Foreward, pp. 2-3.

124 "An Impartial Review," p. 6.

125 Ibid., pp. 8, 14.

tions themselves tended to elicit some of the concerns many professors frequently articulate when discussing the prospects for a faculty union. The set of questions directed to leaders of potential collective bargaining organizations at MSU, (the Faculty Associates and the American Association of University Professors) were fairly innocuous. The most helpful questions were those that dealt with faculty salaries; the most damaging were those dealing with union dues and the potential for agency shop. In all there were twelve such questions, to which the Faculty Associates response was terse and to the point.¹²⁶ More instructive than the union's response was the reply to the questions asked of the chief administrative officers of Michigan State University.

On March 1 and 2, 1971 letters from the Faculty Affairs Sub-committee for the Study of Collective Bargaining were delivered by courier to Clifford R. Wharton, Jr. , President and John E. Cantlon, Provost. There were only a few questions directed to Dr. Wharton and Provost Cantlon. Paraphrased the questions were: 1) Would you expect, as a result of collective bargaining, an appreciable increase in salaries, and would it be necessary to to reduce staff and/or programs? 2) In addition to salaries, what else would you anticipate to be subject to negotiation? 3) Would academic governance be altered and if so, how? 4) What are the major advantages and disadvantages of collective bargaining? Dr. Wharton chose not to reply. Instead, Robert Perrin, Vice-president for University Relations, responded

¹²⁶ "An Impartial Review of Collective Bargaining by University Faculties," March, 1971, pp. 21,22, 23, 24, as reprints of committee questions and responses from faculty groups. See Appendix D for complete text of the questions and Faculty Associates response from this document.

on behalf of President Wharton as follows:

President Wharton feels it would not be appropriate for him to answer your questions. He feels he must remain neutral and avoid opinions which may be misinterpreted by either those favoring unionization or those opposing it. 127

Provost Cantlon responded as follows:

Since anything I might say as a personal opinion might be construed as an official university position, I feel I can't respond to your questions at this time. 128

The non-responses from President Wharton and Provost Cantlon were instructive and prophetic, as a result of what was implied, rather than what was said. By implication it was made clear only that they did not choose to comment openly on the matter. Indeed the posture of no comment on the union's activities became the administration's strongest asset as the union campaign evolved. Had the administration assumed an anti-union position during the early stages of the union threat, many faculty members would have been stimulated to oppose such a repressive move, and the union would have gained additional allies. As it were, the administration, through its posture of silence was able to force the Faculty Associates during the early stages of the campaign into a dialogue with pro and anti-union faculty members. This dialogue was devastating to the union cause, since the adversaries became faculty members rather than administrators. The administration, as a result of this "no comment" policy during the early part of the campaign, was able to sit passively on the sidelines while pro and anti-union faculty members debated the advantages and disadvantages of a union.

127 "An Impartial Review of Collective Bargaining," p. 25

128 Ibid., p. 25.

In retrospect, the MSU administration's decision not to become adversarial in early 1971 was perhaps the most critical decision it made in its dealings with the union threat. If one assumes, as I do, that the administration was not overly enthusiastic about the creation of a faculty union, then the natural inclination for the administration would have been to cry out when the union threat first emerged. Such a reaction would have fueled the fires of debate and polarized faculty opinion on the issue of collective bargaining as an alternative to the existing governance system. Such a debate would have without doubt aided the union's cause.

As it was, the union's campaign was mainly based on the need to correct salary inequities and the concomitant need to limit the power and influence of a growing central administration over the lives of faculty members. The Faculty Associates appealed to a sense of justice in faculty members as they repeatedly referred, in their literature, to the arrogation of power to an administrative elite. Such arguments by the Faculty Associates were potentially very powerful. Much of the power of these arguments was lost, however, when the administration did not act arrogantly or flaunt its power. The administration chose to conduct business as usual and this failure to openly engage the union early in the campaign in a debate over the efficacy of collective bargaining was perhaps the single most brilliant campaign strategy employed by the administration at MSU.

The aura of silence, while effective, was not absolute. The administration did indeed speak out against the union and it did so without making a frontal attack on the union or its leaders. As it investigated the collective bargaining phenomenon at other colleges and universities, the admin-

istration became convinced that at several of the institutions investigated the question of who should be selected collective bargaining agent had been decided by a relatively small group of faculty members. Thus the issue of information about collective bargaining became an important aspect of the campaign. While the administration took no discernable stand, either for or against collective bargaining, it did encourage faculty members to explore the issues in the belief that an informed electorate would be more likely to vote.

As a result of this tacit administration concern for the need of a thorough exploration of the issues, three events happened to help ventilate the union question. These were: 1) the establishment in March, 1971 of the Faculty Affairs Committee's Sub-committee to Study Collective Bargaining and the Ad Hoc University Committee on Collective Bargaining, formed in January, 1972, 2) the establishment of mini-libraries in departments around campus and at the Reference Desk of the main library, 3) the emergence of a group opposing collective bargaining known as the "Concerned Faculty". While none of these activities can be proven to have been initiated by the administration, those of us who were involved in the campaign on a day-to-day basis were convinced that these activities were inspired, if not conceived, by the administration.

Of these three activities, the most effective in defeating the union was the "Concerned Faculty." According to a post-election analysis of the MSU campaign written by G. Gregory Lozier, the Concerned Faculty emerged five weeks before the election under the leadership of "seven faculty members" representing chemistry, psychology, home economics, soil sciences,

communications, art, economics, speech and audiology, and University College.¹²⁹ Lozier states that:

The group's goal was to organize the "no union" support. The group sought a representative from every department on the campus, and tried to provide spokesmen at all for-
 ensic sessions pertaining to the election. Printing and mailing costs and newspaper advertisements were paid for by funds raised directly from faculty donations. A total of \$1,875 was collected, of which only \$18 remained following the election. Most donations ranged from between \$5 and \$25. No attempts were made to collect funds from deans, department chairmen, and other administrators. The administration took no active role in support of the Concerned Faculty efforts.¹³⁰

The emergence of the "Concerned Faculty" just prior to the election was devastating to the union cause. Especially effective was the publication of a full-page ad in the campus daily listing what appeared to be a vast list of supporters for the concerned faculty's anti-union position. In reality the number of names in the ad were fewer than ten percent of the eligible voters. The impact was not diminished by this fact or the fact that the names were scrambled, with some names appearing twice. To the casual reader the impression was that so many of his or her colleagues had jumped on the anti-union bandwagon that the union cause was doomed.

The Faculty Affairs Sub-committee's report on collective bargaining, "An Impartial Review of Collective Bargaining by University Faculties," (March 9, 1971) and the Report of the Ad Hoc University Committee on Collective Bargaining, (January 31, 1972) received a great deal of scrutiny

129 G. Gregory Lozier, "A Classic Vote for No Representation: Michigan State University," Academic Collective Bargaining Information Service, 1818 R. Street, Washington, D.C. n.d.

130 Ibid., p. 4.

from the union leaders, the administration, and a relatively few interested by-standers. From the Faculty Associates perspective, every phrase and comment in these studies that could be construed as potentially beneficial to the union cause was evaluated and analyzed in terms of possible adoption for use as union propaganda. Unfortunately, the material was rarely useful to the union. The "Impartial Review" was well balanced and surprisingly impartial. The problem with it was that most of the material was bland and innocuous to the extent that it was not good grist for the Faculty Associates campaign literature mill.

Perhaps the Faculty Affairs Committee's "Impartial Review" most compelling pro-union data was the material provided by the MEA's research division showing a dramatic growth of more than fifty percent in teachers' salaries since the introduction of collective bargaining in 1965.¹³¹ Even this information and the excellent progress made by faculty at Central Michigan University, MEA's only four-year university bargaining affiliate, was not of any real use to the Faculty Associates. Significant salary improvements as the result of collective bargaining were a given after the first few weeks of the campaign. Virtually everyone agreed that unionization would bring about the resolution of many salary inequities. The corollary argument was that the inequities that existed throughout the university were the result of the merit system, and were as such, a reflection of one's reward in accordance with one's productivity and acceptance by one's peers. The cliché was quickly circulated about campus that unionization would have a leveling effect on salaries and the result of this

131 "An Impartial Review of Collective Bargaining," p. 57.

would be to diminish the compensation of the most meritorious and would reward the less productive members of the university community.

The Report of the Ad Hoc University Committee on Collective Bargaining was even more objective in its analysis of the collective bargaining dilemma facing the university community. This report dealt with such topics as "Bargaining Models for University Faculties," "Procedures for the Selection of Faculty Bargaining Units," and "General Elements About Collective Bargaining in Higher Education." In addition to this rather fundamental introduction to academic collective bargaining topics, the Ad Hoc Committee's study also dealt with substantive issues such as "Collective Bargaining and Academic Governance," "Grievance and Job Security Under Collective Bargaining," and the "Impact of Collective Bargaining on Compensation and Correlative Work-Load." The most interesting of these to the union advocates was the section of the committee's report dealing with the impact of faculty unionism on salaries. With respect to the acknowledged problem of inequities, the Ad Hoc Committees' report had this to say:

An issue is . . . whether it (the union) would bring a more equitable distribution of the salary fund among colleges, among departments within colleges, among persons at different ranks, and among individuals at the same rank within the same department. It is charged that excessive disparities presently exist in each of these cases.

It is likely that a collective bargaining situation would bring some significant movement in the direction of actual equality of salary within academic ranks. . . . It should be recognized that collective bargaining would probably not bring an immediate or wholesale leveling of salaries.¹³²

¹³² Report of the Ad Hoc University Committee on Collective Bargaining, January 13, 1972, pp. 25-26.

This reference to the "leveling of salaries" as a result of collective bargaining and the subsequent comment that:

On balance, salary determination under collective bargaining would probably include merit and market considerations, but they would most likely be applied in such a way as to create smaller salary differentials than if collective bargaining did not exist.¹³³

As the campaign progressed, the leveling effect arguments became harmful to the Faculty Associates cause. This harm was not the result of any malicious intent on the part of the Ad Hoc Committee; it was rather the result of the anti-union propagandists who capitalized on the power of the "leveling" argument and repeated it wherever possible in print and in person. This emphasis on the leveling effect of unions had a magic appeal to the campus elitists of whom there were many since the university's faculty had 71 percent of its members in the tenure stream and 56 percent, or 1,200 faculty were tenured.¹³⁴

The Ad Hoc University Committee on Collective Bargaining Report did an excellent job of setting forth the differences between the contending organizations, i.e., the AAUP and the MEA-NEA affiliate, MSU Faculty Associates. The AAUP announced in the Spring of 1971 that it would seek signed union authorization cards from a minimum of ten percent of the faculty, so that it could intervene if the Faculty Associates were successful in their attempt to gain thirty percent of the faculty's signatures in order to file for the election as FA had announced it would do in February of 1971.

133 Report of the Ad Hoc University Committee, p. 26.

134 Lozier, "A Classic Vote," p. 5.

It was this "me-too" posture the AAUP found itself in that was reflected rather well in the Ad Hoc Committee's Report. With regard to the AAUP's reluctance to enter the collective bargaining arena, the Report had this

to say: Although in the past the AAUP had been against collective bargaining for faculty, even to the extent of opposing the inclusion of professors in the State laws granting bargaining rights to public employees, in the last two years the association has modified its stand and now states that collective bargaining, "properly used" is another means to achieve the association's ends.

The selective support of collective bargaining by its affiliates indicates a realistic appraisal of the AAUP's resources, as well as a concern about the appropriateness of collective bargaining.¹³⁵

With respect to the NEA-MEA affiliate, Faculty Associates, the Ad Hoc Committee acknowledged that both organizations had modified their views to favor collective bargaining:

The MEA-FA has among its objectives the promotion of the goals of the profession in higher education, promotion and improvement of the economic status of members, an equitable salary structure, securing an understanding among the public of the roles and problems of higher education, and securing a faculty share in the determination of educational policy.¹³⁶

This and the Committee's other comments about the Faculty Associates were fair and to some extent flattering. The impact of these statements, however, were not great beyond their use by the respective organizations to selectively quote those portions of the report that reflected well upon the organization seeking faculty approval.

The establishment of mini-libraries in strategic locations around

¹³⁵ Report of the Ad Hoc University Committee, pp. 32-33.

¹³⁶ Ibid., p. 34.

the campus was believed by the leadership of the Faculty Associates to have been inspired by the administration. This allegation of course cannot be proved or disproved. If, however, one accepts the premise that the Faculty Affairs Committee is in some aspects an extension of the administration, then some credence can be given to this point of view. In any event, the Ad Hoc University Committee on Collective Bargaining made the following statement regarding the establishment of mini-libraries:

Mini-libraries of relevant and high calibre materials on collective bargaining were established in several locations on campus and faculty members were encouraged to study them for themselves.¹³⁷

The faculty response to the Faculty Associates's avowed goal of establishing a collective bargaining unit is fairly well summarized above in terms of the polarity that evolved between those faculty members who favored the perpetuation of the status quo and those who wished to overturn it and introduce a new faculty centered governance system in the form of collective bargaining. Another way of viewing the polarity between faculty for and against collective bargaining would be to distinguish between the elitists and the pragmatic idealists. In any event, the faculty were busy ventilating the subject and the administration was remaining silent--or was it?

What seemed to be an official policy of administrative silence on the topic of collective bargaining was to come to an abrupt end during the final few weeks of the campaign. After nearly fifteen months of silence, from February, 1971 through the early summer of 1972, the administration broke

¹³⁷ Report of Ad Hoc University Committee, Preface, p. ii.

its unofficial silence. According to Lozier, "the most critical feature of the election was the public statements issued by the university's provost and president reserved for the few weeks just prior to the election."¹³⁸

Lozier observed that:

Three aspects of these statements (by Provost Cantlon and President Wharton) were significant. First, although admitting that they could operate with a faculty union, the president and provost conveyed in these statements their perceptions of the trade-offs between traditional forms of faculty-administration relationships and the collective bargaining process. Second, by not remaining silent during the election campaign, the administration hoped to stifle rumors that it tacitly preferred collective bargaining over traditional forms of faculty-administration relationships. Third, if the statements by the president and provost were to have any impact upon the election, proximity to the date of the actual election was imperative. Accordingly, the administration's public statements were not issued until the final intensive weeks of the election campaign.¹³⁹

From inside the union the continued silence of the administration was at first seen as an ominous threat to the Faculty Associates' anticipated success on election day. This silence on the part of the University's chief administrators was however soon exploited by the union. As Lozier observed, rumors were indeed circulated by the Faculty Associates. Among these was the rumor that President Wharton really would welcome a union to deal with as an alternative to the complex and inefficient system of representation then in existence. The circulation of such rumors by the Faculty Associates and their friends was not really so perverse as it may seem, since after a while, the strategists for the union began to believe that the president was indeed leaning toward collective bargaining as an alternative to the existing governance system.

¹³⁸ Lozier, p. 6.

¹³⁹ Ibid.

Indeed, the administration had been tinkering with the university's governance system during the period when the election was impending. Beginning in 1971 a move was initiated by the administration to totally revise the university's governance system. The fact that such a revision was contemporaneous with the collective bargaining drive is perhaps merely coincidental. Nonetheless, this writer strongly doubts that it was done without some anticipation of the effects of such a move on the drive to unionize the faculty. The first move was to revise the academic governance system through the establishment of a stronger Faculty Affairs and Faculty Compensation Committee (FAFCC). The members of the FAFCC after the revision were to be elected by the various college faculties and the chairperson was to be elected by university vote. Since the Faculty Affairs and Faculty Compensation Committee would by its charge be dealing with matters routinely handled through the collective bargaining process, this committee represented a very palatable substitute for the collective bargaining alternative to many fencesitters.

Unfortunately the FAFCC was by its very nature powerless since it is merely advisory and can in no way reach legally binding contractual agreements as is the case where collective bargaining is present. Nonetheless, the establishment of the FAFCC and the egalitarian method for electing its members dealt a deadly blow to those who were advocating that a faculty union would create a more equitable and effective means for dealing with faculty affairs and compensation.

If the establishment of the FAFCC were not enough, the administration had yet another lethal blow waiting for the union advocates in the form of

a new grievance procedure which was unveiled in 1972. The new grievance procedure would permit review of most administrative actions, including the non-renewal of probationary faculty members. Another perhaps equally important aspect of the new grievance procedure was the creation of a Faculty Grievance Officer. The FGO was, according to the new procedure, to be selected on the recommendation of the FAFCC and was to function in ombudsman style, independent of the administration.

The new grievance procedure was in the process of being implemented during the final months of the collective bargaining campaign. This implementation process became a problem to the union because it forced the Faculty Associates to oppose a process that most union sympathizers would favor if the collective bargaining option were not available. In other words, the proposed grievance procedure forced the union to oppose a system it would, had an election not been pending, have favored at least in principle. Accordingly, on May 17, 1972 the Faculty Associates circulated the following news release setting forth the union's rationale for opposing the proposed grievance procedure:

This statement is issued in order to explain why the Michigan State University Faculty Associates (MSUFA) is presenting an alternative to the grievance procedure recommended to the Board by the Academic Council and the Administration. There are several reasons:

- 1) To date the press has carried very little concerning the discussion of a very important issue, namely the definition of a grievance, in the various faculty governance bodies.
- 2) Academic council consideration of an alternative definition of a grievance was very limited.

As far as our information goes, the Ad Hoc Committee which drafted the grievance procedures gave no con-

sideration to the concept of "just cause" as part of the definition of a grievance. Apparently it gave little or no consideration to an alternative definition using in effect the "just cause" terminology as proposed by one of the college drafters.

The "just cause" issue was given a hearing by the Steering Committee but the time pressure was so great in view of the lengthy discussion of another item, "participation by the tenure committee", that there was no opportunity for deliberative consideration at that level.

The chairman of the Steering Committee, however, did call the attention of those proposing the amendment to their right to present the amendment at an Elected Faculty Council meeting. This was done but due to certain parliamentary maneuvers, the council member who wanted to introduce the amendment was not able to get consideration for it. He was allowed to make a motion to adopt the amendment in the Academic Council meeting, where with Administrators and students voting as well as the faculty representatives, the amendment was defeated after a short discussion.

Just before the vote the Provost spoke out strongly against the adoption of the amendment arguing that it would result in a flood of "frivolous" grievance cases and thus would be too costly to administer.

This argument was in contrast with an argument proposed by another university official with an argument to the effect that the unamended language would permit appeal of "unjust" cases as abuses of an administrative discretion. There was no opportunity during this part of the discussion for the proponents of the amendment to ask the Provost for his comparison of the costs of administering the amended language with the estimated costs of not having it.

In our judgment the faculty grievance procedures enforced in this transaction have manifestly failed to give deliberative consideration to the most important issue in the whole document:

What sort of questions can be brought forward for determination under the procedure? This is supposed to be a faculty proposal to the

Administration and to the Board of Trustees. If they think it is a bad idea, they can say so. However, we would not expect--or want--anyone to vote for the amendment if they think that, even if it were good for the faculty, it would be bad for the University as a whole; and in the long run those who make this proposal hold themselves to this test.

In our judgment the elected Faculty Council and the Ad Hoc Committee have not fulfilled very well their obligations of representing the needs and expectations of the faculty to the administration, rather the administration to the faculty.

The kind of events described above is a good example of why a substantial part of our faculty have lost confidence in so-called "faculty governance" in part because they perceive these bodies as largely a patrician gerontocracy which pussyfoots in its representation to the administration to the extent that its role as faculty advocate has become obsolete.

140

In a burst of objectivity, the MSU News Bulletin, the University's house organ for faculty and administration, carried the following page three article based on the Faculty Associates May 17 news release:

MSUFA OPPOSES PROCEDURES

The MSU Faculty Associates has announced that it will present an alternative to the proposed faculty grievance procedures that the Board of Trustees is to consider Friday.

The MSUFA said it opposes the procedures as they now stand because it is concerned over the absence of "just cause" in the definition of a grievance.

The group said in a statement that consideration has not been given to the issue of the sort of questions that can be raised for determination under the procedures.

"In our judgment" the statement says, "the Elected Faculty Council and the Ad Hoc Committee (that drafted the procedures) have not fulfilled very well their obligations of representing the needs and expectations of the faculty to the administration. . ."

140 MSUFA News Release, May 17, 1972. MEA Office of Higher Education.

141 MSU News-Bulletin, May 18, 1972, p. 3.

Clearly, the administration was not eager to present the Faculty Associates rationale on the matter of the proposed new grievance procedure, otherwise the MSU News-Bulletin might have been expected to carry more than five obscure paragraphs on the subject.

Even though the Faculty Associates were somewhat successful in challenging the proposed new grievance procedure at forensic sessions around the campus, and through editorial comment in the State News, the student-run campus daily, the inevitable effect of the proposed grievance procedure was to offer an acceptable alternative to any grievance system that might be developed through the collective bargaining process.

While the administration and faculty leaders who opposed collective bargaining were busy pre-empting the union's moves on issues such as the internal governance of the university, the Faculty Associates were busy during the final weeks of the campaign with an intensive door-knocking, mailbox-stuffing, telephone-jangling election drive. This intensive saturation of the campus during the final weeks of the campaign was, in retrospect, a grave tactical error. It was an error mainly because the office calls, and other such contacts with individual faculty members were conducted by members of the Michigan and National Education Association staff rather than by faculty members. The carpetbagger syndrome was present from the very beginning of the campaign, but had been largely overcome until the decision was made internally at the MEA headquarters that what was needed to supplement a perceived insufficiency of faculty volunteers was a massive infusion of association staff.

By the time the staff writers, public relations people, and others

arrive on the scene, it may be that the election was already irrevocably lost. Paradoxically, the effect of the presence of the vast resources of the state and national organizations was a clear detriment to the cause of faculty unionism at MSU. The union's opponents were given another issue; this time they were able to claim that the union drive at MSU was the result of the teachers' organization deciding that MSU was a convenient target to organize, then proceeding in accordance with that decision without regard for the opinions of those being organized. The forces to defeat the union in the final stages of the campaign were smug, self-assured and at times possessed of a spirit akin to religious zeal. The great university on the banks of the Red Cedar was under siege by a powerful, crass union, and it had to be defeated. And defeated it was.

The election was conducted as scheduled on October 23-24, 1972 and collective bargaining at Michigan State University was overwhelmingly defeated by the following vote:

NO UNION	1213
MSU FACULTY ASSOCIATES	438
MSU CHAPTER AAUP	280

There were 2540 eligible voters, of which 82% voted in the two day election.

SUMMARY

The legacy of the unsuccessful attempt to organize the faculty at MSU in 1971-72 was more than a defeated union. In the heat of the

141 Michigan Employee Relations Commission, "Certificate of Election Results," Office of Higher Education, Michigan Education Association, East Lansing, Michigan.

campaign, leaders were produced who were interested in continuing their activities even though they knew their task would be difficult. Outstanding among these leaders was Philip Korth, a labor historian in University college, Department of American Thought and Language, and Mary Tomkins and Gladys Beckwith also of American Thought and Language. All were capable and effective strategists during the campaign, and continued to expend their energies and expertise on behalf of the faculty even after the defeat of MSUFA in the union election of 1972. Indeed, Professors Beckwith, Korth, and subsequently John H. Seuhr of the College of Education, as officers of the Faculty Associates, carried on the cause of faculty unionism with such vigor that authorization cards were again circulated in 1977.

The lessons of the October, 1972 election at MSU were:

- 1) To succeed, a unionization attempt must be supported by and originated among a representative body of faculty who can influence their colleagues.
- 2) To succeed a unionization attempt must be responsive to pre-existing issues and those involved in the attempt should not assume that campaign issues can be manufactured.
- 3) To succeed an attempt to unionize should not rely on paid professional staff and outside organizers to do the routine campaign work such as making office calls, conducting telephone canvasses and the like.

CHAPTER V

THE 1978 MSU ELECTION

A CASE STUDY

The decision to recirculate union authorization cards at Michigan State was not, as it may have appeared to some a visceral move. While the 1971-72 campaign had produced a stunning defeat for academic collective bargaining, that campaign had also produced some extremely sophisticated faculty union strategists, who carefully developed and implemented their plans for establishing a faculty union at MSU in 1978. Gladys Beckwith, Bruce Curtis, Philip Korth, John Hildebrand, Eugene Huddleston, John Suehr and Mary Tomkins formed the nucleus of this group. The 1972 attempt to unionize had also stimulated the interest of William Ewens, who joined Phil Korth and Bruce Curtis to form a new nucleus of leaders for the 1977-78 effort. The triumvirate of Curtis, Ewens and Korth divided the labor with Curtis as editor of the Faculty Associates newsletter, and Ewens and Korth along with several other faculty members contributing material. Ewens and Korth were to become the grand strategists for the campaign. John Suehr had also joined the new nucleus and as president of MSUFA in 1977-78 he provided counsel and lent the prestige of his name to the unionizing effort.

Ewens and Korth were brilliant strategists. Korth had learned much about the mind of his colleagues with respect to the collective bargaining issue during the previous campaign. Ewens, while not active in the previous campaign, seemed to know instinctively what would or would not

work as a campaign strategem. Having been scorched at the polls in 1972, the MEA was not particularly eager to engage in another embarrassing defeat. Aware of MEA's reluctance, Ewens and Korth conceived a plan for unionizing the faculty and skillfully presented their plan orally and in writing to me and my superiors at the MEA. We were convinced that there was good reason to once more pursue the goal of securing collective bargaining rights for faculty at MSU. The rationale necessary to get the MEA in a supportive mood for another adventure at MSU emanated mainly from Bill Ewens, in the form of demographic studies, prognostications based on his studies of faculty attitudes, and specific implementation plans augmented by the necessary support data. In the production of such data, Ewens proved to be extremely proficient and his technical competence was admirable. Armed with the necessary support data to convince the decision makers at the MEA, and surrounded with an aura of confidence and enthusiasm, Bill Ewens and Phil Korth received the commitment of the MEA in early March of 1977 to again sponsor an attempt to unionize their colleagues at MSU.

This time there were to be differences in the level of the MEA's commitment. Logistical support, including reproduction and mailing of literature, access to the MEA computer service, and secretarial assistance would be provided by my office. The MEA would also be willing to fund special requests if in the Association's view they were meritorious. The MEA was not committed to provide additional staff, as it had in the last campaign, to write campaign literature, provide public relations assistance, draft and disseminate opinion polls, and make personal and telephone contacts. Moreover, the National Education Association staff would not

participate at all.¹⁴² The thrust of the 1977-78 campaign was to be truly grass-roots. The MEA's involvement was to be low profile so as to avoid the appearance of the campaign being another organizing mission originated by the MEA, as was the case in 1972.

DIFFERENCES BETWEEN THE 1978 AND THE 1972 ELECTIONS

Perhaps the one most significant difference was mentioned in the above section. That difference was the level of involvement of the National Education Association and the Michigan Education Association. The involvement of the NEA, beyond the assistance provided by its staff person, Barbara Bordwell, was nil. The commitment of the MEA during the second attempt to organize the faculty at MSU was as strong as it had been during the previous campaign in terms of moral support, but considerably less than it had previously been in terms of logistical support. This difference in terms of financial assistance from the parent organization to the local was reflected in a memo dated May 30, 1978 to my supervisor at the MEA. In part, the memo read:

One difference between this and the 1972 organizing campaign can be seen in the extent to which staff and fiscal resources were utilized. In the 1972 campaign, staff was used extensively and the results were similar in terms of votes, but radically different in terms of the organizational structure that survived after the ballots were counted. Following the 1978 campaign,

¹⁴² Throughout the 1971-72 campaign, the NEA provided full-time staff assistance, funding, and logistical support. The 1977-78 campaign was conducted without such support from the NEA- with the exception of the help provided by Barbara Bordwell during the final weeks of the campaign. Ms. Bordwell worked directly with Faculty Associates leadership in the get-out-the-vote aspect of the election campaign.

we have a strong sense of faculty ownership of the organization, (Faculty Associates) that is capable of mounting an organizing campaign at will. We have credibility on campus, and given sufficient threat to the senior faculty members, we will see a move to unionism, and we are the incumbent union. If MSU should again seek bargaining rights, the faculty will be able to handle most of the organizing work and we should be able to again provide logistical and consultative service to the faculty organizers. This time at MSU, the trend of the 1972 campaign toward saturation with staff and materials was reversed. The only staff used was the Higher Education Organizer on a part time basis and an NEA staffer for the final three weeks on the campaign. 143

Another important difference between the 1978 and the 1972 election- was that of the changes that occurred in the governance system at the university. As mentioned above in the analysis of the 1972 campaign, the administration succeeded in establishing a more egalitarian grievance procedure wherein the position of Faculty Grievance Officer was established and staffed by a campus personality with well-known liberal tendencies.¹⁴⁴ The liberal Faculty Grievance Officer had, prior to the 1978 election, vociferously defended collective bargaining as an alternative to the old grievance system; however, upon selection as FGO, Professor Larowe made a turnabout and publicly opposed collective bargaining on the eve of the 1978 election. This change of heart

143 Bill Owen, MSU Election Final Report. Inter-office memorandum, Michigan Education Association Headquarters, East Lansing, MI, May 30, 1978.

144 Economics Professor Charles P. Larowe favored unionization in 1972, yet withheld endorsement of either Faculty Associates or the AAUP, claiming neither organization was strong enough. As Faculty Grievance Officer, Larowe switched his support and publicly favored the revised grievance system, with a faculty grievance officer, over the collective bargaining alternative.

did not go unnoticed by the increasingly pro-union student newspaper. In a week when the State News editorials were giving strong support to the unionization of faculty, Larrowe, in a satirical column, managed to confound those who thought the well-known campus liberal would back the faculty union movement. An excerpt from the column illustrates the ambiguity of his position, and the assertion that "1 percent of all salaries" would go for union dues was seen by many as very damaging to the union cause.

"It's this faculty union," he says. "Some of the boys over in the department say that after all the years of you being pro-union on campus, you sold out to the administration."

"What makes 'em say or think that?" I snarls. "It's all those letters in the State News," he says.

"They say you're against collective bargaining because you're too cheap to pay 1 percent of your salary in union dues."

"What's a union goin' to do for me?" I asks. "I'm already pullin' down heavy bread."

"Isn't that self-centered for you, Lash?" he asks.

"You're sitting there with your tenure and your fat-cat FGO salary and all you think about is hanging on to a lousy 1 percent of your salary. What about all the brothers and sisters who're groveling under the heel of the arrogant administrators and their lackeys and straw bosses who call the shots in the "U"?"

"Did you think about those folks, Lash, when you told the State News the "U" doesn't need a faculty union?" 144

The debate over the Faculty Grievance Officer's defection was more a symptom of the problem confronting the Faculty Associates than a problem in and of itself. Professor Larrowe's apparent disenchantment with collective bargaining notwithstanding, the Faculty Associates needed to deal with the reality of a grievance procedure that was perceived

144 'Lash' Larrowe, "Say It Ain't So, Lash," Editorial Page, State News, Michigan State University, East Lansing, Michigan, May 22, 1978.

by a substantial number of faculty to be capable of serving faculty as well as any grievance procedure that might be incorporated in a collective bargaining agreement.

In retrospect it appears that the administration's moves to liberalize the grievance procedure paid off. In the Welcome Week issue of the State News that appeared in the fall term following the May 24-25 election, the editorial comment on the grievance procedure was :

Many who are anti-union insist there are a few problems to be worked out and there are currently accessible channels in which to change the necessary wrongs. These faculty point to the existence of the faculty grievance officer--the stronghold of in-house arbitration. The officer, appointed by the administration, handles all faculty grievances by following the guidelines set up by the 1972 Interim Faculty Grievance Procedure.

Although all faculty agree that the current procedure is inadequate, and are struggling to initiate a new one, many feel that it can and does serve faculty as well as collective bargaining would. 145

In this same article, the statement was made that a new grievance procedure was being hammered out and that the Faculty Council considered an improved grievance procedure a major consideration in the Fall of 1978. The student writer correctly observed that "even this limited power is reduced because the provost has ultimate veto power over every council decision."¹⁴⁶

As the above discussion illustrates, the differences between the

145 Michelle Chambers, "The Union Strikes Out," State News, Welcome Week Edition, Michigan State University, East Lansing, Michigan. Fall, 1978, p. A 12.

146 Ibid.

71-72 and the 77-78 elections, beyond the previously mentioned reduced level of commitment of the parent organizations and the establishment of a faculty grievance officer for the university, were virtually nil. The issues in 1972 were salaries and governance, and the issues in 1978 were salaries and governance. Governance was an issue, and Faculty Associates were offering collective bargaining as an alternative to the centralized system of decision-making that had evolved with the rapid growth in the size of the institution and the concurrent and disproportionately large growth in the size of the administrative staff.

Salaries were an omnipresent issue. Everyone was aware of the losses suffered by faculty in terms of inflation-eroded buying power and most faculty members were aware of the phenomenal successes of the MEA in achieving salary improvements for K-12 teachers, community college professors, and to a lesser degree, faculty members at organized state-supported colleges and universities. The question remaining to be answered was whether faculty would be more receptive to the collective bargaining alternative as a means for dealing with these problems than it was in 1972.

THE CAMPAIGN PLAN

Professor William Ewens developed several sets of campaign plans all of which were based to a degree on the "Kasten Plan". In his Plans for the Coming Election Campaign, Dated August 9, 1977, Dr. Ewens described the implications of the "Kasten Plan" for the Michigan State University bargaining campaign as follows:

Our primary strategy is built upon a targeting system in which we seek to identify and categorize potential

faculty voters by the degree of their support for FA, and then concentrate on building up a turnout among persons who we regard as probable supporters instead of building a high overall voter turnout. 147

The Kasten Plan as described by Ewens in his Plans for the Coming Election was excerpted as follows from "The Republicans: Bouncing Back After '76 Defeat," In These Times, July 20-26, 1977, p. 5:

(Republican) conservatives are also unrestrained in their enthusiasm for the Kasten plan, a campaign system developed in 1974 by Robert Kasten, who was elected to the House from Wisconsin that year.

Many of the elements of the plan had been used by others before Kasten, notably liberal Rep. Robert F. Drinan (D-Mass) in his first House campaign in 1970. Essentially it is a targeting system. Campaign workers seek to identify and categorize potential voters by the degree of their support, and then concentrate on building up the turnout among people regarded as friendly. There is no effort to build up a high overall turnout. 148

In essence, William Ewens with the advice and counsel of Philip Korth and other faculty members, had developed a detailed grass-roots election campaign based on the Kasten Plan for targeting the supporters and potential supporters and ignoring all others insofar as that is possible. To implement this plan a Steering Committee headed by Professors Ewens, Korth, and Suehr was established and much of the work of the Steering Committee during the early phases of the campaign was to get the organization in place and functioning. In order to accomplish the goal of developing an infrastructure engendered and proliferated by the Steering Committee, Ewens provided the Faculty Associates

147 William Ewens, "Plans for the Coming Election Campaign," II Analysis and General Strategies, p. 3. MEA Office of Higher Education.

148 Ibid., Appendix E, p. 15.

with the following demographic analyses of the potential voters in the bargaining unit. The first charting appears below:

College: The number and proportion of eligible faculty voters by college are listed below.

COLLEGE	NUMBER	PERCENT
Agriculture and Natural Resources	236	9.1%
Arts and Letters	275	10.6%
Business	112	4.3%
Communication Arts	66	2.6%
Education	254	9.8%
Engineering	107	4.1%
Human Ecology	87	3.4%
Human Medicine	269	10.4%
James Madison	12	0.5%
Justin Morrill	20	0.8%
Lyman Briggs	29	1.1%
Natural Science	476	18.4%
Social Science	225	8.7%
University College	200	7.7%
Urban Development	26	1.0%
Libraries	76	2.9%

The Steering Committee was also provided with a list of the eighteen colleges within the university ranked by card signers:

COLLEGES RANKED BY PROPORTION OF CARD SIGNERS

COLLEGE	NUMBER OF CARDS	NUMBER IN COLLEGE	PERCENTAGE CARD SIGNERS
University College	124	200	62 %
James Madison College	7	12	58 %
College of Urban Development	12	26	46 %
Justin Morrill College	9	20	45 %
College of Arts & Letters	102	275	37 %
Libraries	27	76	36 %
College of Social Science	64	225	28 %
College of Education	59	254	23 %
Lyman Briggs College	6	29	21 %
College of Human Ecology	16	87	18 %
College of Natural Science	75	476	16 %
College of Business	17	112	15 %
College of Communication	9	66	14 %
College of Osteopathic Medicine	8	75	11 %
College of Engineering	9	107	8 %
College of Agriculture & Natural Resources	17	236	7 %
College of Human Medicine	18	269	7 %
College of Veterinary Medicine	2	40	5 %

150

150 William Ewens, Plans for the Spring Election Campaign, Appendix B. MEA Office of Higher Education, East Lansing, Michigan.

151 For a complete copy of the campaign plan, see Appendix E.

It was from this background information that much of the campaign strategy evolved with respect to the implementation of the Kasten approach to organization at Michigan State University. For example, the above data about the College of Agriculture and Natural Resources, the College of Business and Graduate School of Business Administration, the College of Engineering, the Colleges of Human, Osteopathic, and Veterinary Medicine, would lead the leadership of the Faculty Associates to the inescapable conclusion that if they were to win, the medical schools should be excluded from the bargaining unit, and the other colleges where support was weak or non-existent should be treated with circumspection.¹⁵² The demographic material provided the Steering Committee by Ewens also made it clear that, as suspected, the support for collective bargaining among faculty at MSU continued to be focused in a few places such as the College of Social Science, the residential colleges, and University College.

With this information in mind, the Steering Committee proceeded to implement its plan to focus on the supporters and ignore those who

¹⁵² The issue of bargaining unit definitions in this dissertation has not been treated in depth because the unit question is itself a topic for a separate dissertation. This study will suffice to say that Faculty Associates recognized the need to delete the Colleges of Medicine from the bargaining unit and tried vigorously to persuade the Michigan Employment Relations Commission that there was not a community of interest between medical college faculties and the rest of the university community. These arguments were made to no avail since the outcome of the formal hearings conducted on this matter (and on the question of whether department chairpersons should be included in the unit) was finally decided in favor of the University. Chairpersons were excluded, and the faculties from the medical colleges were included in the bargaining unit upon which faculty voted in May, 1978.

were hostile and/or non-supportive. This strategy was due in part to the bitter experience the organization had during the 1971-72 campaign with the emergence of adversarial groups such as the "Concerned Faculty" and the "Committee for Maintaining an Excellent University."¹⁵³ An important aspect of the plan to communicate with only the supporters of collective bargaining and to ignore and thereby not alienate those who opposed it was the MSU Faculty Associates newsletter. A decision was made early-on in the campaign to use the newsletter in lieu of volunteers augmented by association staff assigned to the task of knocking on doors and calling people on the telephone, as was the case in the 1971-72 campaign. The 1978 campaign was to be discreet and low-profile. The campaign literature was to be thoughtful, polite, and loaded with powerful anti-administration material to be consumed mainly by supporters and potential supporters. Those who were indignant about the prospect of a collective bargaining agent coming to campus were to be ignored. Those who were supportive or at least judged to be potentially supportive were to be communicated with through the newsletter and through discreet personal contacts from leaders of Faculty Associates. The newsletter, under the responsible editorship of Bruce Curtis of the department of American Thought and Language, produced reasoned, well-researched articles in support of collective bargaining, and was the primary vehicle of communication during the campaign.

¹⁵³ The "Concerned Faculty" has been dealt with in an earlier chapter; the "Committee for Maintaining an Excellent University" was a similar group sponsored by Thomas G. Moore and James B. Ramsey of the Department of Economics. This group, like the Concerned Faculty, solicited funds and volunteers to help in presenting the "other side" of the union question.

Just as critical as the newsletter content was the method of distribution. The MEA, upon the recommendation of Ewens developed a four-level mailing list consisting of:

- LEVEL I Friends and Known Supporters
- LEVEL II Potential Supporters
- LEVEL III Hostiles/Opponents
- LEVEL IV The Entire University Faculty

As a rule, the newsletter would be distributed only to Level I and Level II faculty. Internal union communications and information we wished to be disseminated by word of mouth were distributed solely to Level I supporters. Level III (opponents) were almost universally ignored. Even so it was comforting to know that should we so desire, the organization had the capability to communicate selectively with the faculty known to be hostile. The Level IV mailing list, including all faculty, was reserved for the distribution of literature and announcements that were non-controversial in nature and were therefore less likely to elicit anti-union responses on the editorial pages of the State News, or to stimulate a hysterical reaction to collective bargaining, as was the case when the Concerned Faculty and the Committee for Maintaining an Excellent University sprang forth in 1971-72.

CAMPAIGN ACTIVITIES

The campaign centered around the following activities as planned by the Steering Committee:

I. General Strategies

- A. Targeting: concentrate efforts on probable and known supporters rather than encourage a high composite voter turnout

- B. Goals for Initial Election: (this assumes a runoff election) 1) decisively defeat AAUP 2) provoke a runoff election with "no-agent"
- C. Utilize informal communications networks and personal relationships among faculty members to proliferate supporters and to get them to the polls on election day
- D. Use the bargaining unit dispute over the inclusion of department heads and the exclusion of the medical colleges as a delaying tactic so that we might expect an election in the Spring of 1978.
Do not allow the administration to rush us into a quick election.

II. The Media Campaign

- A. Goals: seek through media exposure to increase name recognition for Faculty Associates 2) seek to convince faculty that Faculty Associates could actually win the election 3) seek to convince the faculty that we are a competent and powerful organization
- B. Techniques: 1) mail distribution of newsletter and other pro-FA literature
2) participation in local television public interest programs and editorial comment opportunities. Use Channel 11, the public access station
3) design and distribute FA wall posters using our slogan "In Unity There is Strength"
4) distribute campaign buttons and bumper stickers to supporters
- C. Implementation: 1) Newsletter committee
2) Media relations committee
3) Steering committee

III. The People to People Campaign

- A. Goals: 1) seek to develop a sense of increased commitment and feelings of personal ownership of our organization by potential supporters
2) build a grass-roots campaign organization utilizing the informal networks and friendship ties which presently exist among faculty
- B. Techniques: 1) schedule departmental meetings
2) encourage special interest group meetings (e.g., women and minorities)
3) schedule gatherings in the homes of supporters

3) solicit support from specialists and temporaries and make these individuals feel welcome within the framework of Faculty Associates

- C. Implementation: 1) Organizing committee
2) Specialists/temporaries committee
3) Steering committee

IV. Platform, Policies, and Governance

A. Major activities: 1) develop and disseminate a Platform Statement for the Faculty Associates (see the Appendix for the final platform of MSUFA) 2) develop "broad-sides" position papers on governance and related issues 3) develop and disseminate Faculty Associates legislative goals

- B. Implementation: 1) Platform committee
2) Steering committee

V. MSU Board of Trustees

A. Major activities: 1) initiate personal contacts with each member of the Board of Trustees 2) keep trustees informed about the Faculty Associates campaign activities 3) seek to neutralize the Board on the issue of collective bargaining and seek a policy statement from the Board to this effect (this goal was accomplished in March, 1978)

- B. Implementation: 1) Trustees committee
2) Steering committee

VI. General Campaign Organizational Structure

A. Faculty committees: 1) Newsletter committee
2) Media relations committee
3) Organizing committee
4) Specialists/temporaries committee
5) Platform committee
6) Trustees committee

B. All committees will report to the Steering committee which will oversee the general operation of the campaign, and will set policy

C. MEA Staff assistance: 1) professional staff assistance in development and implementation of campaign strategies 2) logistical support from clerical, office, and technical staff

All of the above goals were pursued by the Steering Committee with great vigor. Some were utter failures, and others were notable successes. Perhaps the most satisfying of these was the liaison established by the Faculty Associates with the MSU Board of Trustees. The goal of the Steering committee was met as each member of the Board of Trustees was contacted by a delegation of Faculty Associates on an informal basis. The net result of these unofficial meetings was to create a familiarity between the leadership of Faculty Associates and Board members that was at once threatening to the administration and useful to the leaders of Faculty Associates, who ultimately succeeded in getting the Board to pass a resolution declaring official neutrality on the part of the university and its administration throughout the 1978 collective bargaining campaign.

Another very successful aspect of the campaign strategy was the Faculty Associates newsletter, kept intentionally simple and unostentatious in design and factual and serious in content, so that it would project an image of a locally produced communication created by faculty for faculty, rather than the slick product of the powerful but non-indigenous MEA. The newsletters, strongly issue-oriented, were produced monthly over a period of approximately two years and kept the faculty unionization movement alive up to the time of the election. A sampling of newsletters are included in Appendix F.

THE 1978 ELECTION

The goal set in the Fall of 1977 to delay the election until the Spring of 1978 was realized, and the election date was set by the

Michigan Employment Relations Commission for May 24-25, 1978. As election day approached, the Steering Committee and others close to the Faculty Associates became increasingly convinced that their goals were close to being realized. Specifically, the strategy to focus on supporters and potential supporters had produced a fine nucleus of union supporters and campaign workers consisting of well over one hundred faculty members from virtually every department of the university. This nucleus group was responsive when called upon for help with the myriad of tasks to be performed, such as stuffing envelopes and distributing literature in the last days of the campaign.

Another favorable development was the editorial support for the Faculty Associates coming from the State News. On May 24, the first day of the two-day election, the State News carried a lengthy editorial in support of faculty collective bargaining in general, and Faculty Associates as the agent in particular. The editorial read in part:

The burgeoning bureaucracy at this University has of necessity become very top heavy with administrative personnel, both in non-academic and academic areas. This has resulted in a further insulation of professors from input or control at MSU.

While it can be argued that professors are not here to provide input or make decisions but are here instead to provide a service only--to teach, to do research--this then relegates them to the positions of mere employees, with no management responsibilities. If this is the case, there should be no argument that professors not only have the right, but should engage in union activities, if for no other reason than for their own welfare and preservation.

If it is instead admitted that professors should have some typically management-level responsibilities, then it should also be admitted that MSU falls woefully short of actualizing this belief:

* In the selection of chairpersons for schools and departments, faculty members--even though the position is generally chosen from their number--have only an advisory role in the selection. The same holds true for selection of deans of colleges.

* Although faculty members have their own council, veto power is held by the provost--this even though all decisions made by Faculty Council must go to Academic Council, which is also chaired by the provost.

* In the area of wages, faculty salaries have in general barely kept pace with inflation since 1972, and in some years have fallen behind.

* In the present University grievance procedure, the president is the last step in the internal process. Since college deans and chairpersons, against whom many of the grievances are brought, are considered as much a part of the administration as the president, it seems incongruous that the president be allowed the final word on the matter. 154

Asserting that the "AAUP was dragged in on the coattails of the Faculty Associates" the State News lent its editorial endorsement for bargaining agent to Faculty Associates:

The FA has been the group pushing hard for unionization, and its affiliation with the Michigan Education Association--with its strong lobby and legislative clout--should add needed strength to the bargaining position of its members.

If the FA were to win the election, it would give faculty members the chance to sit with administrators and attempt to work out their disagreements. It may be only a chance, but even that seems better than having only the alternatives the administration grants them now. 155

154 "Vote Union For a Chance: FA's Deserve the Support," State News, Michigan State University, East Lansing, Michigan, May 24, 1978.

155 Ibid.

Despite the obvious success of the Faculty Associates strategy to build a central core of supporters, and to contain the no-union activists, and the favorable comment--bordering on admiration---from the State News notwithstanding, the election was held on Wednesday and Thursday, May 24 and 25, 1978, with the following results:

POTENTIAL VOTERS	2700
BALLOTS CAST	2006
CHALLENGED BALLOTS	144
SPOILED BALLOTS	3
AAUP	289
MSU FACULTY ASSOCIATES	476
NEITHER	1097

For the second time spanning a period of six years, faculty unionism at Michigan State University had been clearly defeated. The similarity between the 1972 and the 1978 defeats was astonishing, insofar as the votes were nearly identical.

1972 ELECTION RESULTS		1978 ELECTION RESULTS
ELIGIBLE VOTERS	2460	2700
MSU FACULTY ASSOCIATES	438	476
MSU CHAPTER AAUP	280	289
NEITHER	1213	1097
CHALLENGED BALLOTS	85	144
SPOILED BALLOTS	4	3

156

156 Tabulation of Election Results. State of Michigan, Department of Labor, Employment Relations Commission. Case Number R 72 E-170 and Case Number R 77 E-295.

SUMMARY

In 1972, James Sisung, who was assigned the overall coordination responsibilities for the MSU election during the final two months of the two year campaign made the following remarks about the defeat of unionization:

The major components, time, staff, money, and local association leadership were all adequate to the task. The cause of failure resides within the MSU faculty itself. The faculty is not ready to be organized. Discontent with conditions of employment is not sufficient to cause them to alter current circumstances. 157

In 1978, when we were again defeated, the same assessment--i.e., the faculty at MSU were not ready to be organized must be made. In a memorandum written by me to the Director of UniServ of the MEA following the 1978 election, I came to a conclusion similar to Sisung's in 1972 when I wrote: "faculty members fear collective bargaining because many of them believe that equity in wages would cause the 'pie' to be divided too many ways."¹⁵⁸ In 1972 and again in 1978, the faculty at Michigan State University were simply not ready to be organized. While this is the conclusion one would make from a dispassionate reading of the above election results, such a conclusion, while essentially true, would not be entirely correct for the following reasons listed in my Final Election Report:

Approximately one out of every four faculty members

157 James Sisung, MSU Election Campaign: Final Report. Interoffice Memo to Ray Randels, Director of UniServ, MEA Headquarters, October 26, 1972.

158 William R. Owen, MSU Election: Final Report. Interoffice Memo to Ray Randels, Director of UniServ, MEA Headquarters, May 30, 1978.

at MSU favors MEA-NEA as their choice for a collective bargaining agent.

Approximately four out of every ten faculty members at MSU favor collective bargaining over the present system with either the Faculty Associates or the AAUP as their agent.

Faculty Associates ran a clean and competent campaign and gained credibility on campus as a responsible organization able to deal with the issues.

A corps of Associates workers exists on campus that exceeds one hundred faculty members spread over virtually every department on campus.

Faculty Associates won the endorsement of the State News .

Faculty Associates emerged from the election with an intact organization with a supporter list of over five hundred persons. 159

It is difficult for me to say how much of these post election comments are rationalizations of a bitter defeat. It is perhaps inevitable that a certain amount of bravado will creep into such reports. Perhaps a more objective assessment of what the situation was regarding faculty unionism after the 1978 defeat was given by the editors of the State News:

The faculty vote turning down collective bargaining came as no surprise to campus watchers. It remains however, a disappointment, particularly to the portion of the faculty--the non-tenured--who stood to benefit most.

The major argument pursued by the anti-group was that unionization would lead to mediocrity. We fail to see how raising salary levels to a rate competitive with other institutions to attract

the best possible faculty in any way threatens academic quality. Further, the solidarity and security that collective bargaining would offer an otherwise fragmented, apathetic faculty could serve only to improve the atmosphere and attitude in the University community.

The charge that unionization would somehow threaten academic freedom, again, is a shallow one. It seems that whenever the potential for change--good or bad--arises, the old school faculty members leap to their feet in defense of their as yet untouched academic freedom. The right of a scholar to pursue any and all avenues of exploration is a basic one that can and must not be disputed. Union representatives seek only to protect, not endanger, that right by offering the individual professor safeguards against unilateral administrative action that could circumvent that freedom with ease.

The situations that gave rise to unionization attempts at MSU still exist. The grievance procedure for faculty complaints is still inadequate because the final step in the grievance process is with the president of the University. One can hardly expect the president to be fair when adjudicating a dispute between an administrator and a professor.

Faculty pay scales at MSU still rank among the bottom of the Big Ten, and the tenure ranks continue to consist mostly of white males despite elaborate paper-work affirmative action.

But the union was defeated. It is likely the same two groups will try again next year, but the outlook appears no brighter than this year, six years after the ill-fated 1972 attempt. Perhaps too many MSU faculty members see themselves as servants of society, chained to an Ivory Tower. Or perhaps they are simply apathetic. We hope those few not suffering under this illusion will keep trying. 160

In any event, it is fair to say that at Michigan State University,

160 "Union Rejection a Disappointment," State News, Michigan State University, East Lansing, Michigan. June 1, 1978.

faculty unionism is beaten, but not dead. A solid 25 to 40 percent of the faculty do in fact favor some form of collective bargaining over the present governance system and we can expect that as soon as a threat to the faculty's security develops, or a crisis erupts, that the pro-collective bargaining forces will be mobilized, and the gates of MSU will again be seiged.

CHAPTER VI

FERRIS FACULTY CHOOSES COLLECTIVE BARGAINING A CASE STUDY

While collective bargaining at Michigan State University was in the process of being soundly defeated in 1972, the faculty at Ferris State College voted to accept collective bargaining. This chapter will attempt to probe the reasons for the Ferris faculty's decision to accept collective bargaining and contrast these reasons with the motivation for the faculty at MSU to reject collective bargaining. This writer believes this dissertation would not be complete if it did not examine the events which evolved at Ferris concurrent with the MSU faculty's decision. To a lesser extent, this chapter will also attempt to contrast the 1978 MSU rejection of collective bargaining with the decision in 1978 of the Ferris Faculty to retain the MEA's local affiliate as their bargaining agent.

Much of the background to Ferris State College's faculty decision to choose collective bargaining was given in the portion of this dissertation that dealt with the behavior of Ferris' president, Dr. Robert Ewiglben. In chapter three, it was stated that the president's behavior was a factor in stimulating a number of the college's faculty to seek assistance from this writer in developing a strategy that would result in the creation of a faculty union. The specific incident that precipitated this decision was the new president's statement at an early faculty meeting that "Ferris needed to get rid of the dead wood on campus." This impolitic statement by the newly

appointed president at Ferris struck terror into the hearts of many of the faculty.¹⁶² The typical Ferris faculty member was more vulnerable than most of the faculty at Michigan State to such a move, since at Ferris the majority of the faculty did not have terminal degrees. Normally this would have not posed a problem to those teaching on credentials below the terminal degree for their discipline. Nineteen seventy-two was not, however, a normal year. The 1972 recession was having its impact on academic circles, and the marketplace was glutted with well-credentialed personnel in virtually every discipline. Thus, when the new president came on board in what was already a threatening environment and made his statement about getting rid of "dead wood," even the most meritorious members of the faculty felt threatened.

Unlike MSU, Ferris had absolutely no semblance of an organization on which to build a pro-union cadre; not one person out of a staff of well over four hundred faculty members was a regular member of the MEA, the NEA, or the higher education affiliate of these organizations, the Michigan Association for Higher Education, MAHE. From an organizing perspective, this was a mixed blessing, since no lingering negative stereotypes needed to be overcome as was the case with the old Faculty Association at MSU. In contrast, at Ferris there was a complete absence of any kind of organizational structure on which to build. This meant that the MEA needed to start with an entirely new organization, a necessity that proved in the long term to be beneficial.

¹⁶² For more detail about the faculty mood, see Linta, "Collective Bargaining at a State College in Michigan," p. 88.

After several preliminary meetings with interested faculty members, a decision to seek bargaining rights for the faculty at Ferris State College was made in March of 1972. In order to implement this decision, a local chapter of the MEA's higher education component, the Michigan Association for Higher Education, was established and interim officers were elected. Once this was accomplished, union authorization cards were circulated. Unlike MSU, Ferris's circulation of union authorization cards was done without fanfare. The cards were simply hand carried by faculty members and later mailed to those colleagues not personally contacted. The thirty percent return of signed cards needed to petition the Employee Relations Commission were quickly obtained and the petition was duly filed.

One striking similarity between the environment at Ferris and at Michigan State University was the existence of a moribund AAUP. At Ferris, the AAUP chapter consisted of approximately one hundred members, most of whom were not interested in collective bargaining. Early in the campaign contact was made with the leadership of the Ferris AAUP and for a brief time an alliance between the two organizations was operational. Once the State Conference of the AAUP and the national office became aware of this preemptive move, the alliance that was put together in haste fell apart, and the AAUP filed an intervenor's petition as it had at MSU and proceeded to oppose the Faculty Association in its quest to become bargaining agent. In retrospect, the decision of AAUP to oppose the MEA affiliate was most helpful to the Faculty Association because many of those who would have voted for No Union voted for AAUP, splitting the No vote, and enabled the Faculty Association to win in a run-off election.

THE CAMPAIGN STRATEGY

At Ferris the issues were more clear-cut than they were at MSU, where salaries were an issue for some and the burgeoning administration was an issue for others. At Ferris the primary issue was job security. Other issues nearly as great in importance were the need for a more meaningful faculty voice in academic governance, the need for salary adjustments for nearly everyone, and the need to reduce the stifling workload through the reduction of class sizes. Ferris State College is an institution with unique educational programs, offering curricula in a variety of subjects ranging from the health sciences, to business administration, with a large component of vocational programs, such as automotive mechanics and cosmetology. This diversity of programs made the task of giving these issues relevance nearly impossible.

After several probes, the leadership of the Ferris Faculty Association decided that there would be essentially two campaigns; a person-to-person campaign would deal with the bread and butter issues, such as class-size and salaries and a paper campaign would focus on developing a positive image for the union and on emphasizing governance issues. The decision to emphasize the governance issue on a campus-wide basis was made because it was perceived by the leadership of the Faculty Association that if the FA were to win it needed to overcome its image problem, and it could best do this by demonstrating its ability to provide a governance model that would provide for equitable involvement of faculty representatives from the diverse departments of the institution. Toward this end, the following union governance model was developed by a faculty member and disseminated to all faculty.

A VOICE IN ACADEMIC GOVERNANCE

The FSC/FA believes that university and college collective bargaining must concern itself with:

- . the professional status of the faculty,
- . the continuing progress of individual faculty members in their professional field, and
- . the attainment of the educational objectives with which they are charged.

Each of these concerns requires a voice in academic governance. This, in turn, requires the specification of faculty issues and an organization to equitably resolve them.

ISSUES OF ACADEMIC GOVERNANCE

First, we believe issues of academic governance "fall into five broad categories. These are:

- . procedures for faculty representation in academic governance,
- . educational policies, such as admission standards, curriculum, academic freedoms,
- . working conditions, such as appointments, promotion, tenure, grievance procedures, course assignments and work loads,
- . economic issues, including funding adequate to a high grade institution of higher education, allocation of available resources throughout all budgetary categories, and
- . public issues, such as the relationship between government agencies and institutions of higher education, and activity by the faculty in social concerns."

Second, we ask each faculty member to examine and specify these categories. In short, what do you believe most important to yourself, your department and the college? Ask yourself:

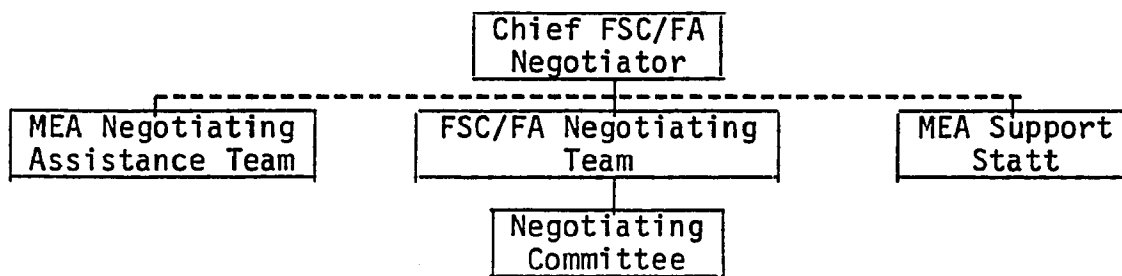
- . What procedures now exist that give me a voice in facilities utilization, expansion, or development, etc.?
- . What influence do I have on educational policies of admission standards, curriculum, grading standards, etc.?
- . What control do I exercise over my working conditions -- appointments, promotion, tenure, grievance procedures, course assignments, etc.?
- . What voice do I have in the economic issues of the college -- allocation of resources, salary, fringe benefits, etc.?
- . What power do I exert on public issues -- the centralization of educational authority in the state legislature, etc.?

ORGANIZATIONAL ENDS AND RESPONSIBILITY

The FSC/FA believes that the definition and equitable resolution of issues will result in:

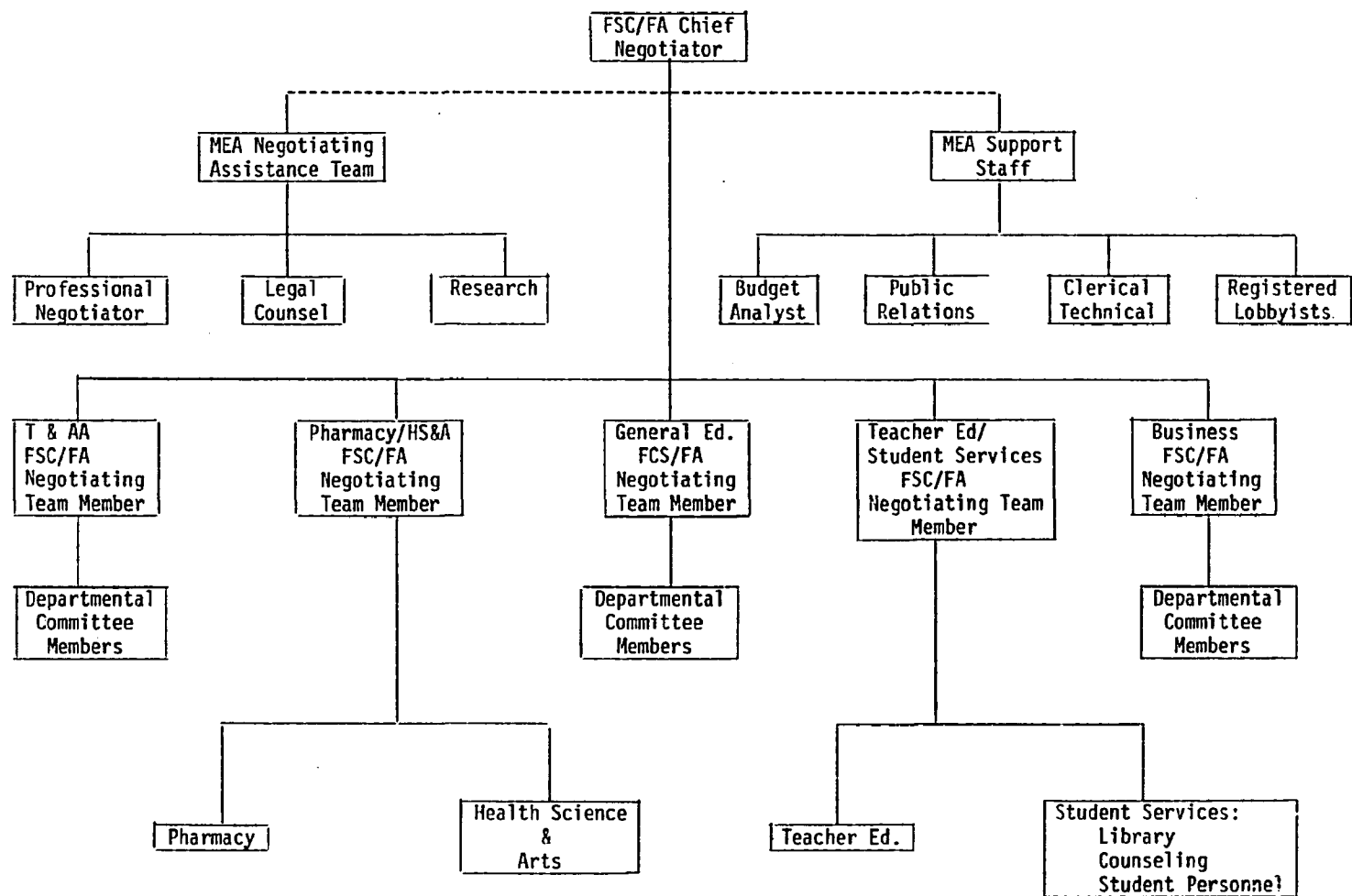
- . administrative accountability,
- . faculty participation in issues of academic governance.

To insure these ends, a tentative organizational structure for the negotiating unit has been developed. This contains three basic levels:



Each level will be charged with the basic responsibilities and authority contained in the attachments.

We ask that you examine these, and we welcome your criticism.



Chief FSC/FA Negotiator

- . Serve as chief spokesman at negotiating sessions.
- . Maintain liaison with MEA Negotiating Team and Support Services, as required.
- . Coordinate Negotiating Team Members on issues of academic governance.
- . Resolve Negotiating Team disputes.
- . Submit results for ratification.

FSC/FA Negotiating Team Member

- . Coordinate departmental and school issues of academic governance.
- . Insure equitable voice in negotiation of issues.
- . Resolve disputes according to established priority.
- . Negotiate mandatory and concession items.

Negotiating Committee Member

- . Determine specific issues of academic governance.
- . Recommend priority of issues.
- . Confer with appropriate personnel to insure equitable departmental and/or school representation.
- . Submit recommendations to appropriate negotiating team member. 163

This piece of campaign literature is a good example of the material designed and distributed at Ferris to ameliorate the negative perceptions many faculty members held of the Faculty Association. A considerable number of the faculty considered the FA to be a creation of the K-12 MEA and hence not competent to represent the interests of higher education personnel. This strategy of issue-oriented literature coupled with the many beer and pizza parties and other quasi-social events staged by the Faculty Association leadership proved to be a winning combination. In the election itself, the AAUP had the advantage due to its incumbency, but it failed to generate enough support beyond its membership to survive the first ballot. The MEA affiliate, with no members other than a few token joiners and no grass-roots organization, was able on October 19, 1972 to narrowly defeat the AAUP and thus to force a run-off election between the Faculty Association and No Union. The October 19, 1972 election results were:

AAUP133
FSCFA.137
Challenged . . .	11
Spoiled	0
No Union143

TOTAL	424	(93% of faculty)
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A run-off election was conducted on January 17, 1973 and results were:

FSCFA	221	(58%)
No Union	161	(42%)
Challenged . . .	0	
Spoiled	0	

TOTAL.	382	(87% of faculty)
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WHY UNIONISM WAS ACCEPTED AT FERRIS

Factors contributing to the MEA victory at Ferris State College were: 1) a determined nucleus of faculty leaders, 2) a moribund and inept AAUP, 3) a blustering and accident-prone administration, and 4) a faculty that did not have a condescending or elitist attitude toward academic unionism. Of these factors, it is impossible to say which contributed the most to the union victory at Ferris in January, 1973. Certainly the determination of the Faculty Association leadership was one predictor of the outcome, but the Ferris leadership was no more determined than the leaders of the union movement at Michigan State. A blundering and indecisive AAUP local also helped siphon off some of the potential no votes on the first ballot; this, however, was also the case at MSU. This leaves the administration's behavior and the attitude of faculty toward collective bargaining as the two most probable differences between the failure at MSU and the success at Ferris. In the preceding chapter considerable attention was given to the cool and sophisticated way in which the MSU administration conducted itself during the 1972 and 1978 attempts to unionize the faculty. Circumspection in dealing with the union was a very apparent aspect of the temperament of most of the MSU administrators. At Ferris, the president also maintained an official silence; unfortunately his subordinates did not.

For example, the faculty of Ferris's Technical and Applied Arts School was called to a mandatory meeting by Eugene Bychinsky, then Dean of the division, for the purpose of discussing the collective

bargaining issue just prior to the October 19 election. Upon the advice of several faculty members, Richard Adams, MEA senior legislative agent at that time, and I were also in attendance. Perhaps we were naive, but Richard Adams and I both fully expected to have an opportunity to present our side of the issue to this large, and in terms of the election, extremely important group. When introduced to the audience by a sympathetic faculty member, we elicited an angry response from the Dean who tried to force us from the meeting and, failing this, finally permitted us to stay so long as we did not speak. This arbitrary action on the part of the Dean may have been technically legitimate; nonetheless, it had the effect of alienating virtually everyone in the room. The stifling of the union spokespersons at this meeting was characteristic of the behavior of many of the administrators at Ferris throughout the course of the election campaign. Many examples were cited to me of administrative behavior that was intimidating to union supporters. All election campaigns generate such complaints, most of which cannot be documented sufficiently to make unfair labor practice charges. Somehow, Ferris, and for that matter Saginaw Valley and other schools where unionism succeeded seemed to generate more reports of administrator misbehavior than was the case at schools where unionism was defeated.¹⁶⁵

¹⁶⁵ The most notable exception to this observation in my personal experience was Hillsdale College where coercion and intimidation were used very effectively by administrators and a few members of the board of trustees. At Hillsdale the union filed its petition with more than enough signatures to assure victory, yet was defeated after a hard-fought and at times vicious anti-union campaign was conducted by the administration and certain board members.

Of all these factors, the most important one, faculty elitism, is also the most difficult to document. Earlier chapters of this dissertation provide some insight into faculty attitudes and faculty status as determinants of how an individual may vote in a collective bargaining election. While it is possible to make some educated guesses on the basis of these responses, it is not possible to deduce with any certainty a conclusion that certain faculty members who hold elitist attitudes are less susceptible to the appeal of faculty unions than are those faculty members who do not have an elitist attitude. To this writer's knowledge, no instrument has been developed to date that can accurately distinguish who is elitist and who is not. Therefore, we will have to continue to make educated guesses based on the premise that the more prestigious institutions engender a sense of elitism in their faculties and the more ordinary institutions do not.

THE UNION IS THREATENED AT FERRIS

Another parallel between MSU and Ferris aside from the fact that both schools were confronted with union votes in the Fall of 1972 was the fact that both Ferris and MSU faculty members had a second opportunity to vote on collective bargaining in 1978. At Ferris in 1972, the narrow victory by just four votes of the Faculty Association over the AAUP left a deep wound that would not heal for a few of the AAUP's leaders who expected that they would win the collective bargaining election. This group of AAUP dissidents, encouraged by another faction who opposed the Faculty Association on the grounds that the "agency shop" provisions of its contracts were inappropriate sought in 1976

to have the Ferris State College Faculty Association disaffiliate from the Michigan and National Education Associations and essentially the same group sought again in the early Spring of 1978 to secure enough authorization cards to effectuate a state-supervised decertification election.

In October of 1976 a petition was circulated among the Ferris faculty which read in part:

We, the undersigned, respectfully petition the Ferris State College Faculty Association, through its Executive Board, to hold an election for the purpose of amending the Charter of the Ferris State College Faculty Association and to adopt the following proposal. (This proposal is authorized under Article XVI: Amendments.) Proposed that the FSC Faculty Association will disaffiliate with the Michigan Education Association and the National Education Association with the intent of becoming an independent local representative of the Ferris State College Faculty. 166

Approximately fifty faculty members out of the four hundred members of the Faculty Association signed this petition thus putting before the membership changes in the Faculty Association's charter which purported to disaffiliate the local from the MEA/NEA. A brief and bitter war of memos and newsletters ensued, and the Faculty Association, in accordance with its own constitution, held the election which would have deleted all reference to the Michigan Association for Higher Education, the Michigan Education Association, and the National Education Association in December of 1976. The forces to disestablish the MEA/NEA affiliate at Ferris took a severe beating in the balloting. The vote

166 "Petition to the Executive Board of the Ferris State College Faculty Association," October 18, 1976. Michigan Education Association Headquarters Files, East Lansing, Michigan.

was 98 for the disaffiliation and 204 against.

This, however, was not the last of the anti-Faculty Association threats at Ferris. In late February and early March of 1978, Professor Edward Schurr, one of the most persistent die-hard AAUP leaders tried once more to unseat the incumbent union. This time the technique was to seek decertification of the incumbent agent through a state-supervised election. This is possible under Michigan law during an "open window" period 90 to 150 days prior to the expiration of a union contract if cards totalling at least 30 percent of the eligible voters are signed and a petition is submitted to the Michigan Employment Relations Commission during this period.¹⁶⁷

By late March of 1978, Mr. Schurr had held at least two meetings wherein he tried to explain his decertification attempt. On the question of faculty support for this threat to disestablish the Faculty Association, the FSC Courier, the Association's newsletter, reported:

Mr. Schurr also indicated during the meeting that he would not file a petition for an election unless 50% of the faculty signed cards so that he would not foul up negotiations. Now he informs me that if he gets 30% (the minimum required) he will file a petition! He should be held to the commitment he made.

Don't be duped into signing a card. If you have signed a card saying the AAUP is your representative, you can rescind your signature. Send a letter or tell Ed Schurr in person that you want your card back. 168

The attempt by Professor Schurr and a few of his associates to replace

¹⁶⁷ General Rules and Regulations, 1968 Annual Administrative Code Supplement, State of Michigan Department of Labor, Employment Relations Commission. R423.441, Petitions for Elections, Rule 41.

¹⁶⁸ Ronald Jacoby, "The Facts About Ed Schurr's AAUP Card Campaign," FSC Courier, March 23, 1978. Michigan Education Association Files.

the incumbent MEA affiliate with the AAUP failed miserably. The stated goal of filing a petition to decertify the Faculty Association with 50% or more of the faculty behind the petition was aborted and a desperate attempt was made to secure the minimum requirement for such a petition of 30% of the faculty. This goal was never reached even though Schurr's group filed a petition alleging to have the necessary 30% only to have the petition administratively dismissed by the Employment Relations Commission for lacking sufficient showing of interest from the faculty. Thus ended the AAUP's attempt to vindicate its 1972 loss.

SUMMARY

It should be noted here that aside from the temporal similarities, i.e., both MSU and Ferris State College faculty members did express their feelings about collective bargaining in the Fall of 1972 and the Spring of 1978, there are few commonalities between the Ferris State College and Michigan State University faculties' approach to academic collective bargaining. At Ferris, collective bargaining was contemplated and finally accepted as a result of what was perceived by a substantial number of faculty members to be a clear and present threat to their job security. At Michigan State University academic collective bargaining was a concept that was imposed upon the faculty from without by the MEA. To be sure, there was significant internal support for a faculty union from a few visionaries such as Dr. Wayne Taylor and others, but the fact remains that MSU was selected by the MEA as an organizing target. Ferris was also considered to be a potential organizing target, but no serious attempt was made to establish a

a collective bargaining unit at Ferris until a number of faculty felt threatened enough to make contact with the MEA and request assistance in planning a union strategy. Finally, it should be noted that the 1976 attempt to disaffiliate the Ferris local from its parent organizations and the 1978 attempt to decertify the Faculty Association and replace it with the AAUP were not anti-union moves; they were clearly pro-union. They were, however, anti-MEA and thus jurisdictional disputes rather than pro and anti union debates.¹⁶⁹

¹⁶⁹ While the 1976 and 1978 attempts to unseat the MEA were pro union and anti-MEA, they were supported and encouraged by a few anti-union individuals who were opposed to the concept of an agency shop which was supported by both the AAUP and the MEA.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This dissertation is not distinguished by its subject matter. Others have traveled this road before. None, however, have done this type of study from the perspective of a union organizer, and that is an important distinction. If the academic community is to truly understand why faculties unionize, the subject should be examined from the inside. To know how faculties form unions is to know how to deal with a union threat if one seeks to defeat unionism. More importantly though to know how and why faculty unions are formed is to know how to anticipate and to deal with faculty needs and expectations in a changed and changing academic environment.

Faculty unionism is merely symptomatic of these changes and is not a great agent of change in and of itself. Understanding the causes of these symptoms should be helpful to administrators who sincerely wish to deal effectively with their faculty members whether in the context of a newly formed faculty union, or in the context of the brief hiatus that usually follows the defeat of a unionizing attempt before the next petition for another election is held. This dissertation has sought to be instructive to college administrators who desire knowledge of the forces that motivate faculty members to seek to establish alternative forms of academic governance, especially as governance systems relate to the establishment of faculty working conditions. Those administrators who pay heed to the messages in this dissertation should profit with improved personnel relations, irrespective of their feelings about the union issued.

Those who do not pay heed can expect to see not only a faculty union in their future, but they can expect a militant faculty union.

This dissertation has sought to explore the reasons why professors in Michigan's state-supported baccalaureate institutions have so vigorously sought to be represented for the purposes of collective bargaining. At the present time all of Michigan state-supported colleges and universities are unionized, with the exception of:

Grand Valley State Colleges
Michigan State University
Michigan Technological University
University of Michigan (three campuses)
(Ann Arbor, Flint, Dearborn)

With the exception of the University of Michigan and its two branches, at least one attempt has been made to unionize each of the above institutions within the past few years. Currently unionized institutions with their bargaining agents are:

Eastern Michigan University	AAUP
Northern Michigan University	AAUP
Western Michigan University	AAUP
Oakland University	AAUP
Wayne State University	AAUP
Central Michigan University	MEA-MAHE
Ferris State College	MEA-MAHE
Lake Superior State College	MEA-MAHE
Saginaw Valley State College	MEA-MAHE

In addition to these state supported baccalaureate institutions, twenty-six of Michigan's twenty-nine community colleges are involved in some form of

collective bargaining and eighteen of these are represented by the Michigan Association for Higher Education, the Michigan Education Association affiliate for its higher education bargaining units. In the private sector, the following higher education institutions are represented for the purposes of collective bargaining:

Adrian College	MEA-MAHE
Baker Junior College of Business	MEA-MAHE
Detroit College of Business	MEA-MAHE
Detroit Institute of Technology	MEA-MAHE
Kendall School of Design	MEA-MAHE
University of Detroit	MEA-MAHE

This dissertation in its exploration of the reasons why faculty members choose collective bargaining made no startling new discoveries. Instead, considerable empirical knowledge was accumulated, based upon a careful review of the literature, and the use of accepted investigative techniques, with the emphasis on field studies and a questionnaire. The field studies were centered mainly around the writer's personal experience as a union organizer. This study concludes that faculty members are likely to form unions where the following conditions exist:

The central administration is authoritarian, insular, and insensitive to the concerns of faculty.

The campus governance system does not adequately provide for due process and third party mediation or arbitration is not provided.

Faculty are not meaningfully involved in decision-making and implementation.

Salaries and other economic benefits have lagged behind reasonable expectations.

The expectation for tenure is diminished, or those with tenure are threatened by unilateral and arbitrary actions with respect to workload or other conditions of employment.

These conclusions were supported by the questionnaire results, and essentially proven when the most ripe organizing target, as determined by the questionnaire results, Lake Superior State College, was indeed unionized while this dissertation was being researched. The above conclusions were also supported, if not proven, at Michigan State University, where the questionnaire results were ignored, an election was held, and the union attempt was defeated.

CONCLUSION

Thorsten Veblen wrote in 1918 that "the staff is the university." It is the persistence of this concept among many concerned faculty at institutions of higher learning that is at the heart of the faculty union movement in 1979. The essential precariousness of a faculty's professional status and economic security is not new. Veblen gives a sense of the conditions in higher education in the early part of the century as he describes negotiations:

in the individual bargaining by which the rate of pay is determined, the directorate may easily be tempted to seek an economic way out by offering a low rate of pay coupled with a higher academic rank . . . and so also, the tenure of office is somewhat precarious, more so than the documents would seem to indicate. This applies with greater force to the lower grades than to the higher. 170

More than sixty years after Veblen wrote these words, we find the very

170 Thorsten Veblen, The Higher Education in America (1918), Stanford Academic Reprints, 1954, pp. 162-63.

today's faculty members not seek unionism? His analysis uncovers an attitude which is not entirely dead even today:

Professors refuse to join unions or engage in collective bargaining because of a feeling prevalent among them that their salaries are not in the nature of wages, and that there would be a species of moral obliquity in overtly so dealing with the matter.¹⁷¹

Many professors still view the union concept, and collective bargaining, as a working class phenomenon, and resist academic unionization even when it is in their own best interests.

Rather than revealing any new truth, the literature reviewed in this dissertation reinforced what this writer suspected, namely that satisfied faculty members in a secure economic environment do not seek the union alternative. The professoriate does not have a natural predilection toward unionism. College and university professors seek to unionize only when they are angry or threatened, or both. This study established that collective bargaining will flourish when the administration loses touch with faculty, and faculty become disenchanted with their governance system. Professors do not unionize for higher wages and better working conditions. The data collected from the questionnaires revealed that there is little correlation between one's wages and one's preference for collective bargaining. The need for due process, especially as it relates to tenure and academic freedom, and for a meaningful voice in policy determination and implementation are much more likely to stimulate interest in collective bargaining than are the

¹⁷¹ Veblen, p. 168.

traditional motivations for workers to seek union representation.

Administrative elitism may be at the very root of most union movements on Michigan's college and university campuses. In a Change magazine article, John Silber, President of Boston University was quoted as saying "There is nothing wrong with elitism. . .as long as intelligence is better than stupidity and knowledge is better than ignorance, educational institutions must be run by elites."¹⁷² In response to Silber, John Ryor, President of the National Education Association observed "That attitude itself is arrogant."¹⁷³ In a recent statistical study by Peter Feuille and James Blandin of faculty attitudinal militancy toward the employment relationship the conclusion was made that:

dissatisfaction with economic rewards emerged third in predictive importance and dissatisfaction with campus administration and its handling of faculty problems emerged first.¹⁷⁴

The literature is pregnant with warnings to the effect that administrations and individual administrators who arrogate power to themselves run the risk of a contravening force building up to oppose that power. The best way for an administration to assure a faculty union in its future is to adopt the notion that the use of centralized power is the most efficient way to run a university. On centralized power, an article by Allan O Pfinister quoted Paul Dressel's statement that:

172 John Silber, in "Three Union Leaders Talk About the Academic Future," Change, March, 1977, p. 31.

173 John Ryor, Loc. cit. p. 31.

174 James Blandin and Peter Feuille, "University Faculty and Attitudinal Militancy Toward the Employment Relationship," Sociology of Education, 49 (April, 1976) p. 144.

Collective bargaining upsets the role of middle management. Faculty salary and load differences can be maintained when department college and university middle managers make decisions about wages, hours, and working conditions. When such decisions are made by the entire faculty and by direct faculty negotiations with the board, it is doubtful that freedom to maintain reasoned imbalances will remain.¹⁷⁵

The desire of many middle managers to be unrestrained in their decision making power is perceived as a threat by many faculty members, and when threatened with a loss of power with respect to decisions about wages, hours, and working conditions, even a complacent faculty can be persuaded that a union may be in their best interest. The notion that faculty input should not be a part of the decision making process is volatile.

If this study established nothing else it should make the point that administrations that do not involve their faculties in decision making can expect a faculty union. It should again be emphasized that the role of the chief administrator is perhaps the single most important factor in determining whether a faculty union threat will occur on a given campus. Faculty members seek help from union organizers when they become disenchanted with their president. The ability of a college or university president to share his power as he governs his institution is of primary importance. Where power is shared, faculty members do not seek unions; where it is not, they do.

¹⁷⁵ Paul Dressel as quoted in Allan O. Pfinster, "Collective Bargaining and Decision Making in the Four-Year College: Emerging Patterns of a Decade." North Central Association Quarterly, (Winter) 1977, Vol. 51, No. 3, p. 312.

If the climate is right and a union is established, then new power relationships will come into play. If the union is successful, a new locus of legitimized power will emerge. It can also be expected that once a union is established a new power struggle will commence within the union, and ultimately the union will form its own oligarchy to deal with the administration's oligarchy. The polarization of power between these two adversarial forces will be complete and a new form of campus governance will take shape. In some cases the union will become the primary governance vehicle of the institution. An already moribund senate may die, and an already threatened administration becomes more threatened and everyone on campus to some degree may become affected by the dynamics of the bargaining process.

The presence of a faculty union however does not necessarily portend the end of rational campus governance. In most cases, the presence of a faculty union simply means that a new form of bilateral decision making has been introduced, that a new form of collegial decision making has been introduced, and that all of the parties involved can participate in fashioning a new governance document known as a collective bargaining agreement.

Dramatic changes in the campus governance system do not always occur when a faculty union is formed. In some cases the presence of a faculty union has resulted in practically no change in campus governance. Occasionally the reaction to a faculty union will be a little interest during its formative stages and again at contract time; otherwise the union will be ignored by the majority of the faculty. In most cases, the presence of a faculty union simply means that a new system

of decision making has been introduced and that the parties involved can be more secure when a responsible collective bargaining agreement is ratified.

RECOMMENDATIONS FOR FURTHER RESEARCH

Social scientists may choose to probe the reasons why professors are motivated to contemplate a system of governance that seems contrary to the accepted methods of campus governance. Many of the finer nuances of this seemingly atypical behavior need to be more fully explored. Indeed there may be reasons for the phenomenon of academic collective bargaining of which we are not aware. This type of research, however, will be of more value in dealing with the finite causes for a faculty decision for collective bargaining. The more generalized reasons for a faculty to accept collective bargaining are rather clear and additional research would be welcome, but not essential.

Meaningful further study should be conducted to determine which union models work and which do not in order to help identify the most appropriate system for academic governance. Innovation is clearly lacking in most academic collective bargaining settings. Generally, the system adopted locally is a composite system spawned during the expediency of the moment. Traces of industrial unions are present in some campus unions, while others more nearly approximate the legitimization of the faculty handbook. More study is needed to determine a viable system for academic collective bargaining that would be uniquely adaptable to higher education.

Another area recommended for further study is in the private

sector. While there was some mention in this dissertation of organizing activities in the private sector, the subject was essentially undeveloped in this study. In reviewing the literature, it is also quite evident that most of the research currently available has been done by public sector personnel about public sector unions. Therefore, the following additional areas are recommended as subjects for future study:

- 1) A profile of college presidents at unionized and at non-unionized colleges and universities. Such a profile should attempt to isolate the personal characteristics and managerial styles and philosophies of the presidents studied to determine if these behavioral criteria were factors in either forestalling or bringing about a faculty union.

- 2) An analysis of union contracts to determine if academic collective bargaining is bringing about a new common law in higher education.

- 3) A study of faculty union leaders to determine their motivation for seeking to establish and participate in faculty unions.

- 4) An analysis of the differences and similarities between faculty unions to determine the probability of ultimate merger or continued jurisdictional battles.

EPILOGUE

WHY PROFESSORS UNIONIZE THE EFFECTS OF FACULTY UNIONISM ON COLLEGIALLY

As stated in the last chapter, where power is shared, faculty members do not seek unions; where it is not, they do. Because collegiality is, in academic circles, a word with special meaning, this chapter will deal with the question: Will faculty unions destroy collegiality? Specifically, this chapter will deal with the emotion-laden concept of collegiality as it relates to the academic senate, the central administration, department chairpersons, and the informal hierarchy of faculty elders and opinion leaders that exist outside the framework of formalized campus governance. The question then of whether faculty unions will destroy collegiality must be carefully considered if we are to understand something of how the concept of collegiality relates to a faculty's decision to seek union representation. Therefore, this chapter will attempt to provide some insight into what actually happens to the concept and practice of collegiality once a union is established.

By now this writer's bias in favor of the collective bargaining process should be apparent. As a professional organizer of college and university faculties for the Michigan and National Education Associations I write from the premise that faculty unions are an appropriate alternative to the more traditional governance systems. Even so, I have at times been painfully aware of the chaos created among faculty members when unionism invades the otherwise complacent if not apathetic groves

of academe. In my organizing activities one of the questions most frequently raised, beyond the usual concerns related to the economic impact of faculty unionism is: What will the union do to collegiality?

There are many spontaneous responses union organizers and pro-union faculty members can and do give to this sort of question that seem to soothe concerned colleagues. For example, from the union advocate's perspective, collegiality is not destroyed or even mitigated by the establishment of a faculty union. Instead, the unionist is likely to respond somewhat glibly that collegiality will not be destroyed by faculty unions; on the contrary, the organizer or union advocate will claim that the orderly process of bargaining collectively for all matters affecting wages, hours, and conditions of employment will bring a new awareness and dignity to faculty--the by-product of which is an improved and more meaningful level of collegiality.

Is such a response the product of a union organizer's fantasies, or does the controlled adversarial process characteristic of collective bargaining bring a new dimension to the traditional concept of collegiality? Admittedly, there can be no simple answer to such a debatable question--and to some extent, the aforementioned writer's bias may also enter into the contemplation of the question. Examples of the kinds of thinking I have encountered on the question of whether faculty unions diminish or improve collegiality range from the extreme position that unions are merely replacing one form of oligarchical rule with another to that which holds that unions are by their very nature bound to improve on the ancient and at times autocratic governance systems more familiar to academics.

In reality, neither extreme is quite accurate. Few of the generalizations hold relative to union or traditional governance models, since unions and institutions of higher learning themselves vary widely in their individual characteristics. Even the most democratically conceived union can be taken over by irresponsible leaders and the most enlightened administration can degenerate into an insensitive and insular oligarchy. What then is the impact of faculty unionization on collegiality?

First, a word about the concept of collegiality is needed to clarify any impact faculty unions may have on the concept. To put it simply, absolute and unmitigated collegiality is more myth than reality. Collegiality does exist in a sense in some departments where there is a pleasant ambiance which is typically the product of colleagues who respect one another and find their environment to be generally conducive to their scholarly pursuits. Such a sense of well being and collegiality is, I submit, always an accident of favorable circumstances, and is not the product of a superior governance system or the legacy of an enlightened administration. How then can a faculty union destroy what did not exist in the first place? Some degree of collegiality in its simplest form does exist in every department of every university. It merely cannot be adequately measured or defined as a deliberately established policy or condition; it is always relative to some other pre-existing condition.

In the minds of some, the destruction of collegiality means the introduction of an adversarial process into an atmosphere where there was once peace and harmony. Others will think of the destruction or

mitigation of collegiality as the natural consequence of an uprooting of the old governance system and still others believe intuitively that colleagues within a university cannot happily coexist within the purview of a union contract.

THE SENATE

One way to determine if collective bargaining will have a significant impact on university governance is to examine what has happened to the Faculty Senate where collective bargaining is well established. For example, the Central Michigan University contract, which is a successor agreement that expired in July, 1977 provided:

That with respect to Tenure policies (reappointment and dismissal of tenured faculty) and with respect to departmental workload and scheduling the University "Governance Process" will prevail. 107

This provision effectively limited the scope of the grievance procedure and simultaneously elevated the Senate to a higher level of effectiveness than it enjoyed prior to the adoption of a collective bargaining agreement. As a consequence, grievances could only be based on contract violations. The Senate retained its traditional role in all other matters and nothing of substance in the governance area was changed as a result of collective bargaining.

The CMU experience notwithstanding, it is inevitable that the role of the Faculty Senate will change where collective bargaining is

107 1974-77 Agreement, Central Michigan University and Central Michigan Faculty Association, "Letter of Agreement, Faculty Personnel Policy Section of the Faculty Handbook," p. ii.

present. The emergence of a faculty union may indeed be a symptom of a declining senate, or to express it another way, a faculty decision to unionize may be a statement by the faculty that it recognizes that decision-making power has centralized into the hands of a few senior faculty members and an administrative elite. To some degree, the Senate's power and the power locus of individual faculty leaders is altered whenever the union makes its appearance. Mainly, unions evolve as a means for faculty to deal with centralized power in the hands of administrators. College and university faculties also form unions because of their too often justified fear of the power of legislatures, controlling boards, student activists, alumni groups, concerned citizens, et. al. who pose a threat to their traditional decision-making roles as faculty members.

Frequently in organizing campaigns, opponents to unionization will vainly posture over the issue of mediocrity. The claim is often made that the presence of a faculty union will have a leveling effect and that excellence will be replaced by a mundane and stifling egalitarianism. Those with the most to lose--that nouveau riche class, the central administrations--will claim that unions are a device used by marginal faculty members to better their own lot at the expense of others. This type of rhetoric has a magic appeal to many who justifiably believe in their own superiority and to others who are motivated by less noble drives, such as those of lesser standing who seek to identify with the former. Also, an occasional faculty member is activated who believes that his or her statements in defense of the status quo and in opposition to union mediocrity will elevate his or her standing with the

administration. Hence a new role for some academic senators may become that of union fighter. Surely such a role has appealed to more than one superannuated would-be superstar who has heretofore languished in the Senate debating endless "governance" issues while his or her colleagues dozed off into oblivion.

Clarification is needed at this point about where the power really lies in traditional governance model. No archetype can be found that clearly reflects a uniform role for the academic senate. Institutions can easily be classified as research, teaching technical, liberal arts, or as whatever type is determined by the program emphasis of the institution. Governance systems cannot be as neatly defined. Some senates have a measure of power; others have none. If a universal quality of senates can be identified, it is that all senates are advisory to the president, and are therefore less powerful than many academic senators would have us believe, and are, by their very nature, less powerful than faculty unions that have power far beyond the traditional advisory role of faculty senates.

Therefore, whenever a senate and a faculty union coexist, the true nature of both bodies must ultimately emerge: i.e., advisory senate vs. negotiating unions. Prior to the introduction of a faculty union, a faculty senate could indeed have a modicum of real power if the past practice of the administration was to honor the senate's advisories to any substantial degree. Moreover, a senate could continue to exercise considerable power after the union's presence in governance matters, so long as the union leadership did not aspire to bargain over issues debated in the senate. In fact, many administrators recognized early

on in the faculty union movement that if the senate were encouraged and perpetuated after unionism came to campus, much of the union's clout could be mitigated.

A clever administration team or president can be very effective in eroding a union's power by simply elevating the senate's role through frequent formal and informal consultations on matters that should appropriately be dealt with by the faculty union. In practice, this kind of tactic is not advisable because the union possesses a good deal of latent power which will become mobilized if the union's leadership perceives that its power is being systematically eroded by the senate's incursions into matters that are the traditional responsibility of the union. For a time, it is possible for a senate and a union to coexist in this manner. In time one or the other of these governance vehicles will fail. As is the case in the animal kingdom, the fittest tend to survive. William B. Boyd, of CMU, observed that ". . . the sorry state of university governance is more apt to be a cause than a victim of collective bargaining."¹⁰⁸ Academe has produced few such objective leaders who are willing to admit that there may be weaknesses in the governance of their institutions.

To the extent that faculty senates are advisory bodies with little real decision-making power, the role of the senate will be unchanged

¹⁰⁸ William B. Boyd, "The Impact of Collective Bargaining on University Governance," in Campus Employment Relations: Reading and Resources. Terrence N. Tice, ed. Institute of Continuing Legal Education, Ann Arbor, Michigan, 1975.

where a faculty union is present. I concede that in some rare instances a powerful senate may retain some of its decision-making tradition (senates have no legitimate power, only advisory) even in the presence of a faculty union. It is, however, unrealistic to expect that academic governance will ever return to that idealistic time in the misty past when the true proprietors of the institutions were that faculty. Centralized power brought with it a weak, ceremonial senate structure that need not change should a faculty union ascend, since the presence of such a body makes little difference anyway in terms of real power.

Bill Ewens, an officer of the MSU Faculty Associates, an MEA/NEA affiliated group aspiring to union status at Michigan State University, wrote in an MSUFA newsletter:

Groups with unequal power cannot deliberate democratically on matters of fundamental importance. Given the complex structure of a 'megaversity', collective bargaining provides the basis for effective faculty participation in the decision-making process. 109

The presence of an effective union with essentially equal power with the administration does not preclude the existence of a ceremonial senate. The union's presence may, however, assure the early demise of an already moribund senate.

THE CENTRAL ADMINISTRATION

Change is inevitable wherever collective bargaining is introduced. My experience has been consistent over nearly a decade of college and

109 William Ewens, "So Long, Mr. Chips: Facing Up to Emerging Realities of Managerial Control At Michigan State University," Michigan State University Faculty Associates Letter, May, 1977.

university organizing drives with respect to the early changes implemented by administrations when a union threat emerges. The anticipated change--the inevitable change--is always present when a faculty group succeeds in its drive to secure bargaining rights.

The predicted change does not occur very rapidly. Generally all that is discernible when authorization cards are circulated is an ominous silence from the president's office on down, to but not including, departmental chairpersons. This initial silence is, I believe, a symptom of shock. During these early stages of a union drive, the administration will no doubt meet covertly to determine how to deal with the union drive. In these early deliberations, an attempt will be made to determine who or what motivated the union drive. Was it the handiwork of an outside agitator (such as myself), the product of a disgruntled faculty member who was not (or should not have been) promoted, or was it inspired by the same faculty gadfly who was leading the student protests during the Viet Nam demonstrations? Or was it the natural consequence of those familiar external problems such as declining enrollments, financial exigencies, a sour legislature, and public apathy? Seldom, if ever, have I observed tangible evidence that a president has blamed himself of his immediate colleagues for the sudden appearance of a faculty union.

This early quiescence is very often short-lived. After the labor relations lawyers have been consulted and the gray area of what management may or may not do to combat the union are spelled out, most presidents will surface and commence to deal with the union within what they perceive to be the legally safe parameters. In the dealings, individual

differences are important since they vary greatly from president to president. While it may not be wise to generalize, the following generalizations seem appropriate.

Generalization #1: Presidents of large colleges and universities (10,000 Full Year Equated Students) almost always choose not to become personally involved. A hands-off, no-comment policy is adopted and adhered to in the early stages of the campaign.

Generalization #2: Presidents of smaller colleges and universities and developing institutions (1,000 to 10,000 Full Year Equated Students) tend to be more personally involved in their dealings with the union.

The seeming aloofness of the administrators in the larger institutions can be traced to such factors as diffused responsibilities, i.e., personnel matters and labor relations are usually handled by appropriate administrators. More affluent institutions are also more likely to get sound legal advice and are, therefore, less likely to unknowingly commit an unfair labor practice early in the union drive. Less apparent, but in my view more important, is the personality difference I have observed between presidents and lesser administrators of affluent universities and the style of the entrepreneurial managers who seem to be attracted to being chief administrators at the less prosperous schools. My experience has been to observe that after the cards are circulated and the petition is filed, the small college or university president will emerge from his initial silence with great vigor.

For example, I was recently involved in two organizing drives, one at a major state-supported university and the other at a small,

developing, state-supported college, both in Michigan. The president of the megaversity maintained his decorum by remaining aloof from the union activities. In contrast, the president of the developing school, after about a month-long silence, moved aggressively to restructure his administration so as to affect, from his point of view, favorably, the composition of the bargaining unit, and thereby, the election results. The same president openly opposed the union to many faculty members and in some cases ran risk of being charged with potential unfair labor practices by closeting himself with union leaders and dressing them down for their "disloyalty."¹¹⁰

The "hands-off" or covert method of opposing the union is always more effective. At Michigan State University the attempt to unionize that institution was effectively derailed in part by the administration's covert method of dealing with the union. The president did not harangue the union; anti-union comments were made by the president and his top aides, but they were always circumspect in choosing the time and place for such remarks. The overt anti-union activities were left to groups such as the so-called "Concerned Faculty". This group, while not created or sponsored by the administration, was nonetheless an effective agent in defeating the union. It should be noted that at no time did the administration at MSU come close to the commission of an unfair labor practice as a result of the activities of the "Concerned

¹¹⁰ Such behavior has been one of the best assets an organizer could desire. In our cloisters, we often comment that the best organizers are aggressive anti-union presidents. The president here referred to is Kenneth Shoultice of Lake Superior State College.

Faculty." Most of the anti-union rhetoric was espoused by colleagues, and not by administrators who had the most to lose if the union drive were successful.

However, no matter which group is responsible for the opposition to the unionizing of a campus, the issue of collegiality is invariably a key part of their anti-union rhetoric. Dire threats of loss of the "traditional collegiality" of the campus, no matter how moribund, are uniformly broadcast across each campus. Once an administration recovers from the initial shock of a union drive, the union organizers can expect to meet heavy resistance of this kind. The only differences in the patterns of resistance are that in major institutions, opposition is generally covert, while remaining overt at smaller schools.

Yet, should this resistance be insufficient to stop the unionization of the campus, most administrators resign themselves to the fact that the union is a reality and that it must be dealt with forthrightly. Difficulties in dealing with unions have invariably been in less prestigious institutions where less sophisticated administrators come to be involved in the decision-making process. It has been my experience in fact that most administrators have been quite decent to deal with after a union is in place. The faculty union, after all, merely a form of collegiality, codified and contractual.

THE DEPARTMENT CHAIRPERSON

From the union organizer's point of view, a first consideration is whether or not the department chairpersons should be included in the bargaining unit. This decision is critical for several unrelated

reasons, the most important of which is how inclusion or exclusion of the department chairperson will affect the bargaining election. Two forces usually come to play relative to the inclusion-exclusion question; the administration usually seeks to have chairpersons removed from the bargaining unit, and faculty (but no means always) seek to include the chairpersons.

The administration reasons that they will become even more alienated from an already disillusioned faculty if they lose their first line administrators to the union. Another concern administrators have is that the union will centralize more power in the hands of faculty and the result will be the demise of collegiality and the emergence of a new, industrial-type management role for central administrators. This new management role is particularly onerous when the last link--the chairperson--is pre-empted by the union. It is somewhat ironic that faculty and administrators both covet the department chairpersons for the same reason; i.e., the chairperson is seen as the important link between an otherwise polarized body. The loss of the chairperson to administration creates a new management role for an individual who is seen essentially as first among peers. Whether the department chairperson's role is simply lead teacher or second or first line administrator, that individual is still seen as a peer by faculty.

Indeed, in many institutions the department chairperson is elected by his colleagues. Even in those institutions where chairs are appointed, the tendency is to rotate the appointment. Duties, of course, vary according to the size of the department or division, and to the complexity of the academic speciality. Some duties however are fairly

uniform for all chairpersons. These duties include making recommendations for hiring and retaining personnel, making performance evaluations, scheduling classes, ordering materials, and staying within the budget allocation for the administrative unit. These duties do not constitute adequate grounds for removal from the bargaining unit within the meaning of the National Labor Relations Act, or within the meaning of the local and state laws that are patterned after the NLRA.¹¹¹

Another concern administrators have relative to the department chairperson is that once a collective bargaining agreement is in place, it must be properly administered. The department chairperson is then seen as the implementor of the agreement. Faculty evaluations and the handling of grievances are seen as tasks that can best be handled at the department level. The inclusion of the chairperson in the bargaining unit, to administrators who reason thusly, would be unthinkable. Another administrative consideration is faculty morale. Gerald D. Welch, a community college negotiator for management, has said:

. . .the chairman's attitude toward the agreement is important. If he has a negative attitude toward the contract and is sloppy in enforcing the provisions, it will have a detrimental effect on faculty morale and result in poor administration of the division. ¹¹²

This enlightened point of view confirms that a properly implemented

¹¹¹ NLRA provides that supervisors to be excluded must make effective recommendations with respect to hiring and retention. In most departments such decisions have traditionally been made by consensus and have not been the exclusive province of the chairperson.

¹¹² Gerald D. Welch, "Role of the Department Chairman in Collective Bargaining," The Community and Junior College Journal 44 (Dec/Jan 1974): p. 31.

union agreement can result in improved faculty morale.

Also to be considered regarding the chairperson's role in the bargaining unit is the size of the institution and whether the department chairperson is elected or appointed. A better case for exclusion can obviously be made where department chairpersons are appointed by the administration, and where the size of the academic unit precludes much, if any, teaching. In addition to the above, there are some practical considerations on both sides of the issue that in no way relate to effective administration or the nurturing of collegiality. Too often the issue of inclusion or exclusion of departmental chairpersons is debated because one side or the other sees an advantage in their position relative to winning the collective bargaining election.

If the union's leadership feels that a strong pitch for collegiality extended to chairpersons will win votes, then the union without doubt will fight to the finish for inclusion. If the administration feels that there are enough "no" votes among chairpersons to defeat the union, the administration will agree to their inclusion. If the administration feels the union has erred in its judgment of faculty attitude with respect to inclusion or exclusion, then the administration, bent on defeating the union, will assume what it perceives to be the most popular view, and on and on it goes. The issue becomes winning, and collegiality is out the window.

The issue of department chairpersons is perhaps the most sensitive matter faculty members must deal with in determining who should or who should not be represented by a faculty union. The chairperson is the most vital link in the administrative chain and the loss of this link

to a faculty union is difficult for some administrations to accept. From the union's point of view, the issue of chairperson is also an important one. For example, the recent drive to organize faculty at MSU was a protracted one until the issue of department chairpersons, along with the bargaining status of the medical schools, was resolved. In a missive to faculty at MSU, Philip A. Korth, past president of the MSU Faculty Associates said, with respect to department chairpersons:

In our view, the chairperson should be the representative of the faculty to the administration. The most active, imaginative, and skilled faculty should fill the position. In many units the chairperson is now functioning in such a role because he/she has been selected by the faculty. In other units, chairpersons are clearly creatures of the administration, appointed by and beholden to it in fact as well as form. 113

Given the importance of the chairperson's role to both faculty and to administrations, resolution of this issue is a pivotal one for those who would engage in collective bargaining at the college or university level.

THE FACULTY HIERARCHY

To the question, do faculty unions engender new hierarchical systems, the answer is indisputably: yes, a new hierarchy is created by the union. Where there was once a more or less omnipotent administration, there will exist, after the union is certified, a new group who will also have some claim to power. The potential for changes in the previous campus governance systems is significant as a result. In a paper examining

113 Philip A. Korth, Letter from MSU Faculty Associates, March 15, 1977.

the issue of campus power, John D. Lindquist and Robert T. Blackburn allow that "power accumulates as its sources accumulate."¹¹⁴ They confirm through scientific methodology what is readily observable; namely that there exists at the center of things on many university campuses an "administratively dominated oligarchy." It has been my experience that many faculties in Michigan are painfully aware of their dominance by an oligarchic administrative power elite.

Given this awareness, the tendency is for faculty to become less satisfied with existing governance systems. A few more alienated faculty may even seek alternate ways to deal with an administration that has accrued to itself what is perceived to be an inordinate amount of power. Given a crisis, such as a threatened reduction in force due to financial exigencies, in the context of increased faculty frustration over their loss of power to administrators, we should not be surprised to see faculties at traditionally conservative institutions turn to unionism.

SUMMARY

In relatively good times most faculty members are content to leave governance matters to their colleagues. The senators tend to do their thing, the administration its, and the academic specialist does what he or she is most comfortable with--teaching, research, guidance, public service, or consulting. The latent resentment that may have been brewing

¹¹⁴ John D. Lindquist and Robert T. Blackburn, "Middlegrove: The Locus of Campus Power at a State University," AAUP Bulletin 60 (Winter 1974): 367-78.

over a discrepancy between faculty and administrators' salaries or over the proliferation of administrators while faculty ranks are reduced through normal attrition usualoy remains latent until the crisis either happens or is made to happen.

Whether the crisis is clear and present or whether it is more or less manufactured by the pro-union forces, the results are the same. The dynamics that portend a shift in power relationships now comes into play. In short order, authorization cards are circulated, a bargaining unit is defined, campaigns are launched for and against the union, an election is scheduled--and if the union is successful--a new locus of legitimized power emerges. Once the union is established, a new power struggle may commence within the union. Ultimately, the union will form its own oligarchy to deal with the administration's oligarchy. The polarization of power between these two adversarial groups is complete and a new form of governance takes shape.

The above is perhaps an overly simplistic view of what actually happens on campuses when faculty unions are formed. There are many variations to the above scenario, each of which should be examined in depth in order to get a more accurate picture of what happens when a union emerges. It has been my experience that in some cases the presence of a faculty union has resulted in practically no change in campus governance. The union created little interest during its formative stages, a bit more at contract ratification time; otherwise the union was largely ignored by the majority of the faculty members. Of course, the opposite extreme is also a part of my experience. The union in some cases has become the primary governance vehicle of the institution.

An already moribund senate dies, a militant faculty group gains real power through its union, a threatened administration become more threatened, and everyone on campus becomes involved to some degree in the dynamics of the bargaining process. Happily, neither extreme is typical. In most cases, the presence of a union simply means that a new system of bilateral decision-making has been introduced--a new collegiality, if you will--and all parties involved can participate in shaping a responsible collective bargaining agreement.

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APPENDICES

APPENDIX A

MICHIGAN EDUCATION ASSOCIATION
Box 673, East Lansing, Michigan

Research

December 1976

**SURVEY OF STATUS AND OPINIONS OF FACULTY IN
MICHIGAN PUBLIC HIGHER EDUCATION**

Please answer the following questions in terms of your own personal opinion, experience, and judgment. In the reporting of the data no reference will be made to you or your department; the sample of which you are a part is large enough to yield only grouped data.

<p>1. How would you describe the degree of academic freedom afforded faculty members in the institution which employs you? Check ONE.</p> <p>1 <input type="checkbox"/> Much freedom—all that most faculty members would want or expect</p> <p>2 <input type="checkbox"/> Fair degree of freedom—a general feeling of freedom, but there are some important restraints</p> <p>3 <input type="checkbox"/> Little freedom—a general feeling of restraint; an uncomfortable situation</p> <p>2. In your opinion are the due process procedures for assuring faculty at your institution just treatment in salary, welfare, and academic matters adequate or do they need improvement? Check ONE.</p> <p>1 <input type="checkbox"/> Major improvements are needed</p> <p>2 <input type="checkbox"/> Some improvements are needed</p> <p>3 <input type="checkbox"/> Current procedures are adequate</p> <p>4 <input type="checkbox"/> No opinion</p> <p>3. Which one of the following arrangements would you choose for representing your interests in institutional decisions related to working conditions, salaries, and academic freedom? Check ONE.</p> <p>1 <input type="checkbox"/> Individual faculty negotiating for themselves (no group representation)</p> <p>2 <input type="checkbox"/> Faculty Senate (group representation without formal agreement)</p> <p>3 <input type="checkbox"/> Faculty union bargaining a contract</p> <p>4. Have you been formally evaluated during the past two years for promotion, tenure, salary advancement, etc.?</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p> <p>If Yes, in your opinion were you treated fairly in this evaluation?</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p> <p>5. How would you describe your personal morale as a faculty member and the morale of other faculty members you know? Check ONE item in each column.</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">My morale is:</td> <td style="border-left: 1px solid black; text-align: right;">The morale of other faculty seems to be:</td> </tr> <tr> <td style="text-align: right;">Very high 1 <input type="checkbox"/></td> <td style="border-left: 1px solid black; text-align: right;">1 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">Fairly high 2 <input type="checkbox"/></td> <td style="border-left: 1px solid black; text-align: right;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">Fairly low 3 <input type="checkbox"/></td> <td style="border-left: 1px solid black; text-align: right;">3 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">Very low 4 <input type="checkbox"/></td> <td style="border-left: 1px solid black; text-align: right;">4 <input type="checkbox"/></td> </tr> </table>	My morale is:	The morale of other faculty seems to be:	Very high 1 <input type="checkbox"/>	1 <input type="checkbox"/>	Fairly high 2 <input type="checkbox"/>	2 <input type="checkbox"/>	Fairly low 3 <input type="checkbox"/>	3 <input type="checkbox"/>	Very low 4 <input type="checkbox"/>	4 <input type="checkbox"/>	<p>6. Indicate the extent to which faculty members in your institution are given the opportunity to be represented in the development of policy and/or in the implementation of policy in each of the following areas. Check ONE column for each item.</p> <table border="0" style="width: 100%;"> <tr> <th style="text-align: left;">Policy area</th> <th style="text-align: center;">Too much faculty representation</th> <th style="text-align: center;">Faculty representation about right</th> <th style="text-align: center;">Too little faculty representation</th> </tr> <tr> <td colspan="4">POLICY DEVELOPMENT</td> </tr> <tr> <td>Addition or deletion of courses</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>Addition or deletion of programs</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>Tenure provisions</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td 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7. Indicate your agreement or disagreement with each of the following statements. Check ONE column for each statement.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree
In its policy deliberations the governing body of this institution believes it considers the best interests of faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actions of the institution governing body demonstrate concern for the interests of faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tenure in higher education is becoming meaningless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty on this campus are willing to actively support the available due process procedures for any colleague . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty on this campus are given full and timely information about institutional policies on terms and conditions of employment, compensation, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A faculty member whose request for tenure is being denied should receive from the tenure committee a written statement of reasons for the denial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The affected faculty member should have access to a formal process to appeal the decision of a tenure committee to an impartial third party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty should engage in collective action if necessary to protect the due process rights of all faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collective bargaining by faculty members has no place in a college or university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Do you know of a person in your institution who during the past two years was denied tenure but who in your opinion should have been given tenure?

☐ Yes ☐ No

If Yes, indicate below, the major conditions which may have contributed to the denial of tenure. Check ALL that apply.

- ☐ Abundant supply of qualified applicants
☐ "Quota" of faculty in the division already had tenure status
☐ Merits of the person were not fully known
☐ Personal or political considerations
☐ Future of institution's program in doubt
☐ Other: _____

9. Please indicate your personal opinion of the Michigan Education Association by checking ONE item in each of the following groups.

a. On the whole the MEA:

- ☐ Is an organization I respect
☐ Is an organization I do not respect
☐ Is an organization about which I hold no definite feeling one way or the other

b. The MEA is an organization that is:

- ☐ Keenly interested in the welfare of college and university personnel
☐ Mildly interested in the welfare of college and university personnel
☐ Not interested in the welfare of college and university personnel
☐ No opinion

c. With regard to state legislation for higher education, the MEA:

- ☐ Promotes desirable legislation
☐ Promotes undesirable legislation
☐ Does little to promote any type of legislation
☐ No opinion

d. On the whole, the MEA:

- ☐ Is too much like a labor union
☐ Is not enough like a labor union
☐ Maintains a good balance between professional activities and labor union-type activities
☐ No opinion

10. Which of the following best describes your opinion about the amount of emphasis MEA should give to providing services to faculty in higher education? Check ONE.

- ☐ More emphasis
☐ Present emphasis is about right
☐ Less emphasis
☐ Undecided

11. Indicate the effect of each of the following conditions upon your decision to support a local organization in its efforts to represent the interests of you and your colleagues. Check ONE column for each item.

	Positive effect	Negative effect	No effect
Aggressive attitude toward the administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative attitude toward the administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affiliation with NEA/MEA . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affiliation with the AAUP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affiliation with AFT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent, no affiliation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Listed below are services which state and national organizations of faculty in higher education could render to their members. Please indicate the degree of importance you would attach to each. Check ONE column for each item.

	Major importance	Minor importance	Little or no importance
Provide personal benefits, such as insurance and investment services, at low cost	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Provide legal assistance in protecting the right of due process. . .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Provide staff for faculty engaged in collective bargaining	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Represent faculty interests in legislative and governmental groups deliberating policies affecting faculty	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Conduct training programs for faculty advocates	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Provide assistance in developing faculty-run public relations campaigns	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Conduct and disseminate research on matters effecting faculty welfare	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Establish minimum standards for conditions of employment, e.g., salaries, load, job security . . .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Provide consultants to assist faculty in reviewing employment conditions to determine their adequacy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

13. If a faculty organization were providing the services you have listed above as being of major and minor importance, to what extent do you think you may be interested in becoming a member?

- 1 ☐ Strongly interested in joining it
 2 ☐ Mildly interested in joining it
 3 ☐ Not interested in joining it
 4 ☐ Undecided or indifferent about membership

14. Do you believe that faculty members in higher education should ever strike? Check ONE.

- 1 ☐ Yes, faculty members should strike the same as employees in other occupations
 2 ☐ Yes, but only under extreme conditions and after all other means have failed
 3 ☐ No, faculty members should never strike
 4 ☐ Undecided

15. Indicate your personal opinions about the adequacy of the following provisions for you at your institution. Check ONE column for each item.

	Satisfactory	Marginal, some improvement needed	Unsatisfactory, much improvement needed	No opinion
Sabbatical leave policies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Availability of travel funds	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Retirement provisions ..	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Life insurance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Health insurance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Parking facilities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Faculty evaluation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Salary, academic year ..	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Salary, summer session ..	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Promotion policies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Student/faculty ratio ..	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Teaching materials and equipment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Standards for notice of nonreappointment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Class size	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Long term disability insurance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Procedures for reduction in force	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Secretarial assistance and office facilities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Personal leave policies ..	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

17. In your opinion, are women discriminated against, treated equitably, or given preferential treatment in your campus' practices for faculty selection, salaries, and promotion? Check ONE column for each item.

	Discriminated against	Treated equitably	Treated preferentially
Selection	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Salary	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Promotion	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

18. Listed below are national organizations whose local and state affiliates currently represent the interests of faculty members in institutions of higher education. If you were to choose an organization for your campus to represent your interests, would you select an affiliate of the NEA, the AAUP, or the AFT?

- 1 ☐ NEA affiliate (National Education Association)
 2 ☐ AAUP affiliate (American Association of University Professors)
 3 ☐ AFT affiliate (American Federation of Teachers)
 4 ☐ None of these

STATUS QUESTIONS

The following questions pertain to your professional or personal status. Your answers to these questions are essential to validating the sample.

1. What is your sex? 1 ☐ Male 2 ☐ Female
2. What is your age? years
3. What is your current faculty rank or title? Check ONE.
- 1 ☐ Professor
 2 ☐ Associate professor
 3 ☐ Assistant professor
 4 ☐ Instructor
 5 ☐ Lecturer
 6 ☐ Other (e.g., distinguished professor): _____
4. In which of the following types of assignments are you employed?
- 1 ☐ Full-time teaching
 2 ☐ Professional support staff
 3 ☐ Full-time administration
 4 ☐ Part-time teaching and part-time administration
 5 ☐ On sabbatical leave
 6 ☐ On other leave
 7 ☐ Other: _____
5. Is your teaching assignment directed primarily to teacher education?
- 1 ☐ Yes 2 ☐ No

6. If you are teaching full time, what is your teaching assignment this term (semester, trimester, or quarter)?

a. Number of class sections you teach: _____

b. Average number of hours of class laboratory teaching per week: hours

c. Total students in all of your classes:

d. Number of students you are currently serving as an official individual counselor or advisor?

Graduate students

Undergraduate students

e. What other duties are credited toward your teaching assignment? Check no more than THREE.

- 1 ☐ Directing practice teachers
 1 ☐ Directing theses
 1 ☐ Special teaching assignment
 1 ☐ Committee assignment
 1 ☐ Department head
 1 ☐ Coaching
 1 ☐ Administering a special program
 1 ☐ Other: _____

7. What kind of appointment do you have?

- 1 ☐ Tenure
 2 ☐ Nontenure
 3 ☐ Tenure not applicable to my position

8. How many years of full-time teaching experience are you completing, including the current year (1976-77)?

Total years in institutions of higher education

Total years of teaching at elementary or secondary level

9. What is your principal teaching discipline in your present position? (e.g., history, English, biology, education) _____

10. What is your total income from academically or professionally related pursuits for the current academic year, i.e., from the opening of school in fall 1976 to the close of school in spring or summer of 1977? Complete the blank which corresponds to the length of your basic contract.

1 ☐ \$ for 9-10 months

2 ☐ \$ for 11-12 months

Return to: Michigan Education Association
 Box 673
 East Lansing, Michigan 48823

APPENDIX B

TABLE 1

Collective bargaining preferences and the effects of unionization

Items	All faculty	Would vote for				
		A.F.T.	N.E.A.	A.A.U.P.	Other	No agent
Bargaining results in higher salaries	76%	94%	88%	83%	81%	48%
Individual salary bargaining is bad	54%	68%	66%	51%	66%	39%
Within rank, salary differentiation should be based on age or seniority	22%	39%	30%	14%	27%	14%
Unionization benefits junior faculty most	56%	48%	50%	62%	54%	60%
Unionization improves opportunities for women	57%	76%	69%	57%	57%	37%
Unionization makes it more difficult to deny tenure	64%	67%	72%	62%	66%	58%
Non-tenured need protection of a faculty organization	45%	74%	64%	43%	46%	17%
Bargaining substitutes seniority for merit and lowers tenure standards	58%	27%	44%	60%	60%	81%
Bargaining results in overemphasis on rules	62%	34%	50%	62%	61%	85%
Bargaining reduces collegiality between administration and faculty	69%	43%	60%	69%	72%	89%
Academic self-government is ineffective	64%	80%	73%	66%	56%	51%
Unions protect faculty against arbitrary administrative action	83%	94%	88%	87%	85%	67%
Student representatives should be allowed to take part in bargaining	23%	32%	25%	22%	19%	15%

The Ladd-Lipset Survey.

Source: The Chronicle of Higher Education, 11, January 26, 1976.

TABLE 2

Objective factors and opinions on collective bargaining and unionization

	Do not agree that collective bargaining has no place on campus	Favor a bargaining agent
School type		
University	61%	61%
4-year institution	72%	75%
2-year institution	76%	81%
Tier of school		
High	64%	65%
Middle	67%	65%
Low	73%	80%
Basic institutional salary		
\$35,000 and more	48%	40%
\$30,000-34,999	52%	52%
\$25,000-29,999	56%	64%
\$20,000-24,999	68%	74%
\$17,000-19,999	68%	75%
\$14,000-16,999	73%	75%
\$12,000-13,999	76%	74%
\$10,000-11,999	80%	79%
\$ 7,000- 9,999	80%	75%
Less than \$7,000 *	—	—
* Too few cases for reliable estimate.		
Hours per week of teaching		
4 or less	59%	56%
5-8	68%	70%
9 and more	73%	77%
Publications in last two years		
5 and more	61%	65%
1-4	71%	70%
None	70%	75%
Principal activity		
Research	57%	52%
Teaching	72%	76%
Administration	54%	54%
Age		
60-99	57%	69%
50-59	61%	69%
40-49	71%	75%
30-39	74%	72%
20-29	83%	79%
Rank		
Professor	62%	69%
Associate professor	70%	71%
Assistant professor	74%	74%
Instructor	76%	76%

Source: The Ladd-Lipset Survey
The Chronicle of Higher Education, 11, January 26, 1976.

TABLE 3

Faculty attitudes and opinions on collective bargaining and unionization

	Do not agree that collective bargaining has no place on campus	Favor a bargaining agent
Scholarly competition is destructive to an intellectual environment		
Strongly agree	77%	81%
Agree with reservations	72%	74%
Disagree with reservations	69%	71%
Disagree strongly	62%	64%
Base salary increases on merit		
Strongly agree	52%	61%
Agree with reservations	66%	68%
Disagree with reservations	76%	77%
Disagree strongly	79%	81%
Base salary differences solely on age or seniority		
Strongly agree	73%	81%
Agree with reservations	77%	83%
Disagree with reservations	73%	76%
Disagree strongly	64%	66%
Base tenure on most demanding national standards		
Strongly agree	62%	66%
Agree with reservations	69%	73%
Disagree with reservations	77%	77%
Disagree strongly	75%	80%
Teaching effectiveness—not publications—should be primary criterion for faculty promotion		
Strongly agree	71%	75%
Agree with reservations	72%	73%
Disagree with reservations	65%	66%
Disagree strongly	62%	66%

Source: The Ladd Lipset Survey
The Chronicle of Higher Education, 11, January 26, 1976.

TABLE 4
Political behavior and faculty unionism

	Favor collective bargaining	Would vote for a union
Liberalism-conservatism		
Most liberal fifth	89%	88%
Most conservative fifth	49%	55%
Party sentiment		
Strong Democrat	83%	85%
Strong Republican	48%	45%
1972 vote for President		
Leftist third party	87%	90%
McGovern	78%	80%
Nixon	53%	59%
Took part in anti-war demonstration		
Often	93%	93%
From time to time	87%	85%
Rarely	75%	76%
Never	62%	67%

Attitudes toward academe and unionism

Attitudes	Favor collective bargaining	Would vote for a union
"If you were to begin your career again, would you be a professor?"		
Definitely yes	66%	70%
Definitely no	80%	78%
"Is your institution a good place for you?"		
Very good	64%	67%
Fairly good	73%	76%
Not good	84%	84%
Satisfaction at another school		
More	63%	67%
Equal	68%	71%
Less	77%	78%

Discipline and attitudes toward unionism and politics

Discipline	Favor collective bargaining	Would vote for an agent	Liberal
Social sciences	79%	78%	79%
Humanities	77%	80%	77%
Physical sciences	66%	72%	59%
Biological sciences	61%	63%	55%
Education	74%	82%	58%
Business	65%	63%	32%
Engineering	53%	57%	34%
Agriculture	34%	29%	25%
Medicine	50%	41%	53%
Law	46%	46%	53%

TABLE 5

Profile of support for collective bargaining alternatives

	<u>A.A.U.P.</u>	<u>N.E.A.</u>	<u>A.F.T.</u>	<u>Other</u>	<u>No agent</u>
Tier					
Highest	34%	7%	12%	12%	35%
Middle	40%	5%	11%	9%	35%
Lowest	19%	18%	25%	17%	21%
Type of school					
University	38%	6%	8%	9%	39%
4-year institution	35%	9%	18%	14%	25%
2-year institution	9%	23%	30%	20%	19%
Public or private					
Public	25%	13%	20%	15%	26%
Private	47%	3%	7%	5%	38%
Salary					
Below \$12,000	42%	12%	13%	9%	25%
\$12,000-16,999	31%	13%	19%	11%	25%
\$17,000-24,999	23%	12%	20%	18%	26%
\$25,000 or more	28%	7%	9%	12%	43%
Rank					
Instructor	21%	14%	23%	17%	24%
Assistant professor	31%	13%	18%	11%	26%
Associate professor	31%	14%	15%	11%	29%
Professor	27%	7%	18%	17%	31%
Principal Activity					
Administration	26%	8%	8%	12%	46%
Teaching	28%	13%	21%	14%	24%
Research	37%	3%	4%	8%	48%
Hours per week of teaching					
4 or less	30%	9%	7%	11%	44%
5-8	37%	9%	14%	9%	30%
9-12	32%	9%	22%	14%	23%
13 or more	18%	18%	23%	18%	23%
Published in last 2 years					
None	23%	15%	21%	16%	25%
1-4	33%	8%	16%	12%	30%
5 or more	39%	5%	11%	8%	12%
Teaching field					
Social sciences	27%	13%	25%	12%	21%
Humanities	35%	7%	23%	15%	20%
Physical sciences	30%	12%	17%	13%	28%
Biological sciences	30%	7%	19%	6%	37%
Education	27%	21%	21%	13%	28%
Business	22%	9%	11%	17%	37%
Engineering	20%	12%	5%	20%	43%
Law	23%	7%	0%	16%	54%
Medicine	28%	4%	1%	8%	59%
Agriculture	16%	3%	2%	8%	71%
Liberalism-conservatism scale					
Most liberal	35%	8%	32%	13%	12%
Somewhat liberal	34%	11%	24%	13%	18%
Middle	34%	12%	15%	13%	26%
Somewhat conservative	22%	15%	15%	14%	34%
Most conservative	19%	12%	7%	16%	45%
Party sentiment					
Strong Democrat	30%	11%	28%	15%	15%
Independent	30%	13%	14%	13%	30%
Strong Republican	12%	15%	8%	11%	55%
Other party	14%	0%	48%	14%	24%
Minority treatment scale					
Strongly for remedial action	31%	10%	29%	15%	15%
Strongly against remedial action ..	22%	14%	14%	16%	35%

Source: The Ladd-Lipset Survey
The Chronicle of Higher Education, 12, February 9, 1976.

TABLE 6

Electoral choices in a future collective bargaining election

Bargaining election options	All faculty members	Faculty members at schools which have not had an election
A.A.U.P.	28%	31%
A.F.T.	18%	18%
N.E.A.	12%	8%
Other agents*	14%	13%
No agent	28%	29%

*Other agents largely include independent
unaffiliated local faculty associations
and affiliates of state civil service groups

Faculty images of the three bargaining agents

Images	A.A.U.P.	A.F.T.	N.E.A.
Professional society	87%	24%	59%
Militant group	9%	67%	19%
School teachers organization	47%	79%	89%
Too heavily politicized	15%	56%	38%
Unprofessional	5%	39%	17%
Elitist	48%	6%	10%
Radical	6%	40%	9%
Conservative	49%	9%	40%
Undemocratic	49%	23%	17%

Source: The Ladd Lipset Survey
The Chronicle of Higher Education, 12, February 9, 1976.

TABLE 7

**Relationship between institutional status
and political ideology
and preference for different bargaining alternatives**

	<u>A.A.U.P.</u>	<u>N.E.A.</u>	<u>A.F.T.</u>	<u>Other</u>	<u>No agent</u>
High tier					
Liberal	40%	5%	19%	12%	23%
Middle	37%	7%	10%	14%	32%
Conservative	26%	7%	3%	9%	55%
Middle tier					
Liberal	48%	6%	19%	9%	18%
Middle	42%	5%	5%	9%	39%
Conservative	29%	5%	5%	9%	52%
Low tier					
Liberal	21%	15%	39%	15%	9%
Middle	30%	20%	23%	14%	16%
Conservative	15%	20%	17%	19%	29%

Attitudes toward strikes

	<u>A.A.U.P.</u>	<u>N.E.A.</u>	<u>A.F.T.</u>	<u>Other</u>	<u>No agent</u>
Professionalism means faculty should not engage in strikes and picketing					
Strongly agree	13%	14%	4%	18%	39%
Agree with reservations	26%	21%	11%	14%	32%
Disagree with reservations	36%	29%	31%	34%	19%
Strongly disagree	25%	36%	54%	23%	10%
Bargaining requires a willingness to strike when impasse reached					
Strongly agree	27%	32%	46%	24%	27%
Agree with reservations	39%	33%	35%	37%	35%
Disagree with reservations	25%	24%	13%	26%	24%
Strongly disagree	9%	11%	6%	13%	15%
Since they do not produce results, faculty should not engage in strikes and picketing					
Strongly agree	9%	11%	2%	14%	24%
Agree with reservations	28%	25%	18%	29%	33%
Disagree with reservations	43%	30%	32%	33%	32%
Strongly disagree	19%	33%	48%	24%	11%

The Ladd-Lipset Survey

Source: The Chronicle of Higher Education, 12, February 9, 1976.

TABLE 8

Differences in Professors' Groups

Images of the three organizations

Images	A.F.T.			N.E.A.			A.A.U.P.		
	Members	Meeting Attenders	Officers	Members	Meeting Attenders	Officers	Members	Meeting Attenders	Officers
"Militant Group"									
A.F.T.	69%	74%	77%	69%	71%	71%	69%	70%	69%
N.E.A.	15%	15%	15%	23%	33%	34%	20%	15%	15%
A.A.U.P.	5%	4%	6%	11%	4%	4%	7%	8%	9%
"Conservative"									
A.F.T.	10%	6%	6%	9%	10%	12%	8%	7%	7%
N.E.A.	54%	71%	70%	39%	34%	39%	38%	37%	38%
A.A.U.P.	61%	75%	78%	56%	65%	69%	45%	43%	39%
"Radical"									
A.F.T.	23%	20%	14%	46%	45%	47%	40%	37%	40%
N.E.A.	6%	10%	8%	11%	8%	7%	7%	3%	3%
A.A.U.P.	4%	3%	4%	7%	5%	4%	2%	2%	2%
"Too much politicized"									
A.F.T.	32%	25%	20%	64%	52%	59%	58%	52%	50%
N.E.A.	33%	42%	43%	37%	30%	30%	36%	30%	32%
A.A.U.P.	15%	14%	11%	16%	12%	14%	7%	7%	5%
"Elitist"									
A.F.T.	4%	1%	1%	6%	3%	0%	5%	6%	4%
N.E.A.	13%	4%	4%	8%	3%	3%	9%	8%	7%
A.A.U.P.	64%	74%	70%	52%	48%	48%	38%	36%	33%

The Ladd-Lipset Survey

Source: The Chronicle of Higher Education, 13, February 17, 1976.

TABLE 9

Political orientations									
Images	A.F.T.			N.E.A.			A.A.U.P.		
	Members	Meeting Attendees	Officers	Members	Meeting Attendees	Officers	Members	Meeting Attendees	Officers
1972 vote									
Left-third party	2%	7%	3%	0%	0%	0%	0%	1%	1%
McGovern	76%	77%	82%	56%	47%	47%	73%	82%	83%
Nixon	22%	21%	15%	44%	53%	53%	27%	18%	16%
Party identification									
Democrat	36%	42%	49%	26%	28%	33%	36%	39%	45%
Independent	57%	49%	46%	60%	54%	46%	55%	50%	43%
Republican	6%	9%	6%	15%	17%	21%	9%	11%	12%
Liberalism- conservatism scale									
Most liberal quintile	29%	38%	52%	12%	12%	10%	23%	34%	40%
Most conservative quintile	15%	17%	7%	23%	30%	35%	16%	8%	7%

The Ladd-Lipset Survey
Source: The Chronicle of Higher Education, 13, February 17, 1976.

APPENDIX C

Michigan Association for Higher Education

P. O. Box 673, East Lansing, Michigan 48823 — 517/332-6551

MEMO

TO: Lake Superior State College Faculty

President:
C. Robert Secrist
248 Arcadia Blvd.
Battle Creek 49017
616/965-3931

FROM: Bill Owen, Higher Education Consultant

Past President:
Rod Chase
28889 Salem Road
Farmington 48024
313/476-9400

DATE: December 7, 1976

RE: Recommendations of the Michigan Efficiency Task Force

Vice President,
Four-Year Schools:
Paul Spagnuolo
604 Cherry
Big Rapids 49307
616/796-9971

The Michigan Efficiency Task Force is a nonprofit corporation formed at the request of the Governor and the Legislature. The work of the Efficiency Task Force represented a major effort on the part of private sector executives to find ways for reducing government expenditures.

Vice President,
Two-Year Schools:
David Dierking
212 Partridge Pt.
Alpena 49707
517/356-9021

One of the recommendations made by the Task Force should be of specific interest to the staff at Lake Superior State College. The recommendation reads as follows:

Secretary-Treasurer:
Ted Webber
212 North Oneida
Tecumseh 49286
313/242-7300

"40. Evaluate the feasibility of closing the college if Kincheloe Air Force Base is shut down unless overriding public considerations dictate otherwise.

Board Member
At Large:
Saundra Florek
46855 Joy Road
Plymouth 48170
313/591-6400

Unemployment in the area around Lake Superior State College is 28% and expected to grow with the impending closing of the air force base. A significant migration from the area is anticipated with a subsequent withdrawal of approximately 150 full-time students from the college.

Board Member
At Large:
Carlton "Wally" Smith
2411 Roselawn
Walled Lake 48088
313/342-1000

The revenue loss will amount to \$425,000. This potential decrease in student population is particularly significant since Lake Superior is already the smallest state college in Michigan.

Legislation Council
Chairperson:
Jane Campbell
7725 N. 42nd St.
Augusta 49012
517/787-0800

MEA Staff Consultant:
William R. Owen
1-800-292-1934

If the air force base is closed, the feasibility of continuing college operations should be examined. At present, annual state aid to Lake Superior averages \$400 per student higher than at other state colleges.



Therefore, transferring an estimated 2,000 enrollments to the other schools would provide an annual cost avoidance of \$800,000. In addition, the proposed construction of a new vocational-technical building should be held in abeyance until a final decision is made. The one-time cost avoidance would amount to more than \$7.3-million--approximately half to be spent in fiscal 1977. If this proposal is not implemented, the following recommendations should be put into effect to improve operations at the college."

Also of potential interest to Lake Superior State College Faculty are the two opening paragraphs of the Task Force's Recommendations for Lake Superior State College:

"1. The college has two major schools--one for science and technology and one for arts and sciences--which offer 60 types of instructional programs leading to degrees. The fiscal 1977 budget request amounts to \$5.2-million of which \$3.8-million is state funds. The combined enrollment is 2,200 full-time equivalent students. There are approximately 500 full- and part-time employees."

"2. Like other state colleges, Lake Superior is facing increased competition for new students. The possible closing of Kincheloe Air Force Base will add to the enrollment problem and reduce revenues by an estimated \$425,000 per year. Business operations in the college are weak and a number of systems require improvement."

It is not the intent of this memo to create an air of crisis where no crisis exists. Nonetheless, it would, in my view, be maladroit of faculty to simply ignore such recommendation.

The words of the Chairman and President of the Task Force, Oscar A. Lundin, should be heeded by all parties who are potentially affected by the Efficiency Task Force's Recommendations. In his letter of November addressed to Governor Milliken, Mr. Lundin concludes that:

"The ultimate success of our efforts will be gauged by the extent to which proposals are implemented...."

At least as far as Lake Superior State College is concerned; let us hope that the Task Force does not enjoy "ultimate success."

WRO:es

APPENDIX C-1

Administrator Characteristics and Union Activity

Administrator Characteristic	Some organizing activity		No organizing activity	
	#	%	#	%
<i>Length of Institutional Service^a</i>				
Less than four years	37	44.5	46	31.8
Five to nine years	27	32.4	44	30.5
Ten to fourteen years	5	6.0	24	16.8
Fifteen years and above	14	17.1	30	20.9
<i>Number of Institutions Served^b</i>				
One	13	15.7	52	35.9
Two	29	34.9	43	29.7
Three	26	31.3	29	20.0
Four or more	15	18.1	21	14.4
<i>Previous Experience^c</i>				
Teaching—4 year college	64	77.1	106	72.1
Teaching—2 year college	27	32.5	22	14.9
Teaching—Elementary or Secondary	46	55.4	61	41.5
Administrator—Public School	22	26.5	37	25.2
Administrator—other than education	25	30.1	47	31.9
Research—College or University	38	45.8	46	31.3
Research—other than education	15	18.1	17	11.6
Other	19	22.9	32	21.8
<i>Academic Field of Study^d</i>				
Education	37	45.1	48	33.1
Science	10	12.2	11	7.6
Social Science	11	13.4	28	19.3
History	7	8.5	10	6.9
Other	17	20.7	48	33.1

Administrator Attitudes and Union Activity

Question	Some organizing activity		No organizing activity		X ² =	P
	#	%	#	%		
1. <i>Collective bargaining has no place in higher education</i>					10.816	.02
SA	9	10.8	24	16.7		
A	20	24.1	55	38.2		
D	45	54.2	60	41.7		
SD	9	10.8	5	3.5		
2. <i>Faculty members should be allowed to join unions if they desire</i>					21.454	.001
SA	22	26.5	18	12.6		
A	53	63.9	74	51.7		
D	7	8.4	34	23.8		
SD	1	1.2	17	11.9		
3. <i>In general, community support for faculty unionism is poor</i>					9.873	.02
SA	12	14.8	30	20.8		
A	50	61.7	101	70.1		
D	18	22.2	13	9.0		
SD	1	1.2	0	0.0		
4. <i>In general, faculty support for faculty unionism is poor at this institution</i>					93.566	.001
SA	2	2.4	37	26.1		
A	32	38.6	100	70.4		
D	41	49.4	5	3.5		
SD	8	9.6	0	0.0		
<hr/>						
	Some organizing activity		No organizing activity		X ² =	P
	#	%	#	%		
5. <i>If faculty members are given a greater voice in institutional decisions, faculty unionism is less likely to succeed</i>					24.887	.001
SA	10	12.3	17	11.7		
A	35	43.2	96	66.2		
D	34	41.9	27	18.6		
SD	2	2.5	5	3.4		
6. <i>Faculty members should have a majority voice in the appointment of new faculty members</i>					6.693	.10
SA	9	10.7	7	4.8		
A	29	34.5	41	28.1		
D	40	47.5	75	51.4		
SD	6	7.2	23	15.8		
7. <i>Faculty members should have a majority voice in setting academic standards and requirements</i>					7.711	.001
SA	12	14.3	33	22.6		
A	53	63.1	93	63.7		
D	19	22.6	17	11.7		
SD	0	0.0	3	2.1		

APPENDIX D

MSU/FACULTY ASSOCIATES

February 26, 1971

Dear Colleague:

Many of you have asked about the Michigan State University Faculty Associates and the nature of the group seeking to represent you.

At the outset may we state that only the name and dynamics are new. The organization has existed on campus since 1949. Its name was recently changed from the MSU/Higher Education Association to the MSU/Faculty Associates and the constitution has been changed to facilitate campus-wide participation in the governance of the organization.

The objectives of MSU/FA are contained in ARTICLE III of the Constitution:

1. To promote the goals of the teaching profession in higher education.
2. To secure understanding of the roles, programs, and problems of all higher education.
3. To promote and improve the professional and economic status of the members of the organization.
4. To seek improvement of all the educational programs of the various colleges within Michigan State University.
5. To share in the determination of educational policy and practices.

While a small organization in terms of membership, it is supported by substantial resources, both personnel and financial, of the MEA and NEA.

The MSU/FA determined some months ago that the faculty of MSU perceived that the best method of achieving their professional objectives was through negotiations with the Board of Trustees; negotiations as defined by the law of the State of Michigan.

The current effort is designed to determine whether the faculty does in fact wish to discuss, on a formal basis, its ambitions and concerns with the Board of Trustees. Without a negotiating agent which is recognized by the State of Michigan as the sole bargaining representative for faculty, there is no requirement for the Board to do more than listen to faculty. At the present time there is nothing to prevent them from ignoring requests or recommendations.


The members of MSU/FA believe that their organization is best equipped to effectively negotiate with the Board of Trustees. We are simply asking you to indicate whether you concur in our objectives as stated above and in our ability to fulfill these stated objectives.

The functions of the organization can only be determined by the members of the faculty. The salary schedule, working conditions and ancillary conditions specified by members of the Association, are all determined by the faculty through negotiation with the Board of Trustees.

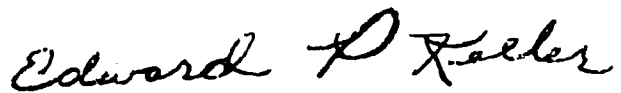
You recently received an authorization card. You are asked to sign and return it. Your signature will not be viewed by any member of administration or faculty at any level. Your signature does not require membership in any organization. Your signature does not impose any obligation on how, or even whether, you vote in the election.

Your signature indicates only that you want the right to decide at the appropriate time.

Sincerely,



Dr. Peter G. Haines, President
MSU Faculty Associates



Mr. Edward P. Keller, President-Elect
MSU Faculty Associates

MSU/FACULTY ASSOCIATES • Post Office Box 673 • East Lansing 48823

March 9, 1971

Dr. Sandra A. Warden, Chairman
Faculty Affairs Committee
Michigan State University
East Lansing, Michigan 48823

Dear Dr. Warden:

Dr. Haines has asked me as chairman of the MSU/Faculty Associates Coordinating Committee for Collective Negotiations to respond to your letter and questionnaire of February 25, 1971. At the outset, I would like to comment that the interest in the issue of faculty unionization shown by the Faculty Affairs Committee and its Sub-committee on Collective Bargaining is viewed with favor by the MSU/FA.

You will appreciate the fact that while we are eager to respond to your questionnaire, it is not possible at this time to provide your committee with full and unequivocal answers to every question. We are taking the position that many of the questions posed by your group must be answered either by faculty through democratic procedures or by the Michigan Employment Relations Commission. Specifically, question number one deals with the structure of the bargaining unit. While we may make recommendations relative to the definition of a bargaining unit, the final decision will be made by MERC. It is our intention, however, to seek broad representation.

Herewith are our, the MSU/Faculty Associates, responses to questions two through twelve:

- 2) How would the representatives of the bargaining unit be selected?

By election.

- 3) Who would make the decisions concerning criteria for salary increments?

The faculty.

- 4) Would you anticipate an appreciable increase in faculty salaries? If so, where would you anticipate the money would come from?

Dr. Sandra Warden
 March 9, 1971
 Page Two

Yes. We anticipate that some of the money would come from a realignment of University priorities.

- 5) What provisions would be made for merit increases?

The merit system would be preserved and enhanced. (A prototypic system exists in the City University of New York contract and in the Central Michigan University agreement.)

- 6) Which of the following factors would be subject to negotiation?
- | | |
|-----------------------|---------------------------|
| a. Tenure | e. Hiring and Firing |
| b. Working conditions | f. Faculty load |
| c. Class size | g. Fringe benefits |
| d. Promotion | h. Other (please specify) |

We anticipate that all of the areas which you have enumerated would be subject to negotiation; however, the negotiation priorities would be determined by faculty and would not be limited to the seven areas cited in your questionnaire.

- 7) What would the annual dues be?

Currently, Local	\$ 2
State	\$82
National	\$25

- 8) What percentage of these dues would be used by the local organization?

It is anticipated that during the period of adjustment to the bargaining process that the MEA and NEA would invest resources far in excess of revenues realized through membership dues.

- 9) Would all of the faculty pay dues?

No.

Dr. Sandra Warden
March 9, 1971
Page Three

- 10) Would academic governance be altered; and if so, how?

Academic governance would be enhanced through raising the level of faculty participation and dignifying that participation with a truly co-equal voice as provided for under the terms of the Michigan Public Employment Relations Act.

- 11) List the major advantages of collective bargaining.

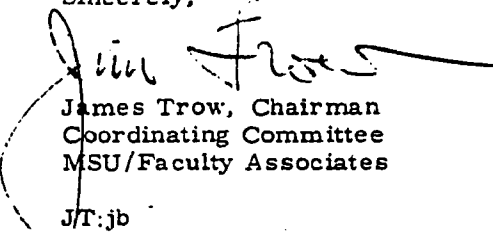
Improved relations between faculty and administration through the orderly process of collective negotiations on matters relating to faculty compensation, welfare, and participation in decision making as it relates to the governance of the University.

- 12) List the major disadvantages of collective bargaining.

None.

Again, we wish to thank you for your interest in this vital campus-wide issue.

Sincerely,



James Trow, Chairman
Coordinating Committee
MSU/Faculty Associates

J/T:jb

SECTION IIB

QUESTIONS ASKED AND RESPONSES OF CHIEF ADMINISTRATIVE OFFICERS
AT MICHIGAN STATE UNIVERSITY

PROCEDURE: A covering letter and a list of questions were sent to:

Clifford R. Wharton, Jr., President, MSU
John E. Cantlon, Provost, MSU

The letters were dated March 2, 1971, and March 1, 1971, respectively. They were delivered by courier on those same dates.

LETTER:

Dr. _____:

The Steering Committee of the Faculty has requested that the University Faculty Affairs Committee prepare for immediate distribution to the MSU faculty an impartial review of collective bargaining by university faculties. In an effort to obtain adequate information for our review we are seeking the assistance of several organizations and individuals both on and off campus.

We are particularly interested in providing a variety of perspectives on this issue and would value any insight you could provide. We would appreciate direct, concise answers to the attached questions as they pertain to the present situation at MSU.

We will greatly appreciate your cooperation in supplying us this specific information along with any other input that would help us achieve our goal of a comprehensive review. The deadline for completion of our report requires that we receive your reply by March 5, 1971. Your reply will be included in our report to the Steering Committee for distribution to the faculty. Thank you.

Sincerely,

Sandra A. Warden, Chairman, Faculty Affairs Committee
William Hinze, Subcommittee for the study of collective bargaining
Stanley Ries, Subcommittee for the study of collective bargaining

QUESTIONS:

1. In the event that the MSU faculty should organize for collective bargaining:
 - a. Would you anticipate an appreciable increase in faculty salaries?
If so, where would you anticipate the money would come from?
Would it be necessary to reduce staff and/or programs?

APPENDIX E

The following Master Plan for the 1978 unionization drive at Michigan State University is the work of Dr. William L. Ewens who granted permission for its inclusion here.

ELECTION CAMPAIGN PLANS

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I. PURPOSE

In this notebook are outlined a general set of strategies and plans for winning the faculty collective bargaining election at MSU this year. Of course, these plans will have to be revised on an ongoing basis as the campaign progresses, but by developing a general written plan, it is hoped that we can gain a better overview of the total campaign effort and thus more effectively utilize our limited resources.

II. ANALYSIS AND GENERAL STRATEGIES

Below are described some of the general assumptions and ideas underlying the specific campaign plans dealt with in the following sections of this notebook.

1. Election Timetable:

These plans are formulated on the basis of a proposed election of about May 1, 1978. Of course, the exact date of the election is not entirely within our control, but to the degree possible we should try to regulate the formal hearings and other relevant events with this general election date in mind. Our plans are thus for a 17 Week Campaign beginning as of January 1, 1978.

2. Election Goals:

Appendix A presents information concerning the number of votes needed under varying conditions to win this election. Assuming a three-way ballot (MSUFA, AAUP, and No Agent), our goals in the initial election are (a) to defeat AAUP and (b) to provoke a run-off election with "No Agent". This means that "No Agent" must receive less than 50 percent of the vote.

(In the 1972 election about 82 percent of the MSU faculty voted. The results were 60 percent for "No Agent", 22 percent for MSUFA and 14 percent for AAUP.)

As Appendix A shows, if we assume that AAUP receives at least 16 percent of the vote in this initial election (which seems to be a reasonable assumption given current conditions), then MSUFA must receive at least 35 percent of the votes cast (only slightly more than one-third) in order to provoke a run-off election. Assuming that 80 percent of eligible faculty

members actually vote, this means that we must obtain either about 600 or 710 votes depending on whether the medical colleges are included in the bargaining unit.

In a run-off election, our goal is to create the broadest possible alliance of pro-collective-bargaining faculty and defeat "No Agent". Our goal then becomes that of either winning the election outright (the preferred outcome) or at least coming close enough to winning that a victory is assured in the next go-around.

3. Nature of the Faculty Members in the Bargaining Unit:

As Appendix B demonstrates, the typical faculty member at MSU is white, male, tenured (with about 40 percent being Full Professors), and a full-time employee who has earned a Ph.D. Degree. In particular, there are very few non-white faculty members (less than 7 percent) although the symbolic importance of support from non-white faculty is important. Also, less than one-quarter of the bargaining unit is female, although again the support of women is critical to the success of our campaign. The importance of these demographic figures, however, is to emphasize that to win this election, we must be able to appeal to a majority of the voters in the present bargaining unit. Thus, while attempting to appeal to special groups in the campaign, we must not neglect the real majority of faculty in our unit--white, male, tenured, full-time Ph.D. faculty members.

The conservative nature of MSU's faculty is also illustrated by the fact that almost half of the faculty members in the present unit work in professional, vocational, and technically oriented colleges where the atmospheres are generally anti-union and hostile to collective bargaining (Colleges of Agriculture, Business, Engineering, Human Medicine,

Natural Science, Osteopathic Medicine, Veterinary Medicine). (See Appendix C) There is also pervasive attitude of "academic elitism" among many faculty members at MSU which during the campaign will undoubtedly be exploited by both AAUP and the anti-union "Concerned Faculty" in attempting to defeat our organizing effort.

4. Degree of MSUFA Support:

In the Authorization Card Campaign, MSUFA obtained the necessary 30 percent authorization cards (around 725 "good" cards submitted to MERC). Appendices C through E present some relevant data concerning these supporters. Almost two-thirds (64 percent) of this card support, for instance, came from six colleges (University College, Arts and Letters, Residential Colleges, Urban Development, Social Science, and Non-College Faculty) which represents only slightly more than two-fifths (43 percent) of the total faculty within the University.

On the basis of the data presented in Appendix C, the various colleges within the University can perhaps be divided into four general groups ranked according to the degree of faculty support for MSUFA.

Category I. Supportive Colleges:

University Colleges
Residential Colleges
Urban Development

In these colleges the general atmosphere is pro-collective-bargaining and favorable to MSUFA. There are numerous MSUFA supporters, several key contacts, and few anti-union "Concerned Faculty" or AAUP supporters in these colleges.

54-65 percent of the faculty in these colleges signed MSUFA Authorization Cards.

Faculty in these colleges represent about 13 percent of the total MSU faculty.

Faculty in these colleges represent 27 percent of all MSUFA Authorization Card signers.

Category II. Mixed-Supportive Colleges:

Arts and Letters
Social Science
Non-College Science
Education

In these colleges, there is significant MSUFA support but the general atmosphere is somewhat less supportive and there is considerably more opposition.

31-39 percent of the faculty in these colleges signed MSUFA Authorization Cards.

Faculty in these colleges represent about 40 percent of the total MSU faculty.

Faculty in these colleges represent 47 percent of all MSUFA Authorization Card signers.

Category III. Mixed-Hostile Colleges:

Human Ecology
Natural Science
Communication Arts

In these colleges, there are pockets of MSUFA support but the dominant atmosphere is hostile. Social support networks do exist but they tend to be localized within particular friendship cliques and within certain departments or units (e.g., there is considerable MSUFA support within the School of Nursing and the Science and Math Teaching Center which are units within the generally hostile College of Natural Science).

17-25 percent of the faculty in these colleges signed MSUFA Authorization Cards.

Faculty in these colleges represent about 25 percent of the total MSU faculty.

Faculty in these colleges represent 18 percent of all MSUFA Authorization Card signers.

Category IV. Hostile Colleges:

Engineering
Business
Agriculture

In these colleges, there are some individual supporters of MSUFA (usually politically liberals and/or persons with grievances against their departments) but few pockets of general support and no generally supportive departments or units.

7-16 percent of the faculty in these colleges signed MSUFA Authorization Cards.

Faculty in these colleges represent about 22 percent of the total MSU faculty.

Faculty in these colleges represent 7 percent of all MSUFA Authorization Card signers.

Data concerning the number and proportion of card signers by department and academic unit are presented in Appendix D. The College of Arts and Letters, for instance, is listed above as being in the "mixed-supportive" category. But these data show that individual departments in this college vary widely with regard to the proportion of card signers--from the Art Department with 93 percent card signers to the Theatre Department with only 8 percent card signers. Similar variations can also be noted in colleges in the "mixed-hostile" category as well.

The names and departments of MSUFA Key Supporters are presented in Appendix E. These are persons who have repeatedly signed Authorization Cards, have paid MEA dues, have agreed to publically endorse collective bargaining in newspaper advertisements, and/or have actually taken an active role in our election campaign.

5. Our Opponents: AAUP, University Administration, and Anti-Union Faculty:

Below are presented a brief analysis and summary comments about our three chief opponents in this election campaign:

AAUP: The local AAUP is ambivalent toward collective bargaining--some members favor it, some vigorously oppose it, and many would rather not have

a collective bargaining election at all, but if one come would prefer the AAUP as a bargaining agent over MSUFA. In the 1972 campaign, AAUP attempted to obtain its own 30 percent petition, failed, and was forced into an intervenor status. In this election, AAUP will also be an intervenor. Below are listed some probable aspects of this year's AAUP campaign:

1. The AAUP campaign will probably be half-hearted and not well organized. They will receive some money from the national AAUP (probably between \$2000 and \$5000). Most of this money will be spent on advertisements in the State News and perhaps a few direct mailings. The AAUP may also be interested in participating in debates or large campus meetings where a few "faculty stars" (e.g., Ferency or Adams) can cominate and which will get State News coverage. They will probably do little grass roots organizing.

2. To win votes, AAUP will point to their 50 year tradition of active involvement in the areas of academic freedom and tenure. They will emphasize that as opposed to the NEA they are the largest organization devoted totally to concerns of higher education. They will claim MEA is dominated by K-through-12 teachers and that the organization is trying to extend these same principles of bureaucracy and mediocrity to higher education. Many of their appeals will be explicitly or implicitly elitist and based on status pretentions--taking advantage of the fact that the reference group for most MSU faculty is not public school teachers, but rather the University of Michigan and other "great" universities in the United States. They will also make a point of their reasonableness and moderateness as opposed to the malcontents and "radicals" in the MSUFA.

The University Administration: The central administration was actively involved in defeating our collective bargaining attempt in 1972. In early 1971, there was a Presidential staff review of collective bargaining contracts at other universities and the Administrative Group held a series of "in-service training" meetings on collective bargaining in the Fall of 1971. These latter meetings produced a White Paper for administration strategists. According to one article written about the 1972 election campaign (Perlstadt, 1975), some of the key components of the administration's plan were the following:

1. Encourage a high overall voter turnout. Uninformed and more apathetic voters tend to be more conservative and to support the status quo (since they don't understand the alternative very well). High levels of voter turnout thus reduce the likelihood of dramatic social change.

2. Encourage "unbiased" and thus contradictory information on both sides of the collective bargaining issue. This tends to demonstrate the complexity of the issues and to confuse faculty. It sows seeds of doubt in the minds of faculty and makes it easier for anti-union faculty to argue against changing the status quo.

3. Use faculty members themselves wherever possible rather than administrators to actively oppose collective bargaining. This organizational strategy has also emerged in other campaigns where Keith Groty has been a consultant (e.g., University of Pittsburgh).

4. Use the News Bulletin as a vehicle for articles by faculty and administrators opposed to collective bargaining (e.g., Provost Cantlin's article entitled "Bargaining--Toward Uniformity and Rigidity") and the anti-union article by Wharton himself immediately prior to the election.

Anti-Union Faculty. Before classes began in the Fall of 1972, a small group of faculty began to meet for the purpose of opposing collective bargaining at MSU. They called themselves the "Committee of Concerned Faculty" and formed an Executive Committee composed of the following faculty members:

1. Harold Hart, Professor, Chemistry.
2. Albert Rabin, Professor, Psychology.
3. Dena Cederquist, Professor, Food Science & Human Nutrition.
4. Everett H. Everson, Professor, Crop and Soil Science.
5. Gerald Miller, Professor, Communication.
6. John P. Henderson, Professor, Economics.
7. Patricia Bainbridge, Assistant Professor, Aud & Speech Sci.
8. Paul A. Varg, Professor, History.
9. Bruce Miller, Assistant Professor, Philosophy.

The Committee of Concerned Faculty raised their own money and sponsored a series of advertisements in the State News. The first ad appeared on October 11, just twelve days before the election (which was held on October 23-24, 1972). It contained some 50 names and the message that collective bargaining would result in no real economic benefits to the faculty, would create sharp divisions within the university community, and would lead to an erosion of the values and ideals associated with academic life.

The Concerned Faculty also attacked MSUFA as a small group controlled by outsiders.

"Who are the MSU-Faculty Associates? A very very small number of MSU faculty, financed and manipulated by the very very large MEA and NEA organizations. MEA and NEA want to extend the K through 12 principle to K through 16. They are organizations whose paid staff have invaded the campus, established four 3-room suites in the University Inn and set about to 'pick-off' the MSU collective bargaining contract. So remember, if you do not want outsiders negotiating your salary and working conditions vote 'No Agent' October 23rd and 24th." (State News: 10-17-72)

On October 20, just three days before the election, the Concerned Faculty paid for a State News advertisement with 360 faculty names listed in it. A demographic analysis of these names is presented in Appendix F. Just under two-thirds of the signers belonged to departments in either the College of Agriculture or the College of Natural Science, while only a handful belonged to departments in the College of Social Science, the College of Education, or the College of Business. Over one-half of the faculty in seven departments signed the ad: chemistry; food sciences-nutrition; horticulture; dairy science; speech-audiology; large animal surgery; and poultry science, as did between one-fourth and one-half of the faculty in ten other departments: mathematics; agricultural economics; physics; physiology; electrical engineering and systems science; biochemistry; statistics; animal husbandry; fisheries and wildlife; and entomology.

6. General Election Strategies:

Below are described some general campaign tactics and strategies.

1. Our general strategy is built upon a targeting system in which we seek to identify and categorize potential faculty voters by the degree of their support for MSUFA, and then concentrate on building up a high turnout among persons who we regard as probable supporters. In general, we will concentrate our efforts on probable supporters instead of building a high overall voter turnout.

Below is presented a brief newspaper description of the "Kasten Plan" which is an analogous election strategy used in Congressional election campaigns:

"Republican conservatives are unrestrained in their enthusiasm for the Kasten plan, a campaign system

developed in 1974 by Robert Kasten, who was elected to the House from Wisconsin that year.

"Many of the elements of the plan had been used by others before Kasten, notably liberal Rep. Robert F. Drinan (D-Mass.) in his first House campaign in 1970. Essentially it is a targeting system. Campaign workers seek to identify and categorize potential voters by the degree of their support, and then concentrate on building up the turnout among people regarded as friendly. There is no effort to build a high overall turnout." (In These Times, 7/20-26/77)

In implementing this targeting strategy, we must focus upon developing a thorough and accurate voter canvass of faculty support, developing specific mailing lists directed to various groups on campus, and developing a voter turnout plan which will focus upon each MSU academic unit and office building.

Based upon existing information, voter quotas by college are presented in Appendix G. These data show the number of votes which we must obtain in each college if we are to get 40 percent of the overall vote given a bargaining unit with the medical colleges excluded (or 36 percent of the total vote given a bargaining unit with the medical colleges included). These estimates represent the number of votes which MSUFA would probably have to obtain to get into a run-off election with "No Agent." Thus, these figures indicate, on the basis of present information, the general nature of the vote which we must obtain from given academic units if we are to meet our basic goals in this initial election.

2. Insofar as possible, we will attempt to utilize informal networks and personal relationships among faculty members to get out supporters to the polls. In this regard, we will rely heavily upon informal get-togethers organized by our supporters in various units and in various interest

groups on campus. These informal meetings will then be followed up by personal notes and by telephone calls in the period immediately preceeding the election. In keeping with our own version of the "Kasten Plan" this organizing method has the potential of getting a maximum number of probable supporters to the polls with a minimum amount of antagonism to our adversaries.

3. To reduce the effectiveness of overt opposition from the University Administration, various persons from the MSUFA Executive Committee met personally this past Summer with each of the members of the MSU Board of Trustees. At our request, in their September 1977 meeting, the Board unanimously approved a resolution pledging "institutional neutrality" on the part of the administration in the upcoming election campaign. This resolution reads as follows:

"The Board affirms the basic right of all University employees, including faculty members, to make their own decisions regarding the merits of collective bargaining.

"The Board encourages each employee to become as knowledgeable as possible regarding collective bargaining so that each person can come to an informed decision.

"The Board affirms a policy of institutional neutrality regarding collective bargaining evvorts."

We anticipate that without overt administrative support, it will be more difficult for the "Concerned Faculty" to organize their anti-MSUFA campaign. The Board agreed with our general logic that collective bargaining is a basic right guaranteed under law and that administrative representatives of the Board have no right to interfere in what is basically an internal faculty matter. We interpret this resolution to be a "gag order" prohibiting all anti-union public statements by administrative officials (including

chairpersons if the administration succeeds in keeping them out of our unit), and dictating that no administrative time, university money, or other institutional resources be directed into union-busting activities during the duration of this election campaign. This resolution will, of course, need some policing.

4. In dealing with both the AAUP and Concerned Faculty, we must strive to create the general image of assurance, competence, pride, and power. We must appear as an organization which is confident, in general control of the campaign, with the knowledge, organizational know-how, and resources to be an effective bargaining agent for the faculty. On the basis of this assurance and professional competence, then, we do not panic, over-react to crises, or engage in desperation tactics (like exaggerated claims of mud-slinging). All of these tactics impart the image of weakness, and we want even our adversaries to be impressed with our assurance and power. We are the MSUFA and because of our activities, this campus will never be exactly the same again!

5. As a campaign tactic, we should generally avoid mass meetings and gatherings. It is very demoralizing if we are unable to turn out large numbers of faculty members to these meetings. Also, as compared with our opponents, we have in our organization a relatively smaller number of "faculty stars" or "campus celebrities." Such meetings allow a few good speakers to dominate the gatherings, and they give our adversaries forums for practicing their forensic skills and sharpening their verbal arguments. Mass meetings are also easy for administrators (or other management finks) to spy upon, influence, heckle, or actually disrupt.

6. Besides winning the election, a major goal of the campaign should be to create among our members a critical consciousness concerning the way the University actually functions and the democratic skills necessary to run this organization once we win the election. This means a decentralization of leadership responsibilities, insofar as possible, and the active participation of a relatively large number of persons in running the election campaign.

Our MSUFA office should also be organized with the goal of taking over most essential functions of the campaign. Our experience has been that the MEA headquarters is really not organized to service adequately an election campaign as complicated as our own. Thus, just as other MEA locals (e.g., the East Lansing public school teachers) run their own operation and provide many of their own local support services, so also we should begin to service our own needs where possible. Thus, when we win we will not have to begin starting our post-election office operations from scratch. We will already have in place the nucleus of the office which we will need as the authorized representative of the MSU faculty.

7. One potential advantage of a relatively low-profile campaign is that we invite others to make unjustified attacks or other types of mistakes (and run a lower risk of making serious mistakes ourselves). It is important that we don't look like the "heavies" in this campaign, and such unprovoked attacks could gain sympathy for us from the faculty community. I think the administration was fairly careful last time not to do this (at least until right before the election). But some scared or less sophisticated Concerned Faculty types may level such attacks and in such cases we may want to lay back and gain some of the benefits from being the

victim of such unprovoked assaults.

8. On the other hand, a possible disadvantage of a low-profile campaign strategy is that we will not be able to motivate enough of our own supporters to go to the polls. If we look like sure losers or if we don't seem attractive enough to enthuse lukewarm supporters to go vote, the result of this low-profile strategy could be the erosion of our base of support. Through emphasizing such devices as selective direct mailings, personal notes, home meetings, and personal contacts, we must somehow tread this tightrope between unmotivated supporters and aroused enemies. Escalating the campaign in the final few days should also serve to bolster the morale of our supporters.

9. Insofar as possible, we should design our campaign strategies so as to shake the "outsider" label that our adversaries will try to pin on us. We should emphasize tactics that make us look like a hardworking, competent, broad-based, grass-roots, home-grown MSU organization (e.g., personal contacts, personal letters, small meetings). Also crucial to this effort are personal endorsements of MSUFA in direct mailings and in newspaper ads by faculty members from around campus. Our defense of the MEA/NEA affiliation has to be in terms of the experience, resources and political clout of this organization. We should also emphasize our own local autonomy. Also, where appropriate we should portray AAUP as a conservative, "old boys," ineffective, and "company union" type of organization. Our major adversary, however, is "No Agent"--thus our basic thrust should be "pro-collective-bargaining" and conciliatory toward AAUP.

III. BASIC CAMPAIGN TASKS

Our campaign organization should flow from our analysis of the necessary tasks which must be performed. Below are described the major campaign tasks which must be completed during the seventeen week campaign period. Since the nature of these tasks is determined by the nature of the election itself, the first section below is devoted to a description of the activities on election days.

1. Activities on Election Days:

The election will probably be scheduled for two days at a place on central campus--e.g., the Men's IM Building. Faculty members off campus will be notified by MERC and given the opportunity to request a mailed ballot.

Main Goals. Our efforts during election days have the following primary goals:

- getting MSUFA voters to the polls.
- making sure that the election laws are observed.
- arranging assistance for MSUFA voters who need transportation, babysitting, etc.

Voter Lists. The success of our activities on election days depends on the availability of reliable lists of sympathetic voters. The lists that were compiled during the canvass should be alphabetized by election day and prepared in a standard form:

Name	Department/Unit	Office Address	Voted	Time
------	-----------------	----------------	-------	------

These lists should be distributed to the challengers on election day.

Providing Assistance. A list should be made of faculty requesting transportation, babysitting, etc. This list should be given to the staff

member responsible for coordinating these services.

Contacting Supporters. The key to the activities on election days is turning out favorable voters. "Vote Today" reminders should be put in the mailboxes and under the office doors of MSUFA supporters. In addition, "Vote Today" signs should be put up in office buildings where most faculty are MSUFA supporters. (As a general rule, we should be as visible as possible in buildings of supporters and as invisible as possible in buildings housing hostile departments.) The challengers should have runner slips indicating those who have not voted in each of the office buildings.

Personal contacts should be made wherever possible with supporters who have not yet voted. This will demand that we have reliable information about office hours and other times when given faculty members will be in their offices during election days. Telephone contacts should also be made with nonvoting supporters. The reminder should be short and to the point and should mention the name of our organization. Repeated contacts are essential for optimal results.

Challengers. Arrangements for the election days must include assigning challengers to the polls. Challengers serve a dual purpose: first, they insure that no election fraud occurs during the balloting; second, they can keep a running tab of the names of favorable voters who have voted. The duties of challengers include the following--

- To inspect the poll books (without handling them) as ballots are issued to voters and their names are entered in them.
- To observe the manner in which the duties of the election inspectors are being performed.
- To challenge the right to vote of anyone whose status as a qualified voter is questionable.

- To challenge any election procedure that is not being properly performed.
- To remain at the polling place during the counting of votes and certification by the election inspectors.
- To examine each ballot as it is being counted, but without handling it.
- To observe the recording of absentee voters' ballots.

Schedule for Challengers.

Before the polls open, the challenger should:

- Arrive at the polling place about a half-hour before opening.
- Present credentials to the official in charge.
- Check to make sure that everything is in order. See that ballots are correctly printed and that the ballot box is empty.

After the polls open, the challenger should:

- Check each voter as he/she signs to make sure he/she is in the bargaining unit.

The challengers should be contacted each hour to report how everything has gone up to that time and pass on the names of those who have not yet voted.

After the polls close, the challenger should:

- Make sure that all those who are at the polls have the opportunity to vote.
- Observe those who are counting ballots to make sure everything is handled properly.
- Call in results to headquarters.

Challenging. It is important to challenge a vote only when there is a good reason for challenging. When the challenger is convinced such a reason exists, he/she should proceed without hesitation, regardless of any attempt by election officials to dissuade him/her.

Poll Workers. There are many advantages to having MSUFA faculty

supporters outside the polling place. This is the final opportunity to reach the voter before he/she goes in to vote. Also MSUFA faculty supporters can be counted on to know personally many of the persons who are coming to vote. This personal contact between friends could win some extra votes for our organization if done effectively.

Literature distributed by poll workers is the last to get into the hands of the voter; this literature could include a marked sample ballot showing the voter precisely how to cast a MSUFA vote.

The appearance of MSUFA faculty supporters at the polling place dramatically demonstrates the thoroughness of our campaign and provides a final psychological boost to our campaign. Poll workers should be faculty who are widely known and respected on campus. They should be informed of the regulations regarding distribution of literature and general poll worker behavior and should obey the regulations conscientiously.

Telephone Bank. A telephone bank is a good way of getting voters who have not yet voted to the polls. Those who have not voted by a specified time of day must be called and reminded to vote.

- Recruit volunteers to operate the phones on the election days.

- Recruit runners to bring back completed sheets each hour during the day to make sure that those who have not voted are phoned and reminded.

- Coordinate the phone-calling efforts with the ride-to-the-polls operation so that, as sympathetic voters are located, they can be given transportation to the polling places.

Ride To The Polls. During the early morning leaflet campaign on the election days, "vote today" leaflets should be put in the mailbox and under the office door of each MSUFA supporter. This leaflet should have the phone number which a voter can call for a ride to the polls. Make sure that

IV. CAMPAIGN ORGANIZATION

An organization chart of the essential campaign positions and related functions is presented below.

MSUFA Executive Committee. In accord with the MSUFA constitution, the Executive Committee has final authority for all major policy decisions made during the campaign. This committee functions as the overall advisory committee to the campaign, and meetings of this committee are conducted by the Campaign Director. The members of the Executive Committee the MSUFA elected officers (including Past President), the chairpersons of the standing committees, MEA consultants and advisors, and the MSUFA office staff.

Campaign Director. The Campaign Director oversees the entire campaign. The Director is responsible for the thousand and one details involved in a well-run campaign. It is the Director's job to see that everything is done well and on time. The Campaign Director should also see that all participants in the campaign are familiar with what other persons in the campaign are doing.

Organizing Committee. The Organizing Committee has general responsibility for conducting the voter canvass and for conducting the voter turnout campaign. The overall goals of this committee are to identify and obtain information about MSUFA supporters and to build a grass-roots organization to get these supporters to the polls. Where possible this committee will utilize the informal ties and personal relationships which currently exist among faculty members in attempting to motivate MSUFA voters.

Newsletter Committee. The MSUFA Newsletter is published monthly and

there are enough people providing rides--have backup help for peak hours.

Absentee Voters. Voter information should be sent to all MSUFA supporters who are on leave or who otherwise will be absent from campus on the election days. This will require that we keep in regular contact with supporters who are not on campus--sending them campaign information, etc.

2. Major Campaign Tasks. If these activities on the election days are to be performed successfully, then the following major tasks must be completed during the seventeen week campaign period:

A. Voter Canvass. A thorough and reliable voter canvass must be completed.

B. Voter Turnout Campaign. A comprehensive voter turnout campaign must be organized.

C. Newsletters. Four or five monthly MSUFA Newsletters must be published.

D. Media. A comprehensive media campaign must be conducted, including publicity and public relations, advertising, direct mailings, and other media.

E. Research. Position papers must be written concerning major campaign issues, information sheets must be made up concerning the nature of collective bargaining (both around the country and in Michigan) and about common myths concerning collective bargaining, and a general MSUFA platform statement must be drafted.

is the basic vehicle by which information and our views are communicated directly to faculty members.

MSUFA EXECUTIVE COMMITTEE

MEA Support
and Services

CAMPAIGN DIRECTOR

MSUFA Office Staff

ORGANIZING
CHAIRPERSON

NEWSLETTER
CHAIRPERSON

MEDIA
CHAIRPERSON

RESEARCH
CHAIRPERSON

TRUSTEE LIAISON
CHAIRPERSON

ORGANIZING
COMMITTEE

NEWSLETTER
COMMITTEE

MEDIA
COMMITTEE

RESEARCH
COMMITTEE

TRUSTEE LIAISON
COMMITTEE

Conduct voter
canvass

Write, edit,
and publish
monthly
newsletters

Organize and
conduct the
overall media
campaign

Write MSUFA
platform
statement

Monitor board
meetings and
activities

Conduct voter
turnout
campaign

Write background
information
sheets and posi-
tions papers on
various issues

Handle MSUFA
communications
with board

Media Committee. The media committee is charged with responsibilities that fall into three basic areas. Publicity or free media; paid media--i.e., advertising; and other forms of mass communication--e.g., printed materials for direct mailings and billboards. In this campaign the basic goals of the Media Committee are (1) to clarify certain myths which exist among faculty concerning collective bargaining (e.g., collective bargaining will produce rigidity and uniformity), (2) to increase name recognition for MSUFA, and (3) to demonstrate popular support among faculty for MSUFA (e.g., by publicizing widespread personal endorsements for our organization).

Research Committee. The tasks of the research committee are to write papers concerning major campaign issues, to write information sheets concerning collective bargaining and widespread myths about collective bargaining, and to draft a general MSUFA platform statement. This committee supplies basic analysis and materials for each of the committees described above.

Trustee Liaison Committee. The purposes of the Trustees Liaison Committee are to monitor on an ongoing basis Board meetings and activities and to handle all MSUFA communications with the Board.

V. THE VOTER CANVASS

1. Goals:

The basic goals of our faculty canvassing operation are as follows:

(1) Obtain reliable information on the voting preferences of all faculty members in the voting unit.

(2) Obtain more complete information on favorable and undecided voters (voters characterized as 1, 2, and 3 below) so that we have the capability of contacting them during the election days if need should arise.

2. Major Tasks:

(1) Informant Lists. Make up lists of informants. These are the lists of faculty members who will be asked to provide information about their perceptions of the voting preferences of other faculty in their departments or units. Whenever possible these informants should be trusted Key Supporters. Hopefully, we will be able to use many of these persons later as Building Representatives and Floor Representatives in the Voter Turnout Campaign.

(2) Contact Informants. Contact personally all informants-- telephone calls or face-to-face contacts. As a general rule, we should attempt to obtain the judgment of at least two informants in all units, and in larger units we should attempt to obtain the judgment of one informant for each 10-15 faculty members in the unit. For example, in American Thought and Language which has over 80 faculty members, we should get reports from 5-8 informants. We should stress to informants the importance of reliable information about the voting preferences of

faculty members and really attempt to obtain quality data.

(3) Canvassing Kits. Develop and send to each informant a Canvassing Kit which includes instructions on how to make the canvass and a list of the faculty members we think are in the unit. The informant will then be asked to update and correct the faculty list and to evaluate the voting preferences of faculty members in the unit. In cases where the faculty member does not know how a faculty member feels about MSUFA he/she will be asked to obtain this information by speaking directly with the person in question. Informants will be given one week to complete and return the materials. Whenever possible these materials should be picked up directly from the informant. This insures that more of the Canvassing Kits will be returned and that we make personal contact with out informants (which may be important as we seek Building and Floor Representatives in our Voter Turnout Campaign).

(4) Evaluating Information. Information from informants should be summarized and collated with other information which we possess from our Authorization Card campaign to make basic judgments about the probable voting preferences of each faculty member. These judgments will then be summarized in terms of the following simple numeric system:

- | | |
|-----------------------------|---|
| 1. <u>Supporter</u> . | Will probably vote for MSUFA in the election. |
| 2. <u>Favorable</u> . | Favorable attitude toward MSUFA. <u>May</u> vote for MSUFA but does not have strong positive convictions. |
| 3. <u>Undecided/Neutral</u> | Has not made up mind or is neutral regarding voting for MSUFA. At present time, she or he is neither an opponent or supporter of MSUFA. |

- | | |
|--|--|
| 4. <u>Unfavorable.</u> | Generally opposed to MSUFA and to collective bargaining. Will probably vote against collective bargaining. |
| 5. <u>AAUP Supporter.</u> | Will probably vote for AAUP in the election. |
| 6. <u>Don't Know/
Lack of
Information.</u> | I don't know how this person is likely to vote in the election. I don't have adequate information about how this person will vote. |

(5) Constructing Card File. Information regarding voters rated 1, 2 or 3 is transferred to 5 X 8 cards (See sample card below). The data on each of these master index cards is as follows:

- A. Name.
- B. Academis Rank: Professor, Associate Professor, Assistant Professor, Instructor, Librarian, Specialist.
- C. Support: Levels 1-6 described above.
- D. Unit: Department or unit affiliation.
- E. Office: Address of office.
- F. Office Phone: Office phone number.
- G. Home: Address of home.
- H. Home Phone: Home phone number.
- I. Classes: Time/place of all classes taught Spring Term.
- J. Available: Office hours and other times in office on election days.
- K. Contact Person(s): Name of Building or Floor Representative to whom this faculty member is assigned.
- L. Comments: Any miscellaneous comments about this faculty member. Can also use back of card for these comments.

Once the voter survey is completed, voters rated 1, 2 or 3 will then be broken down into office buildings and groups according to the floors and wings within these office buildings. Then faculty members on specific floors and buildings will be assigned to Building and Floor Representatives (See description of Voter Turnout Campaign described in Section VI below).

The information concerning classes can be gotten for the Spring Term class schedules in many cases. This information should be verified however by the Building Representatives. It will also be the responsibility of the

Building Representatives to collect information on the times during the election days when the faculty member will be in his/her office.

CANVASSING INFORMATION FILE

Front

Name (Pring): McKee, James B.

Rank: Prof. Support: 1

Unit: Sociology

Office: 406 Berkey

Office Phone: 3-0874

Home: 1774 Woodside
E. L. 48823

Home Phone: 337-0803

Classes: Soc 311 Social Theory MTWT 910-1000 118 BH
Soc 473 Cult Personality MTWF 1130-1220 214 BHAvailable: Office Hours 1:30 - 3:30 pm WF
Will be in office on Thur. and Friday of election days

Contact Person(s): Kaplowitz, Thorne

Comments:

On steering committee, Academic Council.
Needs a ride at 12:30 pm., Thur, to polls.BackComments:

3. Timetable of Events:

Task	Week Due	Date Due
1. Make up List of Informants	1	1/6/78
2. Make up Canvassing Kits:		
A. Supportive Colleges	2	1/13/78
B. Mixed-Supportive Colleges	3	1/20/78
C. Mixed-Hostile Colleges	4	1/27/78
D. Hostile Colleges	5	2/3/78
3. Contact Informants and Send Canvassing Kits:		
A. Supportive Colleges	2	1/13/78
B. Mixed-Supportive Colleges	3	1/20/78
C. Mixed-Hostile Colleges	4	1/27/78
D. Hostile Colleges	5	2/3/78
4. Evaluate Information, Make Necessary Additional Contacts to Supplement Information, and Construct Card File:		
A. Supportive Colleges	6	2/10/78
B. Mixed-Supportive Colleges	7	2/17/78
C. Mixed-Hostile Colleges	8	2/24/78
D. Hostile Colleges	9	3/3/78
5. Reorganize Card File by Office Buildings	10	3/10/78

OVERALL GOAL: VOTER CANVASS PROJECT

SHOULD BE COMPLETED BY MARCH 10, 1978.

VI. THE VOTER TURNOUT CAMPAIGN

1. Goal:

The basic goal of our Voter Turnout Campaign is to get all MSUFA supporters to the polls.

2. Major Tasks:

(1) Informal Meetings. During winter term informal meetings should be held at the homes of faculty members in each of the colleges. These informal meetings have the following purposes: (a) to provide us with information about faculty views and problems, (b) to provide us an opportunity to tell faculty about our organization and campaign, and (c) to make and shore up the personal contact network necessary to institute the Building and Floor Representatives Organization described below. Some basic guidelines regarding these meetings are the following:

- A. Carefully Select Sponsors. Only select sponsors who are both respected in their departments and who are enthusiastic supporters of MSUFA. As one indicator of enthusiasm, we should only schedule meetings where faculty members are willing to do some of the work (contacting persons invited, etc.) involved in making the meeting a success.
- B. Three Weeks or Less Lead Time. No more than three weeks' lead time should be allowed between the time a sponsor is asked to hold a meeting and the date it will be held.
- C. Invitations. Both written and telephone invitations should be made to each guest.
- D. Fifteen or More Persons. Other things equal, it is usually not a wise allocation of our resources and time to go to meetings with less than 15 faculty members. As a general rule, this means that at least 40 personal invitations must be sent out. These should be to personal acquaintances of the host who are faculty in the bargaining unit. We should not bother with hosts who are not

willing to supply us with lists of 40-80 faculty who can be invited to the meetings.

- E. Invitations should be typed or printed at the MSUFA office but sent out with the signature of the faculty member.

(2) Organizational Structure. On the basis of our canvass and the contacts generated and reinforced in the formal meetings, we must organize a Voter Turnout Structure. An organization chart showing this structure is presented below.

Voter Turnout Coordinator. It will be the responsibility of the Voter Turnout Coordinator to organize and manage the overall campaign to get MSUFA supporters to the polls. This person will be responsible for making sure that everything related to this phase of the election campaign gets done correctly and on time.

Area Coordinators. An Area Coordinator will be appointed for each 250-300 MSUFA supporters. An area will consist of a group of office buildings where faculty members have their offices (e.g., on Central Campus or the South Campus Complex). The primary responsibility of each Area Coordinator will be to coordinate the activities of 8-12 Building (or Floor) Representatives. It is the duty of the Area Coordinator to make sure that each of the Building (Floor) Representatives do their jobs and that the faculty members assigned to him/her actually vote at the polls.

Building (or Floor) Representatives. A Building (or Floor) Representative will be assigned for each 25-30 MSUFA supporters in a given office building. These persons will be the front line MSUFA representatives responsible to make sure that the assigned faculty members actually vote. Some of the specific responsibilities of Building (Floor) Representatives

are the following:

- A. Contact personally each of the assigned supporters and find out when they will be in their offices during election days.
- B. Distribute literature, voter information, etc. and coordinate the personal communication campaign in the two weeks prior to the election. Particular emphasis during this period should be put on undecided (level 3) faculty members.
- C. Hold necessary informational and support meetings with assigned supporters in the period immediately prior to the election.
- D. Distribute "Vote Today" leaflets in mailboxes and under faculty office doors on election days. Put up "Vote Today" signs in the office building (if it is a generally supportive department).
- E. Organize car pools and collective to-to-the-polls efforts. Coordinate the planning of rides, babysitting and other forms of assistance which voters need.
- F. Make personal visits and telephone calls on election days to all faculty supporters who have not yet voted. Be available on election days to supervise and coordinate Voter Turnout efforts at the unit level.

(3) Personal Communication Campaign. During the final two weeks before the election, we should use this general Voter Turnout Organization to generate as many informal meetings, personal contacts, telephone calls, and notes and letters as possible to persons in each of these office buildings. A plan should be devised by the Area Coordinators and the Building (or Floor) Representatives for each building which will maximize the number and quality of the informal get-out-and-vote contacts. This last two weeks before the election should be a highly personal, people-on-people, campaign with regard to level 1, 2, and 3 faculty members in the bargaining unit.

Voter Turnout Coordinator

Area One
Coordinator

.....

Area Four
Coordinator

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(1) (2) (10)
Building Building Building
(Floor) (Floor) (Floor)
Rep. Rep. Rep.

(1) (2) (10)
Building Building Building
(Floor) (Floor) (Floor)
Rep. Rep. Rep.

3. Timetable of Events:

	Week Due	Date Due
1. Ask Persons to Sponsor Informal Meetings (These meetings should occur within 3 weeks of the contact.):		
A. Supportive Colleges	2	1/13/78
B. Mixed-Supportive Colleges	3	1/20/78
C. Mixed-Hostile Colleges	4	1/27/78
D. Hostile Colleges	5	2/3/78
(Host Meetings, Weeks 2-10)		
2. Assign Area Coordinators (Hold inservice meeting of Area Coordinators)	11-12	3/24/78
3. Assign Building Representatives:		
A. Supportive and Mixed-Supportive Colleges	13	3/31/78
B. Mixed-Hostile and Hostile Colleges	14	4/7/78
4. Inservice Sessions for Building Representatives	15	4/14/78
5. Personal Communication Campaign, I	16	4/21/78
II	17	4/25/78
6. Final Voter Turnout Campaigns	Election Days	

VII. THE NEWSLETTER

1. Goal:

To write, edit, and publish four or five quality MSUFA Newsletters during the election campaign.

2. Major Tasks:

The MSUFA Newsletter remains the heart of our media campaign. It is the means by which we keep faculty informed about the campaign and also raises election issues. Below are some general thoughts about the nature of the Newsletter this year:

(1) It should appear monthly, unless there is reason for a special issue. We should generally try to avoid saturating faculty members with general mailings as we tended to do last Spring.

(2) This year, we should visualize the purpose of the Newsletter as a lessor means of persuading faculty to support our cause and more as a vehicle for information about the University and the campaign. We will rely upon the Voter Turnout Campaign to persuade the voters and depend upon the Newsletters more to establish our overall credibility and general presence on campus.

(3) We should organize the Newsletter more like a small newspaper, assigning reporters to different beats (e.g., Academic Council, various University Committees, the All-University Planning Committee, MAHE activities around the state, etc.). The tone of the Newsletter should be more informational and factual with editorials more clearly separated from the "news" material.

(4) We should handle the mailings from the MSUFA office.

MEA Headquarters is just too indifferent and undependable to get out these crucial mailings.

3. Timetable:

Task	Week Due	Date Due
1. VIP Mailing List Completed	1	1/6/78
2. Run off labels and make necessary arrangements to mail Newsletters from MSUFA office	2	1/13/78
3. January Newsletter, Ready for Typing	2	1/13/78
4. January Newsletter, Mailed	4	1/27/78
5. February Newsletter, Ready for Typing	6	2/10/78
6. February Newsletter, Mailed	8	2/24/78
7. March Newsletter, Ready for Typing	10	3/10/78
8. March Newsletter, Mailed	12	3/24/78
9. April Newsletter, Ready for Typing	14	4/7/78
10. April Newsletter, Mailed	16	4/21/78

VIII. THE MEDIA CAMPAIGN

1. Goals:

The basic goals of the Media Campaign are as follows:

(1) To clarify certain myths which exist among faculty members concerning collective bargaining (e.g., collective bargaining will produce rigidity and uniformity).

(2) To increase name recognition of MSUFA.

(3) To demonstrate popular support among faculty for MSUFA (e.g., by publicizing widespread personal endorsements for our organization).

2. Basic Tasks:

The media committee is charged with responsibilities that fall into three basic areas: (1) publicity or free media, (2) paid media--i.e., advertising, and (3) direct mailings, billboards and other forms of mass communications.

(1) News and Publicity. Advertising, which is covered in the next section, is what we must pay for. To a large extent, we can control its content and presentation. Publicity, on the other hand, is not paid for. Knowledge of how the media works and a good personal relationship with the media representatives in this area are the keys to getting good publicity.

A. We should write an information paper listing the reporters, editors, news directors, etc. of the newspapers, radio and television stations which will have the most direct impact on our campaign.

B. News Releases. We should establish a pattern during the campaign of sending out weekly news releases to the media. These News

Releases should be clear and concise, contain direct quotes from MSUFA leaders, and have a direct style. In addition, we should write advance story news releases when we want the media to attend a coming event or meeting and write follow-up publicity stories on events we want covered which were not attended by reporters.

C. News Conferences. A news conference should be called when important events happen or we have important things to say relating to the campaign. When announcing a news conference, give plenty of notice to all of the news media in this area. The notice should be in writing on letter-head, then followed by a telephone call to the assignment editor. The notice should be informational and give some indication of the subject to be covered at the news conference. Generally the best time for a news conference is in the morning before 10:00 a.m.

D. News Kits. These kits should be made up and given to all newspapers and radio and television stations in the area (at least two for every paper and station--one for the reporter assigned, and one for reference in the editorial section). These kits should contain the following materials:

- Announcement release: announcing MSUFA's entry into the campaign.
- Glossy photos: of MSUFA leaders.
- Organization Fact Sheet and History: Important information about our organization and campaign.
- Campaign Brochures and Platform Statement: Include relevant printed materials concerning the campaign.
- List of Key Campaign Persons: Give sufficient information here so reporters will have no trouble finding the necessary people to get the information they need.

E. Letters to the Editor. We should organize a series of Letters to the Editor of the State News, State Journal and Lansing Star. These letters should attack popular myths about academic unions, present data and information about the important issues in the campaign and urge support for MSUFA.

(2) Advertising. Our media budget should be spent on newspaper ads in the State News and Lansing Star, on brochures for direct mailings, on a billboard, and on signs. In this section is dealt with the newspaper advertising campaign and the other forms of media expenditure are dealt with in the next section.

A. Name Recognition Advertising. Our newspaper advertising campaign should be divided into two parts: (a) early ads run more than two weeks prior to the election, and (b) ads run in the last two weeks of the campaign. The general purpose of the early advertising is to increase name recognition for our organization. These ads should be small (perhaps 1/8 or 1/16 of a page in the State News) and should emphasize the "Strength through Unity" theme. Beginning about March 1 these ads should be run every day in the State News and weekly in the Lansing Star.

Advertisements should be run in the State News because this is the newspaper directed toward the university community. The ads in the Lansing Star are fairly inexpensive and will reach progressive students and faculty. As experienced in the Pennsylvania State campaign showed recently, it is important to prevent a backlash by students against MSUFA because of fear of tuition increases, etc. As part of our public relations effort with students it is wise to advertise in the Lansing Star.

B. Myths about Collective Bargaining Advertisements. One of our biggest problems in this campaign is to overcome the false impressions and myths which faculty members have about academic unions (e.g., if we get a union we will be punching time clocks, everybody will get the same pay whether they work or not, we will lose our professional identity and the respect of colleagues in other institutions).

Beginning about two weeks before the election we should counter these myths by a series of daily ads. Each of these ads should focus on one myth about collective bargaining. We may want to run an analysis of the problem and then have reactions by various faculty on campus saying how ridiculous they myth really is. These personal endorsements might help to change the general climate of public opinion on campus.

C. Personal Endorsements. We should run personal endorsement advertisements in the State News beginning about 3-4 days before the election. One purpose of these ads will be to blunt the expected name list of anti-union faculty by the Concerned Faculty. These endorsements should be from 100 to 150 respected faculty from all over campus. They should take up 2-4 pages of the State News and should be much more interesting to read than the mere list of names presented by our opponents. In addition, we may want to also use endorsements by outsiders (e.g., Jim Hayes, president of MAHE). These personal endorsement ads should be designed to show the groundswell of popular support which exists for MSUFA in the day immediately prior to the election.

(3) Other Media. Described below are other media activities in which we should be engaged during the campaign.

A. Direct Mailings. We should design two general campus mailings to be sent to faculty in the final phase of the campaign. These general mailings should be professional and well designed. In addition, we should design one brochure for direct mailing to members of each of the colleges in the Supportive and Mixed-Supportive categories. These latter mailings could emphasize endorsements by faculty members in the college, local college issues, etc.

B. Billboard. Beginning about March 1 we should rent an outdoor billboard close to campus. This outdoor advertising should emphasize the organization's name and the "Strength through Unity" theme. This type of advertising is principally a name recognition type of media; it is the least expensive way of getting our name repeatedly out in front of our voters. Research studies show that outdoor advertising develops extremely high levels of readership and remembrance, a key point for an organization like ours.

C. Bumper Stickers and Campaign Buttons. For faculty members, bumper stickers and campaign buttons will never be widely used. But at our informal meetings, etc. we should continue to pass them out. They represent a form of commitment and their use even by a few faculty members has some effect. They will also be useful to Poll Workers and Building Representatives in the final stage of the campaign.

D. Signs. Some "Vote Today" and MSUFA support signs should be printed up for the final phase of the campaign.

E. Car Top Carriers. Assuming that the voting is at the Men's IM Building, it might be useful to prepare two car top carriers. Early each morning of election days these cars could be parked on either side of

the entrance to the building. Car top carriers might also be useful on the ride-to-the-polls cars which are used on election days.

F. Office Door Signs. It might be useful to print up small MSUFA signs which could be put by faculty members on their office doors.

3. Timetable of Events:

Task	Week Due	Date Due
1. News Releases	Each Week of Campaign	
2. News Conferences	For all Important Events	
3. List of Persons to be Asked to Make Public Endorsements	1	1/6/78
4. Budget Information on Advertising	1	1/6/78
5. Information Sheet on Media Representatives	2	1/13/78
6. Rent Billboard Space	3	1/20/78
7. Contact Persons for Endorsement Ads:		
A. Supportive Colleges	2	1/13/78
B. Mixed-Supportive Colleges	3	1/20/78
C. Mixed-Hostile Colleges	4	1/27/78
D. Hostile Colleges	5	2/3/78
8. Develop and Send News Kits	4	1/27/78
9. Contact Persons to Write Letters to the Editor	4	1/27/78
10. Develop Display Material for <u>State News</u> and <u>Lansing Star</u> Name Recognition Ads	6	2/10/78
11. Design and Print Billboard Poster	8	2/24/78
12. Develop Copy for Direct Mailings	10	3/10/78
13. Print Office Door Signs	12	3/24/78
14. Develop Copy for Myths about Collective Bargaining Ads	13	3/31/78
15. Develop Copy for Endorsement Ads	13	3/31/78
16. Print Direct Mailings	14	4/7/78
17. Print "Vote Today" and Support Signs	14	4/8/78

	Week Due	Date Due
18. Make Car Top Carriers	15	4/14/78
19. Send Direct Mailings	16-17	4/21-26/78

IX. RESEARCH

1. Goals:

The goals of the Research Committee are to develop necessary background information sheets, position papers on campaign issues, and a general MSUFA platform statement.

2. Major Tasks:

(1) Newspaper File. We should keep an updated file on news articles which relate to the University and to the campaign.

(2) Background Information Sheets. Background Information Sheets should be developed on the following areas:

A. Collective Bargaining in Higher Education. General information about the relative strengths of unions who represent higher education faculty; which schools are unionized; the general effects of collective bargaining in higher education; etc.

B. Collective Bargaining in Michigan. Comparisons of unionized and nonunionized schools; general information about unionization in Michigan; etc.

C. Some Myths about Collective Bargaining. Statement of common myths about collective bargaining and our replies to those misconceptions.

(3) Position Papers. Position papers on pertinent election issues. Some of the most important of these issues are the following:

A. Loss of Faculty Control. Describe the centralization of administrative power and declining faculty control over the direction and running of the institution.

B. Faculty Salaries. Describe the decline in faculty salaries and make comparisons with salaries of administrators, salaries of faculty at bargaining schools, etc.

C. Why Vote for MSUFA? History of the organization, past accomplishments, resources and experience of MEA/NEA, outline of platform and program.

(4) Platform Statement. Write a general campaign platform statement outlining MSUFA's positions on various issues and plans for the future.

3. Timetable of Events:

Task	Week Due	Date Due
1. First Draft of Platform Statement	2	1/13/78
2. Final Draft of Background Information Sheets	4	1/27/78
3. Final Draft of Position Papers	4	1/27/78
4. Final Draft of Platform Statement	6	2/10/78

X. DEALING WITH THE TRUSTEES

1. Goals:

The purposes of the Trustee's Liaison Committee are to monitor Board meetings and activities, regularly communicate with individual Board members at these meetings and by mail, and organize and coordinate MSUFA's involvement in the MSU trustee election campaigns.

2. Major Tasks:

(1) Make plans to have faculty at Board meetings for the remainder of the election campaign.

(2) Develop committee stationary for communications with Board (with an impressive number of faculty members' names on the stationary from various parts of the University).

(3) Send newsletters and other publicity materials to the Board throughout the campaign.

(4) Make plans for endorsing candidates for the 1978 Trustee's elections.

3. Timetable of Events:

Task	Week Due	Date Due
1. Plans for Staffing Board Meetings	2	1/13/78
2. Committee Stationary	3	1/20/78
3. Plans for Endorsing Candidates	Summer 1978	

XI. CALENDAR OF EVENTS

Event	Date	Responsibility	Completed
<u>WEEK ONE (JAN 1-7)</u>			
Executive Committee Meeting			
Announcement	1/3		
Reserve Conference Room,			
Executive Committee	1/3		
Agenda for Staff Meeting	1/4		
Luncheon Meeting	1/4		
Staff Meeting	1/6		
Canvass Informants List	1/6		
VIP Mailing List	1/6		
List of Persons to Make Endorsements	1/6		
Budget Information Advertising	1/6		
Make List of Persons Sponsor Mts.	1/6		
News Release	1/3		
<u>WEEK TWO (JAN 8-14)</u>			
Agenda for Staff Meeting	1/11		
Luncheon Meeting	1/11		
Executive Committee Meeting	1/12		
Staff Meeting	1/13		
Luncheon Meeting Announcements	1/13		
Canvass Kit: Supportive Colleges	1/12		
Contact Informants: Supp. Colleges	1/13		
Labels, etc. for Mailing Newsletters	1/13		
January Newsletter, Ready to Type	1/13		
News Release	1/10		
Information Sheet on Media People	1/13		
Endorse. Persons: Supp. Colleges	1/13		
First Draft Platform Statement	1/13		
Plans for Staffing Board Meetings	1/13		
Final Copy of Campaign Plans	1/9		
<u>WEEK THREE (JAN 15-21)</u>			
News Release	1/17		
Agenda for Staff Meeting	1/18		
Luncheon Meeting	1/18		
Staff Meeting	1/20		
Luncheon Meeting Announcements	1/20		
Canvassing Kits: Mix-Supp. Colleges	1/20		
Contact Informant: Mix-Supp. Colleges	1/20		
Sponsor Meetings: Mix-Supp. Colleges	1/20		
Rent Billboard	1/20		

Event	Date	Responsibility	Completed
Endorse Ad: Mix-Supp. Colleges	1/20		
Trustee Committee Stationary	1/20		
<u>WEEK FOUR (JAN 22-28)</u>			
News Release	1/24		
Agenda for Staff Meeting	1/25		
Luncheon Meeting	1/25		
Board of Trustees Meeting	1/26		
	1/27		
Staff Meeting	1/27		
Luncheon Meeting Announcements	1/27		
Canvassing Kits: Mix-Hostile Colleges	1/27		
Contact Informants: Mix-Hostile Cols.	1/27		
Sponsor Meetings: Mix-Hostile Cols.	1/27		
Mail January Newsletter	1/27		
Endorsement Ad: Mix-Hostile Colleges	1/27		
Send News Kits	1/27		
Background Information Sheets	1/27		
Research Position Papers	1/27		
<u>WEEK FIVE (JAN 29-FEB 4)</u>			
News Release	1/31		
Agenda for Staff Meeting	2/1		
Luncheon Meeting	2/1		
Staff Meeting	2/3		
Executive Comm. Mt. Announcement	2/2		
Luncheon Meeting Announcement	2/3		
Canvassing Kits: Hostile Colleges	2/3		
Contact Informants: Hostile Cols.	2/3		
Sponsor Meetings: Hostile Colleges	2/3		
Endorsement Ads: Hostile Colleges	2/3		
<u>WEEK SIX (FEB 5-11)</u>			
News Release	2/7		
Agenda for Staff Meeting	2/8		
Luncheon Meeting	2/8		
Executive Committee Meeting	2/9		
Staff Meeting	2/10		
Luncheon Meeting Announcements	2/10		
Eval. Canvass Info: Supportive Cols.	2/10		
February Newsletter Ready to Type	2/10		
Display Mat, Recognition Ads	2/10		
Final Draft Platform Statement	2/10		

<u>Event</u>	<u>Date</u>	<u>Responsibility</u>	<u>Completed</u>
<u>WEEK SEVEN (FEB 12-18)</u>			
News Release	2/14		
Agenda for Staff Meeting	2/15		
Luncheon Meeting	2/15		
Staff Meeting	2/17		
Luncheon Meeting Announcement	2/17		
Eval. Canvass Info: Mixed Supp. Cols.	2/17		
<u>WEEK EIGHT (FEB 19-25)</u>			
News Release	2/21		
Agenda for Staff Meeting	2/22		
Luncheon Meeting	2/22		
Board of Trustees Meeting	2/23		
	2/24		
Staff Meeting	2/24		
Luncheon Meeting Announcement	2/24		
Eval. Canvass Info: Mix Supp. Cols.	2/24		
Mail February Newsletter	2/24		
Print Billboard Poster	2/24		
<u>WEEK NINE (FEB 26-MAR 4)</u>			
News Release	2/28		
Agenda for Staff Meeting	3/1		
Luncheon Meeting	3/1		
Staff Meeting	3/3		
Luncheon Meeting Announcement	3/3		
Executive Comm. Meeting Announcement	3/2		
Eval. Canvass Info: Hostile Colleges	3/3		
<u>WEEK TEN (MAR 5-11)</u>			
News Release	3/7		
Agenda for Staff Meeting	3/8		
Luncheon Meeting	3/8		
Staff Meeting	3/10		
Luncheon Meeting Announcement	3/10		
Executive Committee Meeting	3/9		
Reorganization Canvass Card File	3/10		
March Newsletter, Ready to Type	3/10		
Develop Copy for Direct Mailings	3/10		
<u>WEEK ELEVEN (MAR 12-18)</u>			
Agenda Staff Meeting	3/15		
Luncheon Meeting	3/15		
Staff Meeting	3/17		

Event	Date	Responsibility	Completed
Luncheon Meeting Announcement	3/17		
Assign Area Coordinators	3/17		
<u>WEEK TWELVE (MAR 19-25)</u>			
Agenda for Staff Meeting	3/22		
Luncheon Meeting	3/22		
Board of Trustees Meeting	3/23		
	3/24		
Staff Meeting	3/24		
Luncheon Meeting Announcement	3/24		
Assign Area Coordinators	3/24		
Mail March Newsletter	3/24		
Print Office Door Signs			
<u>WEEK THIRTEEN (MAR 26-APRIL)</u>			
News Release	3/28		
Agenda Staff Meeting	3/29		
Luncheon Meeting	3/29		
Staff Meeting	3/31		
Luncheon Meeting Announcement	3/31		
Building Reps: Supp/Mix-Supp. Colls.	3/31		
Copy for Myths of CB Ads	3/31		
Copy for Endorsement Ads	3/31		
<u>WEEK FOURTEEN (APRIL 2-8)</u>			
News Release	4/4		
Agenda Staff Meeting	4/5		
Luncheon Meeting	4/5		
Staff Meeting	4/7		
Executive Comm. Meeting Announcement	4/6		
Lunch Meeting Announcement	4/7		
Building Reps: Mix-Host. & Host. Colls.	4/7		
April Newsletter, Ready for Typing	4/7		
Print Direct Mailings	4/7		
Print "Vote Today" Signs, etc.	4/7		
<u>WEEK FIFTEEN (APRIL 9-15)</u>			
News Release	4/11		
Agenda Staff Meeting	4/12		
Luncheon Meeting	4/12		
Executive Committee Meeting	4/13		
Staff Meeting	4/14		
Luncheon Meeting Announcement	4/14		
Inservice Sessions Building Reps.	4/14		
Make Car Top Carriers	4/14		

<u>Event</u>	<u>Date</u>	<u>Responsibility</u>	<u>Completed</u>
<u>WEEK SIXTEEN (APRIL 16-22)</u>			
News Release	4/18		
Agenda Staff Meeting	4/19		
Luncheon Meeting	4/19		
Staff Meeting	4/21		
Luncheon Meeting Announcement	4/21		
Personal Com. Campaign, I	4/21		
Mail April Newsletter	4/21		
Send Direct Mailings	4/21		
<u>WEEK SEVENTEEN (APRIL 23-29)</u>			
Agenda Staff Meeting	4/26		
Luncheon Meeting	4/26		
Board of Trustees Meeting	4/27		
	4/28		
Personal Com. Campaign, II	4/28		
Send Direct Mailings	4/28		

VOTES NEEDED UNDER VARYING CONDITIONS ASSUMING BOTH CHAIRPERSONS AND MEDICAL
SCHOOLS ARE OUT OF THE BARGAINING UNIT

PERCENT VOTING	TOTAL VOTES CAST	50% OF VOTES CAST	40% OF VOTES CAST	35% OF VOTES CAST
100	2150	1075	860	752
95	2042	1021	817	715
90	1935	968	774	677
85	1828	914	731	640
80	1720	860	688	602
75	1612	806	645	564
70	1505	753	602	527

VOTES NEEDED UNDER VARYING CONDITIONS ASSUMING CHAIRPERSONS ARE OUT BUT MEDICAL
SCHOOLS ARE IN THE BARGAINING UNIT

PERCENT VOTING	TOTAL VOTES CAST	50% OF VOTES CAST	40% OF VOTES CAST	35% OF VOTES CAST
100	2530	1265	1012	886
95	2404	1202	962	841
90	2277	1138	910	797
85	2150	1075	860	753
80	2024	1012	810	708
75	1898	949	759	664
70	1771	886	708	620

GENERAL DEMOGRAPHICS: MSU FACULTY

Includes April, 1977 Board Actions
Faculty in Bargaining Unit under
Spring, 1977 MSUFA Proposal

	<u>Number</u>	<u>Percent</u>
Total Faculty:	2286	
Ethnic Identification:		
White	2146	93.9%
Black	68	3.0
Oriental	55	2.4
Latino	13	0.6
Native American	4	0.2
Sex:		
Female	510	22.3%
Male	1776	77.7
Academic Rank:		
Professor	872	38.1%
Associate Professor	460	20.1
Assistant Professor	464	20.3
Instructor	167	7.3
Specialist (Job Security)	197	8.6
Librarian	93	4.1
Other	33	1.4
Tenure Status:		
Tenured	1392	60.9% (Of tenure track
Untenured	312	13.6 faculty, 81.7%
Not on Tenure Track	582	25.4 are tenured and
		18.3 are untenured)
Employment Basis:		
10 Month Employees	1251	54.7%
12 Month Employees	884	38.7
Other	145	6.3
Full/Part Time:		
Full Time Employees	2150	94.1%
Part Time Employees	136	5.9

285

Highest Degree Earned:

Ph.D.	1622	71.0%
Other Degree	664	29.0

FACULTY AND MSUFA CARD SIGNERS BY COLLEGE

College	<u>Total Faculty</u>		<u>MSUFA Card Signers</u>		
	Number	Percent	Number	Percent of Card Signers	Percent of College Faculty
1. University College	236	10.3%	148	21%	63%
2. Arts and Letters	272	11.9	108	16	39
3. Natural Science	398	17.4	87	12	22
4. Social Science	211	9.2	76	11	36
5. Education	233	10.2	72	10	31
6. Non-College Faculty	193	8.4	69	10	36
7. Human Ecology	110	4.8	27	4	25
8. Residential Colleges	40	1.7	26	4	65
9. Agriculture	290	12.7	21	3	7
10. Business	120	5.2	17	2	14
11. Engineering	98	4.3	16	2	16
12. Urban Development	26	1.1	14	2	63
13. Communication Arts	60	2.6	13	2	22
Totals	2287	100.0	694	100	100

F. A. CARD SIGNERS BY ACADEMIC UNIT

COLLEGE/UNIT	TOTAL FACULTY	TOTAL CARD SIGNERS	PERCENT SIGNERS
1. RESIDENTIAL COLLEGES			
James Madison	13	9	69%
Justin Morrill	16	10	62
Lyman Briggs	<u>13</u>	<u>7</u>	<u>54</u>
College Totals	40	26	65%
2. UNIVERSITY COLLEGE			
Dean's Office	1	0	--
American Thoughts and Language	77	56	73%
Humanities	48	31	65
Natural Science	49	35	71
Social Science	29	22	76
Learning Resources Center	2	0	--
Student Affairs	<u>30</u>	<u>4</u>	<u>13</u>
College Totals	236	148	63%
3. URBAN DEVELOPMENT			
Racial and Ethnic Studies	9	6	67%
Urban and Metropolitan Studies	<u>17</u>	<u>8</u>	<u>47</u>
College Totals	26	14	54%
4. ARTS AND LETTERS			
Dean's Office	1	0	--
Art	41	38	93%
English	50	12	24
German and Russian	16	5	31
History	34	5	15
Linguistic & Orient & Afr. Lang.	9	5	56
Music	49	20	41
Philosophy	23	6	26
Religious Studies	5	2	40
Romance & Classical Languages	28	12	43
Theatre	12	1	8
English Language Center	<u>4</u>	<u>2</u>	<u>50</u>
College Totals	272	108	40%

COLLEGE/UNIT	TOTAL FACULTY	TOTAL CARD SIGNERS	PERCENT SIGNERS
5. SOCIAL SCIENCE			
Anthropology	15	8	53%
Geography	15	5	33
Political Science	26	5	19
Psychology	50	8	16
Sociology	26	16	62
Criminal Justice	16	4	25
Labor & Industrial Relations	16	9	56
Social Work	26	16	62
Urban Planning & Landscape Arch.	16	4	25
Multidisciplinary Program	3	1	33
Institute for Social Science Research	<u>2</u>	<u>0</u>	<u>--</u>
College Totals	211	76	36%
6. NON-COLLEGE FACULTY			
African Studies Center	2	0	--
Asst. Provost for Spec. Programs	8	6	75%
Campus Park and Planning	3	0	--
Institute for Community Development	5	0	--
Computer Laboratory	4	1	25
Continuing Education Service	19	3	16
Cooperative Extension Service	5	0	--
Counseling Center	19	8	42
Foreign Student Office	2	0	--
Highway Traffic Safety Center	11	7	64
Honors College	1	0	--
Information Service	1	0	--
Institutional Research	5	0	--
Instructional Media Center	3	0	--
Intercollegiate Athletics	16	7	44
Laboratory Animal Care Service	2	1	50
Learning and Evaluation Service	10	2	20
Libraries	61	31	51
Museum	5	1	20
Ombudsman	1	0	--
Provost Office	1	0	--
Public Utilities Institute	1	0	--
Student Affairs	2	1	50
Television Broadcasting WKAR-TV	1	0	--
Univ. Archives & Hist. Collections	1	0	--
Water Research Institute	<u>4</u>	<u>1</u>	<u>25</u>
Non-College Totals	193	69	36%

COLLEGE/UNIT	TOTAL FACULTY	TOTAL CARD SIGNERS	PERCENT SIGNERS
7. EDUCATION			
Dean's Office	4	1	25%
Administration & Higher Education	18	7	39
Counseling, Pers. Serv. & Ed. Psy.	32	6	19
Elementary and Special Education	56	20	36
Health, Phy. Edu. & Recreation	39	18	46
Secondary Education & Curriculum	31	13	42
Advanced Studies in Education	2	0	--
Teacher Education	46	6	13
Intl. Studies in Education	<u>5</u>	<u>1</u>	<u>20</u>
College Totals	233	72	31%
8. HUMAN ECOLOGY			
Dean's Office	2	1	50%
Family and Child Sciences	15	9	60
Family Ecology	14	4	29
Food Science & Human Nutrition	45	7	16
Human Environment & Design	24	6	25
Instit. for Family & Child Study	<u>10</u>	<u>0</u>	<u>--</u>
College Totals	110	27	25%
9. COMMUNICATION ARTS			
Dean's Office	2	2	100%
Advertising	9	1	11
Audiology and Speech Sciences	13	2	15
Communication	16	5	31
Telecommunication	10	0	--
Journalism	<u>12</u>	<u>3</u>	<u>25</u>
College Totals	60	13	22%
10. NATURAL SCIENCE			
Dean's Office	1	1	100%
Astronomy and Astrophysics	6	1	17
Biochemistry	21	1	5
Biophysics	7	1	14
Botany and Plant Pathology	33	10	30
Chemistry	39	1	3
Entomology	30	6	20
Geology	14	3	21
Mathematics	83	18	22
Microbiology & Public Health	6	1	17

COLLEGE/UNIT	TOTAL FACULTY	TOTAL CARD SIGNERS	PERCENT SIGNERS
Physics	48	3	6%
Cyclotron Laboratory	21	0	--
Physiology	2	1	50
Statistics and Probability	16	0	--
Zoology	19	3	16
Nursing	42	29	69
Biological Science Program	3	1	33
Science & Math Teaching Center	<u>7</u>	<u>97</u>	<u>100</u>
College Totals	398	87	22%
11. ENGINEERING			
Deans's Office	8	3	38%
Engineering Research	1	1	100
Chemical Engineering	7	1	14
Civil & Sanitary Engineering	11	0	--
Computer Science	15	0	--
Electrical Engineering & Sys. Sci.	20	5	25
Mechanical Engineering	18	3	17
Metallurgy, Mech. & Mat. Sci.	13	1	8
Engineering Instr. Services	<u>5</u>	<u>2</u>	<u>40</u>
College Totals	98	16	16%
12. BUSINESS			
Dean's Office	4	0	00
Accounting and Financial Adm.	24	3	12%
Business Law, Insur. & Off. Adm.	12	3	25
Economics	32	6	19
Management	20	1	5
Marketing & Transportation Adm.	20	2	10
Hotel, Rest. & Instit. Management	<u>8</u>	<u>2</u>	<u>25</u>
College Totals	120	17	14%
13. AGRICULTURE AND NATURAL RESOURCES			
Agricultural Economics	49	3	6%
Agricultural Engineering	28	1	4
Animal Husbandry	16	1	6
Crop and Soil Science	39	1	3
Dairy Science	18	0	--
Fisheries and Wildlife	17	4	24
Forestry	18	3	17
Horticulture	31	1	3
Packaging	5	1	20

COLLEGE/UNIT	TOTAL FACULTY	TOTAL CARD SIGNERS	PERCENT SIGNERS
Parks and Recreation Resources	8	1	12
Poultry Science	11	1	9
Resource Development	18	1	6
MSU-ERDA Plant Research Lab.	12	2	17
University Farms	1	0	--
Agr. and Nat. Resources Edu. Inst.	6	0	--
Inst. of Agricultural Tech.	5	0	--
Kellogg Biological Station	<u>8</u>	<u>1</u>	<u>12</u>
College Totals	290	21	7%
UNIVERSITY TOTALS	2287	694	30%

DEMOGRAPHICS: CONCERNED FACULTY IN 1972 ELECTION

N = 356

Academic Rank:

189 (53%)	Professor
86 (24%)	Associate Professor
60 (17%)	Assistant Professor
13 (4%)	Instructors
7 (2%)	Specialist
1 (0%)	Librarian

Present Status of Faculty Members:

Now On Employer's List	246 (69%)
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Signed Card	16	(7%)
Not Signed Card	230	(93%)

Not Now on Employer's List

Traditional Univsity	74	(67%)
Medical Colleges	36	(33%)

College

	Total Faculty	Concerned Faculty	Percent Concern Faculty
Agriculture*	335	93	28%
Communication Arts	60	16	27%
Engineering	98	25	26%
Natural Science	398	105	26%
Business	120	20	17%
Arts and Letters	272	27	10%
Social Science	211	13	6%
Residential Colleges	40	2	5%
Non-College Faculty	193	6	3%
University College	236	6	3%
Human Ecology	65	1	2%
Education	233	3	1%

*These totals for Agriculture include those for the Department of Food Science and Human Nutrition.

CONCERNED FACULTY IN 1972 CAMPAIGN BY ACADEMIC UNIT

COLLEGE/UNIT	TOTAL FACULTY	CONCERNED FACULTY	PERCENT CONCERN FACULTY
1. NATURAL SCIENCE			
Biochemistry	21	8	38%
Botany & Plant Pathology	33	8	24
Chemistry	39	24	62
Entomology	30	6	20
Geology	14	3	21
Mathematics	83	24	29
Microbiology & Public Health	6	6	100
Physics	48	15	31
Physiology	3	1	33
Statistics & Probability	16	8	50
Zoology	<u>19</u>	<u>2</u>	<u>11</u>
College Totals	398	105	26%
2. AGRICULTURE AND NATURAL RESOURCES			
Agricultural Economics	49	9	18%
Agricultural Engineering	28	9	32
Animal Husbandry	16	7	44
Crop and Soil Science	39	7	18
Dairy Science	18	11	61
Fisheries and Wildlife	17	6	35
Forestry	18	1	6
Horticulture	31	16	52
Poultry Science	<u>11</u>	<u>6</u>	<u>55</u>
College Totals	290	72	25%
3. COMMUNICATION ARTS			
Advertising	9	1	11%
Audiology & Speech Sciences	13	9	69
Communication	16	4	25
Telecommunication	10	1	10
Journalism	<u>12</u>	<u>1</u>	<u>8</u>
College Totals	60	16	27%
4. ENGINEERING			
Dean's Office	8	1	12%
Chemical Engineering	7	4	57%

COLLEGE/UNIT	TOTAL FACULTY	CONCERNED FACULTY	PERCENT CONCERN FACULTY
Computer Science	15	6	40%
Electrical Eng. & System Science	20	7	35
Mechanical Engineering	18	5	28
Metallurgy, Mech. & Mat. Science	<u>13</u>	<u>2</u>	<u>15</u>
College Totals	98	25	26%
5. HUMAN ECOLOGY			
Food Science & Human Nutrition	45	21	47%
Human Environ & Design	<u>24</u>	<u>1</u>	<u>4</u>
College Totals	110	22	20%
6. BUSINESS			
Accounting & Financial Admin.	24	4	17%
Business Law Ins. & Office Admin.	12	3	25
Economics	32	6	19
Management	20	2	10
Marketing & Trans. Admin.	<u>20</u>	<u>5</u>	<u>25</u>
College Totals	120	20	17%
7. ARTS AND LETTERS			
Art	41	5	12%
English	50	7	14
German and Russian	16	3	19
History	34	6	18
Linguistics	9	1	11
Music	49	1	2
Philosophy	23	3	13
Romance & Classical Language	<u>28</u>	<u>1</u>	<u>4</u>
College Totals	272	27	10%
8. SOCIAL SCIENCE			
Anthropology	15	1	7%
Geography	15	1	7
Political Science	26	6	23
Psychology	50	2	4
Sociology	26	1	4
Criminal Justice	16	1	6
Social Work	<u>26</u>	<u>1</u>	<u>4</u>
College Totals	211	13	6%

COLLEGE/UNIT	TOTAL FACULTY	CONCERNED FACULTY	PERCENT CONCERN FACULTY
<hr/>			
9. NON-COLLEGE FACULTY			
Computer Laboratory	4	4	100%
Counseling Center	19	1	5
Libraries	<u>61</u>	<u>1</u>	<u>2</u>
Non-College Totals	193	6	3%
10. RESIDENTIAL COLLEGES			
James Madison	13	1	8%
Lyman Briggs	<u>13</u>	<u>1</u>	<u>8</u>
College Totals	40	2	5%
11. UNIVERSITY COLLEGE			
Humanities	48	2	4%
Natural Science	49	1	2
Social Science	29	1	3
Student Affairs	<u>30</u>	<u>2</u>	<u>7</u>
College Totals	236	6	3%
12. EDUCATION			
Admin. & Higher Education	18	1	6%
Counsel Per. Ser. & Ed. Psyc.	32	1	3
Elem. & Special Education	<u>56</u>	<u>1</u>	<u>2</u>
College Totals	233	3	1%

VOTING QUOTAS BY COLLEGE

COLLEGE	TOTAL FACULTY	TOTAL CARDS	QUOTAS	
			NUMBER	PERCENT
1. University College	236	148	155	66%
2. Residential Colleges	40	26	25	62%
3. Urban Development	26	14	15	58%
4. Non-College Faculty	193	69	85	44%
5. Social Science	211	76	90	43%
6. Arts and Letters	272	108	115	42%
7. Education	233	72	85	36%
8. Human Ecology	110	27	30	27%
9. Communication Arts	60	13	15	25%
10. Natural Science	398	87	90	23%
11. Engineering	98	16	20	20%
12. Business	120	17	20	17%
13. Agriculture & Natural Resources	290	21	30	10%
(14. Medicine	380	40	40	11%)
			If necessary.	

TOTALS: Without Medicine Schools -- $775/1935 = 40\%$
 With Medicine Schools -- $815/2277 = 36\%$

APPENDIX F

Michigan State University Faculty Associates. Letter

FEBRUARY 1978

ADMINISTRATION: M.S.U.'S GROWTH INDUSTRY

In an era of increased class sizes and teaching loads, declining faculty salaries due to the ravages of inflation, and general faculty retrenchment, there remains one area of the University which has shown persistent and sustained growth. We refer, of course, to MSU's administrative staff.

Since 1965 the increase in administrative staff at MSU has been at a rate of almost two-and-one-half times that of the general growth rate of faculty, and at a rate of more than one-and-one-half times that of the growth rate of clerical-technical personnel. Thus, the administrative staff has almost doubled in number since 1965—increasing from 735 to 1,334 persons—while the number of MSU faculty members has only increased by about one-third. Clerical-technical personnel showed a growth rate of about 50 percent during this thirteen year period.

RELATIVE GROWTH OF M.S.U. ADMINISTRATIVE STAFF, CLERICAL-TECHNICAL PERSONNEL AND FACULTY SINCE 1965*

Year	Administrative Staff	Clerical- Technical	Faculty
1965	738	1469	2235
1970	1058	2055	3120
1975	1227	2122	3333
1978	1334	2188	3017

*Data concerning the number of faculty members and clerical-technical personnel were obtained directly from the publication This is Michigan State University (1965-1978). The figures for administrative staff were derived from the MSU Faculty and Staff Directories (1965-1978) combined with data on administrative/professional staff obtained from This is Michigan State University (1965-1978).

The affluent years between 1965 and 1970 were real growth years at MSU with an increased student enrollment of about 6,000 students and an almost 40 percent increase in the number of faculty members. During this period, however, there was a slightly larger increase in administrative staff of about 45 percent. But since 1970 student enrollments have leveled off (increasing by only about 7 percent during the entire eight (8) year period), and the number of faculty members at MSU has actually declined by about 3.4 percent. The expansion of the administrative bureaucracy has continued unabated, however, with a growth of administrators from slightly more than one thousand in 1970 to a total of almost 1,350 staff members in 1978. Thus, in this recent eight year period the administrative staff of the University has grown by an alarming 26.1 percent. Stated some what differently, in recent years while the faculty/student ratios at MSU have actually increased, the number of administrative staff per 100 faculty members has grown from 33.0 (about one to three) in 1965 to 44.2 (almost one to two) in 1978.

Exact data on the total MSU administrative costs are impossible to obtain. Given the spectacular rise in administrative salaries in recent years (See, for instance, the item elsewhere in this Newsletter on this subject) and the large number of hidden administrative costs which are often charged off to the University's instructional program (e.g., faculty members who are given released time to perform administrative tasks while being counted in departmental budgets as instructors) these total administrative expenses are surely rising at almost a geometric rate.

There is also what Donald Freeman (Chronicle of Higher Education, January 9, 1978) has termed a "Malthusian Multiplier Effect" involved here. Every high-level administrative appointment in the University inevitably leads to multiple appointments all the way down the line. As Freeman observes: "I once did a conservative calculation of this metastasis for the appointment of one systems officer through one reporting line on one campus alone, and came up with 30 additional administrative, staff, and clerical appointments at an annual salary of \$500,000." It is obvious regarding the above data, for instance, that much of the increase in clerical-technical personnel is directly related to increases in the number of administrators to the extent that in many departments on campus the amount of secretarial services available to faculty has actually declined during recent years. Administration is, according to Freeman, the real "growth industry" within the university.

How did MSU get into this situation and what can we do about it? One thing appears certain. Reliance upon the present system of advisory governance bolstered by the occasional moral pronouncements of the AAUP is an ineffective and outdated way of coping with this precipitous spread of administrative bureaucracy. After all, it is these very institutions which have been responsible in large measure for getting us into this regrettable situation to begin with. What is needed is an effective faculty organization empowered by law with the authority to share the responsibility for decision making within the University. Groups with unequal power cannot deliberate democratically on matters of fundamental importance. Given the complex structure of our University, unified faculty representation provides our best hope for effective faculty participation in the decision-making process. It is not a mechanism to usher in utopia, but it does guarantee that faculty members and administrators can sit down as equals and work out problems of mutual concern.

MSU Faculty Associates (MSUFA) has worked harder and longer than any other organization on campus to bring the benefits of unified faculty representation to this University. As an affiliate of the Michigan Association for Higher Education and the National Society of Professors--and through these organizations an affiliate of the MEA and NEA--we are part of a total professional educational association representing more than 90,000 teachers in Michigan and almost two million teachers nationwide. Both on the basis of our own experience and expertise and on the basis of this organizational support we believe that MSUFA can provide the faculty of this University with a powerful voice in the State Legislature and the Congress while at the same time assuring that educational objectives on this campus are given priority to administrative concerns for uniformity, efficiency, and empire building.

* * * * *

OUR ADMINISTRATOR-COLLEAGUES CONTINUE TO SUFFER?

Two years ago, MSU Faculty Associates reminded Faculty members that a survey by the College and University Personnel Association showed that the salaries of MSU administrators were much higher than the national median for public college administrators. In fact, top MSU administrators received \$10,000 to \$20,000 more than the median

for comparable administrators. As all Faculty members know, and as our administrators stress repeatedly, these are hard times, but we still see no indication that MSU's administrators have moved to sacrifice their own privileged positions. Indeed, the following selections from the salary lists for MSU administrators show that they continue to strengthen their privileged financial positions. Those lists reveal that while higher raises for administrators last year tended to be from \$2000 to \$3000, this year they tend to be from \$2500 to \$3500 and even beyond, especially for administrators in medical schools.*

SALARY FIGURES SHOWING RAISES

\$6200	\$65,000	President Wharton	\$2800	\$43,400	Dean Andrew
5000	45,000	Legal Ad. Carr	2800	47,200	Dean Byerrum
3300	51,000	Exec. V.P. Breslin	2800	43,000	Dean Lewis
3300	51,00	V.P. Cantlon	2700	47,000	Dean Von Tersch
3300	51,000	Provost Winder	2500	42,800	Dean Oyer
3000	46,000	V.P. Kinsinger			
3000	45,600	V.P. Perrin	\$9210	\$53,580	Chairman Brody
3000	47,500	V.P. Wilkinson	6113	47,413	Act.Chrm. Harvey
2800	33,400	Controller Levi	4260	65,760	Chrm. Kirschbaum
2800	46,000	V.P. Scott	4200	65,100	Chrm. Potchen
2750	30,000	Budget Off. Lockhart	4000	33,800	Chrm. Bath
2600	41,700	Asst. Prov. Polley	4000	34,825	Chrm. Heldman
2500	37,750	Asst. Prov. Arata	3950	61,050	Chrm. Enzer
2500	38,500	Asst. to Pres. Ballard	3900	60,900	Chrm. Gerard
2500	42,500	Asst. Prov. Howell	3890	60,990	Chrm. Weil
2300	35,300	V. P. Grotty	3790	57,060	Chrm. Leader
4000	61,250	Dean Magen	3775	38,050	Chrm. Anderson
4000	58,200	Acting Dean Weston	3770	42,000	Chrm. Leveille
3000	39,000	Dean Bettinghaus	3700	39,300	Chrm. Kelly
3000	48,000	Dean Goldhammer	3500	37,200	Chrm. Kevern
3000	45,500	Dean Sullivan	3330	36,600	Chrm. W. Riley
3000	48,200	Dean Welser	3300	35,840	Chrm. Mandrekar

*Figures are based on Michigan State University Salary Schedule, 1977-1978, which is deposited at the library reference desk.

* * * * *

INFLATION AND THE FACULTY MEMBER

Fact: A family with a gross income of \$12,000 in 1970 had a disposable income of \$10,099; a family with an income of \$18,000 in 1976 had a disposable income of \$9,389. Such is the impact of rising taxes and inflation.

Question: What has happened to your disposable income? Can you readily afford to take your family out to dinner or to the movies? Can you get through the month without having to incur debt to buy necessities? Are you able to save for your children's education?

Fact: Median family income grew 52% over the past six years. But the cost of medical care increased by 53%, food by 57%, automobiles by 59%, a college education by 70%, and new housing by 80%.

Question: Will lack of funds mean that your children will not have access to professional training comparable to your own?

Fact: "The annual rate of inflation of the four basic necessities (food, housing, energy, health care) between 1970-76 was 44% greater than the annual inflation rate for the non-necessities" (air fares, electric tooth brushes and yachts).

Question: Is your first priority a yacht or simply getting through the month with enough money to buy food and other necessities for yourself or your family?

Fact: Labor costs are not the major cause of inflation. Industrial Surveys reports that last year "labor costs--wages, salaries and fringe benefits--were but 23.4% of the sales dollar, down from the peak of 28% in 1968."

Question: Do you really believe that salary increments comparable to increases in the cost of living would be inflationary?

Fact: From 1970 to 1975 food prices rose almost 9% a year.

Question: While food prices rose 9% per year between 1970 and 1975, was your salary increasing by 9% annually?

Fact: The current rate of inflation is over 6%; indeed, Merrill Lynch Economics, Inc. in its latest "Business Outlook" foresees a 6.3% average in 1978 compared with last year's 5.6%.

Question: How do these figures speak to your hopes that inflationary pressures will eventually pass?

Fact: Robert Lockhart, MSU Budget Officer, has said that "University salaries in general have not kept up with the cost of living."

Question: Has your salary kept up with the cost of living?

Fact: In 1976, per capita income increased in Michigan by 13%.

Question: Did your income increase by 13% in 1976?

* * * * *

Question: How has central administration responded to the plight of the middle-class faculty family?

Fact: Central administration has insisted on "merit" as a primary means of determining salary increases. This, of course, means that one has had to be "meritorious," year after year, simply to keep up with increases in the cost of living. And because such increases have been based on a percentage of one's current salary, the rich among the meritorious have become richer; and the less affluent among the winners have simply stayed in the race. In a competitive race, however, some must necessarily lose. In a given year, many stumble or fail to run the race as strongly as those deemed to be meritorious. These, of course, are the majority. This leads us to point out that in a system in which merit takes precedence over basic cost-of-living salary adjustments, most faculty inevitably suffer a real decline in living standards over a period of time in an inflationary era.

MSUFA therefore insists that salary distribution should begin with a basic cost-of-living adjustment prior to any consideration of merit raises. Such a cost-of-living salary

adjustment could be determined in accordance with the rate of increase in the cost-of-living multiplied by what may be considered a reasonable income for a family of four. An example might be 6% of \$16,800.00 or \$1,008.00. Any remaining funds should then be distributed to meritorious persons according to criteria worked out by each academic unit in a manner consistent with its particular needs and mission.

Question: Do you support our drive to secure equitable faculty salaries at all levels? If you do, help us in our campaign and vote for MSUFA in the coming election. No other faculty organization has worked so long and so effectively for the welfare of the entire Faculty as MSUFA.

* * * * *

UPDATE ON CLASS ACTION SUIT FOR WOMEN FACULTY

In the class action suit filed by MSU Faculty Associates in December 1976, Michigan State University's Administration is charged with discrimination in its employment practices regarding women faculty in the areas of salary, promotion, tenure, administrative appointments, retirement benefits, and "other terms and conditions of employment."

On December 30, 1977, Federal District Judge Noel P. Fox certified the class action status of the suit. The University Administration had attempted to have the suit reduced from class action status to the specifically named plaintiffs in the case. At the same time, TIAA/CREF attorneys attempted to have allegations in the suit concerning unequal retirement benefits for women thrown out of court. Both these efforts failed.

The class represented in the suit includes approximately nine hundred (900) tenured, non-tenured, temporary, part-time, cooperative extension, and specialist women employed by MSU. Ms. Johnne Criner is named plaintiff in the suit as a representative of Cooperative Extension faculty women. In August, 1977, following her charges that the University had discriminated against her concerning salary because of her sex, Criner was notified by her administrative superiors that she would not be granted continuing employment. She was told further that if she did not resign by September 1, her employment would be terminated on January 1, 1978, because of her "lack of positive attitude." She refused to resign.

On the same day that Judge Fox reaffirmed the class status of the suit, he also issued a restraining order that halted Criner's firing, pending further hearings. These took place during the week of January 16, 1978. Judge Fox subsequently denied the restraining order on the legal ground that Criner had not demonstrated that irreparable injury would be the result from termination of her employment by University officials. But Judge Fox also recommended that University administrators renew her appointment until after the trial, during which the facts of her case will be presented as part of the class action suit. University officials ignored Judge Fox's recommendation and did not renew Criner's appointment. A date for the trial has not been announced.

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FURTHER UPDATE: WOMEN'S CLASS ACTION SUIT

MSU Attorney Leland W. Carr has relinquished the University administration's defense of its position to a Detroit law firm. The firm's attorneys plan to obtain depositions from persons associated with the case, including former FA presidents instrumental in its inception. A delaying tactic? Guess who pays, even if indirectly, for increased costs to the University?

* * * * *

FACULTY NEGOTIATIONS: QUESTIONS AND ANSWERS

Questions have come to us from colleagues about the actual processes and provisions of a professionally negotiated faculty contract, and about the advantages it would bring to themselves and to the University. One misconception which prevails is that professional negotiations deal only with wages, benefits and economic betterment. Colleagues have asked us if other issues associated with University life would be ignored in a contract. In an attempt to clarify these questions, MSUFA presents the following information about professionally negotiated contracts in Higher Education.

QUESTION: During Faculty/Administration negotiations, what kinds of issues are bargainable?

ANSWER: To show that negotiated contracts can deal effectively with issues covering the spectrum of the academic's professional life we list some of the items already negotiated in faculty contracts:

Sick Leave	Insurance Programs
Leaves of Absence	Life Insurance
Sabbatical Leave	Hospital/Medical/Dental/Psychiatric Care
Annual Leave	Accident/Sickness/Disability
Legal Leave for Jury Duty	Funeral Leave
	Maternity/Illness Leave
Affirmative Action Policies	Faculty Welfare Funds
Non-discrimination Policies	Retirement Provisions
Tenure Rights	Evaluation of Administrators
Appointment and re-Appointment	Work Load/Schedules
	Student Contact Hours
Grievance Procedures and Arbitration	Overload Teaching Appointments
Civil Rights of Faculty	Off-campus courses
Termination Procedures	Travel Allowances
Rights of Due Process	Academic Conferences
	Consultation Rights/Obligations
Use of University Facilities	Control of Curriculum
Staff Housing	Departmental Procedures
Research Facilities and Technical Support	Professional Evaluation
Equipment and Supplies	Criteria for Promotion
Support Staff	Patent/Royalty Rights
Personnel Files/Access and Security	Professional Advancement Training
Academic Freedom	No-Strike Pledge if Desired
	Persons Covered by the Contract
	Academic Programs/Priorities

QUESTION: What process does a professional negotiation follow? What happens when an issue cannot be resolved?

ANSWER: First of all, in professional negotiations, the law requires "good faith" bargaining between the parties. This means that each side must show itself truly willing to reach an agreement. Then each side makes proposals and counter-proposals. All but a few issues are resolved in this initial process. However, if there is disagreement the law grants either party the right to call for mediation. An impartial mediator attempts to help both parties reach agreement. If mediation fails, either party may call for a fact-finding proceeding. During this proceeding, which is a hearing before a State Labor

Relations Board arbitrator, each side must substantiate its case with significant supporting documentation. At the end of the hearings, the fact-finder summarizes the findings and makes recommendations. Either party may agree to accept the fact-finder's recommendations, or if desired, the law provides that either party may propose binding arbitration, a method which settles the dispute and requires compliance by both sides. When agreement between the parties is reached initially, however, this lengthy process is not necessary.

QUESTION: Do professional negotiations disrupt the working relationship between Faculty and the Administration, by attempting to usurp the prerogatives of the Administration?

ANSWER: Examination of other contracts currently in effect at other colleges and universities reveals that no attempt is made in these agreements to curtail, disrupt, or infringe upon the rights or the legal responsibility of administrators to carry out the management and operation of these institutions. Customary administrative functions necessary to a smoothly running institution remain undisturbed by professional negotiated contracts, and legitimate administrative prerogatives are fully respected and legally protected by the same contract which protects faculty. A professional negotiated contract is unique in that it guarantees legal protections both to faculty members and to administrators and assures that rights, responsibilities, and prerogatives are spelled out clearly for both sides. Two parties that are equal before the law reach agreement and make a legally binding contract.

QUESTION: Will not collective negotiations increase conflict between Faculty and Administration?

ANSWER: Under professional negotiations, the key strength of the arrangement is the mutuality of the process. Two parties on equal legal footing can negotiate to reach mutually acceptable solutions to problems. Certainly, conflict over goals or priorities can occur; hostility, however, is not a necessary element in the process. Reason is. A base of strength on both sides can serve to reduce the frustration which now arises when power is predominantly held by one side. What better way is there—for scholars and educators, who are personally and professionally committed to justice and equity—than to sit down and reason together?

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Michigan State University Faculty Associates - Letter

BOX 890 EAST LANSING, MICHIGAN 48823

SPRING 1979

Low Salaries 'Demoralize' Faculty

Low faculty salaries persist at MSU despite the fact that our administrators are paid \$10,000 to \$20,000 more yearly than the national mean according to statistics gathered by the College and University Personnel Association (CUPA). The salaries of Faculty members remain 5 to 10 percent below the average salaries of other Big Ten institutions, other public AAU institutions, and other comparable major state universities as emphasized in the administration's current budget request to the state legislature.

As the accompanying table demonstrates, salaries for all MSU Faculty ranks are below Big Ten averages. Thus for ten month appointments, for instance, Professors rank ninth, Associate Professors sixth, and Assistant Professors seventh among the Big Ten Universities.

According to the current budget request, MSU in the past several years has had "only moderate success in hiring top (Faculty) talent and has seen some of its best (Faculty) talent drawn to other universities." The budget report further states that this salary differential is "demoralizing" for young Faculty and is clearly "not in harmony with the relative quality of our mature faculty when compared to other faculties in the Big Ten." The report concludes that MSU is unable to enter effectively into the "highly competitive market and recruit top candidates to the faculty of the University," and risks "the loss of our most capable faculty."

With an annual rate of inflation now approaching 10 percent, it is difficult to be optimistic regarding the possibility of substantial improvements in Faculty salaries during the coming year. In a climate of fiscal restraint and without collective representation, MSU Faculty face the prospect of another lean financial year and a further decline in our already deteriorating standard of living.

Comparisons Among "Big Ten" Universities 1977-78 Average Faculty Salaries 10 Month Appointments

<u>Assistant Professors</u>		<u>Associate Professors</u>		<u>Professors</u>	
1	16,983	1	20,965	1	29,596
2	16,657	2	20,786	2	29,050
3	16,359	3	20,599	3	28,642
4	16,314	4	20,104	4	28,519
5	16,215	5	19,931	5	27,523
6	16,140	MSU	19,706	6	27,432
MSU	16,073	7	19,693	7	27,003
8	15,830	8	19,559	8	26,869
9	15,826	9	19,286	MSU	26,258
10	15,165	10	18,686	10	25,696

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12 Month Appointments

<u>Assistant Professors</u>		<u>Associate Professors</u>		<u>Professors</u>	
1	23,936	1	29,231	1	39,093
2	23,727	2	29,202	2	37,719
3	22,278	3	26,386	3	35,892
4	22,144	4	26,384	4	33,976
5	20,935	5	25,438	5	33,144
6	20,401	MSU	24,816	MSU	32,293
MSU	20,293	7	24,367	7	32,233
8	20,085	8	24,340	8	31,760
9	19,835	9	23,846	9	31,268
10	19,313	10	23,774	10	30,984

MSUFA Proposals Regarding Faculty Compensation. Faculty Associates proposes that in addition to Faculty merit raises, average MSU Faculty compensation in 1979-80 should rise at least as fast as the general cost of living. Moreover, MSUFA proposes that average MSU Faculty compensation should also be brought to a level equal to the average of the top third of the AAU and Big Ten Universities.

* * * * *

Your Right to University Documents

Associate Provost Kinsinger recently sent the "1978-79 Faculty Salary Study" to deans and department administrators with instructions that Faculty could be informed of the report but that it was "not for duplication or distribution." But under the Michigan Freedom of Information Act (Public Act 442 of 1976), this salary study, like most other University documents, is indeed fully available for reproduction by MSU Faculty members.

Under the Freedom of Information Act, Faculty have the right to request copies of University records, the right to go to University offices and inspect and make notes from these documents, and the right to subscribe to future issuance of University documents created or disseminated on a regular basis. Basically, the law says all files, records, reports, and information of the University are open to public access unless they are specifically exempted. The exceptions are narrowly defined and generally protect documents which would invade an individual's personal privacy or frustrate the University.

* * * * *

How to Request University Documents

MSU has designated Dale Arnold, Director of Information Services, as the "freedom of information officer" to handle requests submitted under this law. Under ordinary circumstances, the records must be made available within five business days after the request is received, although, under unusual circumstances, the University can notify the requester in writing and extend the time limit by ten days. If the request is denied, written notice of the denial must be provided to the requester and a failure to respond within the time limits amounts to a denial. If a request is denied, the requester must be informed of her/his right to seek judicial review, and if the court finds that the University has violated the Act it must, in addition to any actual or compensatory damages, award punitive damages of \$500 to the person seeking access to the University records.

* * * * *

Access to Your Personnel Files

Have you ever wondered why one Faculty member is promoted or given tenure and another is not when both seem equally qualified? With the enactment of the Bullard-Plawecki Employee Right-to-Know Act on January 1, 1979, MSU Faculty now have the right to a review of their personnel files.

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After looking at your file, you may obtain a copy of any or all information in it by simply requesting it from the University. The University may charge a fee for providing the information but the charge must be limited to the actual cost of duplicating the material. If you disagree with any information contained in your personnel file, removal or correction of that information may be mutually agreed upon by you and the Administration. If such an agreement cannot be reached, you may submit a written statement explaining your position, which will become a permanent part of the file. The law allows a statement of up to five sheets of 8½ x 11 inch paper to be added to the file. This information must be included whenever the file is divulged to a third party.

Gaining Access to Your Personnel Files. Personnel files on you are kept in the Provost's Office and in your college and departmental offices. Written or verbal requests should be made to the following persons for access to each of these three files:

1. Central Administration File: For access, contact Kermit Smith, Assistant to the Provost, 312 Administration Building, Phone: 335-1526.
2. College File: For access, contact the Dean of your college.
3. Department File: For access, contact your department Chairperson, Director, or Unit Supervisor.

Some Faculty have reported that cover sheets containing recommendations for promotion and tenure by department Chairpersons and Deans have been removed. This should not be the case; the intent of this law is that you should have access to such materials.

If you have any questions about obtaining access to your personnel files or encounter any difficulties along the way, please let us know. MSUFA will try to help you answer your questions and/or overcome these difficulties.

* * * * *

First Step Toward Abolishing Tenure?

The Provost recently asked the Faculty Affairs Committee to consider procedures which would have substantially weakened the present tenure system. These procedures include "annual or biennial evaluations of all tenured faculty" and consideration of the development of a university level promotion and tenure review committee. Although the FAC's initial reaction to this proposal was unfavorable, the general outlines of the Provost's assault on the tenure system are now becoming clearer.

* * * * *

Spring Term Meetings

Come, meet with us! Bring your ideas, your enthusiasm, and your support. Spring Term meetings are scheduled every second Friday at 12:00 noon in Room 466, Berkey Hall. The dates of our upcoming meetings are as follows:

April 20, 1979

May 4, 1979

May 18, 1979

In Faculty unity, there is strength!

* * * * *

Join Us MEMBERSHIP FORM

_____ 1978-79 Dues \$20.00 (Division of Funds: \$10 - MSUFA; \$10 - for MEA/NEA organizational support of our local organizing efforts.)

Name _____ Social Security No. _____

Address _____

City _____ State _____ Zip _____

Your check should be made out to and mailed along with your application to:

MSU Faculty Associates, P.O. Box 890, East Lansing, Michigan 48823

The Provost versus the Faculty Council

The MSU Faculty Associates has persistently and consistently supported the search for a fair, impartial and expeditious grievance system for MSU Faculty. Leaders and supporters of FA have monitored the Interim Faculty Grievance Procedure since its inception, serving as advisors and formal counselors for aggrieved colleagues. Our experiences in the first grievances brought under the procedure persuaded us to call for revisions to expedite the process and to assure that due process, fair treatment of the aggrieved and impartial resolution would prevail. To that end, FA leaders and supporters participated actively in the revision process.

The first revision of the L.F.G.P. was, we felt, seriously flawed and we called upon our supporters and others to reject it. We succeeded in gathering a quorum of the Senate—the first time that had happened under the new bylaws—and in securing the defeat of that proposed revision.

The message we sent was clear: simplify the procedures; guarantee due process; broaden the grounds for a grievance; institute final binding arbitration. We met with those formally charged with revising the procedure and shared our experience and point of view with them. Our supporters continued to press for the needed changes.

The result is a revised grievance procedure recently approved by the Academic Council and sent to the Provost. We support that revision because it is probably the best procedure possible without the protection of collective bargaining. And it includes much of what we sought, particularly arbitration and a broadened definition of a grievance.

Many thoughtful and painstaking hours spent by faculty searching for fairness created this new revision. We commend those who carried the responsibility for drafting the final version—or what ought to be the final version—for their sincere and selfless effort. We are all the more appalled that these efforts have fallen upon unsympathetic ears and that the Provost, on obscure grounds, has rejected the revision and is seeking its alteration. Winder objects to the fact that this Faculty document defines a grievance as both administrative misapplication of existing rules and other unfair administrative practices which clearly violate Faculty rights (Section 1.1.2). Presumably, the Provost would narrow the definition of a grievance to include only misapplication of formal rules by administrators.

Winder also objects to the fact that in the present document faculty members have recourse to impartial arbitration as a final step in the grievance process. Instead, the Provost recommends that decisions of the Faculty grievance panels should only be advisory to the administrator grieved against and his/her 'administrative superior' who then would jointly 'consider the findings and take appropriate action to be implemented by the (administrator who is grieved against).' (See Sections C-10 and C-11 of the Provost's Proposal, February 27, 1979.) Winder's proposal thus would allow the administrator who is one party in the dispute also to share authority for resolving the same dispute, a position rejected even in the first revision. Allowing the administrative defendant also to be judge, of course, violates even minimal requirements of impartiality and due process.

Faculty Associates urges the Faculty Council formally to pass a grievance procedure which retains both the broader definition of grievance and has provisions for impartial arbitration as a final step in the grievance process. If—as we feel was the case with regard to the previous proposals to dismantle Justin Morrill and University Colleges—the Faculty Council acquiesces to the Provost's demands, we would urge individual faculty members to join us in the Academic Senate in voting down the "Provost's" grievance proposal.

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APPENDIX G

Faculty Bargaining Agents

*As of March 1979, faculty members at 633
campuses had chosen collective bargaining agents.
An asterisk (*) indicates a private institution.*

National Education Association—284

Four-Year Institutions—64

*Adrian College, Mich.
Central Michigan University
*C. W. Post College, N.Y. (adjunct faculty)
*Detroit College of Business
*Detroit Institute of Technology
*University of Detroit
*University of the District of Columbia—3 campuses
*University of Dubuque, Iowa
*University of Dubuque Theological Seminary, Iowa
Ferris State College, Mich.
Keene State College, N.H.
Lake Superior State College, Mich.
*Loretto Heights College, Colo.
*University of Lowell, Mass.—2 campuses
*University of Maine—7 campuses
*Marymount College, Va.
*University of Massachusetts—2 campuses
*Massachusetts State College—10 campuses
*Minnesota State University System—7 campuses
*Nebraska State College System—4 campuses
Northern Montana College
Pittsburg State University, Kans.
*Rhode Island School of Design
*Roger Williams College, R.I.
*St. Francis College, Pa.
Saginaw Valley College, Mich.
*Shaw College, Mich.
S.D. Board of Regents System—7 campuses
Western Montana College
Youngstown State University, Ohio

Two-Year Institutions—220

Alpena Community College, Mich.
Atlantic Community College, N.J.
Bay de Noc Community College, Mich.
Community College of Beaver County, Pa.
Bellevue Community College, Wash.
Bergen Community College, N.J.
Blue Mountain Community College, Ore.
Brookdale Community College, N.J.
Broome Community College, N.Y.
Burlington County College, N.J.
Butler County Community Junior College, Kan.
Butte College, Cal.
Carl Sandburg College, Ill.
Cayuga County Community College, N.Y.
Centralia College, Wash.
Central Oregon Community College
Central Technical C. C., Neb.—3 campuses
Chabot College, Cal.
Charles Stewart Mott Community College, Mich.
Chenoketa Community College, Ore.
Chipola Junior College, Fla.
Citrus College, Cal.
Clackamas Community College, Ore.
Clark College, Wash.
Clatsop Community College, Ore.
Clinton Community College, N.Y.
Cloud County Community Junior College, Kan.
College of the Canyons, Cal.
Colorado State C.C. System—9 campuses
Columbia Basin Community College, Wash.

Columbia Greene Community College, N.Y.
Community College of the Finger Lakes, N.Y.
County College of Morris, N.J.
Cumberland County College, N.J.
Delaware County Community College, Pa.
Delaware Technical and C. C.—4 campuses
Des Moines Area C. C., Iowa—2 campuses
Eastern Iowa District C. C.—3 campuses
*Endicott Junior College, Mass.
Erie Community College, N.Y.—3 campuses
Essex County College, N.J.
Fort Steilacoom Community College, Wash.
Fox Valley Technical Institute, Wis.
Fulton-Montgomery Community College, N.Y.
Garden City Community Junior College, Kan.
Gateway Technical Institute, Wis.
Gavilan College, Cal.
Genesee Community College, N.Y.
Glen Oaks Community College, Mich.
Gogebic Community College, Mich.
Grossmont College, Cal.
Highline Community College, Wash.
Hillsborough Community College, Fla.
Hudson Valley Community College, N.Y.
Hutchinson Community Junior College, Kan.
Independence Community Junior College, Kan.
Iowa Central Community College
Iowa Lakes Community College
Iowa Western Community College
Jackson Community College, Mich.
Jefferson Community College, N.Y.
Kalamazoo Valley Community College, Mich.
Kansas City Community Junior College, Kan.
Kalamazoo Community College, Mich.
Kern C. C. District, Cal.—3 campuses
Kirkwood Community College, Iowa
Kirtland Community College, Mich.
Labette Community Junior College, Kan.
*Laboure Junior College, Mass.
Lake Land College, Ill.
Lakeland Community College, Ohio
Lake Shore Technical Institute, Wis.
Lane Community College, Ore.
Lansing Community College, Mich.
Lehigh County Community College, Pa.
Long Beach City College, Cal.
Lower Columbia College, Wash.
Luzerne County College, Pa.
McHenry County College, Ill.
Maine Vocational-Technical Institutes—6 campuses
Massachusetts C. C. System—15 campuses
Merced College, Cal.
Mercer County Community College, N.J.
Metropolitan Technical C. C., Neb.
Mid-Michigan Community College
Mid-Plains Technical C. C., Neb.—2 campuses
Mid-State Technical Institute, Wis.
Minnesota State J. C. System—16 campuses
Monroe Community College, Mich.
Montclair Community College, Mich.
Monterey Peninsula College, Cal.
Moraine Park Technical Institute, Wis.
Mt. San Antonio College, Cal.

Mt. San Jacinto Junior College, Cal.
Muskegon Community College, Mich.
Napa College, Cal.
Nebraska Western College—2 campuses
Niagara County Community College, N.Y.
Northampton County Area C. C., Pa.
North Central Technical Institute, Wis.
North Country Community College, N.Y.
Northeast Iowa Vocational Technical School
Northwest Iowa Vocational Technical School
Oakland Community College, Mich.
Ocean County College, N.J.
Olympia Vocational Technical Institute, Wash.
Olympic College, Wash.
Orange County Community College, N.Y.
Passaic Community College, N.J.
Peninsula College, Wash.
Pima Community College, Ariz.
Rancho Santiago C. C. District, Cal.
(continuing education faculty)
Rhode Island Junior College
Riverside City College, Cal.
Rogue Community College, Ore.
St. Clair County Community College, Mich.
Saddleback Community College, Cal.
Salem Community College, N.J.
San Diego C. C., Cal.—3 campuses
San Joaquin Delta College, Cal.
San Jose C. C. District, Cal.—2 campuses
San Mateo C. C., Cal.—3 campuses
Santa Ana College, Cal. (continuing education faculty)
Sauk Valley College, Ill.
Schenectady County Community College, N.Y.
Schoolcraft College, Mich.
College of the Sequoias, Cal.
Shasta College, Cal.
Shawnee General and Technical College, Ohio
Sierra College, Cal.
Skagit Valley College, Wash.
Solano Community College, Cal.
Southeastern Community College, Iowa
Southeast C. C., Neb.—3 campuses
Southwestern College, Cal.
Southwestern Community College, Iowa
Southwestern Michigan College
Spokane Community College, Wash.
Spokane Falls Community College, Wash.
Sullivan County Community College, N.Y.
Taft College, Cal.
Uster County Community College, N.Y.
Union County Technical Institute, N.J.
Victor Valley Community College, Cal.
Walla Walla Community College, Wash.
Washtenaw Community College, Mich.
Waukesha County Technical Institute, Wis.
Wenatchee Valley College, Wash.
Western Iowa Technical Community College
West Hills College, Cal.
Westmoreland Community College, Pa.
Williamsport Area Community College, Pa.
Yosemite C. C. District, Cal.—2 campuses
Yuba College, Cal.

American Federation of Teachers (AFL-CIO)—219

Four-Year Institutions—92

*Antioch School of Law, D.C.
 *Bryant College, R.I.
 City University of New York—12 campuses
 *Cooper Union, N.Y.
 *Duke College, Ohio
 Florida University System—9 campuses
 *Franklin Pierce College, N.H.
 *Goddard College, Vt.
 University of Guam
 Illinois Board of Governors System—5 campuses
 *Ithaca College, N.Y.
 *Long Island University—3 campuses
 University of Michigan (graduate assistants)
 University of Montana
 *Moore College of Art, Pa.
 *Nassau College, Me.
 New Jersey State College System—8 campuses
 Oregon College of Education
 University of Oregon (teaching assistants)
 *College of Osteopathic Medicine and Surgery, Iowa
 *Park College, Mo.
 *Pratt Institute, N.Y.
 *Quinnipiac College, Conn.
 Rhode Island College
 *Robert Morris College, Pa.
 *Saint Leo College, Fla.
 State University of New York—26 campuses
 Southeastern Massachusetts University
 U.S. Merchant Marine Academy, N.Y.
 Vermont State Colleges—3 campuses
 *Wentworth C. of Tech./Wentworth Inst., Mass.
 *Western States Chiropractic College, Ore.
 U. of Wisconsin-Madison (teaching assistants)

Two-Year Institutions—127

Adirondack Community College, N.Y.
 U. of Alaska Community Colleges—10 campuses

C. C. of Allegheny County, Pa.—4 campuses
 Community College of Baltimore
 *Backer Junior College, Mass.
 Big Bend Community College, Wash.
 Blackhawk Vocational Technical School, Wis.
 Brevard Community College, Fla.
 Bucks County Community College, Pa.
 Camden County College, N.J.
 *Central Y.M.C.A. Community College, Ill.
 City Colleges of Chicago—7 campuses
 City University of New York—8 campuses
 Compton Community College, Cal.
 Connecticut State Technical C's—4 campuses
 *Cotley College, Mo.
 Dawson College, Mont.
 Dutchess Community College, N.Y.
 Eau Claire Technical Institute, Wis.
 Edison Community College, Fla.
 El Camino Community College, Cal.
 Everett-Edmonds Community College, Wash.
 Fashion Institute of Technology, N.Y.
 Gloucester County College, N.J.
 *Graham Junior College, Mass.
 Green River Community College, Wash.
 Henry Ford Community College, Mich.
 Highland Community College, Ill.
 Highland Park Community College, Mich.
 Illinois Valley Community College
 Indian Head Technical Institute, Wis.
 Joliet Junior College, Ill.
 *Kendall College, Ill.
 College of Lake County, Ill.
 Lake Michigan College, Mich.
 Los Angeles C. C. District—9 campuses
 Los Rios C. C. System, Cal.—3 campuses
 Madison Area Technical College, Wis.
 Marin C. C. District, Cal.—2 campuses
 Middlesex County College, N.J.
 Milwaukee Area Technical College, Wis.

*Mitchell College, Conn.
 Mohawk Valley Community College, N.Y.
 Monroe Community College, N.Y.
 Moraine Valley Community College, Ill.
 Morton College, Ill.
 Nassau Community College, N.Y.
 Northampton County Area C. C., Pa.
 Northeast Wisconsin Technical Institute
 Onondaga Community College, N.Y.
 Community College of Philadelphia
 Palm Beach Junior College, Fla.
 Palo Verde College, Cal.
 Portland Community College, Ore.
 Prairie State College, Ill.
 Reading Area Community College, Pa.
 Rockland Community College, N.Y.
 San Diego C. C. District, Cal. (adult education)
 San Francisco C. C. District—2 campuses
 Seattle Community College—3 campuses
 Shoreline Community College, Wash.
 Somerset County College, N.J.
 Southwestern Oregon Community College
 State Center C. C. District, Cal.—2 campuses
 State University of New York—8 campuses
 Suffolk County Community College, N.Y.
 Tacoma Community College, Wash.
 Thomson Community College, Ill.
 Triton College, Ill.
 Ventura College, Cal.
 Vermont Technical College
 Waubesa Community College, Ill.
 Wayne County Community College, Mich.
 West Paul Beach Junior College, Fla.
 Westchester Community College, N.Y.
 Western Wisconsin Technical Institute
 Whitcomb Community College, Wash.
 William Rainey Harper College, Ill.
 Yakima Valley College, Wash.

Independent and other agents—64

Four-Year Institutions—30

*Fordham University Law School, N.Y.
 *Mercy College, N.Y.
 University of Nebraska Law School
 New Jersey Institute of Technology
 *University of New Haven, Conn.
 *New York University Law School
 *Niagara University, N.Y.
 *Northland College, Wis.
 Pennsylvania State College and University
 System—14 campuses
 University of Pittsburgh Medical School
 *University of San Francisco

*University of San Francisco Law School
 *University of Scranton, Pa.
 Southern Oregon State College
 *Syracuse University Law School, N.Y.
 Temple University Law School, Pa.
 *Yeshiva University, N.Y.

Two-Year Institutions—34

Colby Community Junior College, Kan.
 College of the Desert, Cal.
 College of the Redwoods, Cal.
 Connecticut C. C.'s—12 campuses
 Contra Costa C. C. District, Cal.—3 campuses
 Foothill-De Anza C. C. District, Cal.—2 campuses

Grand Rapids Junior College, Mich.
 Herkimer County Community College, N.Y.
 Illinois Central College
 Jamestown Community College, N.Y.
 Macomb County C. C., Mich.—2 campuses
 Miles Community College, Mont.
 Mount Hood Community College, Ore.
 Rancho Santiago C. C. District, Cal.
 Santa Monica College, Cal.
 Southwest Wisconsin Vocational-Technical Inst.
 Triton College, Ill.
 *Trocaire College, N.Y.
 West Shore Community College, Mich.

American Association of University Professors—56

Four-Year Institutions—50

*Adelphi University, N.Y.
 *Ashland College, Ohio
 *Bard College, N.Y.
 *Bloomfield College, N.J.
 *Boston University
 *University of Bridgeport, Conn.
 *University of Cincinnati
 *Connecticut State Colleges—4 campuses
 *University of Connecticut
 *Delaware State College
 *University of Delaware
 *Dowling College, N.Y.
 *D'Youville College, N.Y.
 *Eastern Michigan University
 *Eastern Montana College
 *Emerson College, Mass.

*Fairleigh Dickinson University, N.J.—3 campuses
 *Hofstra University, N.Y.
 *Kent State University, Ohio
 *Lincoln University, Pa.
 *Long Island University, Schwartz
 *College of Pharmacy
 *Marymount College, N.Y.
 *Monmouth College, N.J.
 *Mount Vernon College, D.C.
 *New Jersey College of Medicine and Dentistry
 *New York Institute of Technology—2 campuses
 *Northern Michigan University
 *Oakland University, Mich.
 *Polytechnic Institute of New York
 *Portland State University, Ore.
 *Post College, Conn.
 *Regis College, Colo.

University of Rhode Island
 *Rider College, N.J.
 *Rutgers University, N.J.—3 campuses
 *St. John's U., N.Y. (coalition with independent)
 *Stevens Institute of Technology, N.J.
 *Temple University, Pa.
 *Utica College, N.Y.
 *Wagner College, N.Y.
 *Wayne State University, Mich.
 *Western Michigan University

Two-Year Institutions—8

Belleville Area College, Ill.
 *Cuyahoga C. C., Ohio—3 campuses
 *Indian River Community College, Fla.
 *Union College, N.J.

AAUP/NEA merged units—10

Four-Year Institutions—3

University of Hawaii—2 campuses
 University of Northern Iowa

Two-Year Institutions—7

University of Hawaii—7 campuses

Summary of Faculty Bargaining Decisions

	4-Year Campuses			2-Year Campuses			Grand Total
	Public	Private	Total	Public	Private	Total	
National Education Association	51	13	64	218	2	220	284
American Association of University Professors	22	28	50	5	1	6	56
AAUP/NEA merged units	3	0	3	7	0	7	10
American Federation of Teachers	72	20	92	121	6	127	219
Independent and other agents	19	11	30	33	1	34	64
Total	167	72	239	384	10	394	633