

A STUDY OF THE RELATIONSHIP BETWEEN COMMUNITY
JUNIOR COLLEGE FACULTY MEMBERS' PERCEPTIONS
OF THEIR PARTICIPATION IN ACADEMIC
DECISION-MAKING AND ATTITUDES
TOWARDS COLLECTIVE
NEGOTIATIONS

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in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
December, 1981

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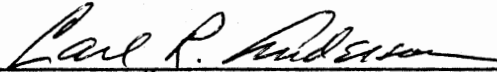
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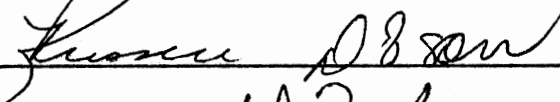
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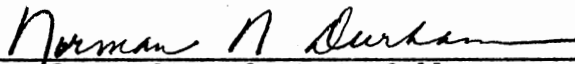


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ACKNOWLEDGMENTS

Many individuals who in some way contributed to this work cannot be recognized in these brief acknowledgments. However, the author does wish to express his appreciation to those most directly involved.

The thesis adviser and chairman of the committee, Dr. Carl R. Anderson, has been untiring in encouraging me during my graduate studies and during the preparation of this thesis. His confidence in my ability and his unselfish interest in my success have been an example which I can only hope to follow.

I wish to thank the other committee members, Dr. Robert B. Kamm, Dr. Russell L. Dobson, and Dr. Jacob D. Zucker for their contributions both to this thesis and to my academic endeavors.

Finally, words can never express the deep sense of obligation I shall always feel towards my parents, brothers, and sister for their living example of love, understanding, and encouragement, as well as the numerous sacrifices made on my behalf.

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CHAPTER I

INTRODUCTION

Background of the Problem

The American college, unlike its European prototype, has not been organized on the principle that every matter involving educational policy is to be decided by and with the consent of the faculty. In 1636 when Harvard College was established, the responsibility for conducting the college was assigned to a lay board and the chief administrative officer rather than a body of self governing scholars. The board of trustees was granted complete control of its college by charter. It exercised this control by dealing directly with the recruitment of staff, the designing of curriculum, the selection of textbooks, the appointment of the President, establishing rules and regulations. It was free to hire, fire, promote, or demote any employee.¹ The methods of governance in other universities which were established in the 17th and 18th Centuries were the same as Harvard. Exceptional instances of faculty leadership within an institution existed at Yale and Wisconsin, but even here real power tended to center in a small group of senior professors rather than in the instructional staff.²

However, the expansion of universities and colleges, the increasing number of students and faculty, the fast development of industry, the rise of state supported institutions, particularly in response to

the provision of the Morrill Acts of 1862 and 1890, the rise of natural science, perhaps most importantly, the elective system and expansion of curriculum which was initiated by Harvard, and quickly spread to other universities and colleges, caused the board of trustees to abdicate more of their power to more qualified people such as presidents and professors.³ This is evident in Morris' statement which describes the faculty's authority in 1908 as follows: "In the governance of Yale College the faculty legislates, the president concurs, and the corporation ratifies."⁴

Another significant development since the turn of the twentieth century which gave momentum to the role of faculty in governance has been the rise of the doctrine of academic freedom. Particularly, the doctrine began to gain momentum by the founding of the Association of American University Professors (AAUP) in 1915 and its committee on academic freedom and tenure in 1940. In more concrete terms, the AAUP envisages the faculty as participating in general educational policy, long range planning, allocation of physical resources, and the selection of key administrative resources. It also adds that the faculty should exercise primary responsibility for curriculum, subject matter and methods of instruction, research, and those aspects of student life relating to the educational process.⁵

However, the method of governance has not been practiced the same in all universities and colleges. There are some universities which provide more opportunities for faculties to participate in the governance than others.⁶ In other words, at one extreme are those highly autocratic institutions where the faculties are treated as little more than employees of an industrial enterprise. It is not uncommon at

such institutions for decisions on faculty status to be rendered by the administration without prior consultation with the individual or the members of the affected department. Department chairpersons are considered to be "supervisors" of the faculty rank-and-file and are appointed by and serve at the pleasure of the administration. Tenure, if such an institution has a tenure system at all worthy of the name, is granted by the administration without collegial judgment, and faculty committees, if they exist, are purely advisory to an administrative appointing authority. At the other end of the governance spectrum there are a number of institutions in which the faculty plays a significant, if not a determinative, role in the development of institutional policy. These are commonly regarded as the academically "better" institutions.⁷

There is little doubt that faculty in the former group, represented most obviously in the community colleges, are apt to feel that they have a marginal status in academic life. Professor Lewis B. Mayhew of Stanford University has commented that this feeling produces "anxiety, punitiveness, rage, and a search for scapegoats."⁸

How to enable faculty to participate in academic decision-making is one of the major questions facing higher education. Two major options are now competing for support. One is collective negotiations, and the other is shared governance.⁹ The first model of collective negotiations, as a form of governance, is a recent phenomenon in American higher education. It calls for recognizing faculty and trustees as separately organized interest groups. These groups would negotiate issues relating to goals and methods, and the administration

or an outside party would mediate in cases of conflict.¹⁰ Donald Wollett notes,

The process of negotiations assumes parity of legal standing, between the parties and some bargaining power on both sides. Bilateral determination of the terms and conditions of employment through the process of collective negotiations means that neither party should have the ability to impose its will on the others.¹¹

To some extent this model is now evolving through pressures from the American Association of University Professors, the National Education Association, and the American Federation of Teachers.

The second model of shared governance is based on the premise that faculty members are professionals, that they constitute a group of practitioners whose skills are so highly specialized that only they are competent to decide who may be permitted to be part of the group and to evaluate each member's performance. As Joseph Garbarino has concisely put it, "The essence of professionalism is autonomy and self-regulation of the conditions under which the profession is carried on, in return for which the professional concepts of a form fiduciary responsibility toward his or her clients."¹² The most authoritative outline of the shared governance is the Statement on Governance of Colleges and Universities, drafted jointly in 1966 by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges. It proposed:

The faculty has primary responsibility for such fundamental areas as curriculum; subject matter; methods of instruction; research; those aspects of student life which relate to the educational process; faculty status including appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The governing board and president should, on questions of faculty status, as in other matters where the faculty has

primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.¹³

The joint statement also suggested that faculty representatives should be selected by the faculty according to procedures determined by the faculty. The agencies may consist of meetings of all faculty members of a department, school, college, division, or university system, or may take the form of faculty-elected senate or council for large divisions of institutions as a whole.¹⁴

Increasingly, faculty are electing the model of bargaining as a decision-making process in higher education as a result of some deficiencies attached to faculty governance groups. First of all, faculty governance groups lack funds needed to pursue an aggressive campaign of faculty representation. Administrators provide the funds, and they naturally do not wish to subsidize a strong employee representation system. Also they are inclined to regulate the internal affairs of faculty governance groups. Secondly, the faculty governance groups, especially in state and junior colleges, are not likely to have the negotiating, accounting, legal, and other expertise needed for effective representation. Thirdly, there is no faculty appeal from an adverse decision by the administrators. Finally, faculty governance groups usually lack accountability to their faculty.¹⁵

For years the lack of real decision-making power by faculty governance groups over economic issues in general and over personnel policy at public two-year institutions has caused many academicians to consider faculty governance groups as ineffective. In 1969 the Carnegie Survey asked respondents to indicate the effectiveness of their senates; 60 percent of the 60,000 respondents answered "fair"

or "poor".¹⁶ In Hodgkinson's study of 688 broad-based senates, campus presidents most frequently rated the influence of the senate in campus affairs as "advisory" and the second most frequent role as having "no responsibility at all."¹⁷ Hodgkinson also found that instead of "shared governance" the presidents stressed "the possibility of access" to decision-making channels.¹⁸

In 1967 another statement about campus governance appeared--the report of the Task Force on Faculty Representation and Academic Negotiations of the American Association for Higher Education. The task force reported that faculty discontent had become evident in many institutions, especially in public junior colleges and in the emerging four year teacher colleges and certain state universities. The report identified the principle source of this discontent as the non-recognition or non-accomodation of a faculty desire to participate in policies affecting the professional status and performance of faculties.¹⁹ It further proposed:

'Formal bargaining' relationship between the faculty and the administration are most likely to develop if the administration has failed to establish or support effective internal organization for faculty representation.²⁰

Yet another extensive document about campus governance appeared in 1973--the report of the Carnegie Commission on Governance of Higher Education. The report made clear that it was defining governance as "the structures and processes of decision making." On the subject of faculty power and collective bargaining the Carnegie Comission recommended:

Faculties be granted the 'general level of authority' proposed by the American Association of University Professors. . . . The commision proposed the enactment of state laws to permit faculty members in public

institutions to engage in collective bargaining if they desire to do so.²¹

As of June 20, 1980, approximately 681 campuses had chosen collective bargaining agents in 24 states. Of these, 428 were two-year campuses.²² In addition, there were 242 teachers' strikes against schools and colleges during 1979-80, according to a survey of the affiliates of the AAUP, the AFT, and the NEA. The survey conducted by the NEA, found there were strikes in 23 states in 1979-80, called by 201 affiliates of the NEA, 34 locals of the AFT, and 7 chapters of the AAUP.²³

Malcom Scully, former editor of the Chronicle of Higher Education, as many others, writes, ". . . believe academic professionals should organize, because unlike other professions, they are employed by institutions. Their goals and those of the institution may sometimes differ."²⁴

The trend toward unionization was fostered in the late 1960's and early 1970's possibly in response to the reaction to the student riots of the 1960's. Students claimed a large role in governance and states intruded more heavily into the running of colleges and universities, especially in the financial sector. Faculties sought to organize countervailing power blocks, often in the form of unions.²⁵ The primary concern had been economic matters. However, today unions have extended their areas of jurisdictions and they cover the following areas:

1. Job security, including traditional academic personnel matters, such as procedures for appointments, promotion, and granting tenure, layoffs, and retrenchment.

2. Governance, including the competing rights of the faculty governance groups.

3. Salaries, fringe benefits, and other types of economic compensation.

They also bargain over many other issues involving working conditions, including class size, teaching load, office space, and parking privileges.²⁶

The attitudes of faculty toward collective negotiations in higher education have been considered an important factor in the application of the trade union model to institutions of higher education. Many studies have been conducted to determine the attitudes of faculty toward collective negotiations in community colleges and senior institutions. These studies have revealed a wide variety of descriptive data about faculty attitudes and about the types of faculty that are most likely to seek out collective negotiations.²⁷ In addition, Smart and Rogers' research has indicated that there are significantly different factors affecting collective negotiations in community colleges.²⁸

However, it was the purpose of this study to expand upon this base of knowledge by collecting, analyzing, and interpreting the attitudes of community junior college faculty members toward collective negotiations in relation to their perceptions of participation in academic decision-making. Further, the study attempted to determine if certain personal, demographic, and institutional characteristics could be statistically significant predictors of attitudes toward collective negotiations.

Statement of the Problem

The problem of this research is to investigate the relationship between community junior college faculty members' perceptions of their participation in academic decision-making and attitudes toward collective negotiations.

More specifically, this study seeks answers to the following questions:

1. What is the general attitude orientation of community junior college faculty members toward collective negotiations?
2. Are there statistically significant differences between faculty member's attitudes toward collective negotiations and their perceptions of participation in academic decision-making?
3. Are there statistically significant differences in attitudes toward collective negotiations among the selected individual colleges?
4. Are there statistically significant differences in attitudes toward collective negotiations between state supported and private community junior colleges?
5. Are there statistically significant relationships between the selected demographic and career characteristics of age, sex, religion, political preference, satisfaction with community junior college teaching, tenure status, degree, rank, teaching curriculum, academic field, and faculty members' attitude toward collective negotiations.

Need for the Study

Collective negotiations in community junior colleges has spread throughout the country at a steady pace since 1966 when the first

community college strike occurred in Michigan.²⁹ As of June 20, 1980, faculty on more than 681 campuses have elected collective bargaining agents in 24 states, of which 428 are community junior colleges.³⁰ These 428 colleges represent almost two-thirds of all post secondary institutions under contracts. Increasingly, bills are being introduced into state legislatures to enable collective negotiations in higher education. The statutory law to bargain collectively seems to be an impetus to collective negotiations. It could be agreed that competition between the American Federation of Teachers, the National Education Association, and the American Association of University Professors to represent faculty as bargaining agents will increase the utilization of collective negotiations by faculty members.

The most commonly mentioned cause for the greater spread of collective negotiations in the community junior colleges than in senior institutions is the low status of collegiality of faculty participation in governance.³¹ Community colleges do not enjoy the same degree of democratic governance as their counterparts in higher education. If it is possible to generalize, the power of governance is still concentrated in the community-college boards and the presidents. Centralization of power in the administration seems to be a hangover from public-school administration where the boards and administrators had almost total power over the faculty. Even as community colleges have emancipated themselves from public school districts, the traditions of autocratic control continues to prevail.³²

Social theory indicates that only through organized groups can the individual have an impact on policies and practices which will improve his self-identity and status. Collective bargaining,

therefore, is an effective means by which the teacher, his goals, and his professional expectations can be integrated with the institutions. By its very nature it creates dynamic interaction between administrator and teacher, each of whom is often considered sovereign in his own sphere. Although this territoriality can lead to institutional fragmentation and loss of a holistic perspective, negotiations bring the parties together, providing a matrix for promise and consensus. Seen as mutual problem solving, negotiation tends to reduce, rather than create conflicts.³³

Because there are indications that collective negotiations may occur in states where faculty members do not presently have statutory law to negotiate collectively, it was thought desirable to collect and analyze empirical data concerning the attitudes of these community college faculty toward collective negotiations. Data such as this will be of value to faculty, administrators, governing boards, public officials, and students of collective negotiations and higher education.

Research Null Hypotheses

1. There are no statistically significant differences with regard to attitudes toward collective negotiations on the part of individuals classified as decisionally deprived, saturated, or at equilibrium.
2. There are no statistically significant differences in attitudes toward collective negotiations between state supported and private community junior colleges.

3. There are no statistically significant differences in attitudes toward collective negotiations among the selected individual colleges.

4. There are no statistically significant relationships between the selected demographic and career characteristics of age, sex, religion, political preference, satisfaction with junior college teaching, tenure status, degree, rank, teaching curriculum, academic field, and faculty members' attitudes toward collective negotiations.

Definition of Terms

1. Attitudes - "An attitude is a personal disposition common to individuals but possessed to different degrees, which impels them to react to objects, situations, or propositions in a way that can be called favorable and unfavorable."³⁴

2. Collective negotiations - "A process in which conditions of employment are determined by agreement between representatives of an organized group of employees on the one hand, and one or more employers on the other."³⁵

3. Community junior college - For the purposes of this study is an institution of higher education offering two years of post-secondary education in Arkansas, Missouri, North Dakota, and Oklahoma.

4. Decisional deprivation - "Current rate of participation less than desired rate of participation in academic decision-making."³⁶

5. Decisional Equilibrium - "Current rate of participation equal to desired rate of participation in academic decision-making."³⁷

6. Decision-making - Decision-making is composed of four phases: (1) intelligence activity: searching the environment for

conditions calling for decision; (2) design activity: investigating, developing, and analyzing possible courses of action take place; (3) choice activity: selecting a particular course of action from those available; (4) implementation: initiating the plan of action for the implementation of the decision.³⁸

7. Decisional-participation - "The discrepancy between a faculty member's current and desired rates of participation in academic decision-making."³⁹

8. Decisional saturation - "Current rate of participation more than desired rate of participation in academic decision-making."⁴⁰

9. Full-time faculty member - is an instructor who teaches a full load as determined by the institution in which he is employed and receive remuneration commensurate to the position.

10. Perception - is a mental image which comes through physical sensation, and is interpreted in the light of experience.

Limitations of the Study

1. The study was limited to a sample of the full-time faculty members in state-supported community junior colleges in Arkansas, Missouri, North Dakota, and Oklahoma.

2. The study was limited to full-time faculty members in private community junior college in Oklahoma.

3. The results of the study are limited to the general time period in which the study was conducted.

4. The results of the study can be generalized only to similar populations.

5. The results of the study are interpretable only as descriptions of the statistical relationship between selected measurements of these variables. The results are not measures of causal relationships between the research variables.

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CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

This chapter presents a synopsis of the pertinent material related to investigation. However, this does not imply that the factors included comprise an exhaustive list.

Faculty Collective Negotiations in Higher Education

In sorting out and clarifying the factors important to the movement of faculty in establishing collective negotiations, it is useful to distinguish three basic categories of variables affecting job satisfaction and acceptance of unionization: (1) variables external to institutions of higher education which have a direct impact on their operation; (2) organizational characteristics of the institutions themselves; and (3) characteristics describing faculty and administrators.

External Factors

Among the most frequently mentioned external factors are the existence of enabling legislation which allow public employees and specifically college and university faculty to bargain collectively, market factors, and the organizational rivalries of the AAUP, the NEA, and the AFT.

Legislation

Collective bargaining became a leading system of controlling the employment relationship in the American economy in 1935 when Congress passed the National Labor Relations Act, known as the Wagner Act.¹ For the first three decades following the passage of the Wagner Act, the law did not encourage faculty collective bargaining; indeed, in large measure it prohibited such activity. Faculty members at public institutions were specifically excluded from the coverage of the federal labor relations statutes and nowhere did state laws authorize them to bargain.² The employees of private colleges and universities were not expressly denied the right to bargain under the Wagner Act, but the National Labor Relations Board regularly declined to extend its jurisdiction to nonprofit organizations.³

In 1962 President John F. Kennedy, by executive order, introduced a limited system of representation for federal employees, and in June, 1970, the National Labor Relations Board asserted jurisdiction over private colleges and universities. In a class case involving Cornell University, the NLRB ruled that all such institutions with a gross operating revenue of not less than \$1,000,000 would fall under its jurisdiction.⁴

Cornell had asked the NLRB to reconsider its earlier ruling of almost twenty years and accept jurisdiction of a case involving certain of its non-academic employees, preferring to deal with the federal agency rather than with state authorities under New York state's public employee bargaining legislation known as the Taylor Act. The NLRB determined in the Cornell case that it had statutory authority

to supervise collective bargaining for private institutions and launched such an undertaking.⁵

However, since education is a function basically of the state, while the degree of encouragement among the states varies greatly, permissive state legislation is the key explanation for the burst of academic unionism in the late 1960's and early 1970's. As Garbarino points out, about 90 percent of the organized institutions are located in states with the strongest legislation.⁶

State legislation supporting the right of faculties to negotiate falls into two broad categories which can be denoted for convenience as meet-and-confer and as collective bargaining laws. Typical meet-and-confer-laws recognize the employees' right to organize and require employers to deal with employee organizations on a wide variety of matters but limit this requirement to "meeting and conferring." Usually they provide no administrative machinery for deciding representation questions, no exclusive bargaining rights, and no requirement that employers bargain collective or sign written contracts. Perhaps most importantly, no impasse procedure is provided if agreement is not achieved. Collective bargaining laws include all or most of these omitted features and contain a requirement to bargain collectively "in good faith," a term that has acquired impressive legal meaning in private-sector bargaining over the years. The category into which an individual law falls is not always clear, but approximately one-fifth of the state statutes are meet-and-confer laws.⁷

As of January, 1980, 24 states had passed enabling legislations on collective bargaining for public postsecondary education employees on matters of wages, hours, and working conditions.⁸ The recent

slowdown of the growth of faculty bargaining is a reflection of the fact that most of the public institutions in states with legislations are organized.⁹ In states without legislation, there have been few administrations willing to permit elections for a faculty bargaining agent without a statutory requirement. The most notable examples of this position are institutions in Wisconsin, California, and Washington. Administrations in Arizona, Illinois, Maryland, Nevada, and Ohio have been less reluctant to proceed to bargaining without statutory authority.¹⁰

Market Factors

The most common reason for faculty interest in collective bargaining cited in recent literature is the dissatisfaction with compensation. The growth of higher education in the 1960's created an aura of affluence on campuses. The growth in the college-age population, the continued growth in the proportion of the relevant age group, the international scientific and technological competition touched off by the successful soviet satellite launching in 1958, and the competition among states to provide university centers to facilitate the growth of science-based industry combined to expand university budget and because of relative shortage of experienced faculty to expand salaries and prerequisites.

By the end of the 1960's, however, for most disciplines the academic market has ended as a result of decreases in the rate of enrollment growth and of the reduction in financial support by federal and state authorities. The 1970's have brought what the Carnegie Commission calls the "new depression in higher education."¹¹

In 1967, when the state colleges of California first were considering collective bargaining, their faculties were asked by the American Association of University Professors to state the major problem confronting them. The answer given was: "Undoubtedly the crisis precipitated by Governor Reagan's proposed budget cuts."¹² Cutbacks also have been identified as a major cause of faculty dissatisfaction at Albion¹³ and Youngstown State University.¹⁴ Feuille and Blandin also indicated that a state budget squeeze accounted for the fact that the greatest area of dissatisfaction for the University of Oregon faculty was the state's financial support of the University.¹⁵ In 1971, the AAUP's Committee noted that the "single greatest cause of requests from faculty members for assistance by the association during 1970 has been dismissal or non-renewal on grounds of financial exigency."¹⁶

The remuneration system in higher education has been responsible for feelings that compensation is inadequate. The salary system provides for increased salary with an increase of rank. While higher salaries may prevail at the higher ranks composed of the fewest personnel, the lower-ranked majority do not enjoy the same benefits.¹⁷

Faculties generally have had little to say about their compensation levels. A survey of 1,141 colleges and universities granting the B.A. degree of high education revealed that only 20% of those institutions could document conferring with faculty over compensation.¹⁸

Another source of discontent among professors, especially in the two-year colleges, is the belief that other professions are improving their economic position at a faster rate than their own. Recognition that colleagues in other institutions of higher education have gained

rewards from the collective negotiations process becomes a contributing factor. The wage structure at the City University of New York (CUNY), for example, has been widely cited.¹⁹

Union Competition

Since by definition collective bargaining implies two representative groups meeting together to offer proposals and counterproposals to reach agreement, a collective bargaining agency is necessary in this process. Three of the five possible candidates for bargaining agent are well known national organizations, each of which has been trying to carve out for itself a significant share of the business in this field. They are the American Federation of Teachers, the American Association of University Professors, and the National Education Association.²⁰

The organizational campaigns of the NEA, the AFT, and the AAUP are stimulating the growth of unionization in higher education. Economically hard-pressed faculty are naturally impressed with the potential pressure these national organizations can place on campus administration through collective bargaining and on legislatures through lobbying. For example, after an indepth study at the University of Massachusetts in 1973, Semas noted that "it is unlikely that unease would have been translated into a collective bargaining election. . . . If MTA (Massachusetts Teacher Association, the State affiliate of the NEA) organizers had not come on to the campus."²¹

Although each organization had certain handicaps to overcome in entering this new area of labor-management relations, they were available and active from the start as candidates for faculty bargaining

agents. They have provided the aggressive organizing effort without which it is unlikely that many faculties would have reached the stage of full involvement in collective bargaining with their governing boards. Each of three representatives will be discussed in turn.

American Federation of Teachers. AFT was founded in 1916, when several local teachers unions in the Chicago area were granted a charter by the American Federation of Labor. In 1919 the AFT became a chartered affiliate of the American Federation of Labor and by 1935 it claimed a membership of over 13,000. AFT membership grew to nearly 30,000 in 1939, 246,747 in 1971, and by 1979 the association's membership reached a total of approximately 400,000. About 206 two-year and four-year colleges are organized with this unit.²²

The decade of the 1960's marked the most dramatic rise in teacher militancy. During the early 1960's the AFT won several representative elections, the most famous being in New York City, where the United Federation of Teachers, AFT Local No. 2, led a successful strike and won recognition as the bargaining agent for the teachers of New York City. After this victory, AFT became aggressive in urging collective bargaining on public school teachers throughout the country.

As early as the 1930's, AFT established a few locals for professors at urban institutions. The purpose was to identify professors with the American Labor Movement for the long-run benefits that might accrue to both sides, rather than the immediate one of engaging in collective bargaining.²³ It gained its foothold in higher education as a labor organization before either NEA or AAUP. In the middle and late 1960's and early 1970's more than two hundred local campuses

chapters were established, and the early reluctance of faculty members, some of whom questioned whether it was professional to join a union, seem to have been overcome. In 1966 a full-time college and university department was officially established, and by the end of 1974 AFT was the agent for fifty-eight institutions and by June, 1980, for 242 campuses.²⁴

The AFT adopts an adversary blue-collar approach to bargaining, and in university policies, tends to be associated with radical causes. The AFT is egalitarian rather than meritocratic, arguing that a merit system cannot work without the injection of personal bias. The federation views the faculty members as an employee for whom others make the key decisions, not as a self-governing individual. As a result, it has little appeal to the more conservative and senior faculty. The AFT locals have always taken a forthright adversary position in their bargaining relationships, stressing conflict of interests, exclusion of supervisors, a broad membership base, formal contracts, third-part resolution of disputes, and acceptance of the strike as the ultimate form of sanction.²⁵

National Education Association. NEA is the oldest of the three organizations. It traces its origins back to the National Teachers Association, which was founded in 1857 when ten states teachers associations joined forces in establishing a national organization which they hoped would "elevate the character and advance the interests of the profession of teaching, and promote the cause of popular education in the United States."²⁶ Its membership did not reach 10,000 until 1918, when reportedly it enrolled only 5 percent of the nations'

public school teachers. Thereafter, it grew more rapidly, particularly in recent decades. The NEA Handbook 1971-72 put its membership at 1,103,485 and memberships in its state affiliates at 1,726,751; affiliated local associations numbered 8,950.

The NEA developed a minor interest in higher education, principally because of teacher-training programs was a function of higher education. This interest developed through a series of organizational arrangements, leading ultimately to the formation of the American Association for Higher Education. During the 1960's, the relationship between AAHE and NEA became increasingly troubled. AAHE vigorously opposed collective bargaining in higher education, whereas NEA was deciding to challenge AFT as the means through which public school teachers could utilize collective bargaining in a more aggressive attempt to improve their conditions of employment. In 1968, AAHE voted to drop its departmental status with NEA and to become an "associated organization." For all practical purposes, AAHE thereby became an independent agency.²⁷

The NEA for most of its existence since its foundation has seen itself as a professional institute for teachers in a role somewhat analogous to the one filled by the AAUP in higher education. In the 1960's, however, largely as a result of competition from the American Federation of Teachers, the NEA increasingly moved to become a bargaining rather than a professional body, and it now in practice operates as a trade union. From July, 1960, through June, 1971, there were 631 "strikes, work stoppages, and interruptions of services," by public school teachers. Of these, 439 were called by NEA or its affiliates, 156 by AFT locals, and 36 by an independent organization

or were jointly sponsored or had no organizational backing.²⁸ The NEA 1972 convention gave a definite priority to organizing higher education. By 1970, it had as many contracts with institutions of higher learning as the American Federation of Teachers had. Since that time, the association has slowly forged ahead, and by June, 1980, NEA or its affiliates were agents for 304 institutions of higher education.²⁹ In spite of its conversion to unionism, however, it remains relatively conservative and can be considered to occupy a middle position in the ideological spectrum between the AAUP and the AFT.

American Association of University Professors. AAUP, founded in 1915 by a group of distinguished faculty members at several of the nation's leading universities, has for more than half a century been the only national professional association that represents exclusively, without regard to academic discipline or types of institutions with which they are identified. It has been concerned primarily with protecting academic freedom, tenure, and due process; advancing faculty salaries by fostering minimum standards; and gaining faculty participation in university governance. Its direct method of representation has been through the examination of individual grievances, using censure of the offending institutions' administration as its primary sanction. Until recently, unlike the NEA and the AFT, it rejected such terms as "employer," "employee," and "adversary relationship" as properly descriptive of the internal organization of a college or university, insisting instead that faculty members are "officers" and, as such, part of a "shared authority," or "joint custodian," scheme of governance.³⁰

AAUP reacted slowly and cautiously to the appearance of faculty collective bargaining in American higher education. It had no inclination to abandon its status and activities as a professional association in favor of an exclusive role as a labor organization. In spite of these fears, the AAUP Council voted in May, 1966, "as a temporary policy to furnish interim guidance," to authorize AAUP chapters to seek recognition as bargaining agents at institutions where "effective faculty voice and adequate protection and promotion of faculty economic interests" did not exist. Three limitations were established: a chapter must first obtain the approval of the AAUP general secretary; no strike or work stoppage was to be called; no agency shop (compulsory union membership or dues payment) arrangements were to be established.³¹

In some ways, AAUP found itself in the same position in higher education that NEA had occupied a few years earlier as public school teachers began turning to collective bargaining. If it resisted collective bargaining and discouraged its local chapters from offering themselves as candidates for bargaining agent, it ran the risk that, where other organizations were selected as the faculty bargaining agent, some of its chapters might not survive.³² Thus, since 1969, the association has officially begun to represent institutions of higher learning, primarily four-year colleges and universities, but including a few community and junior colleges.

In October, 1971, the AAUP Council took a major step toward a complete and enthusiastic commitment to faculty collective bargaining. The council announced that henceforth the association would pursue collective bargaining "as a major additional way" of achieving AAUP's

goals; that it would encourage "interested and well-qualified association chapters themselves to seek certification as the exclusive representatives of the faculty" in order to avoid the election of other bargaining agents that have not demonstrated any sustained sense of obligation to press beyond the letter of contract in order to secure academic justice; and that such association "resources and staffs" would be made available "as are necessary for a vigorous selective development" of collective bargaining beyond present levels.³³

The 1972 AAUP annual meeting, after a lengthy discussion, approved the new policy statement on collective bargaining by a very large majority.³⁴ The AAUP thus remains in a somewhat indeterminate situation, and it may well be seen as insufficiently aggressive by many faculty members and paraprofessionals, although in actual bargaining it may be just as effective rivals. As of June, 1980, it was the bargaining agent of 54 four-year and 12 two-year institutions.³⁵

Organizational Characteristics

Studies of the causes of faculty bargaining at particular institutions or systems of higher education indicate that faculty dissatisfaction with a wide range of working conditions does distinguish among faculty who support collective bargaining.³⁶ However, the specific issues about which faculty who support collective bargaining are dissatisfied vary from institution to institution. This finding from the literature, coupled with statistics on the extent and pattern of faculty unionization, lends support to a conclusion that it is not absolute differences in working conditions among institutions which primarily explain variations in the pattern of unionization. These

differences between types of institutions have always existed (for example, salaries have usually been higher and governance usually more extensive at four-year colleges). Rather, it appears that changes in higher education which have affected various types of institutions differentially play an important part in explaining the pattern of faculty unionization. The nature of these changes is discussed below.

Organizational Change

As Garbarino points out, the growth of state systems of higher education over the past decade has been rapid.³⁷ The growth in size of public higher education has been accompanied by structural changes which have added layers of authority external to individual institutions in the form of statewide governing boards. External governing bodies have operated to reduce faculty influence and this probably accounts in part for the rapid organization of statewide systems where unionization is not blocked by the absence of legislation (e.g. California and Wisconsin). The findings of Lozier and Mortimer³⁸ for the Pennsylvania State Colleges and Feuille and Blandin for the University of Oregon confirm that faculty insecurity about the influence of external authorities is related to support of faculty bargaining.

Concomitant with the rapid growth in public higher education has been the change experienced by single-campus four-year institutions which were formerly considered teachers' colleges. The transformation of the educational mission of teachers' colleges into institutions with a broader curriculum created tension because established structures and relationships were upset. Faculty hired under the old mission have been threatened with obsolescence under the new. In the

terminology of Kahn, their original "major bargain" with the organization, which set out their expectations about their relationship with the organization, has been altered unilaterally.⁴⁰ This creates the situation in which one is likely to find senior faculty, in this instance the education faculty, strongly supportive of the collective bargaining movement.

To accommodate the increased demand for higher education during the 1960's, new colleges, especially two-year colleges, were started. Many community colleges were formed virtually overnight, and the faculties were gathered rather suddenly from many quarters. For better or worse the organizational structures and the mutual accommodation of diverse faculty members have not had the usual mellowing of years.⁴¹ Thus, in community colleges and other relatively new institutions, the absence of stabilized collegial decision-making relationships, traditions; and structures can be a source of faculty dissatisfaction, creating pressures for bargaining.

Internal Government

Dissatisfaction with the faculty role in governance is the major non-economic reason cited for faculty unionization. Under the traditional concept, the function of administration in the university, from the point of view of the faculty was to provide the facilities, and the students were there to receive instruction. As universities and colleges become more complex places, however, the administration has taken on more of the policymaking function and, in addition, has become more remote and professionalized.⁴²

An American Association of Higher Education study in 1967 concluded that on a continuum of administrative dominance to faculty dominance, 25 percent of the U.S. institutions of higher education were characterized by administrative dominance, 50 percent had administrative primacy, with faculty only in a consultive role, 25 percent sharing authority between faculty and administrators, a very few institutions had faculty governance in consultation with the administration, and no instances of faculty dominance could be found.⁴³ A statement by the American Council on Education reports that 51 percent of the faculties surveyed felt that they had little influence in decision-making, and another 44 percent felt that faculty participation in decision-making was less than ideal.⁴⁴ An article surveyed the research of faculty participation in institutional planning and summarized: "Planning is not considered a legitimate part of the faculty role."⁴⁵

While administrators have seemingly been gaining greater power, some faculty have been asking for a greater role in planning, budgeting, and finance allocation, and the setting of institutional goals and priorities.⁴⁶

A growth in the power of administrators represents an upset in the presumed balance between academic activities and support activities on campus. The faculty often grumbles that administrators are overpaid, and that too much attention is given to support activities (often called simply red tape) rather than to the goals of the University. Faculty members resent too what they feel to be the illegitimate presentations of some administrators to 'represent' the faculty or the university. The growth in the power of administrators, in itself, regarded as necessarily undesirable, even by the academic person (who typically holds highly traditional views of what the university ought to be doing), provided that administrators use their power to help the university attain goals that academic people accept. The situation becomes a source of genuine concern

only when administrators are seen both as having more power than the faculty and as using that power to pursue goals considered undesirable or, at least, tangential to desirable goals.⁴⁷

In the recent development of multicampus universities and colleges, a good deal of decision-making power has left the individual campus altogether; indeed, the Carnegie Commission has argued that this redistribution of power has in fact been greater than any transfer on the campuses. At the same time, the student body has pressed for a greater share in power, sometimes seeing the educational system as a suitable available vehicle through which to express militant feelings about the large society. The growing complexity of the system has also produced an increasing number of technicians, librarians, teaching assistants, and aids of various kinds whose interests also must be considered.⁴⁸ Faricy depicts the atmosphere as follows:

Moreover, the various groups within the university--students, junior faculty, senior faculty, administrators, clerical service, and managerial staff--no longer fully trust each other. In general, faith in people has been replaced by faith in rules, codes, and procedures. Respect and cooperation is replaced by distrust and confrontation. Shared authority in the collegial sense, once the goals of most factions on the campus is gradually being replaced by a sharing of authority based on confrontations and threats of nonperformance of duties until satisfaction is achieved.⁴⁹

A system of shared authority between faculty and administrators has been the traditional goal of the AAUP and faculty senate, but the effectiveness of shared authority depends largely upon the mutual respect and trust among the constituencies of the university or college. There is increasingly evidence that little legitimacy and trust exists on college and university campuses.⁵⁰ Kemerer and Baldrige

found that persons who had "high trust" in the administration were less likely to have positive attitudes toward FCB than were persons with "low trust."⁵¹

Other Organizational Factors

In an analysis of the 1969 American Council on Education--Carnegie Commission on Higher Education data covering 60,000 faculty from a representative selection of higher educational institutions, Carr and Van Eyck⁵² found support for collective negotiations strongest at two-year institutions and least strong at the universities. These patterns of attitudinal support for collective negotiations are paralleled by the experience of union organization. As of June, 1980, there are large numbers of unionized two-year colleges (415 public two-year colleges) and relatively small numbers of unionized universities⁵³ (170 four-year universities).

Ladd and Lipset argue that in addition to institutional type, institutional status is also an important variable. Schools that rank high in institutional prestige are less likely to be involved in collective bargaining than are those with less status. That is, professors at major schools are much less "employees," much more the controlling force in their institutions, than are their colleagues at lesser places. In the upper reaches of academy, faculty generally have acquired almost all the power to choose new employees, or colleagues, to judge whether they should be retained and given tenure and, to a lesser but still substantial degree, to determine individual salary increases.⁵⁴ Institutional affiliation (public versus private) is also a major institutional variable related to the adoption of

collective negotiations. The majority of unionized campuses are public institutions.

In connection with their work on the effect of FCB on governance, Kemerer and Baldrige found that institutions that had been established for some time were less likely to support FCB than were younger institutions. They also reported that colleges and universities where a high percentage of the faculty hold the Ph.D. were less likely to support bargaining.⁵⁵

In an analysis of institutional factors associated with collective bargaining activity, Chandler⁵⁶ found institutional size to be related to rates of unionization. Large institutions and/or institutional systems were more likely to have collective bargaining contracts. Institutions which had experienced rapid growth followed by a decline were more prone to unionization than were institutions whose growth pattern had been different. Rapid institutional growth is often accompanied by administrative growth and increased bureaucratization.

Faculty Characteristics

Environmental pressures and institutional characteristics are not the only factors that influence faculty unionization, of course. The decision to join a union is an individual one, and some individuals are more inclined to embrace collective bargaining than others. Following are several individual characteristics that affect this decision.

In an analysis of data from 60,000 faculty which were collected for the Carnegie Commission on Higher Education, Ladd and Lipset found

that young, untenured faculty of low rank were the most likely to support FCB.⁵⁷ They also found that degree of salary satisfaction was a major determinant of support for FCB. Those who were dissatisfied with their salary were likely to be supporters of bargaining.

Class origins might also be expected to affect faculty views toward bargaining. Ladd and Lipset found otherwise.

Professors at two-year colleges are more heavily children of blue-collar workers (29 percent) than faculty at universities (19 percent), but this has little to do with the former's greater receptivity to unionism. This is so because there is no correlation whatsoever between their class backgrounds and the orientations of academic men and women to collective bargaining and strikes, or indeed to any national or campus political controversies.⁵⁸

Religious background has been found to predict faculty attitude toward unions. Moore found that nonProtestants were more militant supporters of unions.⁵⁹ Ladd and Lipset found that Jews were more likely than Catholics to support faculty bargaining. In turn, Catholics were more supportive of bargaining than Protestants.⁶⁰

Although Moore reported that male faculty had more favorable attitudes toward collective negotiations than did female faculty at Pennsylvania community colleges,⁶¹ Feuille and Blandin found no differences between men and women in the general level of support for FCB at the University of Oregon.⁶²

The studies of faculty attitudes toward bargaining confirm earlier evidence that academic discipline is related to faculty attitudes and behavior. Generally, the support by discipline in descending order was the social sciences, the humanities, the natural sciences, business, and engineering.⁶³ Feuille and Blandin⁶⁴ found no relationship, and Corwin⁶⁵ suggested that the militancy of a

discipline may be less closely associated with its level of prestige within a particular organization; the inconsistency between a department's prestige and its autonomy from the administration may be highly correlated with militancy.

Institutional size, based on F.T.E., was found related to the percentage of union members on a campus in a study conducted in the California State College system. Those institutions with over nine thousand students were found to have a greater percentage of union members than those with less. This same study indicated that rate of institutional growth did not seem related to the prevalence of faculty unionization.⁶⁶

A familiarity with unions prior to joining college and university staffs has also been found to be positively related to support of bargaining.⁶⁷ Past experience with union activities would be likely to reduce barriers to unionism unless the experiences were unsatisfactory. In two-year institutions in both Michigan and New York, many faculty had previous experience with unions as public school teachers.⁶⁸ In his study of two-year colleges, Moore found that faculty with previous teaching experience in high schools were more supportive of bargaining.⁶⁹ Additionally, the location of an institution in a more highly unionized environment or the socialization of a number of the faculty of an institution in such an environment would be expected to ease the transition to unionism by faculty. A Youngstown State University administrator felt that the location of the institution in a labor-oriented community was one of the factors facilitating the unionization of that institution.⁷⁰ Carr and Van Eyck felt that

CUNY's proximity to the militant public school experiences in New York was pertinent.⁷¹

Faculty with liberal political leanings were also likely to show more favorable attitudes in respect to collective bargaining.⁷² But, Ladd and Lipset also found that the most liberal faculty were the most critical of governance matters and were from elite institutions. They concluded:

Professors at upper-tier schools, and highly achieving academics in general, are significantly cross-pressured with regard to faculty unionism. Their liberalism would incline them to support it; but their objective interests and the general structure of their academic values bring them into opposition. And, as we have seen, the latter considerations typically prove decisive.⁷³

Carr and Van Eyck discuss the relationship between dissatisfaction and support for faculty collective negotiations. Using the same Carnegie data base as Ladd and Lipset, they concluded that dissatisfaction with governance is often associated with support for collective negotiations. Faculty who perceive the administration of their department as autocratic rather than democratic are more likely to support faculty unions than are those who feel the administration is democratic.⁷⁴

Dissatisfaction with governance was also found to be related to support for FCB by Alluto and Belasco. Collecting data from teachers employed in two school districts located in western New York state, they found that the degree of participation in governance was a useful predictor of teacher attitudes toward collective bargaining.⁷⁵ A 1972 study by Begin and Browne in six New Jersey community colleges determined that a more tightly structured bureaucracy had been the main cause of faculty pressure for collective negotiations.⁷⁶

Summary

Chapter II has reviewed the literature concerning factors contributed to the movement of faculty in establishing collective negotiations. It was discussed that collective bargaining entered higher education through the community colleges, where teachers and administrators often exist in much the same relationship as that found in elementary and secondary schools. With the advent of state legislation enabling public employees to bargain collectively and with the 1970 decision by the National Labor Relation Board to take jurisdiction over most private colleges and universities, the range of unionized faculties has broadened considerably.

More specifically, among the most significant factors mentioned were:

1. The passage of permissive collective negotiations legislation;
 2. A depressed academic job market during the 1970's;
 3. The centralization of decision-making that accompanied the growth of large state-wide systems of public colleges and universities;
 4. Increasing intrusions by elected officials into institutional affairs with a concomitant loss of local autonomy;
 5. A lack of faculty involvement in the governance of the newer state liberal arts colleges and community junior colleges;
 6. The financial problems currently plaguing many institutions;
- and
7. The organizational rivalry of the AAUP, NEA, and AFT.

Thus, in conclusion,

. . . if student activism and reactions to efforts to politicize academy explicitly proved to be the major developments affecting American campuses in the latter half of the 1960's, faculty trade union organization and formal collective bargaining are likely to institute the most important issues in the 1970's.⁷⁷

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CHAPTER III

RESEARCH METHODOLOGY

The purpose of this chapter is to state the problem, the selection of subjects, the description of the instruments, the method for collecting data, and the statistical procedures used.

Statement of the Problem

The study was designed to determine: (1) what attitudes community junior college faculty members hold toward collective negotiations; (2) whether faculty members' attitudes toward collective negotiations are related to their perceptions of participation in academic decision-making; (3) whether state supported and private community junior colleges' faculty members differ in attitudes toward collective negotiations; (4) whether selected individual colleges differ in attitudes toward collective negotiations; and (5) whether significant relationships exist between the selected demographic and career characteristics and faculty members' attitudes toward collective negotiations.

Selection of the Subjects

Subjects involved in the study were: (1) full-time faculty members from state supported community colleges in Arkansas, Missouri, North Dakota, and Oklahoma and (2) full-time faculty members from

private community colleges in Oklahoma. The particular study population was selected because of the increasing likelihood of collective negotiations occurring in states which do not presently have statutory law to permit collective negotiations.

Criteria used for the selection of public community junior colleges were:

1. Accreditation by North Central Association of Colleges and Secondary Schools;
2. Institutional member of the American Association of Community and Junior Colleges;
3. Operate on semester system; and
4. Number of full-time equivalent faculty (all full-time + one-third part-time faculty) between 40 and 55.

Criteria used for the selection of private community junior colleges were:

1. Accreditation by North Central Association of Colleges and Secondary School.
2. Operate on semester system.

Instrumentation

Research Questionnaire

Research questionnaire used was comprised of two parts: Part I--Collective Negotiations Scale and Part II--Decisional Participation Scale.

Parts I and II were used by the investigator to measure the variables being investigated in this study. Part I, the Collective

Negotiations Scale, served as a measure of the dependent variable. Part II, the Decisional Participaton Scale, served as a measure of independent variable.

Collective Negotiations Scale

The instrument used to assess attitudes toward collective negotiations in the present study was the Collective Negotiations (CN) Scale, originally developed by Carlton¹ and modified and refined by Moore in his dissertation study.² Carlton's scale was a thirty-item, Likert-type scale designed to assess attitudes of teachers toward collective action by teachers. The scale was based on the following assumptions:

1. that attitudes are quantitatively identifiable, and therefore, can be assigned score values;
2. that attitudes lie along a continuum running from strong disfavor to equally strong favor;
3. that collective negotiations is made up of at least two complementary facets; the negotiation process and sufficient coercive force to assume near equality of the parties involved; and
4. that the above three assumptions are believed to be non-separable characteristics.³

Carlton used a jury of 100 educators to rate critically an initial pool of 104 items, and then applied an item analysis to the results to select the thirty items with the most discriminatory power. Split-half reliability of the scale was computed to be .84.⁴

Moore modified Carlton's scale primarily through word substitution. Such words as "faculty" and "college" were used to replace the

words "teacher" and "school." the substitutions, which did not seriously affect the validity of the individual items, were made to make the scale suitable for community college faculty.⁵

As part of a pilot project, Moore administered the CN scale to seventy-nine community college faculty members, and used appropriate computer programs to perform an item analysis, compute the reliability and standard error of measurement, and to calculate measures of central tendency. The reliability coefficient was reported to be .92 and the standard error of measurement was equal to 4.39.⁶

In addition to the item analysis, Moore factor analyzed the pilot study responses and found one dominant factor which accounted for 70.67 percent of the extracted variance and a second factor which accounted for 16.42 percent of the extracted variance. As a result of the item and factor analysis, five items were deleted from the CN scale. Five new items were added when the ratings of a panel of judges were found to be compatible.⁷

The CN scale used in Moore's primary study was a thirty item, Likert-type scale. The scoring of each item ranged from one through six with the high score arbitrarily assigned to those responses favorable to collective negotiations. The six response choices for each item ranged from "Agree Very Strongly" or "Disagree Very Strongly." No neutral response was used. There were 15 positively phrased and 15 negatively phrased questions with the direction of items varied to reduce the effect of a response set.⁸

Moore performed an item analysis on the primary study responses and found that each item had an adjusted item--total score correlation of .40 or higher. The t values for the differences between item means

for the low (27 percent) and high (27 percent) groups were statistically significant at the .05 level.⁹

A factor analysis was computed to study further the unidimensionality of the scale. The primary factor accounted for 66.51 reported as .96 while the standard error of measurement was reported as 4.50¹⁰

Moore organized the CN scale items into the following three categories to aid the analysis and interpretation: (1) items pertaining to attitudes toward collective action, (2) items pertaining to attitudes toward the implementation of sanctions, and (3) items pertaining to attitudes toward the withholding of faculty services.¹¹

These categories were thought to be a continuum representing increasing levels of intensity of militant attitudes. The first category (collective action) represented less intense attitudes than the second category (sanctions). The third category (withholding services) was thought to represent the most extreme form of militancy.¹²

A copy of Moore's CN scale used in the present study is contained in Appendix A.

Decisional Participation Scale

The Decisional Participation (DP) scale was developed by John H. Schuh, in cooperation with three present deans of liberal arts colleges within the sample population in order to investigate the decision-making process in Liberal Arts Colleges of large universities. The three cooperation deans offered suggestions and modifications during their thorough examination of it. Ultimately they were satisfied as to the validity of the scale. The questionnaire includes 21 academic issues.¹³

Decisional participation was defined in this study as the discrepancy between a faculty member's current and preferred rates of participation in academic decision-making. The DP scale was administered in two parts. In the first part faculty members were asked to indicate "Do they currently participate in each of the twenty-one academic issues.?" and in the second part they were asked to indicate "Do they desire to participate in each of the twenty-one academic issues?" An index was derived by summing the number of decisions in which each faculty member currently participates and those in which he wishes to participate, and computing the difference between these two figures. Those differences became the index of decisional discrepancy. Faculty were then placed in groups characterized by: (1) decisional deprivation (current participation less than desired participation); (2) decisional equilibrium (current participation equal to desired participation); and (3) decisional saturation (current participation greater than desired participation).

A copy of Schuh's Decisional Participation Scale used in the present study is contained in Appendix B.

Demographic and Career Information

The secondary purpose of this study was to investigate the relationships between selected demographic and career characteristics of community junior college faculty and their attitudes toward collective negotiations. This section, which contains eleven items, is composed of variables found by Moore to be significantly related (statistically) to attitudes toward collective negotiations. Item One in the demographic and career section, which asked the respondent if he/she

is "part-time or full-time," is included as a validation of full-time teaching status. Questionnaires from other than full-time teaching faculty were disregarded.

A copy of demographic and career information questionnaire used in the present study is contained in Appendix C.

Method of Data Collection

In order to procure approval of the community college presidents to involve their faculty in the study, on November 15, 1980, 31 research questionnaires and explanatory cover letters¹⁴ were sent to 10 private and 21 state supported community junior college presidents in Arkansas, Missouri, North Dakota, and Oklahoma. Shortly thereafter, five community junior college presidents agreed to provide their faculty with the opportunity to participate in the study. After numerous letters¹⁵ and telephone calls in December, 1980, and January, 1981, the presidents of four of the remaining of the twenty-six institutions pledged their support.

On February 1, 1981, 285 questionnaires, explanatory cover letters, and self stamped, self addressed envelopes were mailed to 54 faculty members in two private community junior colleges in Oklahoma and to 231 faculty members in seven public supported community junior colleges in Arkansas, Missouri, Oklahoma and North Dakota. A copy of the letter to the faculty members for the investigator appears in Appendix F.

Approximately 20 days after the initial mailing, follow-up letters were sent to faculty who had not responded. A copy of this

letter is included in Appendix G. On March 10, 1981, the data collection phase of the study was terminated.

Of the original 285 questionnaires that were mailed, 185 were returned, approximately 65 percent. Of the returned group, 159 questionnaires, 56 percent of the sample population, were usable for the purpose of analysis. There were 26 questionnaires that were not usable for various reasons. If the respondents either failed to complete entire sections of the questionnaire, or omitted some items of any particular section, the questionnaires were disregarded.

The number of questionnaires returned by the faculties of the nine participating institutions appears in Table I. The institutional response rate ranges from a low of 53.12 percent to a high of 75 percent.

Data Analysis

The responses from faculty members were coded, tabulated on data sheets, and key punched at the Oklahoma State University Computer Center. As a means of testing the statistical significance of each correlation coefficient, null hypotheses were tested at the .05 and .01 levels using Z test procedures.¹⁶ Since the study was fundamentally exploratory and because of the speculative nature of the research hypotheses, it was decided to conduct two-tailed Z tests.

The statistical procedures used in the study were as follows:

Research Question One

What is the general attitude orientation of community junior college faculty members toward collective negotiations? The three

agreement response choices were collapsed into one category of "agreement," and the three disagreement response choices were collapsed into one category of "disagreement."

TABLE I
NUMBER OF QUESTIONNAIRES MAILED TO FACULTY AND THE
PERCENTAGE RETURNED BY COMMUNITY JUNIOR COLLEGES

Community College	Number Mailed	Number Received	Percentage Received
1	45	29	64.44
2	35	23	65.71
3	32	17	53.12
4	29	21	72.41
5	34	25	73.53
6	30	20	66.66
7	36	23	63.88
8	36	21	58.33
9	8	6	75.00
Total	285	185	64.91

Null Hypothesis One

There are no statistically significant differences toward collective negotiations for individuals classified as decisionally deprived, saturated, or at equilibrium. A one-way analysis of variance was used to compare attitudes toward collective negotiations of three decisional participation groups.

Null Hypothesis Two

There are no statistically significant differences in attitudes toward collective negotiations between state supported and private community junior colleges. A t-test showing the significant difference in the means of state supported and private community junior colleges was used.

Null Hypothesis Three

There are no statistically significant differences in attitudes toward collective negotiations among the selected individual colleges. A one-way analysis of variance was used to compare attitudes toward collective negotiations of selected individual colleges.

Null Hypothesis Four

There are no statistically significant relationships between the selected demographic and career characteristics of age, sex, religion, political preference, satisfaction with community junior college teaching, tenure status, degree, rank, teaching curriculum, academic field, and faculty members' attitudes toward collective negotiations. A zero-order correlation coefficient was used as a measure of computing the relationship between these variables and attitudes toward collective negotiations.

Summary

The purpose of this chapter has been to present a description of the manner in which the problem and hypotheses were investigated. The

problem was identified as the relationship between faculty attitudes toward collective negotiations and their perceptions of participation in academic decision making.

Three instruments were utilized to collect data on the variable, the Collective Negotiations Scale, the Decisional Participation Scale, and Demographic and Career Information. The instruments were distributed to a selected sample of 285 full-time community junior college faculty members in four states of Arkansas, Missouri, North Dakota, and Oklahoma. Sixty-five percent of the sample returned.

A simple analysis of response patterns to the collective negotiations scale was completed to assess faculty attitudes toward collective negotiations. A one-way analysis of variance was used to test the first and the third hypotheses and a t-test for the second hypothesis. A zero-order correlation coefficient was computed to determine the relationship between the selected demographic and career characteristics of the respondent faculty and their attitudes toward collective negotiations, based on collective negotiations scale scores.

ENDNOTES

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²John W. Moore, "The Attitudes of Pennsylvania Community College Faculty Toward Collective Negotiations in Relation to Their Sense of Power and Sense of Mobility," (Unpublished Doctor's Dissertation, Pennsylvania State University, 1970).

³Ibid., p. 61.

⁴Ibid.

⁵Ibid., p. 62.

⁶Ibid.

⁷Ibid., p. 64.

⁸Ibid., p. 65.

⁹Ibid.

¹⁰Ibid., p. 66.

¹¹Ibid., p. 121.

¹²Ibid., p. 122.

¹³John J. Schuh, "The Decision-Making Process in Liberal Arts Colleges of Large Universities," College and University, Vol. 50 (Winter 1975), pp. 177-178.

¹⁴See Appendix D.

¹⁵See Appendix E.

¹⁶Paul Blommers and E. F. Lindquist, Elementary Statistical Methods (Boston: Houghton Mifflin Company, 1960), p. 464.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The presentation and analysis of data for this research are reported as they relate to each of the research questions under study. The .05 level of significance was used to accept or reject the hypotheses. The presentation and analysis of data appear in the following sequence:

1. Findings related to faculty responses to the Collective Negotiations Scale
2. Findings related to the Null Hypotheses
 - a. Null Hypothesis One: There are no statistically significant differences toward collective negotiations for individuals classified as decisionally deprived, saturated, or at equilibrium.
 - b. Null Hypothesis Two: There are no statistically significant differences in attitudes toward collective negotiations between state supported and private community junior colleges.
 - c. Null Hypothesis Three: There are no statistically significant differences in attitudes toward collective negotiations among the selected individual colleges.
 - d. Null Hypothesis Four: There are no statistically significant relationships between the selected demographic and career

characteristics of age, sex, religion, political preference, satisfaction with junior college teaching, tenure status, degree, rank, teaching curriculum, academic field, and faculty members' attitudes toward collective negotiations.

Findings Related to Faculty Responses to the Collective Negotiations Scale

One of the purposes of this study was to assess the general attitude orientation of community junior college faculty toward collective negotiations. In order to determine the receptiveness of community junior college faculty to the use of collective negotiations in higher education, an analysis of the respondents to selected items on the collective negotiations scale was undertaken.

The items were organized into three categories for the purpose of analysis and interpretation: (1) items pertaining to attitudes toward collective action, (2) items pertaining to attitudes toward the implementation of sanctions, (3) items pertaining to attitudes toward the withholding of faculty services. These categories were thought to be a continuum representing increasing levels of intensity of militant attitudes. The first category (collective action) represented less intense attitudes than the second category (sanctions). The third category (withholding services) was thought to represent the most extreme form of militancy. For purposes of clearer discussions of the faculty response patterns to the Collective Negotiations Scale, the three agreement responses of the instrument have been collapsed into one category of "agreement," and the three disagreement responses of the instrument into one category of "disagreement."

Attitudes Toward Collective Action

The percentage of responses to each response choice in the fifteen items in the collective action category are contained in Table II. Reference to the number of faculty was purposely omitted to assume anonymity. An analysis of the subjects' responses to these items seems to indicate that community junior college faculty are favorably disposed to collective negotiations. For example, approximately 89 percent agreed that faculty should be able to organize and bargain collectively (item 5), and 92 percent agreed that faculty members should be able to organize freely and to bargain collectively about their working conditions of employment (item 1). Sixty-six percent of the subjects agreed that collective negotiations is a good way to unite the teaching profession into a powerful political body (item 15), and approximately 82 percent felt that collective negotiations can bring greater order to education (item 30).

Approximately 81 percent of the subjects agreed that collective negotiations is an effective way to limit the unilateral authority of the governing board (item 2), while only approximately 18 percent agreed that collective negotiations is an infringement on the authority of the board (item 15).

Furthermore, only 21 percent agreed that it was unwise to establish educational policies and practices through collective negotiations (item 28), and 27 percent felt that collective negotiations is primarily a coercive technique that will have detrimental effects on higher education (item 7). Only about 21 percent thought that

TABLE II
 PERCENTAGES OF RESPONSE CHOICE FOR ITEMS OF THE
 COLLECTIVE NEGOTIATIONS SCALE CATEGORIZED
 AS MEASURES OF ATTITUDES TOWARD
 COLLECTIVE ACTION

Item Number	Percentages					
	AVS	AS	A	D	DS	DVS
1. I think collective negotiations is an effective way for faculty to participate in determining the conditions of their employment.	23.17	36.53	31.5	4.4	1.9	1.96
2. I think collective negotiations is an effective way for faculty to limit the unilateral authority of the governing board.	16.02	29.5	35.9	10.9	3.8	3.9
5. Faculty members should be able to organize freely and to bargain collectively about their working conditions.	25.64	32.05	30.77	5.13	1.28	5.13
7. I feel that collective negotiations is primarily a coercive technique that will have detrimental effects on higher education.	2.56	3.84	21.15	39.11	20.51	12.83

TABLE II (Continued)

Item Number	Percentages					
	AVS	AS	A	D	DS	DVS
9. I believe that militant faculty organizations are largely made of malcontents and misfits.	3.8	10.89	26.92	33.97	13.46	10.96
11. I feel that the good faculty members can always get the salary they need without resorting to collective negotiations.	1.28	4.48	19.23	37.82	21.15	16.04
12. I believe that collective bargaining, alias collective negotiations, is beneath the dignity of college faculty members.	1.92	3.2	16.67	37.82	17.94	22.45
15. I feel that collective negotiations is an infringement on the authority of the governing board and should be resisted.	.64	5.12	12.82	44.87	21.15	15.4

TABLE II (Continued)

Item Number	Percentages					
	AVS	AS	A	D	DS	DVS
16. I think collective negotiations is a good way to unite the teaching profession into a powerful political body.	8.33	14.10	42.94	24.35	5.12	5.16
17. I think that collective negotiated written labor agreements place undesirable restrictions on the administration.	1.92	2.56	16.66	54.49	17.95	6.42
18. I think collective negotiations can provide a vehicle whereby faculty members gain greater on-the-job dignity and independence in performing their functions.	8.97	21.79	51.28	13.46	4.48	.02
19. I believe that many leaders in the drive for collective negotiations are power seekers who do not have the best interest of education at heart.	3.20	5.12	28.85	42.95	14.10	5.78

TABLE II (Continued)

Item Number	Percentages					
	AVS	AS	A	D	DS	DVS
20. The local faculty organization should seek to regulate standards for hiring of new faculty members.	10.25	21.15	44.23	18.59	6.4	0.00
28. I feel that it is unwise to establish educational policies and practices through collective negotiations.	1.92	4.48	17.94	44.87	16.66	14.13
30. I think collective negotiations can bring greater order and system to education.	11.53	21.79	48.07	11.53	5.12	1.96

AVS--Agree Very Strongly; AS--Agree Strongly; A--Agree; D--Disagree; DS--Disagree Strongly; DVS--Disagree Very Strongly.

collective negotiated agreements placed undesirable restrictions on the administration (item 17).

Eighty-two percent agreed that collective negotiations can provide a vehicle whereby faculty members can gain greater on-the-job dignity and independence in performing their functions (item 18). Only 22 percent agreed that collective negotiations is beneath the dignity of college faculty members (item 12). A small number, 25 percent agreed that good faculty members can always get the salary they need without resorting to collective negotiations (item 11).

Attitudes Toward Sanctions

Faculty responses to items pertaining to the implementation of sanctions appear in Table III. Faculty responses to items in this category seem to indicate that community junior college faculty have favorable attitudes toward use of various forms of sanctions. Approximately 75 percent agreed that faculty have a right to impose sanctions on governing boards under certain circumstances (item 21). Eighty percent agreed that when a governing board denies the requests of the faculty, faculty have a right to present those facts to the public and their professional associates (item 29). Approximately 60 percent agreed that faculty organizations at local, state, and national levels should publicize unfair practices by a governing board through various mass media (item 6).

Sixty-seven percent agreed that sanctions are a means of improving educational opportunities and eliminating conditions detrimental to professional service (item 23). Approximately 70 percent agreed

TABLE III
 PERCENTAGES OF RESPONSE CHOICE FOR ITEMS OF THE
 COLLECTIVE NEGOTIATIONS SCALE CATEGORIZED
 AS MEASURES OF ATTITUDES TOWARD
 COLLECTIVE SANCTIONS

Item Number	Percentages					
	AVS	AS	A	D	DS	DVS
6. Faculty organizations at local, state, and national levels should publicize unfair practices by a governing board through the media such as TV, radio, newspapers, and magazines.	9.6	18.58	31.41	32.05	5.76	2.6
21. I think faculty members have the right to impose sanctions on governing boards under certain circumstances.	10.25	11.53	52.56	22.43	3.20	.03
22. I think that sanctions are a step forward in acceptance of faculty responsibility for self-discipline and for insistence upon conditions conducive to an effective program of education.	8.33	13.46	48.36	24.36	5.12	.66
23. I believe sanctions are a means of improving educational opportunities and eliminating conditions detrimental to professional services.	5.7	10.25	50.64	25.64	5.76	2.01

TABLE III (Continued)

Item Number	Percentages					
	AVS	AS	A	D	DS	DVS
24. I believe that censure by means of articles in professional association journals, special study reports, newspapers, or other mass media, is a legitimate technique for faculty use.	6.41	15.38	46.79	25.64	3.2	2.58
27. I believe that any faculty sanction or other coercive measure is completely unprofessional.	2.56	3.84	25.0	42.94	14.74	10.92
29. I believe that when the governing board denies the requests of the faculty, the faculty has a right to present the facts to the public and to their professional associates employed in other colleges.	14.74	18.59	46.15	16.02	3.20	1.3

AVS--Agree Very Strongly; AS--Agree Strongly; A--Agree; D--Disagree; DS--Disagree Strongly; DVS--Disagree Very Strongly.

that sanctions are a step forward in the acceptance of faculty responsibility for self-discipline and for the insistence upon conditions conducive to effective educational programs (item 22).

Approximately 69 percent agreed that certain forms of censure were legitimate techniques for use by faculty (item 24). Only 31 percent believed that faculty sanctions or other coercive measures were completely unprofessional (item 27).

It appears that community junior college faculty view implementation of selected forms of sanctions as a legitimate course of collective action. As a result of this acceptance, the use of sanctions could become an important tool in conflict situations.

Attitudes Toward Withholding Services

An analysis of the items pertaining to the withholding of faculty services, the most severe form of militant action, seems to indicate that community junior college faculty are more divided in their attitudes toward this form of group behavior than they are toward other forms of collective action. The percentages of responses to each item in this category appear in Table IV.

Eighty-seven percent agreed that collective negotiations should omit the threat of withholding services (item 4). Approximately 61 percent agreed that faculty members should not strike in order to enforce their demands (item 10).

Fifty-three percent agreed that faculty members should be able to withhold services when a satisfactory agreement between their organization and the governing board cannot be reached (item 3). Approximately 51 percent agreed that faculty services were not so necessary

TABLE IV
 PERCENTAGES OF RESPONSE CHOICE FOR ITEMS OF THE
 COLLECTIVE NEGOTIATIONS SCALE CATEGORIZED
 AS MEASURES OF ATTITUDES TOWARD
 WITHHOLDING SERVICES

Item Number	Percentages					
	AVS	AS	A	D	DS	DVS
3. Faculty members should have the right to withhold their services when satisfactory agreement between their organization and the governing board cannot be reached.	6.4	14.75	31.41	36.53	5.12	5.79
4. Collective negotiations should if possible omit the threat of withholding services.	12.82	30.77	44.23	5.13	3.8	3.25
8. I feel that strikes on the part of faculty members are an undesirable aspect of collective negotiations.	13.46	19.23	44.23	15.38	3.8	3.9
10. Faculty members should not strike in order to enforce their demands.	5.12	16.02	39.74	25.64	10.26	3.24

TABLE IV (Continued)

Item Number	Percentages					
	AVS	AS	A	D	DS	DVS
13. I believe that strikes, sanctions, boycotts, mandated arbitration or mediation are improper procedures to be used by public community or junior college faculty who are dissatisfied with their conditions of employment.	2.56	10.25	34.61	30.77	11.53	10.28
14. I feel that a faculty member cannot withhold his services without violating professional ethics and trust.	5.76	7.69	43.59	25.00	8.97	8.99
25. I feel that the traditional position that faculty members, as public employees, may not strike is in the best interest of public higher educational.	4.48	7.69	39.10	30.12	8.97	9.64
26. I don't feel that the services of the faculty are so necessary to the public welfare as to necessitate the forfeiture of the right of faculty to strike.	6.41	8.33	36.53	41.02	5.76	2.95

AVS--Agree Very Strongly; AS--Agree Strongly; A--Agree; D--Disagree; DS--Disagree Strongly; DVS--Disagree Very Strongly.

to the public welfare as to necessitate the forfeiture of the right of faculty to strike (item 26). Forty-four percent agreed that the traditional position that faculty members, as public employees, may not strike is in the best interest of public higher education.

Forty-seven percent agreed that strikes, sanctions, boycotts, mandated arbitration, or mediation, are improper procedures to be used by public junior college faculty members (item 13). Fifty-seven percent felt that a faculty member cannot withhold his services without violating professional ethics and trust (item 14). Seventy-seven percent felt that strikes on the part of faculty members are an undesirable aspect of collective negotiations (item 8).

The analysis of these data seemed to indicate that the majority of community junior college faculty have favorable attitudes toward the use of collective negotiations in public higher education. There was considerable consensus among faculty that collective action by faculty is desirable. However, there is less consensus concerning the appropriateness of various forms of sanctions and the withholding of faculty services. In other words, the exercise of group pressure is seen as legitimate, but there is hesitance in taking aggressive action against the administration or governing board such as striking. However, the climate in community junior colleges seems conducive for unionization or certainly a strengthening of the power of faculty groups, and for using collective action for agreed upon purposes.

Findings Related to Hypotheses

Null Hypothesis One

There are no statistically significant differences toward collective negotiations for individuals classified as decisionally deprived, saturated, or at equilibrium.

A one-way analysis of variance test of significance was computed on the mean CN Scale scores for each group of decisional participation. The results of the analysis of variance are contained in Table V.

The analysis of variance test was significant at the .01 level (4.75 needed). The null hypothesis was rejected and an alternative hypothesis, stating that significant differences in attitudes toward collective negotiations existed for individuals classified as decisionally deprived, at equilibrium, or saturated was accepted. Faculty who are decisionally saturated tend to have less favorable attitudes toward collective negotiations, while faculty who are decisionally deprived tend to have highly favorable attitudes.

Null Hypothesis Two

There are no statistically significant differences in attitudes toward collective negotiations between state supported and private community junior colleges.

A t-test was used to compare attitudes toward collective negotiations between state supported and private community junior colleges. The results of the t-test are contained in Table VI.

TABLE V
 COMPARISON OF DECISIONAL PARTICIPATION AND
 COLLECTIVE NEGOTIATIONS AMONG SELECTED
 COMMUNITY JUNIOR COLLEGE FACULTY

Decisional Participation and Mean Scores for Community Junior College Faculty				Analysis of Variance Table				
State of Decisional Participation	N	Means*	S.D.	Source	DF	Sum of Squares	Mean Squares	Observed F Score
Deprived	105	124.790	19.633	Between Groups	2	19338.943	9669.468	26.543**
Equilibrium	36	104.750	14.140	Within Groups	156	56830.425	364.297	
Saturated	18	96.500	23.939	Totals	158	76169.312		

*The higher mean scores indicate greater attitudes toward collective negotiations (maximum score = 180).

**Statistically significant at the .01 level of confidence.

TABLE VI
 COMPARISON OF ATTITUDES TOWARD COLLECTIVE NEGOTIATIONS
 BETWEEN STATE SUPPORTED AND PRIVATE
 COMMUNITY JUNIOR COLLEGES

Classification	N	Mean*	Standard Deviation	Standard Error	t-score
State Supported Community Junior Colleges	124	117.951	22.507	2.021	1.29**
Private Community Junior Colleges	35	113.857	19.854	3.356	

*The higher mean scores indicate greater attitudes toward collective negotiations (maximum score = 180).

**No statistically significant difference at the .05 level of confidence.

The statistical results for hypothesis two indicated a t-score of 1.25 which was below the .05 level of significance which equalled 1.98. The analysis showed no statistically significant differences in attitudes toward collective negotiations between state supported and private community junior colleges.

Null Hypothesis Three

There are no statistically significant differences in attitudes toward collective negotiations among the selected individual colleges.

A one-way analysis of variance test of significance was computed on the nine CN Scale means. Table VII presents a summary of the findings.

Based on statistical analysis, the results for hypothesis three indicated an observed F score of 7.086 which was above the .01 level of significance, which equalled 2.62. The results showed statistically significant differences existed in attitudes toward collective negotiations among the selected individual colleges. The null hypothesis was rejected and an alternative hypothesis, stating that significant differences in attitudes toward collective negotiations among the selected individual colleges existed was accepted.

Null Hypothesis Four

There are no statistically significant relationships between the selected demographic and career characteristics of age, sex, religion, political preference, satisfaction with junior college teaching, tenure status, degree, rank, teaching curriculum, academic field, and faculty members' attitudes toward collective negotiations.

TABLE VII
 COMPARISON OF ATTITUDES TOWARD COLLECTIVE NEGOTIATIONS
 AMONG NINE INDIVIDUAL COLLEGES

Community College	N	Means*	Standard Deviation	Analysis of Variance Table				
				Source	DF	Sum of Squares	Mean Squares	Observed F Score.
1.	29	115.724	20.880	Between	8	20890.349	2611.293	7.086**
2.	17	117.882	7.639					
3.	6	104.833	10.998	Within	150	55279.166	368.527	
4.	16	110.375	18.095					
5.	19	121.789	19.446	Total	158	76169.500		
6.	19	113.052	26.590					
7.	19	140.105	22.357					
8.	13	92.076	9.604					
9.	21	120.714	18.684					
Total	159	117.050	21.956					

*The higher mean scores indicate greater attitudes toward collective negotiations (maximum score = 180).

**A significant statistical difference at the .01 level of confidence.

Zero-order correlation coefficients were computed as a measure of the relationship between these variables and the dependent variable (CN). These variables and their associated coefficients of correlation are contained in Table VIII. Null hypotheses were statistically tested at the .05 and .01 levels of significance.

The null hypotheses were accepted at the .05 level of significance ($r = .159$ required) for three of the variables in Table VIII. One variable, teaching satisfaction, was statistically significant at the .01 level ($r = .208$ required). Age, sex, religion, tenure status, professional rank, and academic field were unrelated to faculty attitudes toward collective negotiations.

On the political preference variable, faculty were classified on a continuum as either: (1) conservative, (2) independent, or (3) liberal. The correlation between political preference and CN scale scores was statistically significant at the .05 level ($r = .1745$). The interpretation was that faculty who tended to be liberal in political preference possessed more favorable attitudes toward collective negotiations than did faculty who tended to be conservative.

The nature of this classification made it advisable to conduct a one-way analysis of variance test of significance between group mean scores on the CN Scale. The analysis of variance resulted in a F ratio of 5.871 that was significant at the .01 level (4.75 is required). Table IX presents a summary of findings. The analysis of the findings indicated that faculty in the conservative group had significantly less favorable attitudes than did faculty in the independent and liberal groups.

TABLE VIII
 ZERO-ORDER CORRELATION COEFFICIENTS BETWEEN
 DEMOGRAPHIC VARIABLES AND SCORES ON THE
 COLLECTIVE NEGOTIATIONS SCALE

Variables	Correlation With CN Scale Scores
Age	-0.1012
Sex	-0.1373
Religion	0.1113
Teaching Satisfaction	-0.2273**
Political Preference	-0.1745*
Tenure Status	-0.1185
Rank	-0.0917
Teaching Curriculum	0.1598*
Degree	0.2004*
Academic Field	0.1316

N = 159

*Correlation coefficient significant at the .05 level.

**Correlation coefficient significant at the .01 level.

TABLE IX

ANALYSIS OF VARIANCE SUMMARY TABLE FOR FACULTY POLITICAL
PREFERENCE GROUPS AND SCORES ON THE
COLLECTIVE NEGOTIATIONS SCALE

Political Preference	N	Means*	Standard Deviation	Analysis of Variance Table				
				Source	DF	Sum of Squares	Mean Squares	Observed F Score
Conservative	44	106.086	22.404	Between	2	5532.424	2766.212	5.871**
Independent	39	120.333	22.492	Within	156	69258.172	471.144	
Liberal	76	120.500	20.098	Total	158	74790.563		

*The higher mean scores indicate greater attitudes toward collective negotiations (maximum score = 180).

**A significant statistical difference at the .01 level of confidence.

Satisfaction with community college teaching was significantly correlated with the dependent variable at the .01 level ($r = -0.2273$). Faculty who tended to be relatively dissatisfied with teaching in the community college tended to have more favorable attitudes toward collective negotiations than did faculty who were more satisfied with community college teaching (See Table X).

The degree level of faculty was significantly correlated with the dependent variable at the .05 level ($r = .2004$). Faculty with relatively higher rank tended to have more favorable attitudes towards collective negotiations than did faculty with relatively lower professional rank (See Table XI).

The curriculum in which faculty were teaching was significantly correlated with the dependent variable at the .05 level ($r = .01598$). Faculty teaching in both vocational and transfer curriculum tended to have more favorable attitudes toward collective negotiations than did faculty teaching in college transfer or vocational-technical curriculum (See Table XII).

Summary

This chapter presented the statistical analysis and findings of the data collected through the administration of the instruments described in Chapter III. The chapter deals in turn with a simple analysis of response. Patterns to the collective negotiations scale and each of the four hypotheses. The one-way analysis of variance test of significance was used to test the first and third hypotheses and a t-test for the second one. The fourth hypothesis was tested through a zero-order correlation coefficient test of significance.

TABLE X
 MEANS AND STANDARD DEVIATIONS OF FACULTY SCORES
 ON THE COLLECTIVE NEGOTIATIONS SCALE BY
 TEACHING SATISFACTION

Teaching Satisfaction	N	Means*	Standard Deviation
1. Very dissatisfied	4	140.250	33.460
2. Dissatisfied	7	118.285	26.843
3. Indifferent	8	126.375	21.487
4. Satisfied	88	118.716	19.454
5. Very Satisfied	52	110.846	23.104

N = 159

*The higher mean scores indicate greater attitudes toward collective negotiations (maximum score = 180).

TABLE XI
 MEANS AND STANDARD DEVIATIONS OF FACULTY SCORES
 ON THE COLLECTIVE NEGOTIATIONS SCALE BY
 PROFESSIONAL RANK

Professional Rank	N	Means*	Standard Deviation
1. Less than A.A.	1	83.00	
2. A.A.	4	113.500	26.451
3. Bachelor's degree	27	110.704	15.864
4. Master's degree	101	117.406	21.990
5. Doctor's degree	26	124.115	24.949

N = 159

*The higher mean scores indicate greater attitudes toward collective negotiations (maximum score = 180).

TABLE XII
 MEANS AND STANDARD DEVIATIONS OF FACULTY SCORES
 ON THE COLLECTIVE NEGOTIATIONS SCALE BY
 TEACHING CURRICULUM

Curriculum	N	Means*	Standard Deviation
College Transfer	65	114.584	24.799
Vocational-Technical	34	114.676	17.354
Both	47	119.447	21.359
Other	13	126.923	17.708

N = 159

*The higher mean scores indicate greater attitudes toward collective negotiations (maximum score = 180).

Simple percentages were used for the analysis of responses to the collective negotiations scale.

Faculty scores on the collective negotiations scale indicated generally favorable attitudes toward the concept of collective negotiations, but less favorable attitudes toward the use of sanctions and withholding faculty services. Hypothesis one was found significant at .01 level of confidence, there was a statistically significant difference toward collective negotiations for individuals classified as decisionally deprived, saturated, or at equilibrium. Hypothesis two was not found significant at the .05 level of confidence, there was no statistically significant relationships in attitudes toward collective negotiations between state supported and private community junior colleges. Hypothesis three was found significant at the .01 level of confidence, there was statistically significant differences in attitudes toward collective negotiations among the selected individual colleges. Hypothesis four was found significant at the .05 level of confidence for three variables of political preference, teaching curriculum, and degree status, and it was found significant at the .01 level of confidence for teaching satisfaction with community junior college. No correlation between age, sex, religion, tenure status, rank, and academic field and attitudes toward collective negotiations was found.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary of the Study

Over the past several years, collective negotiations has emerged as a major trend in higher education with the public two-year colleges as the pacesetters, far outnumbering four-year institutions in the use of collective negotiations on campus. Collective negotiations in public higher education is a relatively recent phenomenon, most of it encouraged by state legislation enacted in the past 10 to 15 years.

Although literature concerning collective negotiations can be readily found in professional journals, most of this literature has been concerned with issues and problems in the collective negotiations process. Those studies completed have principally investigated demographic variables and attitudes toward collective negotiations. It appears that institutional variables that could influence faculty attitudes toward collective negotiations have largely been ignored.

There seems to be two prominent points of view concerning the motivation of community junior college faculty to engage in collective negotiations in the literature. One view centers on the economic, or welfare motive, and maintains that community junior college faculty engage in collective negotiations primarily to increase their salaries

and benefits. The other view maintains that the primary reason community junior college faculty engage in collective negotiations is to increase their role in the governance or decision-making process of their college.

The present study examined the latter of the motivational forces. Faculty attitudes toward collective negotiations should be significantly related to their perceptions of their participation in academic decision-making.

Restatement of the Problem

The purpose of the present study was to:

1. Collect information which might serve as an indication of the overall receptiveness of community junior college faculty toward the concept of collective negotiations.

2. Investigate the relationship between the attitudes of community junior college faculty and faculty members' perceptions of participation in academic decision-making.

3. Investigate the relationships between the attitudes of community junior college faculty and selected demographic and career variables of faculty members.

Specifically, the following questions were raised for study:

1. What are the attitudes of community junior college faculty toward collective negotiations?

2. Is there a statistically significant relationship between a faculty member's attitudes toward collective negotiations and his perception of participation in academic decision-making?

3. Are there significant differences between state and locally governed community junior colleges with respect to faculty attitudes toward collective negotiations?

4. Are there significant differences among the colleges surveyed in the assessed faculty attitudes toward collective negotiations?

5. Are certain demographic and career variables of faculty members, such as age, sex, religion, political preference, teaching curriculum, academic field, tenure status, professional rank, satisfaction with community junior college teaching, and degree, related to faculty attitudes toward collective negotiations?

Subjects Participating in the Study

Subjects involved in the study were 285 full-time community junior college faculty members in Arkansas, Missouri, North Dakota, and Oklahoma. Of the original 285 questionnaires, 185 (65 percent) were returned. In this group, 159 questionnaires (56 percent) were usable for the purpose of data analyses.

Summary of the Findings

Research Question One

What is the general attitude orientation of community junior college faculty members toward collective negotiations?

An analysis of the data collected from the administration of the collective negotiations scale indicate that the majority of community junior college faculty sampled have favorable attitudes toward the use of collective negotiations in higher education. There is considerable

consensus that faculty have the right to utilize sanctions, however, there is little favor expressed toward the various forms of sanctions, particularly withholding of services. Ninety-two percent of the faculty indicated that they should be able to organize freely and to bargain collectively about the working conditions of employment. Only 21 percent agreed that it was unwise to establish educational policies and practices through collective negotiations, and only 27 percent felt that collective negotiations is primarily a coercive technique that will have detrimental effects on higher education.

Null Hypothesis One

There are no statistically significant differences toward collective negotiations for individuals classified as decisionally deprived, saturated, or at equilibrium. A one-way analysis of variance test of significance was computed on the mean CN Scale scores for each group of decisional participation.

The analysis of variance test was significant at the .01 level. The null hypothesis was rejected. There is an inverse relationship between perceptions of faculty participation in academic decision-making and attitudes toward collective negotiations. Faculty who are decisionally saturated tend to have less favorable attitudes toward collective negotiations, while faculty who are decisionally deprived tend to have highly favorable attitudes toward collective negotiations.

Null Hypothesis Two

There are no statistically significant differences in attitudes toward collective negotiations between state supported and private community junior colleges. A t-test was used to determine if statistical significance could be found between the means of state supported and private community junior colleges. The analysis showed no statistically significant differences in attitudes toward collective negotiations between state supported and private community junior colleges. The null hypothesis was accepted.

Null Hypothesis Three

There are no statistically significant differences in attitudes toward collective negotiations among the selected individual colleges. A one-way analysis of variance test on the CN scale mean scores for the nine colleges was significant at the .01 level. The null hypothesis was rejected. There is significant differences in attitudes toward collective negotiations among the nine individual colleges.

Null Hypothesis Four

There are no statistically significant relationships between the selected demographic and career characteristics of age, sex, religion, political preference, satisfaction with junior college teaching, tenure status, degree, rank, teaching curriculum, academic field, and faculty members' attitudes toward collective negotiations. Zero-order correlations were computed and null hypotheses were tested for statistical significance at the .05 and .01 levels.

Findings pertaining to the relationship between the demographic and career variables and the dependent variables are as follows:

1. Political orientation was significantly correlated with the dependent variable (.05). Faculty who tended to be liberal in political orientation had more favorable attitudes toward collective negotiations than did faculty who identified with a more conservative political orientation.

2. Satisfaction with community college teaching was significantly correlated with the dependent variable (.01). Faculty who were less satisfied tended to have more favorable attitudes toward collective negotiations than did faculty who were more satisfied with community college teaching.

3. Teaching curriculum was significantly correlated with the dependent variable (.05). Faculty teaching in both vocational and transfer curriculum tended to have more favorable attitudes toward collective negotiations than did faculty teaching in college transfer or vocational-technical curriculum.

4. Degree was significantly correlated with the dependent variable (.05). Faculty with higher academic degrees tended to have more favorable attitudes toward collective negotiations than did faculty with lower degrees.

5. The following demographic and career variables were not significantly correlated with the dependent variables (.05), age, sex, religion, tenure status, rank, and academic field.

Conclusions

Six major conclusions can be derived from the findings of the present study:

1. There is a moderately strong inverse relationship between community junior college faculty attitudes toward collective negotiations and faculty perceptions of participation in academic decision-making. The more participation in academic decision-making, as perceived by the faculty, the less likely they are to have attitudes in favor of collective negotiations. The converse is also true. Faculty who perceive less participation in academic governance tend to have more favorable attitudes toward collective negotiations.

This finding appears compatible with the theory that the emergence of teacher militancy is related to the "professionalization" of teachers. Inherent in the professional role are expectations for considerable control over the conditions of employment and participation in institutional governance. In situations where these expectations are not fulfilled, faculty are likely to accept collective negotiations as a means of acquiring a role in institutional decision-making. On the other hand, when faculty as individuals feel capable of influencing institutional operations, they seem less attracted to collective negotiations.

2. The findings resulting from the testing of the first hypothesis of this study tend to affirm March and Simon's theory of formal organizations related to the decision-making process. March and Simon postulated that when goals are not shared the decision process will be reached by predominantly bargaining processes. This study has shown

that those faculty having favorable attitudes toward collective negotiations differ in their perceptions of participation in academic decision-making than faculty with unfavorable attitudes toward collective negotiations.

3. There are no significant differences in faculty attitudes toward collective negotiations between state governed and locally governed community junior colleges. This trend seems related to the types of governance of both types of institutions as the types of governance do not differ significantly for the two. That is, the majority of the faculty in both private and public institutions perceived themselves as decisionally deprived.

The majority of faculty on each community junior college campus seem to possess favorable attitudes toward collective negotiations. The only apparent exception to this is the trend for state governed community junior college faculty to possess more favorable attitudes toward collective bargaining than locally governed colleges. It seems conceivable, therefore, that state governed community junior colleges could lead the way toward the use of collective negotiations if enabling legislations were enacted in the states of Arkansas, Missouri, North Dakota, and Oklahoma.

4. Attitudes toward collective negotiations does not seem to be uniform among the nine individual colleges. Some of the campuses have more favorable attitudes toward collective negotiations than others. It can be concluded from the findings, in general, that significant differences exist in attitudes toward collective negotiations among colleges whose faculty members are mostly classified as decisionally deprived, saturated, or at equilibrium.

In other words, colleges whose faculty members are mostly classified as decisionally saturated or at equilibrium tend to have less favorable attitudes toward collective negotiations than colleges whose faculty members are mostly classified as decisionally deprived. The same is true when comparing colleges whose faculty members are mostly classified as decisionally saturated or at equilibrium.

An implication of the above is that a considerable shift in attitudes toward collective negotiations could occur as more and more faculty share the same perception of how their institutions are being governed. If, for example, an institution with a predominance of faculty who perceived themselves as decisionally deprived were to systematically change governance practices to be more in line with decisionally saturated or at equilibrium, the result could conceivably be less favorable attitudes toward collective negotiations.

5. The demographic and career characteristics of faculty, although not of a substantial value as predictors of faculty attitudes toward collective negotiations, appear to be useful in describing faculty who were disposed to collective negotiations. Generally, these faculty members are liberal in their political preference, possess more advanced degrees, are more apt to be dissatisfied with community college teaching, and teaching predominantly in the college transfer and vocational-technical curriculum.

6. Community junior college faculty members, based on those sampled in this study, generally seem to view collective faculty pressure as legitimate. It is likely that they will be receptive to faculty organization and collective negotiations.

Recommendations for Further Research

The findings of this research seem to indicate that certain institutional, personal, and demographic variables are related to the attitudes of community junior college faculty toward collective negotiations. It now would be valuable to gather further data that would support or refute the generalizability of these relationships. Therefore, the following recommendations for further research are made:

1. The study should be replicated using different samples in other community junior college systems in the United States.

2. Parallel studies need to be made of other kinds of institutions of higher education, such as four-year colleges and universities, in order to see if similar or different conditions exist among institutions of higher education.

3. An indepth study of a single institution, perhaps employing interviewing techniques, might add further insight into the findings of the present study or suggest that other variables may be significantly related to faculty attitudes toward collective negotiations.

4. This study implies that the more democratic governance at an institution, the less propensity a faculty will have to utilize collective negotiations. Studies should be conducted to compare the faculty perceptions of their participation in academic governance and attitudes toward collective negotiations based on a variety of institutional governing patterns. Such studies could yield valuable information concerning the effects of different types of governance on the collective negotiations process and faculty-administrative relationships in general.

5. Since no statistically significant differences were found in attitudes toward collective negotiations between state governed and locally governed community junior colleges, additional research is needed to verify these findings. A study exploring this and other differences between the faculty of the two types of institutions could contribute significantly to our knowledge about institutional control and governance.

6. Since no statistically significant relationships were found between demographic and career characteristics of age, sex, religion, tenure status, rank, and academic field, and faculty members' attitudes toward collective negotiations, additional research is needed to verify these findings and to provide additional insight into the relationship between these variables.

7. With statistically significant differences found in attitudes toward collective negotiations among the selected individual colleges, further research is needed to determine the reason(s) for these differences.

8. This study implies that community college faculty members feel that the utilization of collective negotiations will increase the faculty's participation in academic governance of colleges. Research should be conducted to determine if a faculty does increase its role in institutional decision-making by utilizing collective negotiations.

Concluding Note

Nothing is made clearer from the results of the study than the need for explicit statement of the relationship between unionization and collegiality with the literature of higher education. Existing studies almost all too frequently have taken a causal approach to explaining the relationship between unionization and less collegiality where the former causes the latter. However, from the results of the study it is clear that the latter can indeed cause the former - that is, a lack of collegiality can lead to unionization even though unionization does not necessarily lead to less collegiality. Unionization can and should be utilized wherever necessary to augment and strengthen the faculty's role in collegial self-governance.

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APPENDIX A

COLLECTIVE NEGOTIATIONS SCALE

S. No. _____

Collective Negotiations Scale

The statements listed below are intended to elicit your opinion on matters concerning Faculty-Governing Board relationships in community Junior Colleges.

The following definitions are presented to assist you in responding to the statement below:

Collective Negotiations: A generic term for the process in which faculty salaries and other conditions of employment are determined by agreement between representatives of a faculty organization and representatives of the governing board. Under this term are included collective bargaining and professional negotiations.

Sanctions: A term applied to coercive acts of various kinds, varying in intensity from verbal warning to withholding services. Sanctions of all types are used to gain concessions from the employer.

Strike: A severe form of sanction involving concerted work stoppage by employees.

Faculty Organization: An organization representing the faculty in collective negotiations with the governing board in matters pertaining to salaries and other conditions of employment.

Governing Board: Refers to the body legally responsible for the operation of the college. This may be a local or state level body.

Please circle the response to the right of the statement which best describes your reaction to the statement.

Agree	Agree	Agree	Disagree	Disagree	Disagree
Very	Strongly	More Than	More Than	Strongly	Very
Strongly		Disagree	Agree		Strongly
AVS	AS	A	D	DS	DVS

Example: Faculty should receive higher salaries. AVS **(AS)** A D DS DVS

- I think collective negotiations is an effective way for faculty to participate in determining the conditions of their employment. AVS AS A D DS DVS
- I think collective negotiations is an effective way for faculty to limit the unilateral authority of the governing board. AVS AS A D DS DVS

3. Faculty members should be able to withhold their services when satisfactory agreement between their organization and the governing board cannot be reached. AVS AS A D DS DVS
4. Collective negotiations should if possible omit the threat of withholding services. AVS AS A D DS DVS
5. Faculty members should be able to organize freely and to bargain collectively in their working conditions. AVS AS A D DS DVS
6. Faculty organizations at local, state and national levels should publicize unfair practices by a governing board through the media such as TV, radio, newspapers, and magazine. AVS AS A D DS DVS
7. I feel that collective negotiations is primarily a coercive technique that will have detrimental effects on higher education. AVS AS A D DS DVS
8. I feel that strikes on the part of faculty members are an undesirable aspect of collective negotiations. AVS AS A D DS DVS
9. I believe that militant faculty organizations are made up of a large number of malcontents and misfits. AVS AS A D DS DVS
10. Faculty members should not strike in order to enforce their demands. AVS AS A D DS DVS
11. I feel that the good faculty members can always get the salary they need without resorting to collective negotiations. AVS AS A D DS DVS
12. I believe that collective bargaining, alias collective negotiations, is beneath the dignity of college faculty members. AVS AS A D DS DVS
13. I believe that strikes, sanctions, boycotts, mandated arbitration or mediation are improper procedures to be used by public community or junior college faculty who are dissatisfied with their conditions of employment. AVS AS A D DS DVS

- | | | | | | | | |
|-----|--|-----|----|---|---|----|-----|
| 14. | I feel that a faculty member cannot withhold his services without violating professional ethics and trust. | AVS | AS | A | D | DS | DVS |
| 15. | I feel that collective negotiations is an infringement on the authority of the governing board and should be resisted. | AVS | AS | A | D | DS | DVS |
| 16. | I think collective negotiations is a good way to unite the teaching profession into a powerful political body. | AVS | AS | A | D | DS | DVS |
| 17. | I think that collectively negotiated written labor agreements place undesirable restrictions on the administration. | AVS | AS | A | D | DS | DVS |
| 18. | I think collective negotiations can provide a vehicle whereby faculty members gain greater on-the-job dignity and independence in performing their functions. | AVS | AS | A | D | DS | DVS |
| 19. | I believe that many leaders in the drive for collective negotiations are power seekers who do not have the best interests of education at heart. | AVS | AS | A | D | DS | DVS |
| 20. | The local faculty organization should seek to regulate standards for hiring of new faculty members. | AVS | AS | A | D | DS | DVS |
| 21. | I think faculty members have a right to impose sanctions on governing boards under certain circumstances. | AVS | AS | A | D | DS | DVS |
| 22. | I think that sanctions are a step forward in acceptance of faculty responsibility for self-discipline and for insistence upon conditions conducive to an effective program of education. | AVS | AS | A | D | DS | DVS |
| 23. | I believe sanctions are a means of improving educational opportunities and eliminating conditions detrimental to professional service. | AVS | AS | A | D | DS | DVS |

24. I believe that censure by means of articles in professional association journals, special study reports, newspapers, or other mass media, is a legitimate technique for faculty use. AVS AS A D DS DVS
25. I feel that the traditional position that faculty members, as public employees, may not strike is in the best interest of public higher education. AVS AS A D DS DVS
26. I don't feel that the services of the faculty are so necessary to the public welfare as to necessitate the forfeiture of the right of faculty to strike. AVS AS A D DS DVS
27. I believe that any faculty sanction or other coercive measure is completely unprofessional. AVS AS A D DS DVS
28. I feel that it is unwise to establish educational policies and practices through collective negotiations. AVS AS A D DS DVS
29. I believe that when the governing board denies the requests of the faculty, the faculty has a right to present the facts to the public and to their professional associates employed in other colleges. AVS AS A D DS DVS
30. I think collective negotiations can bring greater order and system to education. AVS AS A D DS DVS

APPENDIX B

DECISIONAL PARTICIPATION SCALE

Decisional Participation Scale
(Part I)

Do you currently participate in the following decisions? Please respond to all items.

- | | | | | |
|---|-------------------------------------|--------|--------------------------|-------|
| Example: Development of Class Schedules | <input checked="" type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 1. Development of class schedules | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 2. Development of catalog material | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 3. Development of new courses | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 4. Development of new curricula | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 5. Evaluation of new curricula | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 6. Evaluation of current curricula | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 7. Identifying needs for new faculty | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 8. Making contacts for new faculty | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 9. Interviewing prospective faculty | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 10. Selection of new faculty | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 11. Development of new faculty | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 12. Evaluation of faculty | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 13. Selection of faculty for promotion | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 14. Selection of faculty for tenure | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 15. Nonretention of faculty | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 16. Developing private sources for projects | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 17. Seeking federal funds | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 18. Allocation of space | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 19. Planning for new buildings | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 20. Selection of departmental chairman | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 21. Budget administration and control | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |

Decisional Participation Scale
(Part II)

Do you desire to participate in the following decisions? Please respond to all items.

- | | | | | |
|---|-------------------------------------|--------|--------------------------|-------|
| Example: Allocation of Space | <input checked="" type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 1. Development of class schedules | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 2. Development of catalog material | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 3. Development of new courses | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 4. Development of new curricula | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 5. Evaluation of new curricula | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 6. Evaluation of current curricula | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 7. Identifying needs for new faculty | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 8. Making contacts for new faculty | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 9. Interviewing prospective faculty | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 10. Selection of new faculty | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 11. Development of new faculty | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 12. Evaluation of faculty | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 13. Selection of faculty for promotion | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 14. Selection of faculty for tenure | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 15. Nonretention of faculty | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 16. Developing private sources for projects | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 17. Seeking federal funds | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 18. Allocation of space | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 19. Planning for new buildings | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 20. Selection of departmental chairman | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |
| 21. Budget administration and control | <input type="checkbox"/> | 1. Yes | <input type="checkbox"/> | 2. No |

APPENDIX C

DEMOGRAPHIC AND CAREER INFORMATION

Demographic and Career Information

For each item please check (✓) the response which correctly describes you, or answer the question asked. Please respond to all items.

Example: I enjoy college teaching 1. Yes 2. No

1. Are you a full-time employee at this Junior College?

1. Yes 2. No

2. Age:

1. 20-24 years

5. 40-44 years

2. 25-29 years

6. 45-49 years

3. 30-34 years

7. 50 years or older

4. 35-39 years

3. Sex:

1. Male 2. Female

4. Religious Preference:

1. Catholic

4. Other (State: _____)

2. Jewish

5. None

3. Protestant

5. Political Preference:

1. Democrat

4. Socialist

2. Independent

5. Other (State: _____)

3. Republican

6. In which academic area do you teach?

1. Vocational-Technical

5. Business Administration

2. Humanities and Fine Arts

6. Natural Sciences

3. Social Sciences

7. Other (State: _____)

4. Education

7. The major portion of the courses you teach apply to what part of the curriculum?

1. College transfer 3. Both
 2. Vocational-Technical 4. Other (State: _____)

8. Do you have tenure status?

1. Yes 2. No

9. Rank as of 1979-80 academic year:

1. None, college does not have academic rank
 2. Instructor
 3. Assistant Professor
 4. Associate Professor
 5. Professor
 6. Other (Please specify: _____)

10. Please check the expression below which best describes your present attitude toward community junior college teaching as a career.

1. Very dissatisfied
 2. Dissatisfied
 3. Indifferent
 4. Satisfied
 5. Very Satisfied

11. Highest earned degree:

1. Less than A. A. 4. Master's degree
 2. A. A. 5. Doctor's degree
 3. Bachelor's degree

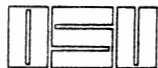
Would you like to have a copy of the results of the study?

1. Yes 2. No

APPENDIX D

LETTER TO COMMUNITY JUNIOR COLLEGE

PRESIDENTS



Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION
STILLWATER, OKLAHOMA 74074

STILLWATER, OKLAHOMA 74074
ROOM 309 GUNDERSEN HALL
(405) 624-7244

November 15, 1980

Dear Sir/Madam:

The purpose of this letter is to introduce myself, to explain my research project, and to request your cooperation and assistance.

I am completing a doctoral program in Administration and Higher Education at Oklahoma State University. I have a deep interest in the educational purposes of the community junior colleges. Consequently, I have designed my doctoral research with a focus on useful application.

Enclosed are copies of the instruments to be used in that effort. The purpose of this study is twofold:

- 1) To gather data concerning the attitudes of junior college faculty toward the concept of collective negotiations; and
- 2) To investigate the relationships between these assessed attitudes and two other important variables: namely, faculty perception of participation in academic decision making, and selected demographic and career information.

In order to initiate my study, I will need a listing of all full-time faculty employed by your institution for the 1980-81 academic year. I would appreciate receiving this listing at your earliest convenience. I propose to submit the research questionnaire directly to each faculty member who is selected to participate in the study, and to let him or her decide whether or not to complete the survey instrument. No individual or college will be identified by name in reporting results of the study. Responses will be treated confidentially.

In closing, may I express my appreciation to you for taking the time to read this letter. I look forward to hearing from you in the near future.

Sincerely,

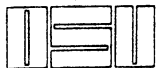
Aliakbar Aminbeidokhti

Dr. Carl R. Anderson, Thesis Adviser

Other committee members: Dr. Robert R. Kamm
Dr. Jacob D. Zucker
Dr. Russel L. Dobson

APPENDIX E

FOLLOW-UP LETTER TO COMMUNITY JUNIOR COLLEGE
PRESIDENTS



Oklahoma State University

COLLEGE OF EDUCATION

STILLWATER, OKLAHOMA 74078
GUNDERSEN HALL
(405) 624-6346

December 15, 1980

Dear Sir/Madam:

This is in reference to my letter dated November 15, 1980 wherein I had requested a list of names of all full-time faculty members employed by your institution for the 1980-81 academic year. I hope my request has received your favorable consideration as the responses of your faculty would help to enrich the quality of my doctoral research.

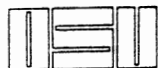
I look forward to hearing from you in the matter as and when your busy schedule permits. Please disregard this letter if you have already taken action in the matter.

Very sincerely yours,

Aliakbar Aminbeidokhti

APPENDIX F

LETTER TO COMMUNITY JUNIOR COLLEGE FACULTY
CONTAINED IN QUESTIONNAIRE



Oklahoma State University

COLLEGE OF EDUCATION

STILLWATER, OKLAHOMA 74078
GUNDERSEN HALL
(405) 624-6346

February 1, 1981

Dear Educator:

As a member of the academic community, you are aware of the need for additional research in the field of higher education. The enclosed questionnaire is the basis of a doctoral study in an area in which there has been little empirical investigation.

The purposes of this study are:

- 1) to gather data concerning the attitudes of junior college faculty toward the concept of collective negotiations, and
- 2) to investigate the relationships between those assessed attitudes and two other variables: namely, faculty perception of participation in academic decision making, and selected demographic and career information.

The questionnaire, which should not take less than 15 minutes to complete, is coded for the sole purpose of expediting follow-up mailings. Due to the sensitive nature of the questionnaire, we want to assure you that your response will be kept strictly confidential.

Since other phases of the research cannot begin until an analysis of the questionnaires is concluded, we are asking you to please return the completed questionnaire within fifteen days. Enclosed please find a stamped, self-addressed envelope to help with the return.

We believe the results of the study will have considerable value and are most willing to share the results with you if you so desire.

Your cooperation is very much appreciated.

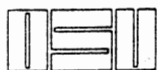
Sincerely,

Aliakbar Aminbeidokhti

Carl R. Anderson, Thesis Adviser

APPENDIX G

FOLLOW-UP LETTER TO COMMUNITY JUNIOR
COLLEGE FACULTY



Oklahoma State University

COLLEGE OF EDUCATION

STILLWATER, OKLAHOMA 74078
GUNDERSEN HALL
(405) 624-6346

February 16, 1981

Dear Colleague:

You were recently sent a questionnaire entitled "A Study of the Relationship Between Community Junior College Faculty Members' Perception of Their Participation in Academic Decision-Making and Attitude Toward Collective Negotiations" which is the basis of my doctoral thesis.

As of this date I have not received your questionnaire. Your help is imperative in the success of my study. I will sincerely appreciate your taking a few minutes to complete and return the questionnaire. If you have already mailed your response, please accept my thanks for your cooperation.

Sincerely,

Aliakbar Aminbeidokhti

2
VITA

Aliakbar Aminbeidokhti

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF THE RELATIONSHIP BETWEEN COMMUNITY JUNIOR COLLEGE FACULTY MEMBERS' PERCEPTIONS OF THEIR PARTICIPATION IN ACADEMIC DECISION-MAKING AND ATTITUDES TOWARD COLLECTIVE NEGOTIATIONS

Major Field: Educational Administration

Biographical:

Personal: Born in Semnan, Iran, February 17, 1952, the son of Mr. Hassan and Mrs. Ghoher Aminbeidokhti.

Education: Attended public schools in Semnan; graduated from the Safaii High School in 1971; attended the College of Economics and Social Sciences, Department of Economics, Babolsar, Mazandaran and earned a Bachelor degree in Economics, 1975; attended Oklahoma City University, Oklahoma City, Oklahoma and earned a Master of Business Administration, 1979; completed requirements for the degree of Doctor of Education at Oklahoma State University, Stillwater, Oklahoma, with a major in Educational Administration in December 1981.