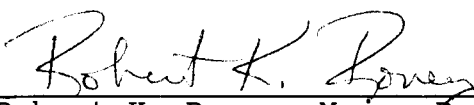
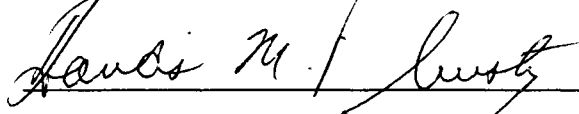


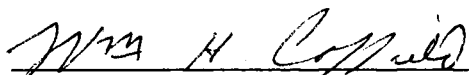
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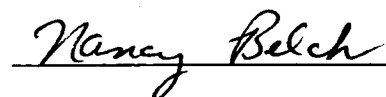
I am submitting herewith a dissertation written by Pamela Werner Freeman entitled "Perceived Power of Department Heads and Deans in Public, Research-Oriented Universities With and Without Faculty Unionization." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.


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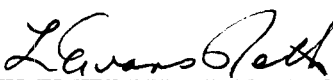
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PERCEIVED POWER OF DEPARTMENT HEADS AND DEANS
IN PUBLIC, RESEARCH-ORIENTED UNIVERSITIES
WITH AND WITHOUT FACULTY UNIONIZATION

A Dissertation
Presented for the
Doctor of Education
Degree
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Pamela Werner Freeman

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ABSTRACT

Comparison of unionized and nonunionized universities in regard to positions of department heads and deans was the general objective of this study. Of interest was whether or not there are differences between unionized and nonunionized universities in perceived power of department heads and deans. Data were collected by telephone interview from 239 respondents--faculty, department heads, deans, chief academic officers, and chief executive officers--in 5 unionized and 5 nonunionized public, research-oriented universities that were member institutions of the National Association of State Universities and Land-Grant Colleges. Heads and deans had at least recommending authority in seven categories of decisions; instruction, finance, staff/faculty, students, facilities, community relations, planning; and influence was greater in nonunionized universities than in unionized ones. More authority was found in unionized universities of search committees in head and dean selection and of faculty votes in head selection. Greater involvement of students and deans in head selection and of heads in dean selection were perceived in nonunionized universities. Conclusions were:

Administrators should seek information from representatives of various positions before making decisions of university-wide magnitude.

Being a head or dean may be easier in unionized universities than in nonunionized ones.

Being a head or dean in a unionized university may be frustrating.

Loss of power of heads may be replaced by a closer working relationship between faculty and heads and accompanied by a divisive effect on head/dean relationships.

Loss of power of deans probably is not accompanied by an increasingly close working relationship with any other identifiable group of persons.

Middle managers are likely to lose power as a result of faculty unionization.

Search committees probably gain power as a result of faculty unionization.

Department heads generally are more accountable to faculty in unionized universities than in nonunionized ones.

Faculty unionization may not be desirable from the standpoint of department heads and deans.

Even though there appears to be an erosion of decision-making authority with unionization, heads and deans still have a high level of decision-making authority.

TABLE OF CONTENTS

CHAPTER	PAGE
1. INTRODUCTION TO THE STUDY.	1
Statement of Problem.	2
Importance of the Study	4
Purpose and Objectives.	5
Assumptions	6
Limitations and Delimitations	7
Nominal Definitions	9
Research Questions and Hypotheses	11
Procedures.	14
2. REVIEW OF LITERATURE.	19
A History of Organized Labor.	19
Unions and Education.	22
Unions in Post-secondary Institutions	25
Summary	58
3. RESEARCH METHODS.	61
Sample.	62
Instrument.	68
Data Collection	78
Data Analysis	80
4. FINDINGS, ANALYSES AND DISCUSSION	83
Participation in Decision Making.	83
Personal Characteristics.	125

CHAPTER	PAGE
4. (Continued)	
Selection Procedures.	.131
Discussion.	.136
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.	.141
Summary	.141
Conclusions	.144
Recommendations	.147
LIST OF REFERENCES	.150
APPENDICES	.162
Appendix A. Letter to Chief Executive Officers from Investigators.	.163
Appendix B. Letter of Endorsement from Chancellor to Chief Executive Officers	.165
Appendix C. Questionnaire Format	.167
Appendix D. Letter to Chief Academic Officers from Investigators.	.169
Appendix E. Letter to Deans, Department Heads, and Faculty from Investigators.	.171
Appendix F. Return Card for Deans, Department Heads, and Faculty.	.173
Appendix G. Letter and Research University Information Form Used in Sample Selection	.175
Appendix H. Letter and Response Form for Multicampus Institutions.	.178

CHAPTER	PAGE
APPENDICES (Continued)	
Appendix I. Response Form for Telephone Interviews.	.181
Appendix J. Letter and Enclosures Sent to Panel of Experts.	.185
Appendix K. Letter and Enclosures Used in Step 2 of Validation Procedure	.198
Appendix L. Letter Sent to Respondents in Pilot Test.	.205
Appendix M. Interview Response Sheet	.207
Appendix N. Comments of Respondents.	.209
VITA	.220

LIST OF TABLES

TABLE	PAGE
1. Carnegie Classifications and Enrollments of Universities Selected for Study	67
2. Description of Participants in Study	69
3. Time Required for Interviews	80
4. Overall Mean Responses of Perceived Participation in Decision Making of Heads and Deans	86
5. Analysis of Variance Overall in Perceived Level of Decision Making with Unionization Status of University as Repeated Measures Variable.	88
6. Mean Faculty Responses of Perceived Participation in Decision Making of Heads and Deans	91
7. Analysis of Variance for Faculty in Perceived Level of Decision Making with Unionization Status of University as Repeated Measures Variable.	92
8. Mean Department Head Responses of Perceived Partic- ipation in Decision Making of Heads and Deans	94
9. Analysis of Variance for Department Heads in Per- ceived Level of Decision Making with Unionization Status of University as Repeated Measures Variable.	96
10. Mean Dean Responses of Perceived Participation in Decision Making of Heads and Deans.	98

TABLE

PAGE

11. Analysis of Variance for Deans in Perceived Level of Decision Making with Unionization Status of University as Repeated Measures Variable.	.100
12. Mean Chief Academic Officer Responses of Perceived Participation in Decision Making of Heads and Deans	.103
13. Analysis of Variance for Chief Academic Officers in Perceived Decision Making with Unionization Status of University as Repeated Measures Variable.	.104
14. Mean Chief Executive Officer Responses of Perceived Participation in Decision Making of Heads and Deans	.107
15. Analysis of Variance for Chief Executive Officers in Perceived Level of Decision Making with Union- ization Status of University as Repeated Measures Variable.	.108
16. Mean Decision-making Responses of Persons in Universities 16 or More Years	.111
17. Analysis of Variance for Persons in Universities 16 or More Years in Perceived Level of Decision Making with Unionization Status of University as Repeated Measures Variable	.112

TABLE	PAGE
18. Mean Decision-making Responses of Persons in Universities 6-15 Years	.115
19. Analysis of Variance for Persons in Universities 6-15 Years in Perceived Level of Decision Making with Unionization Status of University as Repeated Measures Variable	.116
20. Mean Decision-making Responses of Persons in Universities 1-5 Years.	.119
21. Analysis of Variance for Persons in Universities 1-5 Years in Perceived Level of Decision Making with Unionization Status of University as Repeated Measures Variable.	.120
22. Mean Influence in Decision Making by Institution .	.122
23. Mean Responses on Personal Characteristics by Institution	.127
24. Means and Correlation Coefficients Between Decision Making and Personal Characteristics with N1 Deleted	.129
25. Persons or Steps Involved in Selection of Department Heads	.133
26. Persons or Steps Most Involved in Selection of Deans	.135

LIST OF FIGURES

FIGURE	PAGE
1. Interaction of Main Effects Overall (<u>n</u> = 235)	89
2. Interaction of Main Effects for Faculty (<u>n</u> = 99). . .	93
3. Interaction of Main Effects for Department Heads (<u>n</u> = 56).	97
4. Interaction of Main Effects for Deans (<u>n</u> = 60). . .	101
5. Interaction of Main Effects for Chief Academic Officers (<u>n</u> = 10)	105
6. Interaction of Main Effects for Chief Executive Officers (<u>n</u> = 10)	109
7. Interaction of Main Effects for Persons in Universities 16 or More Years (<u>n</u> = 64).	113
8. Interaction of Main Effects for Persons in Universities 6-15 Years (<u>n</u> = 135)	117
9. Interaction of Main Effects for Persons in Universities 1-5 Years (<u>n</u> = 36)	121

CHAPTER 1

INTRODUCTION TO THE STUDY

Organized labor rapidly became a topic of public interest and concern in the early 1930s. Predominantly blue-collar workers were unionized to improve employment conditions. Since the beginning of the labor movement, unionization has spread beyond blue-collar workers to include white-collar workers from diverse professions. Although industrial unionization has become accepted widely, collective action of certain professionals, such as educators, is a relatively new occurrence.

Teachers in public elementary/secondary schools and community/junior colleges have been the first educators to enter the collective bargaining arena. Only since 1969 4-year and graduate institutions have begun to choose collective bargaining in lieu of the traditional collegial type of governance. Total membership of the three major organizations which represent educators in collective bargaining already is greater than membership in the United Auto Workers union and comparable to the Teamsters union (Akey, 1982).

Rapid growth of faculty membership in unions in the last two decades is largely attributable to legislation

enabling public, postsecondary employees to unionize and to the revised stance of the National Labor Relations Board in 1970 in favor of representation for faculty in nonprofit institutions in the private sector (Carr & Van Eyck, 1973). Half of the states in the nation now have enabling legislation that applies to professional personnel in public educational institutions beyond the secondary level (Ross, 1978). In many of the remaining states, legislation is pending to include postsecondary faculty in existing laws which currently exclude faculty. In some states where there is not a public negotiations law, faculty still have unionized.

Statement of Problem

A potential swing toward unionism of faculty in research-oriented universities could affect persons involved with higher education in the areas of finance, personnel policy, student affairs, and governance. Inadequate information regarding the effects of collective bargaining on the decision-making aspect of governance is a problem that has been increasing in importance. Faculty have been forced to decide whether or not to unionize without knowing how their decisions will affect either themselves or management personnel in the universities in which they are employed. A threatening climate

has developed for many administrators, due to uncertainty about change that could occur as a result of unionization. Some administrators have been concerned about what actions on their parts could prevent faculty unionization, or whether or not it is desirable to attempt to prevent unionization. One prediction has been that some presidents, vice presidents, and deans will resign within the first two years of collective bargaining after deciding that collective bargaining is incompatible with good administration (Kelly & Rodriguez, 1977). Pressures from the major unions for faculty to unionize have made the availability of information a timely concern. In addition, unionization of administrators and students has begun to occur in some institutions.

The circumstances surrounding unionization in publicly supported institutions have added to the complexity of the problem. Higher education has been swept into the guidelines of public employee bargaining laws which were passed with little understanding of the character of education, and one result has been a perceived loss of leadership power of administrators (Angell, 1977). Department heads and deans have been identified as the two groups of administrators in unionized universities who are most likely to lose power in their decision-making roles as a result of collective bargaining (Ehrle & Earley,

1976; Gershenfeld & Mortimer, 1976; Giallombardo, 1979; Gilmore, 1981; Kemerer & Baldrige, 1975; Schuster, 1977). The complex nature of decision making in universities helps to explain why faculty and administrators have considerable misunderstanding about the effects of unionization on their institutions (Lee, 1978).

Importance of the Study

Departments are considered by some experts to be essential to effective university functioning. It has been suggested that decision-making influence within the university is found primarily at the departmental level (Whitson & Hubert, 1982). It also has been suggested that the departmental structure is likely to continue to exist in universities, because departments are "the disciplinary homes of professionals trained in a particular world-view" and are "more than mere administrative subunits" (Kemerer & Baldrige, 1975, p. 188). University effectiveness has been attributed to decisions made at the departmental level. Accordingly, confusion regarding roles of chairpersons and deans, the administrators who are involved most closely with departmental functions, can lead to uncertainty about the future of university effectiveness. If departments are "the foundation of the American system of higher education" and department heads the "heart

of the operation" (Anderson, K. J., 1977, pp. 6 & 10), then alteration of the power of department heads potentially could have a serious impact on the state of higher education as a whole.

There has been an urgent need for researchers to investigate the roles of administrators in relation to collective bargaining status of institutions of higher education to help persons in both unionized and nonunionized institutions to understand characteristics which lead to collective bargaining, to clarify confusion regarding the impact of collective bargaining, and to provide baseline data on which to conduct follow-up studies after currently nonunionized universities have become unionized. Information about the roles of administrators also can be helpful to persons involved in training of future administrators.

Purpose and Objectives

This study addressed the problem of inadequate information by focusing on the positions of department heads and deans in public, research-oriented universities. Department head and dean positions involve closer working relationships with faculty, the unionized unit, than do administrative positions that are higher than the deanship. It was believed, therefore, that department head and dean positions were most likely to be altered

by unionization of the faculty. The purpose of this study was to provide information about the positions of department heads and deans in unionized and nonunionized universities.

The general objective of this study was to compare unionized and nonunionized universities in regard to the positions of department heads and deans. Specific objectives were as follows:

1. Determine if differences exist between unionized and nonunionized universities in the decision-making roles of department heads and deans.
2. Determine if differences exist between unionized and nonunionized universities in the perceived personal characteristics of department heads and deans.
3. Determine if differences exist between unionized and nonunionized universities in the procedures used for selection of department heads and deans.

Assumptions

It was assumed in this study that the unionization of faculty in colleges and universities in the United States will continue to increase. This assumption led to the belief that an understanding of how collective bargaining

affects the positions of university personnel will be helpful to persons who are involved in institutional governance, particularly to persons whose jobs are affected directly by the bargaining process and to persons who are involved in training of administrators.

Perceptions of decision-making roles and personal characteristics are two indications of power in institutional governance that may be affected by collective bargaining, as are procedures which are used in personnel selection. The two positions involved in decision making in higher education which are most vulnerable to changes in response to faculty unionization are those of department heads and deans. Perceptions are regarded as reality for the perceiver and, therefore, indicate actual decision-making roles, personal characteristics, and selection procedures pertaining to department heads and deans. Items within each scale used to identify perceptions are assumed to carry equal weight.

Limitations and Delimitations

Because of the ex post facto nature of this study, it was not possible to ascertain any causal relationships between unionization status and the perceptions regarding department heads and deans. Another limitation was that perceptions must be accepted as indicators and not

as proof of actual decision-making roles, personal characteristics, and selection procedures pertaining to department heads and deans.

The study was delimited to public research universities which were members of the National Association of State Universities and Land-Grant Colleges (NASULGC). Only universities offering graduate degree programs were included. The national (United States) sample of institutions was not selected by region, so findings are not considered as representative for any specific region. For manageability, the sample size was restricted to 30 (15 unionized and 15 nonunionized) universities. However, there were only 9 unionized universities in the NASULGC in which contracts had been in effect long enough for the university to be included in the actual sample, reducing the maximum sample size to 18 universities. Restrictions on available institutions finally caused a further delimitation to 10 universities, 5 unionized and 5 nonunionized. Respondents were delimited to no more than 20 faculty, 10 department heads, 10 deans, 1 chief academic officer, and 1 chief executive officer from each institution. Only public institutions with research orientation were included in the study, so findings are not generalizable to all postsecondary institutions.

Nominal Definitions

A system in which a group becomes organized under a representative organization with the purpose of negotiating the terms of employment with management exemplifies both unionism and collective action. The process by which the unionism occurs is unionization, which also refers to the state of being unionized. After the group has been organized and has begun to negotiate an employment contract, the terms collective bargaining and collective negotiation are applicable.

In this study, whether or not members of the faculty are unionized was the criterion for unionization status of the universities. Therefore, a university in which the faculty members have voted in favor of being represented by the American Federation of Teachers (AFT), the National Education Association (NEA), or the American Association of University Professors (AAUP) in order to negotiate an employment contract is a unionized university.

To be considered faculty, a person must hold academic rank (i.e., lecturer, instructor, assistant professor, associate professor, professor, research professor) within a department. In addition, the person's duties must be primarily teaching and/or research, with minimal, if any, administrative responsibilities.

Governance is defined broadly as the control, administration, regulation, management, and direction of the university. In this broad sense, governance involves decision making at all levels within the university hierarchy. Unions differentiate between employers, managers, and employees, labor. Management is the compilation of information, the subsequent dissemination to decision makers, and the resultant implementation of the decisions (Corson, 1975). Although legislators and members of state coordinating commissions influence policy decisions in many universities, these groups are not considered a part of management of the individual campuses and were excluded from this study. Collective bargaining does not involve legislators or state commission members, even though implementation of a final contract may depend on them. Managers who generally do have the authority to sit on the side of a bargaining table opposite the faculty include board members, chief executive officers (i.e., presidents or chancellors), and chief academic officers (i.e., vice presidents or vice chancellors for academic affairs or provosts). Deans are the managers of schools or colleges within universities. For purposes of this study, the terms department head and department chairperson were used synonymously to identify persons in charge of academic units within schools or colleges of universities.

The roles of all of these persons are primarily administrative, even though some department heads and deans may teach and engage in research.

Two models of university governance are referred to in this study--bureaucratic and collegial. A bureaucratic model of governance includes a defined hierarchy of control, rules which dictate procedures, and formal communication channels. A collegial model of governance includes shared authority and participation of employees at various levels of the university in decision making.

Power is "the ability to make binding decisions on, or for, collectivities" (Platt & Parsons, 1968, p. 142). A powerholder is someone who influences others (Kipnis, 1976); i.e., a person who has the ability to affect the behavior or thinking of another person or group. Power and influence can be used interchangeably.

Research Questions and Hypotheses

Of primary interest in this study was whether or not there are differences between unionized and nonunionized public universities in perceptions indicating power of department heads and deans. Specific questions for investigation were as follows:

1. What types of decisions are made by department heads, as perceived by themselves, by faculty, by

deans, by chief academic officers, and by chief executive officers?

2. What types of decisions are made by deans, as perceived by themselves, by faculty, by department heads, by chief academic officers, and by chief executive officers?

3. What personal characteristics that indicate power typify department heads, as perceived by themselves, by faculty, by deans, by chief academic officers, and by chief executive officers?

4. What personal characteristics that indicate power typify deans, as perceived by themselves, by faculty, by department heads, by chief academic officers, and by chief executive officers?

5. What persons or steps are involved in the selection of department heads, as perceived by themselves, by faculty, by deans, by chief academic officers, and by chief executive officers?

6. What persons or steps are involved in the selection of deans, as perceived by themselves, by faculty, by department heads, by chief academic officers, and by chief executive officers?

To answer the overall research question, the following hypothesis was tested: There are differences between

unionized and nonunionized universities in perceptions indicating power of department heads and deans. The first four questions were answered by testing the following hypotheses:

H1: Department heads in unionized universities are perceived to be less powerful than department heads in nonunionized universities.

H1.A: Department heads in unionized universities are perceived to be less involved in decision making than department heads in nonunionized universities.

H1.B: Department heads in unionized universities are perceived to possess fewer personal characteristics that indicate power than department heads in nonunionized universities.

H2: Deans in unionized universities are perceived to be less powerful than deans in nonunionized universities.

H2.A: Deans in unionized universities are perceived to be less involved in decision making than deans in nonunionized universities.

H2.B: Deans in unionized universities are perceived to possess fewer personal characteristics that indicate power than deans in nonunionized universities.

Procedures

Design

An ex post facto factorial design was used in this study to identify types of decisions made by deans and department heads. Independent variables were unionization status (i.e., unionized or nonunionized), position of reference (i.e., department head or dean), and category of decision (i.e., instruction, finance, staff/faculty, students, facilities, community relations, planning). Unionization status was a repeated measure factor. The dependent variable was level of participation in decision making.

A second section of the study involved personal characteristics of department heads and deans as the dependent variable. Findings from this section of the study were correlated with those of the first section to identify association between decision making and personal characteristics.

In the third and final section of the study, selection procedures used in hiring deans and department heads were identified. Frequency data from this section were used as descriptive information for discussion.

Sample

A maximum sample of 18 public universities (9 unionized and 9 nonunionized) was selected according to

unionization status of member institutions of the National Association of State Universities and Land-Grant Colleges (NASULGC). Unionization status was identified using The Chronicle of Higher Education listing of unionized universities ("Fact-file: Faculty bargaining agents," 1980). Unionized universities had had contracts in effect for at least two years in order to be included in the study. Nonunionized institutions equal in number to those meeting the criteria for inclusion in the study as unionized institutions were selected randomly, using a random selection table (Myers, 1979, Appendix Table A-1), from the NASULGC member institutions where either no unionization election had occurred or where faculty had voted against unionization. There were 756 potential respondents in the sample. The chief executive officer, chief academic officer, and at least 50 percent of each additional group of respondents from each institution had to be willing to participate for an institution to be included in the study. Usable data were collected from 10 universities (5 unionized and 5 nonunionized), representing 56% of the original sample of 18 universities.

Instrumentation

A questionnaire consisting of three sections was used to measure perceived levels of participation in

decision making, to identify perceptions of personal characteristics of department heads and deans, and to identify procedures used to select department heads and deans. Requested demographic data included position title, length of time employed by university, institution, office address, and telephone number. In part one, respondents were asked to identify the degree to which department heads and deans influence decisions that are representative of seven decision areas (instruction, finance, staff/faculty, students, facilities, community relations, planning). Degree was measured with a 9-point Likert-type scale, with 1 meaning "no participation" and 9 meaning "makes decision."

A second section of the instrument used a 9-point Likert-type scale to obtain perceptions of the respondents regarding the extent to which personal characteristics describe department heads and deans. Descriptors ranged from indicators of weakness (1 meaning "not at all") to indicators of strength (9 meaning "extremely"). The descriptors were derived from research on sources of power in organizations (e.g., Richman & Farmer, 1976).

Selection procedures were identified in the third section of the questionnaire. This section consisted of two check lists for identification of steps used to select department heads and deans. After responding

with "yes" or "no" to each item, depending on whether or not each person or step was involved in any way in selection of heads and deans, respondents were then asked to identify the final decision maker or step in the selection procedure. Following validation, testing for reliability, and pilot testing (see procedures in Chapter 3), the instrument was deemed suitable for data collection.

Data Collection Procedures

Data were collected by a structured telephone interview. The interviews were preceded by letters which included elements of informed consent (copies are in Appendices A-F). Investigators suspected that potential respondents would be more likely to consent to the interviews if asked by a colleague than if asked by a student. Therefore, letters were signed by the author's major professor. The study was explained briefly in the letters, and sample items from the questionnaire to be completed during the interview were enclosed. Respondents were encouraged to look at the sample scales during the telephone interviews.

Data Analysis

The units of analysis were unionized and nonunionized universities. Analysis of data included frequency

distributions of all responses from all sections. Means were calculated for all responses from the decision-making section and the personal characteristics section. Analysis of variance (ANOVA) was applied to decision-making data to show differences by positions of reference, unionization status, and decision category. Data were analyzed by ANOVA for all respondents, for respondents grouped according to position, and for respondents grouped according to length of time they had been employees in their institutions. In cases where interactions between two or more variables were shown in ANOVA to be significant, main effects were plotted in graphical form to determine whether or not the interactions altered differences shown by main effects. Pearson correlation coefficients were computed to detect associations between decision making and personal characteristics. All criterion levels for significance were .05. Selection procedures of department heads and deans were analyzed using simple tabulation of responses.

Findings were analyzed by unionization status of the institutions and by respondent group. Conclusions were drawn from all three sections of the instrument independently and in relation to one another. A detailed presentation of methods is provided in Chapter 3.

CHAPTER 2

REVIEW OF LITERATURE

Unions, collective bargaining, agency shop, enabling legislation, grievance procedures, and other terms that are associated with organized labor were seldom discussed in the context of higher education prior to the late 1960s. Today, many faculty and administrators are as familiar with union jargon as they are with course credit and student fees. How extensive is the phenomenon of unionization in higher education? How does collective bargaining in higher education compare to industrial negotiations? What are the reasons for the unionization movement? How are faculty, students, and administrators being affected by unionization? Topics related to these questions will be addressed in this chapter.

A History of Organized Labor

A discussion of organized labor in the industrial sector cannot be excluded from a consideration of unionization in education, for both are part of the same labor movement in the United States. Labor laws in the United States date back to colonial times, but it was not until the first half of the twentieth century that a movement really began in order to ensure worker protection by law.

The labor movement originated among craftspersons and industrial workers who specifically sought guaranteed rights in the areas of wages, hours, and working conditions. In 1913, the Department of Labor was created, giving to employees formal representation at the federal level. The next year, passage of the Clayton Act placed restrictions on the use of injunctions by employers to hinder union activities. After a period of turmoil marked by war and economic depression, Congress passed the National Labor Relations Act (NLRA) in 1935. Also known as the Wagner Act, the importance of this law was the legal support for free organization of labor and collective bargaining. Also, the NLRA specified unfair labor practices for which employers could be penalized (The Encyclopedia Americana, 1980, pp. 576-596). The Wagner Act and other laws passed during the presidency of Franklin Roosevelt reflected a public attitude in behalf of employees' interests, instead of toward control of union strength (Cresswell & Murphy, 1976). Both the Taft-Hartley (1947) and Landrum-Griffin (1959) acts weakened somewhat the NLRA, but the primary provisions of the NLRA were not changed (Encyclopaedia Britannica, 1981, p. 566).

Three categories of workers have led the union movement in the United States: craftspersons during the first years of the century, industrial workers from the mid-1930s,

and service employees since the 1960s. Union activity predominantly was found in the private sector until 1962 when President John Kennedy issued an executive order (Executive Order 10988) which granted limited bargaining rights to federal employees (Tyler, 1976). Public employee bargaining had occurred in some urban areas, and state laws pertaining to public bargaining existed before Kennedy's order. However, most state laws which enabled government employees to unionize were passed following Executive Order 10988 and led to widespread union activity in the public sector. A second executive order (Executive Order 11491) by President Richard Nixon in 1969 broadened recognition of public employee unions, and 29 states had passed enabling legislation for state employees by 1972 (Duryea, Fisk, & Associates, 1973). Public employee unions have surpassed private sector unions in rate of growth. The fastest growing unions are those representing educators, city employees, hospital personnel, and other public employees (Denker, 1981). In fact, it took only 10 years for one-third of the public educators at all levels to unionize, compared to 37 years for the same percentage of the labor force to unionize following passage of the Wagner Act (Higher Education Services Division, 1972).

Although it can be said that labor unions undoubtedly have become a permanent segment of society, they still are

not accepted fully by the American public. In other industrialized nations, such as Great Britain, political labor parties have existed throughout much of the twentieth century, and public employee unions have been recognized and accepted as legitimate forces in the societal structure (Angell, 1981). In the United States, however, the labor force has never been unified enough to sustain its own political party. One labor leader has stated that "unions will be unpopular as long as they strike and demand big wage hikes" ("How unions try," 1979, p. 72).

Unions and Education

In spite of a lack of general support for the union movement, it has taken only two decades for unionization to permeate the public sector and to sweep the educational profession into a major collective bargaining power. Although unionization in education has been marked by disunity similar to that of the numerous labor unions that emerged in the 1900s, it has been tremendously successful in attracting members. In 1980, more than two million educators were union members, approximately two-thirds of all educators (compiled from Akey, 1982; Grant & Eiden, 1981).

An historical review of the underlying causes for employees to band together to fight for what they perceive to be their rights reveals consistencies among labor groups

from various cultures. Gus Tyler conducted such a review and found that "whenever any sector of the labor force became sufficiently aware of its collective presence and power, it sooner or later organized to make itself seen and heard" (Tyler, 1976, p. 15). It may seem paradoxical that it generally is not the least skilled workers who unionize first, but the more highly skilled ones who, seemingly, do not have the most serious grievances. A very simple explanation for this paradox is that the more highly skilled employees also tend to be more educated, more in demand, and more aware of their self-worth than their less skilled co-workers (Tyler, 1976). The strike by air traffic controllers in 1981 is an example of a relatively well paid, highly skilled employee group whose militance gained little sympathy from the general public. Initially, teachers' unions also were regarded as shocking and unnecessary, but they have proven their "power potential" (Tyler, p. 16) and are here to stay.

The first teachers' union, the American Federation of Teachers (AFT) was founded and affiliated with the American Federation of Labor in 1916. Being the only major teachers' organization that has claimed the title "union" since its inception, neither the AFT nor other teachers' organizations became powerful until the inclusion of the public sector into the labor movement in the 1960s. An even older organization,

the National Education Association (NEA) began in the mid-1800s as the National Teachers Association and was recognized under its current name by Congress in 1906 (West, 1980). Before teachers joined the labor movement, NEA was strictly a professional organization, including administrators as members and serving as a voice for educators in legislative hearings and other professional arenas. In the late 1970s, however, NEA was reportedly the fastest growing civil-service organization, with membership increasing by 200,000 members between 1974 and 1976 (Denker, 1981).

While both organizations competed for members at the time of World War I, they were compatible and accepted a common understanding that NEA dealt primarily with teaching needs and AFT with salaries and economic matters (Engel, 1972). Relations between NEA and AFT soured, however, following the major defeat of NEA in an election in New York City in 1961. Teachers then began to choose the "union" to the exclusion of the "professional association" in many elections. In response to the apparent needs of its constituency, NEA drastically changed its stance. It began to bargain collectively and to condone strikes in some instances; and by the end of the 1960s, NEA had become, in practice, a union. By 1973, NEA's union status became definite when it formed the Coalition of American Public Employees (CAPE) with the American Federation of State,

County, and Municipal Employees, the major public employee union in the nation. Furthermore, NEA and AFT have moderated their rivalry and even have merged AFT and NEA locals in some cities (Ladd & Lipsett, 1973).

The third union for educators applies only to post-secondary education and is the American Association of University Professors (AAUP). The association was established in 1915 to protect academic freedom, but recognized itself as a collective bargaining organization in 1972 (Ladd & Lipsett, 1973). Since AAUP became labeled accurately as a "union" by its change in stance in 1972, there has been a reduction in membership from 97,106 at that time to approximately 70,000 in 1982 (Ladd & Lipsett, 1973; Watkins, July, 1982). Prior to engaging in collective bargaining, the AAUP's primary role was to protect faculty interests by publishing salaries in higher education and censuring universities in which AAUP policies pertaining to academic freedom were violated. Today, AAUP will go so far as to endorse strikes, where necessary, and most AAUP members are employed in collective bargaining chapters.

Unions in Post-secondary Institutions

Elementary and secondary teachers have unionized in an attempt to combat paternalistic conditions, to improve their economic status, and to have a voice in policies that affect

them (Engel, 1972). Faculty in community colleges generally have followed the same pattern as in K-12 schools. Collective bargaining by faculty in higher education as a whole, however, has come about more sporadically than in the K-12 level due to the unique circumstances of university faculty (Angell, 1981). Nonetheless, the percentage of American college faculty who are represented by unions (approximately 50%) is double the percentage of employees in the total work force in America who are unionized (22%) (Angell, 1981; "How unions try," 1979). As of January 1, 1982, the National Center for Collective Bargaining in Higher Education and the Professions reported faculty union membership to be larger than 150,000 and predicted membership of 200,000 faculty members by 1983 (Watkins, May 5, 1982).

Two legal actions catalyzed university faculty to unionize. First, as has been the case for K-12 employees, the rise in unionization in the public sector led to enabling legislation in the states which, according to Garbarino (1980), is the single greatest predictor of whether or not public institutions within a given state will unionize. By July 1, 1979, 23 jurisdictions in the United States had enabling legislation which applied to post-secondary faculty (Garbarino, 1980). Second, the National Labor Relations Board's (NLRB) Cornell decision in 1970 reversed a position that had been held by the board for 35 years--that

the provisions of the Wagner Act did not apply to private universities. By stating in 1970 that private institutions with gross annual operating budgets of \$1 million or more were covered by the NLRA, faculty wishing to unionize in private institutions received for the first time legal backing on the federal level (Kemerer, 1976). For a decade following this NLRB reversal, union membership in private colleges and universities grew, although more slowly than in public institutions. A 1980 Supreme Court decision regarding Yeshiva University (NLRB v. Yeshiva University, 1980), however, has created uncertainty in regard to future union growth, especially in private universities.

Unions for educators developed and appeared to be thriving throughout the 1970s. By the end of the decade, there seemed to exist in universities a distinctive type of union--one that could exist in an environment where the "laborers" were regarded as the authorities in their fields and held decision-making autonomy when carrying out their primary functions (i.e., teaching and research). These "laborers," however, still were granted collective bargaining rights in decisions that affected their wages, hours, and working conditions. Perhaps the true impact of the Supreme Court decision in 1980 regarding Yeshiva University pertains to whether or not such a distinctive type of union is legitimate. The basic question to be answered by the Supreme Court

was whether faculty were professionals to be included in the bargaining unit, or whether faculty were managers or supervisors. Basically, the Supreme Court decided that faculty at Yeshiva University were not eligible for inclusion in the bargaining unit because they "exercised absolute authority, which in any other context would unquestionably be managerial" (NLRB v. Yeshiva University, 1980, p. 116).

During the first two years following the Yeshiva decision, there were 37 claims pertaining to the bargaining eligibility of faculty in private institutions. Most of the private institutions where bargaining was already in effect before the Yeshiva decision, however, have remained unaffected by the decision (Special report, 1982). There is some evidence that the NLRB will use the Yeshiva case as a precedent in considering requests for union elections in private institutions. Ithaca College in Ithaca, New York, Duquesne University Law School in Pittsburgh, and Thiel College in Greenville, Pennsylvania reportedly received denials from the NLRB to requests for union representation elections (Watkins, May 12, 1982). Yeshiva has been described as unique because of the extent to which shared authority exists there. For example, programs have autonomy in determining their own grading systems (Clarke, 1981). Because of this uniqueness, it is unknown what effect the Supreme Court decision will have in public

unionizing efforts. Given the fact that decertification of faculty unions is rare (Angell, 1981; Garbarino, 1980), faculty collective negotiations that had begun prior to the Yeshiva case can be expected to continue.

Although the NLRA parallels legislation in individual states in enabling employees to unionize, there are major differences between the two types of legislation (Clarke, 1981). For example, the NLRA itself does not include an explicit statement which provides for faculty to be covered by the NLRB. Many state laws, however, explicitly include faculty in the provisions for public bargaining. Clarke believes that instead of the Yeshiva decision discouraging faculty unionization, the effect may be to encourage it through passage of an amendment to the NLRA which explicitly would include faculty in NLRA coverage. Baldrige (1982) anticipates only a brief interruption of the unionization movement, due to Yeshiva and an absence of legislation in many states, and believes that problems with employment conditions and increased lobbying activity for enabling laws could again charge the movement into full force.

Unionization in post-secondary institutions can be summarized as a relatively new phenomenon (i.e., in existence for slightly more than a decade), that is characterized both by similarities and differences in comparison with traditional unionization. One similarity is that wages,

hours, and working conditions are the major collective bargaining issues. A major difference is that while these issues may be the sole concern in the work lives of traditional employees, there is another category of issues; i.e., academic issues; that may be of equal or more concern to some, perhaps most, faculty. The extent to which collective bargaining in universities and colleges eventually will affect academic issues remains unknown. Furthermore, the effects of collective bargaining on specific categories of post-secondary institutions are unclear. A discussion of the distinct features of universities as organizations will help to explain why unionization of university faculty has neither been as predictable nor as inclusive as in the K-12 and community college educational institutions.

Universities as Organizations

Faculty and administrators in 4-year universities have taken pride in the collegial atmosphere of the university environment. Although the degree to which authority is shared between faculty and administrators varies from the extreme of totally shared authority to the opposite extreme of autocracy, most faculty probably would say that totally shared authority would be the ideal management scheme for most universities. Opponents of faculty unions have argued that, even though the ideal may not exist in most universities, creation of an adversarial relationship between

unionized faculty and university administrators is contradictory to the ideal university.

Attempts to describe the actual, rather than the ideal, university have resulted in four models of university governance: collegial, political, bureaucratic, and organized anarchy. The manner in which decisions are made is the process by which each governance model works (Bailey, 1975).

Collegial model. Decision making in the collegial model requires full participation of faculty and has been described as "a utopian prescription of how the educational process should operate" (Richman & Farmer, 1976, p. 28). John Millett has written extensively on the topic of university organization and believes firmly that collegial relationships are necessary for the university "to operate as a learning environment" (Millett, 1980, p. 115). Millett's description of a collegium includes faculty whose roles are to manage output programs by individually producing learning. In a university which is organized according to the collegial model, management of the academic programs is "bottom up," rather than "top down" (Millett, 1980, p. 110). Support programs, such as building and grounds concerns, are managed by professional support personnel, typically in a more centralized decision-making system than exists for academic matters. How well the managers of academic matters

and those of support programs work together, called "the bifurcation problem" by Corson (1975, p. 275), determines how effectively the university functions as an environment for learning (Millett, 1980). Because he believes that collegial relationships are desirable in a university, and because he believes that collective bargaining is destructive to such relationships, Millett does not favor faculty collective bargaining.

Although Millett has presented a strong case in favor of the collegial model as an accurate description of effective universities, other writers have been equally convincing in describing universities by use of the other models. Regardless of whether universities have truly been collegially governed in the past, there is strong evidence that most of them do not fit the collegial model today. In updating his 1960 edition of The Governance of Colleges and Universities, John Corson (1975) studied changing societal conditions that were forced on higher education in the 1970s. In regarding university faculty in relation to societal change, he found support for charges that collegiality was quickly diminishing, especially in large, diverse universities. Citing "vertical elongation," the tendency of university decision making toward centralization as a consequence of growth and changing conditions, as a problem in higher education, Corson prescribed efforts toward

decentralization in order to preserve the right of faculty self direction. Indeed, Corson's prescription supported an earlier statement by Platt and Parsons who, following investigation of decision making in large universities, concluded that "the academic value system cannot be served at its highest level whenever and wherever there is an organizational over-emphasis, whether it is constituted by administrative bureaucratization, exclusive faculty power, or student domination" (Platt & Parsons, 1968, p. 176).

Political model. Interest groups and power blocs dominate the decision-making process in the political model, developed by Baldrige (1971) following a study of decision making at New York University. Conflict is regarded as a natural part of the university environment and is used in setting of priorities in the political model. Groups establish policy by forcing decisions that will accommodate their special interests. Consequently, most decisions are controlled by small groups of "political elites" who have exerted their influence. Simultaneously, democracy continues to exist in the university, and it allows free expression of individuals and groups who generally are less influential than the "political elites." Formal authority exists, but is constrained by competition among political groups within and outside the university.

Baldrige (1971) developed the political model at a time in the history of American higher education characterized by crises. Students were rioting, and faculty were threatening to unionize. Definitions of bureaucracies were too static and rigid to provide an accurate description of colleges and universities, which appeared to Baldrige to consist of "dynamic processes that explode on the modern campus" (p. 8).

Bureaucratic model. Formal authority prevails in the bureaucratic model, the roots of which lie in the work of Max Weber (1947). Using Weber's ideas, Herbert Stroup (1966) defined bureaucracies in the following way:

For the present purposes, bureaucracy will be defined as a large-scale organization with a complex but definite social function. It consists, moreover, of a specialized personnel and is guided by a system of rules and procedures. In addition, a carefully contrived hierarchy of authority exists by which the social function of the bureaucracy is carried out impersonally (p. 14).

Large businesses and governments typically are viewed as bureaucratic prototypes. As colleges and universities have grown in size and complexity, they also have become bureaucratic, according to Stroup (1966), and they have possessed the basic ingredients themselves without requiring the influence of business and government. The accepted authority of a professor in the classroom, while perhaps not evident in an organizational chart showing hierarchical

arrangement of university personnel, is explained by Stroup as "functional" versus "scalar" authority (p. 98). Both types of authority exist in bureaucracies, representing a blend of authority and specialization.

True bureaucracies in education are probably as rare as true collegia. It is not uncommon, however, to find bureaucratic aspects in the decision making of most universities.

Organized anarchy. Finally, the most recently described model is that of Cohen and March (1974), the organized anarchy. Based on a study of the university presidency, these writers concluded that in reality universities do not adhere to traditional collegial models, but are organized around ambiguity of purpose, power, success, goals and inability to learn from past experience. Decision making arises from a "garbage can" theory, involving selection of solutions to problems from contributions from all participants. Cohen and March view the ambiguities as inherent characteristics of universities.

Writers and researchers have attempted to label university organization as a specific type (i.e., collegial, political, bureaucratic, organized anarchy), but it has become clear that most universities are various combinations of the four models. After an analysis of decision making in three major universities, Bailey (1975) compared each

university to the four governance models. He found that none of the universities matched a single model, but that two were primarily bureaucratic and the third a mixture of all four models. In presenting their "open systems approach" to managing universities, Richman and Farmer (1976) contended that the realistic way to view universities is to take a "contingency approach regarding different models," depending on the specific circumstances within a given institution. Henderson and Henderson (1975) believe that the trend in university administration is toward an authoritarian, bureaucratic model. However, this trend contradicts what they believe to be desirable. They support a "group participative plan," which is derived from Rensis Likert's "System Four management" (Likert, 1961). When applied to universities, this model cannot be called a true collegium, but it does foster involvement in decision making of governing boards, administrators, faculty, and students. This model can be described as a combination of collegial and bureaucratic models, for it encourages informal communication involving all persons in the organization, coordinated by administrators under the authority of a formal, final power (i.e., the governing board).

The Carnegie Council on Policy Studies in Higher Education (1976) grouped colleges and universities into categories and subcategories. Included in the major categories are

research universities, doctorate-granting universities, comprehensive universities and colleges, liberal arts colleges, and 2-year colleges and institutes. Because of the lack of tradition in the youngest category, 2-year colleges and institutes, these are the least likely to have extensive faculty participation in governance, a necessary component in the collegial model. Faculty participation also is limited to a great extent in most former "teachers" colleges (Corson, 1975). Longer established universities are, in many cases, characterized by a century or more of existence that most nearly resembles the collegial model. Accordingly, the prestigious liberal arts colleges and national research universities tend to have the most unlimited faculty participation (Corson, 1975).

Underlying Forces Toward Unionization in Higher Education

There are numerous opinions regarding which governance system accurately describes universities. One question which elicits little disagreement on the part of experts, however, is the question regarding why faculties have been willing to unionize. Certainly, more than one reason exists in any single university; but a combination of the following reasons, listed in decreasing order of frequency in which they are cited by experts, overwhelmingly are given as causative factors for faculty unionization:

limited or declining faculty influence in decisions, ✓
economic factors,
poor faculty/administration relationships,
job security,
legislation and NLRB rulings,
inequity (need for grievance procedure),
triggering crisis or event.

Also cited by experts, but less often than the reasons already listed, are personal traits of faculty (e.g., younger faculty unionize first), aggressive union recruitment or simply the fact that unions exist as an alternative mechanism for governance, institutional traits (e.g., 2-year colleges are most vulnerable), working conditions (e.g., unreasonable teaching loads), and social pressures (e.g., located in highly industrialized geographical location) (Angell, 1973; Begin, Settle, & Alexander, 1975; Duryea & Neddy, 1977; Garbarino, 1980; Higher Education Services Division, 1972; Julius, 1977; Kelly & Rodriguez, 1977; Kemerer, 1976; Kemerer & Baldridge, 1975; Lee, 1978; McFadden, 1976; Minor, 1977; Naples, 1977; Neumann, 1979a; Nicholson, 1977; Shapiro, 1978).

Because higher education is "labor intensive" in terms of the percentage of the budget that must be allocated for personnel costs, economic factors can and have served as triggering crises. Budget cuts necessarily affect personnel,

creating threats to job security, feelings of distrust between faculty and administrators, and feelings of helplessness on the part of faculty who do not believe they are given sufficient influence in decisions which affect them (Duryea & Neddy, 1977; Higher Education Services Division, 1972; Kemerer, 1976; Lee, 1978).

Arbitrary decisions by administrators, whether or not accompanied by fiscal problems, also can serve as triggering events for unionization. Garbarino (1980) found conflict between the president and faculty to be a typical catalyst for unionization. Failure on the part of administration to share information prevents faculty from being involved in decision making and can lead to unionization (Kemerer & Baldrige, 1975). Administrators who treat faculty in a paternalistic manner and who have loose management styles may be perceived by faculty as arbitrary, coercive, unfair, and vague and create academic climates which are vulnerable to union recruitment efforts (Angell, 1973; Begin et al., 1975; Duryea & Neddy, 1977; Kelly & Rodriguez, 1977; Kemerer, 1976; Shapiro, 1978). All of the major faculty unions have given priority to unionization of professionals in higher education. This fact, combined with legal backing for unions provided in state legislation and NLRB rulings, provides ideal opportunities for union membership drives

when faculty/administration conflict worsens on campuses (Garbarino, 1980; Kemerer & Baldridge, 1975).

Of particular interest in this study is research that pertains specifically to research-oriented universities. Kemerer and Baldridge (1975), in the extensive Stanford Project on Academic Governance, reported that institutional size is not a predictor of union support. Faculty in "less prestigious" institutions, regardless of size, are more likely to unionize than their counterparts in institutions with selective admission standards, a high percentage of faculty who hold Ph.D. degrees, and a history of well-established traditions. There are, however, faculty in well-established, prestigious universities, who favor unionization. These faculty typically are motivated toward collective action by a fear of losing rights and privileges. They are "preservation oriented," rather than "deprived" like faculty in less prestigious schools who feel a need to bargain for power and benefits previously unavailable to them. University presidents and union chairpersons in the Stanford study agreed that wages, benefits, job security, fear of budget cuts, problems of teacher surplus, and desire for increased faculty influence on governance were the primary causes for unionization.

In a study of graduate departments, Neumann (1979a) found that inequity is related to favorable attitudes toward

collective bargaining. Perceptions of power also were found to be related to attitudes toward collective bargaining, but a difference was found in attitudes between faculty in the physical sciences and those in the social sciences. Physical science faculty who perceived high individual power (as measured by personal ratings of own influence on promotion decisions) did not favor collective bargaining. Social science faculty who perceived high group power (as measured by group rewards) were not in favor of collective bargaining. Neumann concluded that the best way to reduce favorable attitudes toward collective bargaining among graduate faculty was to alter the power structure within the university in accordance with the findings.

Some of the same motivating factors that encourage industrial employees to unionize have led faculty to elect bargaining agents; e.g., salary and job security (Kelly & Rodriguez, 1977). However, the educational situation is a paradoxical one, according to one author who believes that the original reasons for unionization frequently are lost or forgotten at the bargaining table (Sommers, 1978). Perhaps the most valid indicators of the direction that collective bargaining actually takes are the effects that are believed to result from negotiations.

Effects of Unionization in Higher Education

A wide variety of research has been conducted to assess the impact of collective bargaining in post-secondary education. Some of the research has been rigorous and generalizable. Most of the research, however, has been indicative of the nature of collective bargaining in higher education (i.e., a relatively new phenomenon) and, consequently, has been exploratory, descriptive, and confined to single institutions or to small sections of the United States. Most of the research reports include qualifying statements indicating that collective bargaining is only one of many forces having an impact on higher education. Such forces include various social movements in the 1960s which contributed to faculty/student unrest, economic recession, and a nationwide trend toward state coordinating boards for higher education systems. Nonetheless, the efforts of investigators have revealed some findings that have appeared throughout the literature and can be considered trends, at least to date, that are directly related to the unionization of faculty.

Three clearcut effects are that collective bargaining is costly to administration (Charron & Plumley, 1978; Gilmore, 1981; Lee, 1978; Mortimer & Lozier, 1973), increases the use of grievance procedures for conflict resolution (Garbarino & Aussieker, 1975; Gilmore, 1981; Kemerer &

Baldrige, 1975; Leslie, 1974), and results in legally binding decisions (Duryea & Neddy, 1977; Kelly & Rodriguez, 1977). Three additional trends require discussion:

(a) decision-making procedures tend to become formalized as a result of collective bargaining; (b) decision making becomes increasingly centralized as a result of collective bargaining; and (c) power shifts occur following collective bargaining.

Formalization of decision-making procedures. Julius (1977) believes that the most significant impact of collective bargaining has been the formalization of procedures used in decision making. Unions appear to have clarified what groups should be involved in certain types of decisions, thereby providing a legally-backed mechanism for faculty participation in decisions and increasing bureaucratization of administrative processes (Garbarino & Aussieker, 1975; Garbarino, 1980). In a longitudinal study of 4-year institutions before and after unionization, it was found that decision processes were formalized in collective bargaining institutions over time, more so than in institutions in which faculty had voted for "no agent" or in which no union election had been held (Adler, 1977). Respondents in this study were presidents and union or senate officials from each university.

In another study, conducted in six unionized universities, Schuster (1977) interviewed administrators, faculty union leaders, senate leaders, student leaders, nonteaching professionals, and other faculty members. In addition, he reviewed contracts and union election documents, survey data of faculty attitudes, and various types of printed information pertaining to unionization on each campus. Schuster found that formalization and legalization of departmental procedures was a "consistent theme" on the unionized campuses, increasing the paperwork of department chairpersons and providing opportunities for faculty and administrators to enhance or increase their influence in certain categories of decisions.

Early in the history of collective bargaining in higher education, Edelson (1973) investigated congruence between department chairperson and faculty perceptions of chairperson roles. He found that congruence was greater in unionized institutions, implying an absence of the "role ambiguity" that existed for chairpersons in nonunionized schools.

Findings of the Stanford Project on Academic Governance led Kemerer and Baldrige (1975) to conclude that "collective bargaining may be the strongest internal factor promoting the regularization of decision-making procedures" (p. 210). This study of 2- and 4-year colleges and universities, both public and private, was one of the earliest

attempts to identify effects of faculty collective bargaining and remains one of the most comprehensive studies that has dealt with faculty unionization.

Mortimer and Richardson (1977) studied a much smaller sample of community and comprehensive colleges than were included in the Stanford project, but found similar trends, one of which was an increased emphasis on formalized relations and procedures due to collective bargaining. Also based on case studies of campuses were findings of Kelly and Rodriguez (1977), which supported further the statement that decision making throughout unionized institutions becomes formalized.

Schwartz (1978) found in a study of four universities in Pennsylvania that clear distinctions between decisions of an academic nature and those considered to be outside the academic category, such as working conditions, existed in unionized universities. Also based on a study of colleges and universities in Pennsylvania, Gershenfeld and Mortimer (1976) reported that "probably the most significant consequence of collective bargaining for campus governance has been increased formal faculty influence over campus decisions" (p. 43).

Centralization of decision making. Equally conclusive research supports the statement that decision making becomes

increasingly centralized as a result of collective bargaining. In summarizing research findings from the first decade of collective bargaining in 4-year institutions, Garbarino (1980) reported that collective bargaining has tended to reinforce expansion of administrative levels which were a part of the creation of state coordinating boards and multi-campus systems. This occurrence is easily explained by the fact that to ensure equal, objective treatment of all employees, unions strive to negotiate directly with the central authorities. The result in traditional institutions is that uniform policies, particularly on negotiable issues, are gained at the expense of traditional decentralized governance.

A major point made by Schuster (1977) was that an increasing number of decisions were forced beyond the campus and into the authority of persons controlling resources, such as governing boards. When considering intra-campus decision making, Schuster found that decisions were increasingly made by union leaders and administrators beyond the department level. Mortimer and Richardson's findings reinforce those of Schuster and show that central administration gains a broadened role in decision making both on the system level in unionized multicampus systems and at the campus level where single campus bargaining units exist.

Chairpersons rated the influence of administrators who were above the dean level in collective bargaining institutions as being higher than the influence of their counterparts in nonunionized institutions (Whitson & Hubert, 1982). Similar findings have been reported throughout the literature on effects of collective bargaining (Ehrle & Earley, 1976; Gershenfeld & Mortimer, 1976; Kelly & Rodriguez, 1977; Kemerer & Baldrige, 1975; Lee, 1978; Napolitano, 1978). As stated by Kemerer and Baldrige (1975), "although the drive toward centralization and coordination of public higher education occurred before unions appeared... anxiety about system control stimulates unionism, and unionism accelerates system control" (pp. 221-222).

Power shifts. The occurrence of power shifts is the last of the indisputable effects to be discussed in this review. Power shifts necessarily accompany increased centralization in decision making, for influence in decision making is a source of power (Heller, 1976). As collective bargaining brings about a transfer of authority for certain types of decisions from some groups to others, power simultaneously is transferred. By "opening up" decision processes, especially those concerning personnel, departmental and college level governance has been strongly affected (Garbarino, 1980). On the six campuses in Schuster's study, faculty bargaining agents and top administrators appeared

to be gaining power, while other powerholders were losing power. Collectively bargained contracts minimized opportunities for chairpersons to exercise discretion and removed flexibility in decision making of chairpersons. Student influence had been limited by unionization, and faculty senates seemed to be losing influence (Schuster, 1977).

More recent studies have shown that power of the faculty senate depends on strength of the senate prior to bargaining (Gilmore, 1981; Kemerer & Baldrige, 1981). Administrator/faculty relationships that favor continuation of senate involvement in academic decisions, legal constraints on the scope of bargaining, and the professional commitment of faculty are additional factors which help to preserve senate power in some institutions (Kemerer & Baldrige, 1981; Mortimer & McConnell, 1978). According to Lee (1978), senates continue to have power only if unions allow them to exist.

Another power shift that was identified by Kemerer and Baldrige in their 1975 reporting was the "middle-manager" status that campus presidents acquired when decision-making power was gained by multicampus system administrators. The researchers noted that this shift could have positive ramifications if it meant that campus presidents were relieved of negotiable decisions, but had increased time for academic decisions. Negative

effects of such a power shift would be increased complexity and cost of governance, as well as loss of campus autonomy in certain decision areas. Another finding of Kemerer and Baldrige (1975) was that increased equalization of power among all ranks of faculty could pose a threat to effective governance if too many interest groups held veto power. Other writers claim that unionization has helped to attain a needed balance in academic decision making by shifting some decision-making influence to faculty (Nelson, 1982; Polishook, 1982). Still other experts believe that influence is gained by faculty union leaders, but not necessarily by rank-and-file faculty (Schuster, 1977; Sommers, 1978). In a study of public and private universities which had voted for faculty collective bargaining or for "no agent," Marks (1978) found that administrators and faculty perceived increased faculty dominance at unionized institutions in selection of presidents, deans, and department chairpersons. Slightly increased faculty dominance in selection of presidents was perceived at "no agent" institutions.

In regard to power holders external to the university, state bargaining laws and consequent unionization have increased the power of states to control higher education. Because of the manner in which laws have been written, campus autonomy has been lost in some states. For instance,

in half of the states with bargaining laws, part of the authority that previously belonged to trustees and administrators has been given to state labor boards by granting to them power to determine what rights are the prerogatives of management (Angell, 1977). State legislatures have been accused of failing to recognize the unique nature of higher education in developing bargaining laws. As is the case any time a new decision-making framework is imposed on an organization, competition for power has resulted. In this respect, higher education employees in public institutions have been affected in the same ways as other public employees (Mortimer & Johnson, 1976).

A consequence, suggested by some researchers, of power shifts that have resulted from collective bargaining is polarization between faculty and administration (Gilmore, 1981; Kelly & Rodriguez, 1977; Kemerer & Baldrige, 1975; Mortimer & Richardson, 1977; Wilson, B. J., 1979). As an example of this consequence, Kelly and Rodriguez describe deans in unionized institutions as being perceived as "front line managers" who are required by contract to minimize costs and benefits, instead of serving in traditional style as "champions of the faculty" (p. 112). Based on survey data, Kelly and Rodriguez included polarization of students from faculty and administration as an overall consequence of unionization. Merz (1978) reported no

difference between unionized and nonunionized 4-year institutions in terms of organizational climate. There were some limitations in Merz' study, however, which may have led respondents to represent their institutions more favorably than was justifiable.

Chairpersons and deans. Of special pertinence to this study are the implications from research reports that department chairpersons and deans lose power after the implementation of collective bargaining. Recognizing a need for examination of the role of middle management in unionized institutions, some studies have been conducted on the topic. In addition, several authors who have witnessed changes in roles of deans and chairpersons have published articles on the topic.

Based on his experience as a member of the NLRB, Walther (1978) wrote that "universities cannot depend upon department chairmen as a supervisory level in administration, but at the same time bestow only limited authority on the chairman to direct his employees and ignore his recommendations" (p. 213). Because the role of department chairperson includes both foreman and shop steward duties, the former being considered management and the latter being considered labor by unions, chairpersons are faced with a dilemma when collective bargaining is adopted (Meskill & Meskill, 1976). This dual role of chairpersons has created controversy when

bargaining unit determinations have been made and has made the chairperson's job very difficult following unit determination. If determined to be a part of the bargaining unit, chairpersons somehow must sever themselves from the managerial portion of the dual role that historically has belonged to them; if excluded from the unit, they face alienation from faculty, among whom they otherwise are considered "first among equals" (Kelly & Rodriguez, 1977). During a time when economic problems and other external forces have had an impact on the decision-making influence of chairpersons, unionism has reinforced a marked decline in chairperson influence (Schuster, 1977). In one extreme case at a community college, the position of chairperson was eliminated after having been deemed a part of the bargaining unit, because administrators could see no way for chairpersons to continue carrying out supervisory tasks for which they were hired (Meskill & Meskill, 1976).

Kemerer and Baldrige (1975) attributed loss of chairperson power to hesitance of chairpersons to make difficult decisions. This hesitance is the result of distrust by deans of decisions made by chairpersons who are included in the bargaining unit and are elected into their positions by faculty. Decisions typically made jointly by faculty and chairpersons can become paralyzed by administrator/faculty conflict if chairpersons are not

included in the unit. As can be seen, chairpersons risk loss of power in either circumstance. In most states, chairpersons have been included in the bargaining unit (Angell, 1977; Lee, 1978), although unit placement varies, depending on tasks performed in specific institutions (Freimuth, 1974; Walther, 1978).

Deans sometimes follow the paths of chairpersons by refusing to make decisions which may lead to general antagonism from co-workers and filing of grievances (Kelly & Rodriguez, 1977; Kemerer & Baldrige, 1975). Deans, as well as other middle management personnel, also feel a loss of power, since in many cases they are neither at the bargaining table as employees nor as employers (Kemerer & Baldrige, 1975).

Both deans and heads have lost power in decisions for which the contract assigns accountability to central administration, such as promotion decisions (Gershenfeld & Mortimer, 1976; Lee, 1978). Assessing the effects of collective bargaining on deans, Kelly and Rodriguez (1977) found them to be required increasingly to justify their decisions and to seek advice from outside sources, such as lawyers. Freedom for deans to have relationships with individual faculty is curtailed by collective bargaining, because issues such as salaries must be negotiated collectively and any informal correspondence may be perceived by the union as part of

formal evaluation (e.g., congratulatory notes for individual accomplishments). Kelly and Rodriguez further reported that deans' authority may be eroded because of increased legal authority that is granted by contracts to faculty committees. Deans have decreased discretion for unilateral decisions, even in the event of emergencies, as a consequence of collective bargaining.

A somewhat contradictory finding has been reported by Napolitano (1978), who surveyed university presidents and union leaders in all types of unionized institutions in higher education in the United States. In this study, personnel matters were perceived as being moved out of the department head's jurisdiction and into either the decision realm of college deans or the scope of the bargaining contract. The implication here is that deans may have gained authority on some types of decisions. Selker (1978) also produced contradictory evidence by reporting no difference between allied health chairpersons who were included in the bargaining unit and those who were excluded in academic, administrative, and leadership satisfaction, goal emphasis, or leadership duty factors.

Giallombardo (1979) reported findings that were similar to those of earlier researchers. While differences were reported in perceptions of deans and heads, Giallombardo concluded that collective bargaining reduces the importance

of deans and decreases the number of their functions. Giallombardo's study was conducted in private, 4-year colleges and universities and included provosts, deans, and chairpersons as respondents.

Effects of collective bargaining that have been discussed to this point are those for which relatively consistent findings have been reported by investigators and experts. A multitude of other effects have been attributed to the unionization movement but lack consistent research support. A brief account of these effects will conclude this literature review.

An area of impact that at first seems to be easily assessed, but actually is extremely difficult to assess, is fiscal impact. The primary problems with assessment of fiscal impact are the difficulty in separating collective bargaining from other forces (e.g., the state of the national economy) and the constantly changing conditions over time (e.g., maturation of collective bargaining in higher education). In his review of collective bargaining after the first 10 years, Garbarino (1980) reported that economic effects still are inconclusive. Since that report, however, researchers (Guthrie-Morse, Leslie, & Hu, 1981) have concluded an important study that built upon former research efforts of Birnbaum (1974; 1976) and Morgan and Kearney (1977). While findings still are not indisputable,

comparison of compensation in 30 pairs of unionized and nonunionized 4-year institutions for each year from 1970-71 through 1977-78 revealed the following trends:

1. Unionized faculty continue to receive moderately higher pay than nonunionized counterparts.
2. Gains seem to be greater in private than public schools.
3. Least complex colleges (offering baccalaureate degree or less) show greatest gains for unionized faculty.
4. Unions appear to help lower-ranking faculty to improve benefits.
5. Compensation advantage of unionized faculty declines after several years.
6. Unionism results in modest fringe benefit gains.
7. Merit incentives exist in less than half of the unionized institutions and approximately three-quarters of the nonunionized ones.
8. Promotions are increasingly difficult to get in unionized universities, and unionized universities hire fewer new faculty.
9. More new faculty are hired as non-tenure track instructors in unionized than in nonunionized universities.

10. Unions have shown slight gains in reducing salary variability over time.

A regression model was used in this study to control for other factors, such as state per capita income, that could account for compensation differences. While this research probably is the most conclusive to date, some investigators have shown that no relationship exists between unionization and monetary gains (Brown & Stone, 1977; Moses, 1972), and others have concluded that it is too early to generalize about fiscal impact (Garbarino, 1980; Mortimer & Lozier, 1973). In one study, unionization and salary were found not to be related, but a 96% advantage in fringe benefits were shown at unionized community colleges in comparison with nonunionized community colleges (Staller, 1975). It has been suggested that faculty in unionized institutions have suffered fewer losses in the fiscal arena than would have been the case in the absence of union involvement (Sommers, 1978).

Some researchers have concluded that traditional governance has been reinforced by collective bargaining. Schwartz (1979) found that in unionized universities in Pennsylvania, faculty desire for continuation of traditional governance had prevented the union from usurping decision making in academic matters from department and colleges. Begin (1974) found the same to be true in public institutions

in New Jersey. Lee (1978) believes that some local campuses in multicampus systems have preserved autonomy by forming informal coalitions between union representatives and campus administrators, thereby counterracting possible loss of autonomy due to systemwide bargaining. Lee also found that the "conservative" nature of unions has prevented innovative administrators from bringing about major changes in governance.

It has been suggested that quality of education may be eroded by replacement of subjective criteria with objective criteria to be used in faculty evaluations (Kemerer & Baldridge, 1975). Walther (1978) has speculated that if departments, the "centers for specialized study, and the major centers of academic power" lose their autonomy because of centralization of decision making which unionism typically brings about, then traditional criteria for scholarly advancement will be threatened, "thereby downgrading the entire profession" (p. 387).

Summary

Unionization in education and organized labor in industry both are part of a single labor movement in the United States. Federal legislation, presidential executive orders, and state legislation have provided legal backing for unionization of employees in the private and public

sectors. Unionization in the public sector spread at a much faster rate than in industry.

Collective bargaining of faculty in higher education is a relatively new phenomenon. Three major unions which represent faculty are the American Federation of Teachers, the National Education Association, and the American Association of University Professors. In addition to the traditional reasons for unionization in industry (i.e., monetary gain, job security, improved working conditions), faculty choose unionization as an alternative to existing governance because of limited or declining influence in decisions, poor faculty/administration relationships, inequity, triggering crises or events, and legal backing which fosters unionization recruitment. Effects of unionization are difficult to distinguish from other factors, such as economic recession. Trends which have been identified with some degree of reliability, however, indicate that collective bargaining leads to: high costs to administration, increased use of grievance procedures, legally binding decisions, formalized decision-making procedures, centralized decision making, and power shifts. Roles of deans and department heads appear to be affected by collective bargaining. It is still difficult to assess the fiscal impact of collective bargaining, although research suggests that financial gains in unionized

institutions initially exceed those in nonunionized institutions, but tend to moderate after several years of bargaining. Experts still disagree on the extent to which higher education will be affected by unionization, and on whether or not the final outcome of the movement will be enhancement or destruction of educational quality.

CHAPTER 3

RESEARCH METHODS

A review of literature pertaining to faculty unionization in higher education revealed that department heads and deans lose power as a result of collective bargaining. This finding is supported by research on the impact of unionization and by speculation from experts in higher education. The precise nature of power loss is not understood fully, because few studies have been focused specifically on the positions of department heads and deans in universities. Even fewer of the studies have been focused on these positions in relation to collective bargaining. Of 25 studies concerning department heads in particular, either in purpose or in findings, collective bargaining was included as a variable in only three. Bargaining unit placement of chairpersons was the primary interest in two of these studies (Freimuth, 1974; Selker, 1978), and chairperson and faculty perceptions in private universities were the focus of the third study (Edelson, 1973). Giallombardo (1979) is the only investigator identified who studied the position of dean in relation to faculty unionization, and this study also was conducted only in private universities with provosts, deans, and chairpersons as respondents. Both Edelson (1973) and

Giallombardo (1979) recommended additional research in public universities. Furthermore, researchers who have studied middle management recommended having a respondent group who represented the university to a greater extent than in former studies, including administrators, faculty, and, if possible, students (Giallombardo, 1979; Merz, 1978; Neumann, 1979b; Whitson & Hubert, 1982). Edelson (1973) recommended using a more direct method of data collection, such as interviews.

In view of these recommendations, the methodology was planned for investigating perceptions regarding the positions of department heads and deans in public universities in which faculty had unionized in comparison with those in which faculty were not unionized. The steps and considerations which were involved in the methodology are presented in this chapter in four sections: sample, instrument, data collection, data analysis.

Sample

The National Association of State Universities and Land-Grant Colleges (NASULGC) represents the principal public universities of the 50 states, including all 72 of the land-grant institutions in its membership of 140 universities. Among the areas of interest of the NASULGC are university research and extension activities (Akey,

1982). Therefore, in order to delimit the universities to be studied to major public universities with research emphasis, the population was confined to member institutions of the NASULGC in which graduate programs were offered. To ensure as homogeneous a population as possible, only institutions which primarily were publicly funded were eligible for the study.

Using a listing of unionized universities ("Fact-file: Faculty bargaining agents," 1980) and the NASULGC membership list, all NASULGC institutions in which faculty were unionized were selected for possible inclusion in the sample. A form (found in Appendix G) was sent to each of these universities to learn how long collective bargaining had been in effect and to learn about the nature of the bargaining unit. The multi-campus institutions received a second form (found in Appendix H) to describe further the nature of the bargaining unit. To be retained in the sample, the bargaining units had to represent a single campus of a single university with branch campuses and must have had collectively bargained contracts in effect for two or more years. Furthermore, the chief executive officer and chief academic officer positions had to be filled by regular (i.e., not "acting") appointees. These criteria reduced the number of eligible unionized institutions to nine.

Using a table of random numbers (Myers, 1979, Appendix Table A-1), 20 universities were selected from the

nonunionized NASULGC institutions. Twenty nonunionized universities were selected to ensure that nine would meet criteria for inclusion in the study. Peterson's Annual Guides to Graduate Study, 1980 (Hegener, 1979) was consulted to verify that all of the unionized universities and the 20 nonunionized ones offered graduate programs and primarily were publicly funded.

The final step in sample selection involved identification of respondents. For the study to be both manageable and meaningful, it was believed that the respondent group from each university should include the chief executive officer, the chief academic officer, and at least 5 academic deans, 5 academic department heads, and 10 faculty. Research involving telephone interviews has shown that response rates average 59% when no previous contact has been made with respondents (Groves, 1979). Therefore, anticipating at least a 50% response rate, 20 faculty, 10 department heads, and 10 deans (or all academic deans, if fewer than 10 positions existed) were selected randomly from each institution in the sample.

Before contacting all respondents, letters were sent to the chief executive officers of the unionized universities. To encourage their participation, a letter of endorsement from the chancellor at The University of Tennessee, Knoxville, was sent with a letter from

investigators and information about the study (found in Appendices A, B, C). In addition, the NASULGC reviewed the research prospectus and expressed interest in publishing findings of the study. This information also was included in the letters to respondents. Telephone calls were placed to the chief executive officers to schedule times to interview them. Of the nine unionized universities, only three of the chief executive officers did not agree to be interviewed. Reasons given for not participating were unfamiliarity with the activities of heads and deans and resignation from current positions. Six chief executive officers were interviewed.

Chief academic officers were contacted by letter (found in Appendix D) as soon as possible after interview times had been scheduled with chief executive officers. Five of the six chief academic officers agreed to participate and were interviewed.

With the knowledge that both chief executive officers and chief academic officers in five unionized universities agreed to be interviewed, chief executive officers and chief academic officers were then contacted in the nonunionized universities. Of the 20 universities that had been selected, 4 had either acting chief executive or chief academic officers. In the remaining 16 universities, it was necessary to contact 7 chief executive officers in

order to schedule 5 interviews. All of the chief academic officers who subsequently were contacted agreed to participate.

All of the 10 universities which actually were in the study were classified by the Carnegie Council on Policy Studies in Higher Education (1976) as research universities or doctorate-granting universities, except one, which was classified as a comprehensive university. Undergraduate enrollments (rounded to nearest hundred) in the unionized universities ranged from 7,800 to 34,500 students and from 7,300 to 46,700 students in the nonunionized universities (Hegener, 1981). Sample universities were located in nine states: Connecticut, Delaware, Illinois, Kansas, Montana, New Jersey, Ohio, Rhode Island, Tennessee. Because respondents were assured that their names and institutions would not be identified, the unionized universities are referred to as U1, U2, U3, U4, U5 and the nonunionized ones as N1, N2, N3, N4, N5. Information describing the universities is summarized in Table 1.

University catalogs were used for selection of the remaining respondents in the 10 universities. Most of the respondents had been employed by their current universities for six or more years. The most commonly held rank of faculty respondents was professor. Overall response rate was 57%. Schools or colleges represented were:

TABLE 1
CARNegie CLASSIFICATIONS AND ENROLLMENTS
OF UNIVERSITIES SELECTED FOR STUDY

University	Carnegie Classification ^a	Undergraduate Enrollment ^b	Graduate Enrollment ^b
Unionized			
1	Research II ^c	13,100	5,900
2	Doctorate-Granting I ^d	18,400	1,900
3	Doctorate-Granting I	9,800	3,000
4	Doctorate-Granting I	7,800	1,000
5	Research II	34,500	8,800
Nonunionized			
1	Comprehensive I ^e	7,300	1,100
2	Doctorate-Granting I	10,100	700
3	Research II	16,100	3,400
4	Research I ^f	46,700	12,700
5	Doctorate-Granting I	19,500	1,300

^aCarnegie Council on Policy Studies in Higher Education. A classification of institutions of higher education: A report of the Carnegie Council on Policy Studies in Higher Education (Rev. ed.). Berkeley, Cal.: Author, 1976.

^bApproximate to nearest 100, compiled from Hegener, K. C. Peterson's annual guides to graduate study 1982. Princeton, N.J.: Peterson's Guides, 1981.

^cThese universities were on the list of the 100 leading universities in terms of federal financial support in at least two of the three academic years, 1972-73, 1973-74, and 1974-75 and awarded at least 50 Ph.D.'s in 1973-74. (Carnegie Council, p. xv).

^dThese universities awarded 40 or more Ph.D.'s in at least five fields in 1973-74 (plus M.D.'s if on the same campus) or received at least \$3 million in total federal support in either 1973-74 or 1974-75. (Carnegie Council, xv).

^eThese universities include institutions that offered a liberal arts program as well as several other programs, such as engineering and business administration. Many of them offered master's degrees, but all lacked a doctoral program or had an extremely limited doctoral program. All institutions in this group had at least two professional or occupational programs and enrolled at least 2,000 students in 1976. (Carnegie Council, xvi).

^fThese universities represent the 50 leading universities in terms of federal financial support of academic science in at least two of the three academic years, 1972-73, 1973-74, and 1974-75, provided they awarded at least 50 Ph.D.'s in 1973-74.

agriculture	journalism
allied health	liberal arts
business	library science
communications	nursing
dentistry	optometry
education	pharmacy
engineering	physical education
fine arts	planning
home economics	social work
human resources	veterinary science

Persons employed in medical schools, libraries, and law schools were not included in the study, because these units were not believed to be typical in terms of academic organization, such as departmental structure and function. Pilot testing reinforced this belief. Information about respondents is summarized in Table 2.

Instrument

A questionnaire consisting of three sections was developed to investigate power of department heads and deans. The first section concerned perceived participation in decision making. In part two, respondents were asked to indicate personal characteristics of heads and deans. Selection procedures used in selecting department heads and deans were identified in the third section. (See Appendix I.)

TABLE 2
DESCRIPTION OF PARTICIPANTS IN STUDY

Position	Sample Size ^a	Number of Respondents	Response Rate (%)	Range of Yrs. in University	Mean Yrs. in University
Chief Executive Officer	10	10	100	1-14	5.8
Chief Academic Officer	10	10	100	1-10	5.9
Dean	100	61	61	1-32	13.3
Department Head	100	57	57	1-34	12.0
Faculty	200	101	51	1-31	12.0
Total	420	239	57	1-34	11.8

^aThese figures represent the number of persons selected to be respondents after the sample of universities was reduced to 10 universities.

Participation in Decision Making

The relationship between power and participation in decision making has been accepted as an appropriate topic for research by many researchers. Hanson (1976-77) developed a model for understanding power and autonomy in educational decision making and found that power could be analyzed in a school system by investigating the categories of decisions that were made at various hierarchical levels. Ebert and Mitchell (1975) viewed power as a force affecting an individual's decision making which, in turn, affects the decision making and behavior of other members of the organization. Blake and Mouton (1961) used a "power spectrum" as a model for measuring leadership according to the amount of decision-making power an individual has in relation to a second person. Heller's (1976) "influence Power Continuum" relates the degree of participation in organizational decision making to influence and power. A person who has access to the decision process is influential, and a person is powerful when his/her influence becomes a part of the decision process. All of these studies are representative of many others in which the decision-making/power relationship has been established.

A decision analysis technique developed at The University of Wisconsin by Eye and colleagues (1966), then adapted by Peach (1978) and Anderson (1980) was revised for use in

this study. Levels of participation in six areas of decision making and satisfaction of school personnel in elementary/secondary schools in Tennessee were measured using the Peach instrument (LeCoultrre, 1979; Wilson, W. C., 1979). Truman Anderson (1980) adapted and used the instrument in community colleges. For use in universities, items pertaining to satisfaction were eliminated, and a seventh decision category, planning, was added. Planning was added because it was the only decision area not included in the Peach instrument which had been deemed as important by presidents and other university officers in a study by Cohen and March (1974). The seven decision categories included instruction, finance, staff/faculty, students, facilities, community relations, and planning. Respondents were asked to identify the degree to which they perceived that department heads and deans influence decisions in their universities in each of the seven decision categories. Degree was measured with a 9-point Likert-type scale, with 9 meaning "makes decision" and 1 meaning "no participation." There were 35 total decision items, 5 in each category.

Personal Characteristics

Originally, perceived personal characteristics were to be measured using a modified semantic differential technique (Osgood, Suci, & Tannenbaum, 1957). Bipolar adjectives ranging from indicators of weakness to

indicators of strength were derived from research on sources of power in organizations (Ebert & Mitchell, 1975; French & Raven, 1959; Kipnis, 1976; Mechanic, 1962; Mulder & Wilke, 1970; Pettigrew, 1972; Richman & Farmer, 1976; Salancik & Pfeffer, 1974). The semantic differential technique was developed to measure meanings of concepts, but it has been shown to be adaptable and valid for various types of research, such as attitude studies and comparison of educational systems across cultures. As few as three scales to represent a cluster (i.e., evaluation, potency, activity) of concepts have been found to be effective (Kerlinger, 1973). Because scales to be used in this study would have represented only the evaluation cluster, it was decided that eight adjective pairs, each with a separate scale, would be sufficient for identifying perceived personal characteristics of department heads and deans.

Two disadvantages to using the semantic differential technique in this particular study were detected prior to actual data collection. Although the technique has been used successfully when verbally administered in person to respondents, difficulties were foreseen in eliciting responses by telephone (i.e., in a situation in which respondents and interviewers could not point physically to a space on the scale). While this problem could have been resolved by providing numbers on the scale for verbal

response, the unfamiliarity of most respondents with the technique would have made response very difficult for persons who did not have samples of the items readily available for reference during the telephone interview. Finally, the inflammatory nature of negative terms in the bipolar adjective pairs (e.g., ignorant in the pair knowledgeable-ignorant) when used to identify personal characteristics of department heads and deans could have created hostility in respondents, leading to emotion-laden responses. In view of the potential problems anticipated in using the semantic differential technique in this study, the negative adjectives were eliminated from the adjective pairs. A 9-point Likert-type scale was added to the positive adjectives with 9 meaning "extremely" and 1 meaning "not at all." Respondents were asked the extent to which each adjective described department heads and deans, on the average, in their universities. The semantic differential technique and utilization of adjective pairs were, therefore, replaced by a Likert-type format.

Selection Procedures

A commonly made distinction between the titles "department head" and "department chairperson" is that central administration appoints heads to their positions, and faculty either elect or strongly influence the selection of

chairpersons (Dressel, Johnson, & Marcus, 1970). Selection procedures used in selecting department heads (i.e., heads or chairpersons), as well as deans, sometimes becomes an important issue at the bargaining table (Begin, 1974; Begin, et al., 1975). One of the goals of unions is to increase faculty participation in decisions which affect them. Since heads and deans are the administrators who work most closely with faculty, collective bargaining could be expected to increase the role of faculty in selection of heads and deans.

To gain some insight into the nature of selection procedures in unionized and nonunionized universities, two check lists were developed. One of the lists contained persons or steps conceivably involved in selection of department heads. The other list included persons or steps possibly involved in selection of deans. Respondents were asked to respond with "yes" to any of the 12 persons or steps on each list who they believed were involved in any way in department head and dean selection. Respondents then were asked to identify the person or step which determined, in practice, the actual selection decision. Item 13 on each list was "other," allowing respondents to indicate other persons or steps who were involved in the selection procedures.

Validity and Reliability

Content validation and determination of reliability of the questionnaire involved five phases:

1. A panel of 5 experts reviewed questions in each of the 7 decision areas until 70 items, 10 in each decision area, had been judged as the most important decisions in all decision domains of department heads and deans. Panel members were a university president, an executive vice president, a dean, and two faculty members. All panel members held current positions in five different research-oriented universities. The panel also ranked the adjectives which described most accurately the power of department heads and deans in research-oriented universities. Finally, the panel reviewed selection procedures for completeness and clarity. (Sample letters and enclosures are found in Appendix J.)
2. The second step of the validation procedures was conducted in two universities which were not in the actual study but which met criteria for inclusion, one unionized and one nonunionized. The highest ranked items from each of the decision categories and from the listing of adjectives were sent to 20 faculty members, 20 department heads, 10 deans, 1 chief academic officer, and 1 chief executive officer from each

university (104 total respondents). Respondents were asked to rank in each category the 5 most important decision items with which department heads and deans would be involved. The adjectives were ranked according to how accurately they could be used to describe department heads and deans. (Sample letter and enclosures are found in Appendix K.)

3. The 5 items from each decision area which had the highest ranks comprised the 35-item decision section of the questionnaire which was pilot tested for the study. The 8 adjectives receiving highest ranks comprised the second section of the instrument. Selection procedures as revised following step 1 comprised the third section. (Sample instrument is found in Appendix I.)

4. A new sample of respondents from the two universities that were used in step 2 were selected for pilot testing of the instrument. The sample included 20 faculty members and 10 department heads from each of the universities (60 total respondents). The procedure to be used in actual data collection was used in the pilot test. (Sample letter and enclosure are in Appendix L.)

5. Stability or test-retest reliability was ascertained by having the interviewer administer

the questionnaire by telephone at two different times to half of the respondents who participated in step 4. Reliability at the .70 level was considered acceptable for proceeding to actual data collection. Overall, the test-retest coefficients were above .70. However, the coefficients for the decision-making section pertaining to deans and the personal characteristics section pertaining to deans, when considered separately from the rest of the questionnaire, were only .50 and .54 respectively. These same sections for responses regarding decision making and personal characteristics of department heads had coefficients of .86 and .80. The lower test-retest reliability of responses pertaining to deans can be explained by the nature of the respondents in the reliability test. Only faculty and department heads were interviewed for this test, even though actual data collection involved faculty, heads, deans, and central administrators. It could be expected that respondents would be most knowledgeable about their own decision making and personal characteristics and those of other persons who were in the same positions as themselves; i.e., department heads would be expected to respond more reliably about department head involvement in decisions

than about the involvement of deans in decisions. Furthermore, faculty would be expected to be more knowledgeable about the roles and characteristics of department heads than about deans' roles and characteristics, because faculty have less frequent interaction with deans than with heads. Since a more representative group of respondents would be in the actual study, it was believed that responses pertaining to deans would, in fact, be more reliable than was indicated in the reliability test. First- and second-time responses were the same for at least 75% of all items in the selection procedures section. Considering the instrument as a whole, test-retest reliability was acceptable.

Data Collection

Data were collected by telephone interview, primarily to provide an efficient method by which respondents could participate, thereby eliminating a tendency for them, especially central administrators, to have a designee to respond. Another reason for choosing this method was that Edelson (1973) recommended a more direct data collection method for this type of research than mailed questionnaires.

One person conducted all of the interviews, so interrater reliability was not a concern. Following the pilot

test, a response sheet (found in Appendix M) was developed for recording of responses during the interviews. Data were collected in the spring and summer of 1982.

Letters including elements of informed consent can be found in Appendices A, D, and E. Persons could return an enclosed card (Appendix F) or refuse to participate when called if they preferred not to respond. Respondents were encouraged to refer to sample scales which were enclosed with the letters during the interviews. In cases in which respondents did not have the reference sheets available at the time of the interviews, the interviewer explained the procedures and scales, asking the respondents to write the scale descriptors, before proceeding with the data collection.

The procedure proved to be extremely time-consuming. Approximately 10 calls were required before an interview actually occurred for faculty and many of the department heads. In most instances, deans, chief academic officers, and chief executive officers had secretaries who very efficiently scheduled times for the interviews. Even so, it generally took three or four calls for these persons, since the secretaries usually wanted to discuss the interviews with the respondents before scheduling them. It was not uncommon for deans and central administrators to require two months lead time before the interview took place. The length of time for individual interviews seemed to vary

according to position of the respondent. Interview times are summarized in Table 3.

TABLE 3
TIME REQUIRED FOR INTERVIEWS

Position	n	Range (Minutes)	Average (Minutes)
Chief Exec. Officer	10	10-18	14
Chief Acad. Officer	10	12-22	16
Dean	61	9-32	18
Department Head	57	11-50	20
Faculty	101	11-53	19
Overall	239	9-53	19

Data Analysis

Data from the three sections of the instrument (i.e., participation in decision making, personal characteristics, and selection procedures) were analyzed separately, then were compared to one another. Units of analysis were unionized and nonunionized universities.

Participation in Decision Making

Means were computed for all institutions, for individual institutions, by unionization status (i.e., unionized, nonunionized), by position of respondent (i.e.,

faculty, department head, dean, chief academic officer, chief executive officer), and by length of time respondents had been employed by their universities (i.e., 1 to 5 years, 6 to 15 years, 16 or more years). The rank order between means in unionized institutions and nonunionized ones was identified. Analysis of variance (ANOVA) was used to identify significance of differences according to means, positions of reference, unionization status, and categories of decisions. Data were analyzed by ANOVA for all respondents and for respondents grouped by position and by length of time in universities. Interactions between and among main effects were analyzed by comparing slopes of plotted main effects for parallelness (Neter, J., & Wasserman, W., 1974). Analyses then were repeated with one institution, N1, deleted due to unique features of this particular institution.

Personal Characteristics

Means were computed for responses in unionized and nonunionized universities as groups, in individual universities, and by position groups of respondents. The rank order of responses between unionized and nonunionized universities was identified. Correlation coefficients then were computed between decision-making responses and personal characteristics responses to determine consistency of rank order relationships between responses in the two sections. Positive, significant correlation coefficients were used to

reinforce findings from the decision-making section. All analyses then were repeated with N1 deleted from the sample.

Selection Procedures

Responses to the two check lists of selection procedures, one for department head selection and the other for dean selection, were tabulated separately for unionized and nonunionized universities. Findings were analyzed to identify differences between the two groups of universities in percentages of respondents who perceived that specific persons or steps were involved in selection procedures. Perceptions pertaining to involvement of department heads and deans were especially pertinent to this study as another indication of the influence of department heads and deans. Also, if a broader base of persons were found to be involved in selection of heads and deans in one type of university than in the other type, this was to be used as an indication of a democratic versus an autocratic authority pattern; e.g., if appointment of a department head depended not only on approval by deans and higher level administrators, but also on faculty votes, then department heads could be held accountable to a more diverse group of persons in the university than if simply appointed by higher level administrators, indicating a democratic authority pattern with power dispersed throughout the university. Findings from this section then were considered in relation to those of the decision-making and personal characteristics sections.

CHAPTER 4

FINDINGS, ANALYSES AND DISCUSSION

Three sets of data were collected to ascertain whether or not there are differences between unionized and non-unionized public universities in perceptions indicating power of department heads and deans. First, respondents were asked the level of involvement that they perceived department heads and deans in their universities to have in seven categories of decisions. Respondents then were asked the extent to which certain adjectives describe personal characteristics of department heads and deans, on the average, in their universities. Finally, respondents were asked to identify the persons and steps which are involved in any way in the selection of department heads and deans in their universities. Findings and analyses are presented for each of the three data sets in relation to research questions and hypotheses and in relation to overall hypotheses. Findings and analyses are discussed at the end of the chapter.

Participation in Decision Making

Findings and analyses in this section address the first two research questions and the specific hypotheses H1.A. and H2.A.:

Question 1. What types of decisions are made by department heads, as perceived by themselves, by faculty, by deans, by chief academic officers, and by chief executive officers?

Question 2. What types of decisions are made by deans, as perceived by themselves, by faculty, by department heads, by chief academic officers, and by chief executive officers?

Hypothesis H1.A. Department heads in unionized universities are perceived to be less involved in decision making than department heads in nonunionized universities.

Hypothesis H2.A. Deans in unionized universities are perceived to be less involved in decision making than deans in nonunionized universities.

Mean responses for all decision categories in unionized universities were compared to those in nonunionized universities. In addition, mean responses are presented from individual universities. Analysis of variance (ANOVA) was applied to findings to identify the factors (i.e., head or dean position, category of decision, unionization status) which accounted for differences in means. To be considered different, a significance level of .05 was required. Furthermore, if interactions between or among effects were shown by ANOVA, main effects were plotted to

compare response slopes for unionized and nonunionized universities. If slopes were found to be parallel, or nearly parallel with one or fewer decision categories creating nonparallel slopes, then differences in means were determined to be due to main effects as shown by F ratios. The ANOVA is presented in three ways: a. for all respondents in all universities, b. for each respondent group (i.e., faculty, head, dean, chief academic officer, chief executive officer), and c. according to length of time respondents had been employed as faculty or administrators by their universities.

Overall Findings and Analysis

Findings. Mean responses to levels of perceived participation in decision making of heads and deans in nonunionized universities were higher than in unionized ones. Perceived involvement of department heads in decisions pertaining to planning was the only category in which responses in unionized universities were greater than in nonunionized ones. All means were 5.0 or higher; i.e., at least as high as "recommends decision" on the 9-point scale. Means are presented in Table 4.

Analysis. Findings indicated a higher level of involvement of department heads and deans in decision making in nonunionized universities than in unionized ones. Analysis

TABLE 4
OVERALL MEAN RESPONSES OF PERCEIVED PARTICIPATION
IN DECISION MAKING OF HEADS AND DEANS^a

Decision Category	Means	
	Unionized (n=113)	Nonunionized (n=122)
<u>Position of Reference: Department Heads</u>		
Instruction	6.10	6.40
Finance	5.07	5.53
Staff/Faculty	6.01	6.40
Students	5.35	5.63
Facilities	5.62	6.15
Community Relations	5.96	6.63
Planning	6.72	6.58
All Categories	5.83	6.19
<u>Position of Reference: Deans</u>		
Instruction	5.13	5.54
Finance	6.42	6.79
Staff/Faculty	6.36	6.76
Students	5.53	5.90
Facilities	6.49	6.61
Community Relations	6.92	7.17
Planning	7.42	7.52
All Categories	6.33	6.61

^aScale: no participation provides information recommends decision influences decision makes decision

 1 2 3 4 5 6 7 8 9

of variance revealed that differences in responses between unionized and nonunionized universities were attributable to unionization status of university, position of reference (i.e., head or dean), and category of decision (i.e., instruction, finance, staff/faculty, students, facilities, community relations, planning). The ANOVA overall is found in Table 5. Main effects were plotted in Figure 1 to determine if interactions altered the power of the F ratios for main effects. Except in the decision category of planning for heads, the slopes for heads and deans were nearly parallel, indicating that significant F ratios shown for main effects do show that differences in the perceived levels of decision making are due to the three factors: unionization status, position of reference, and decision category.

Findings and Analysis from Faculty as Respondents

Findings. Mean responses of faculty in nonunionized universities were greater than responses of faculty in unionized universities in all decision categories. Means in unionized universities ranged from 4.78 to 6.94 for participation of department heads and from 4.84 to 6.94 for participation of deans. Means in nonunionized universities ranged from 5.29 to 6.27 for department heads' participation and from

TABLE 5
ANALYSIS OF VARIANCE OVERALL IN PERCEIVED LEVEL OF
DECISION MAKING WITH UNIONIZATION STATUS OF
UNIVERSITY AS REPEATED MEASURES VARIABLE

Source	Sum of Squares	Degrees of Freedom	Mean Square	F ^a
Mean	127,932.85	1	127,932.85	12,194.76*
Unionization Status (USTATUS) ^b	84.53	1	84.53	8.06*
Error	2,444.36	233	10.49	
Position of Reference (HD) ^c	172.88	1	172.88	38.51*
HD/USTATUS	.93	1	.21	.65
Error	1,045.98	233	4.49	
Decision Category (CAT) ^d	737.55	6	122.93	84.41*
CAT/USTATUS	17.63	6	2.94	2.02
Error	2,035.80	1,398	1.46	
HD/CAT	342.47	6	57.08	62.02*
HD/CAT/USTATUS	11.77	6	1.96	2.13*
Error	1,286.67	1,398	.92	

^aSignificance is shown by * with $p \leq .05$.

^bUnionization status refers to unionized or nonunionized universities.

^cPosition of reference refers to heads or deans.

^dDecision category refers to instruction, finance, staff/faculty, students, facilities, community relations, and planning.

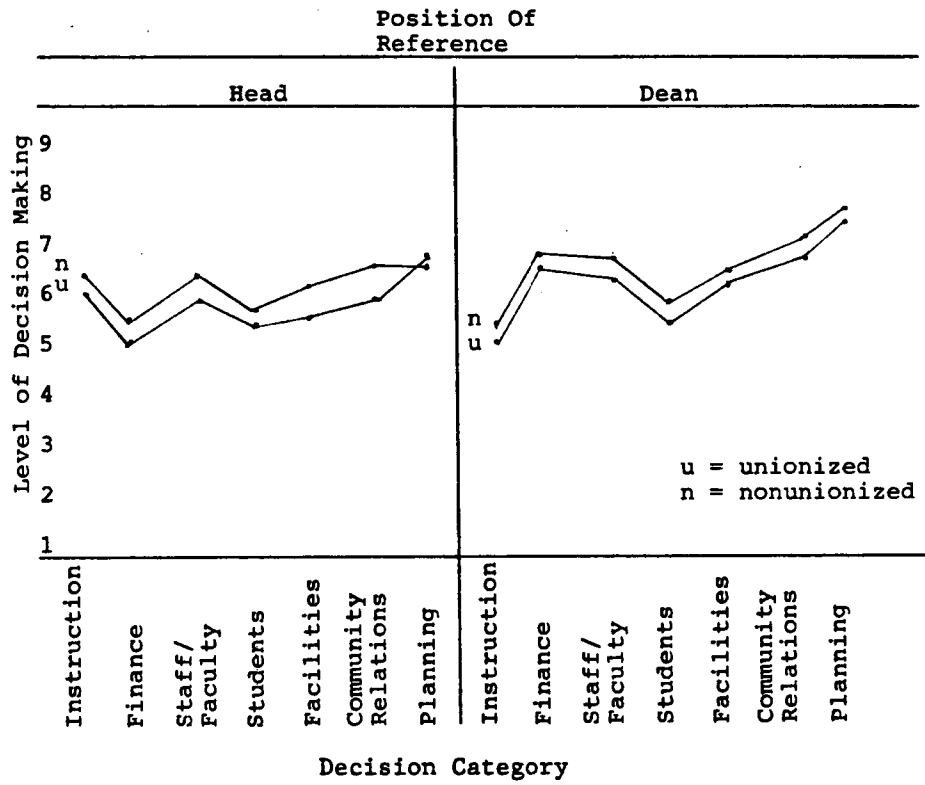


FIGURE 1

INTERACTION OF MAIN EFFECTS OVERALL ($n = 235$)

5.27 to 7.49 for deans' participation. Mean responses of faculty respondents are presented in Table 6.

Analysis. Analysis of variance revealed that differences were due to unionization status of university, position of reference, and category of decision. The ANOVA for faculty as respondents is found in Table 7. Main effects were plotted in Figure 2. Response patterns were nearly parallel, except in planning decisions of heads, so main effects do account for differences in means.

Findings and Analysis from Department Heads as Respondents

Findings. Except in the area of department heads' participation in planning, department heads in nonunionized universities perceived that heads and deans in their universities were involved more in decision making than did department heads in unionized universities in respect to their department heads and deans. Mean responses of department heads in unionized universities ranged from 5.03 to 7.28 for heads' involvement and from 4.39 to 7.12 for deans' involvement. Department heads' response means in nonunionized universities ranged from 5.78 to 7.09 for heads' involvement and from 5.32 to 7.31 for deans' involvement. Mean responses of department heads are summarized in Table 8.

TABLE 6
MEAN FACULTY RESPONSES OF PERCEIVED PARTICIPATION IN
DECISION MAKING OF HEADS AND DEANS^a

Decision Category	Means	
	Unionized (n=48)	Nonunionized (n=51)
<u>Position of Reference: Department Heads</u>		
Instruction	5.63	5.92
Finance	4.91	5.27
Staff/Faculty	5.86	6.27
Students	4.78	5.29
Facilities	5.19	6.09
Community Relations	5.04	6.22
Planning	6.18	6.23
All Categories	5.37	5.90
<u>Position of Reference: Deans</u>		
Instruction	4.84	5.27
Finance	6.23	6.46
Staff/Faculty	6.13	6.46
Students	5.44	5.78
Facilities	5.96	6.59
Community Relations	6.61	7.33
Planning	6.94	7.49
All Categories	6.02	6.48

^aScale: no participation provides information recommends decision influences decision makes decision

 1 2 3 4 5 6 7 8 9

TABLE 7
ANALYSIS OF VARIANCE FOR FACULTY IN PERCEIVED LEVEL
OF DECISION MAKING WITH UNIONIZATION STATUS
OF UNIVERSITY AS REPEATED MEASURES VARIABLE

Source	Sum of Squares	Degrees of Freedom	Mean Square	F ^a
Mean	48,907.31	1	48,907.31	5,636.31*
Unionization Status (USTATUS) ^b	84.42	1	84.42	9.73*
Error	841.69	97	8.68	
Position of Reference (HD) ^c	132.89	1	132.89	30.68*
HD/USTATUS	.34	1	.34	.08
Error	420.14	97	4.33	
Decision Category (CAT) ^d	293.86	6	48.98	29.73*
CAT/USTATUS	19.70	6	3.28	1.99
Error	958.63	582	1.65	
HD/CAT	149.77	6	24.96	23.20*
HD/CAT/USTATUS	7.04	6	1.17	1.09
Error	626.30	582	1.08	

^aSignificance is shown by * with $p \leq .05$.

^bUnionization status refers to unionized or nonunionized universities.

^cPosition of reference refers to heads or deans.

^dDecision category refers to instruction, finance, staff/faculty, students, facilities, community relations, and planning.

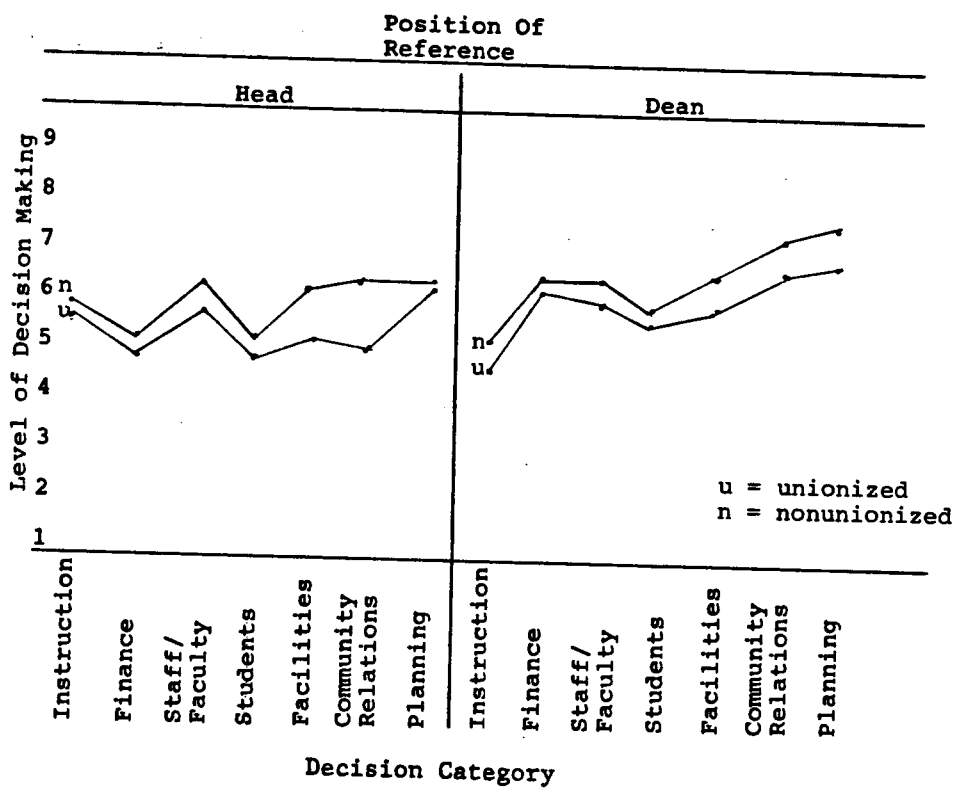


FIGURE 2

INTERACTION OF MAIN EFFECTS FOR FACULTY ($n = 99$)

TABLE 8

MEAN DEPARTMENT HEAD RESPONSES OF PERCEIVED PARTICIPATION
IN DECISION MAKING OF HEADS AND DEANS^a

Decision Category	Means	
	Unionized (n=24)	Nonunionized (n=32)
<u>Position of Reference: Department Heads</u>		
Instruction	6.41	6.75
Finance	5.03	5.74
Staff/Faculty	6.09	6.38
Students	5.64	5.79
Facilities	5.88	6.07
Community Relations	6.88	7.09
Planning	7.28	6.72
All Categories	6.17	6.36
<u>Position of Reference: Deans</u>		
Instruction	4.39	5.32
Finance	5.64	7.01
Staff/Faculty	5.63	6.73
Students	5.11	5.68
Facilities	6.05	6.37
Community Relations	6.36	6.63
Planning	7.12	7.31
All Categories	5.76	6.14

^a Scale: no participation provides information recommends decision influences decision makes decision

 1 2 3 4 5 6 7 8 9

Analysis. As shown in Table 9, the variable accounting for differences between the two types of universities was decision category. To determine if main effects were additive, they were plotted in Figure 3. Except in the area of planning for heads, response slopes were nearly parallel, indicating that differences are due to the main effect.

Findings and Analysis from Deans as Respondents

Findings. Deans in nonunionized universities perceived greater involvement of department heads in all categories of decisions than did deans in unionized universities. Deans in nonunionized universities perceived greater involvement of deans in the categories of instruction, staff/faculty, and students than did deans in unionized universities. In the categories of finance, facilities, community relations, and planning, deans in unionized universities perceived greater involvement of deans than did deans in nonunionized universities. Mean responses of deans in regard to department heads' involvement in decision making ranged from 5.37 to 6.98 in unionized universities and from 5.95 to 7.19 in nonunionized ones. Mean responses of deans in regard to deans' involvement in decision making ranged from 5.78 to 8.19 in unionized universities and from 6.23 to 7.90 in nonunionized ones. Mean responses of deans are summarized in Table 10.

TABLE 9
ANALYSIS OF VARIANCE FOR DEPARTMENT HEADS IN PERCEIVED
LEVEL OF DECISION MAKING WITH UNIONIZATION STATUS
OF UNIVERSITY AS REPEATED MEASURES VARIABLE

Source	Sum of Squares	Degrees of Freedom	Mean Square	F ^a
Mean	29,343.86	1	29,343.86	3,145.89*
Unionization Status (USTATUS) ^b	36.24	1	36.24	3.89
Error	503.70	54	9.33	
Position of Reference (HD) ^c	5.73	1	5.73	1.16
HD/USTATUS	11.47	1	11.47	2.32
Error	267.37	54	4.95	
Decision Category (CAT) ^d	207.11	6	34.52	23.38*
CAT/USTATUS	25.60	6	4.27	2.89*
Error	478.27	324	1.48	
HD/CAT	112.98	6	18.83	18.22*
HD/CAT/USTATUS	3.69	6	.61	.59
Error	334.84	324	1.03	

^aSignificance is shown by * with $p \leq .05$.

^bUnionization status refers to unionized or nonunionized universities.

^cPosition of reference refers to heads or deans.

^dDecision category refers to instruction, finance, staff/faculty, students, facilities, community relations, and planning.

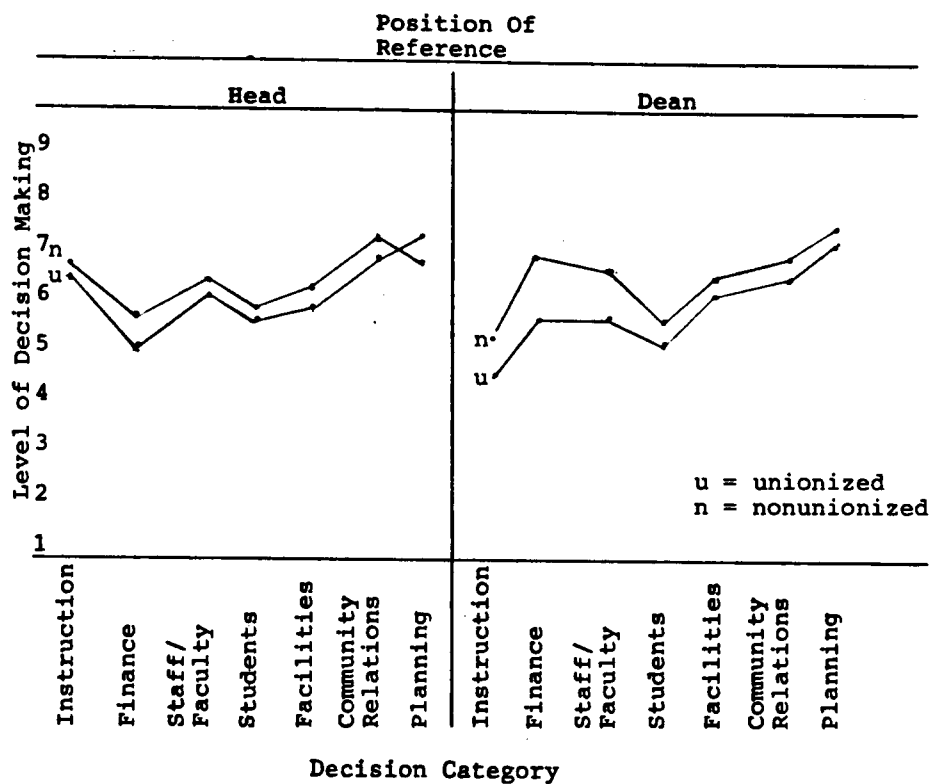


FIGURE 3

INTERACTION OF MAIN EFFECTS FOR DEPARTMENT HEADS ($n = 56$)

TABLE 10
 MEAN DEAN RESPONSES OF PERCEIVED PARTICIPATION
 IN DECISION MAKING OF HEADS AND DEANS^a

Decision Category	Means	
	Unionized (n=31)	Nonunionized (n=29)
<u>Position of Reference: Department Heads</u>		
Instruction	6.46	6.98
Finance	5.37	5.95
Staff/Faculty	6.07	6.73
Students	5.84	6.17
Facilities	5.90	6.49
Community Relations	6.49	7.19
Planning	6.98	7.18
All Categories	6.16	6.67
<u>Position of Reference: Deans</u>		
Instruction	5.78	6.23
Finance	7.23	7.21
Staff/Faculty	7.17	7.22
Students	6.07	6.43
Facilities	7.30	6.90
Community Relations	7.58	7.45
Planning	8.19	7.90
All Categories	7.05	7.05

^a Scale: 1 no participation 2 3 provides information 4 5 recommends decision 6 7 influences decision 8 9 makes decision

Analysis. Differences in mean responses were shown by ANOVA to be due to position of reference and decision category. (See Table 11.) Plotting of main effects (found in Figure 4), however, revealed that factor effects pertaining to the referent position of dean did not explain differences in means. Response patterns pertaining to heads were nearly parallel, so differences for heads were considered to be due to position of reference and decision category.

Findings and Analysis from Chief Academic Officers as Respondents

Findings. There was only one decision category, staff/faculty, in which chief academic officers in nonunionized universities perceived that department heads and deans participated to a greater extent than did chief academic officers in unionized universities. These respondents indicated greater involvement of heads in nonunionized universities in finance decisions and greater involvement of deans in nonunionized universities in student decisions than did their counterparts in unionized universities. In all other decision categories for heads and deans, chief academic officers in unionized universities perceived the highest participation levels. Nonetheless, the mean pertaining to deans for all categories of decisions was higher in nonunionized universities than in unionized ones. Mean

TABLE 11
ANALYSIS OF VARIANCE FOR DEANS IN PERCEIVED LEVEL
OF DECISION MAKING WITH UNIONIZATION STATUS
OF UNIVERSITY AS REPEATED MEASURES VARIABLE

Source	Sum of Squares	Degrees of Freedom	Mean Square	F ^a
Mean	38,013.20	1	38,013.20	4240.23*
Unionization Status (USTATUS) ^b	13.89	1	13.89	1.55
Error	519.96	58	8.96	
Position of Reference (HD) ^c	84.17	1	84.17	24.91*
HD/USTATUS	13.52	1	13.52	4.00
Error	196.00	58	3.38	
Decision Category (CAT) ^d	177.58	6	29.60	24.77*
CAT/USTATUS	5.77	6	.96	.81
Error	415.87	348	1.20	
HD/CAT	91.20	6	15.20	25.18*
HD/CAT/USTATUS	6.30	6	1.05	1.74
Error	210.08	348	.60	

^aSignificance is shown by * with $p \leq .05$.

^bUnionization status refers to unionized or nonunionized universities.

^cPosition of reference refers to heads or deans.

^dDecision category refers to instruction, finance, staff/faculty, students, facilities, community relations, and planning.

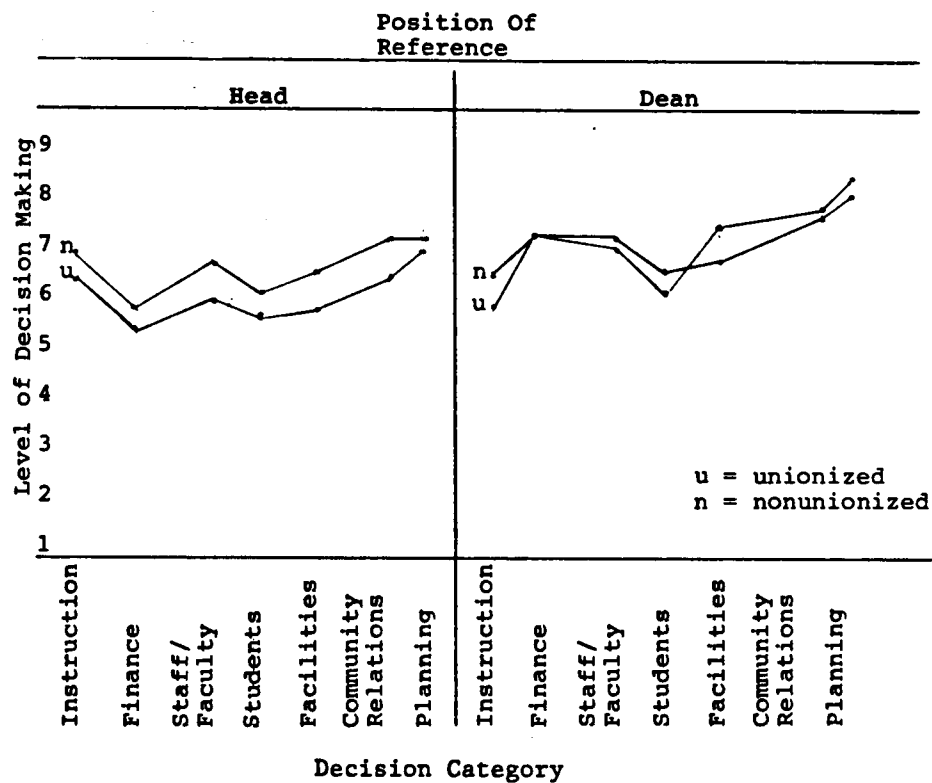


FIGURE 4

INTERACTION OF MAIN EFFECTS FOR DEANS ($\bar{n} = 60$)

responses in unionized universities ranged from 4.68 to 7.24 for heads' participation and from 4.68 to 7.76 for deans' participation. In nonunionized universities the ranges were respectively 4.96 to 6.12 and 5.37 to 7.60. Mean responses of chief academic officers are summarized in Table 12.

Analysis. Differences between mean responses were accounted for by position of reference and category of decision (shown in ANOVA Table 13). Further scrutiny of main effects (Figure 5), however, revealed that F ratios could not be trusted as indicators of main effects which accounted for differences in means either for head or dean as position of reference.

Findings and Analysis from Chief Executive Officers as Respondents

Findings. Chief executive officers' responses were opposite those of faculty in terms of the rank order relationship of responses between unionized and nonunionized universities. Staff/faculty in reference to deans was the only decision category in which responses were higher in nonunionized universities than in unionized ones. In all other decision categories and pertaining to participation of heads and deans, responses of chief executive officers in nonunionized universities were below those of chief

TABLE 12
 MEAN CHIEF ACADEMIC OFFICER RESPONSES OF PERCEIVED PARTICIPATION IN DECISION MAKING OF HEADS AND DEANS^a

Decision Category	Means	
	Unionized (n=5)	Nonunionized (n=5)
<u>Position of Reference: Department Heads</u>		
Instruction	6.60	5.99
Finance	4.68	4.96
Staff/Faculty	5.80	6.12
Students	5.92	5.28
Facilities	5.68	5.32
Community Relations	6.56	5.12
Planning	7.24	6.00
All Categories	6.07	5.54
<u>Position of Reference: Deans</u>		
Instruction	6.00	5.37
Finance	6.72	6.60
Staff/Faculty	6.40	7.08
Students	4.68	5.92
Facilities	7.32	6.96
Community Relations	7.56	7.44
Planning	7.76	7.60
All Categories	6.63	6.71

^a Scale: no participation provides information recommends decision influences decision makes decision

 1 2 3 4 5 6 7 8 9

TABLE 13
ANALYSIS OF VARIANCE FOR CHIEF ACADEMIC OFFICERS IN PERCEIVED
DECISION MAKING WITH UNIONIZATION STATUS OF
UNIVERSITY AS REPEATED MEASURES VARIABLE

Source	Sum of Squares	Degrees of Freedom	Mean Square	F ^a
Mean	5,448.77	1	5,448.77	661.83*
Unionization Status (USTATUS) ^b	1.78	1	1.78	.22
Error	65.86	8	8.23	
Position of Reference (HD) ^c	26.32	1	26.32	8.59*
HD/USTATUS	3.18	1	3.18	1.04
Error	24.52	8	3.06	
Decision Category (CAT) ^d	39.36	6	6.56	6.61*
CAT/USTATUS	8.01	6	1.34	1.34
Error	47.67	48	.99	
HD/CAT	28.81	6	4.80	8.79*
HD/CAT/USTATUS	5.24	6	.87	1.60
Error	26.23	48	.55	

^aSignificance is shown by * with $p \leq .05$.

^bUnionization status refers to unionized or nonunionized universities.

^cPosition of reference refers to heads or deans.

^dDecision category refers to instruction, finance, staff/faculty, students, facilities, community relations, and planning.

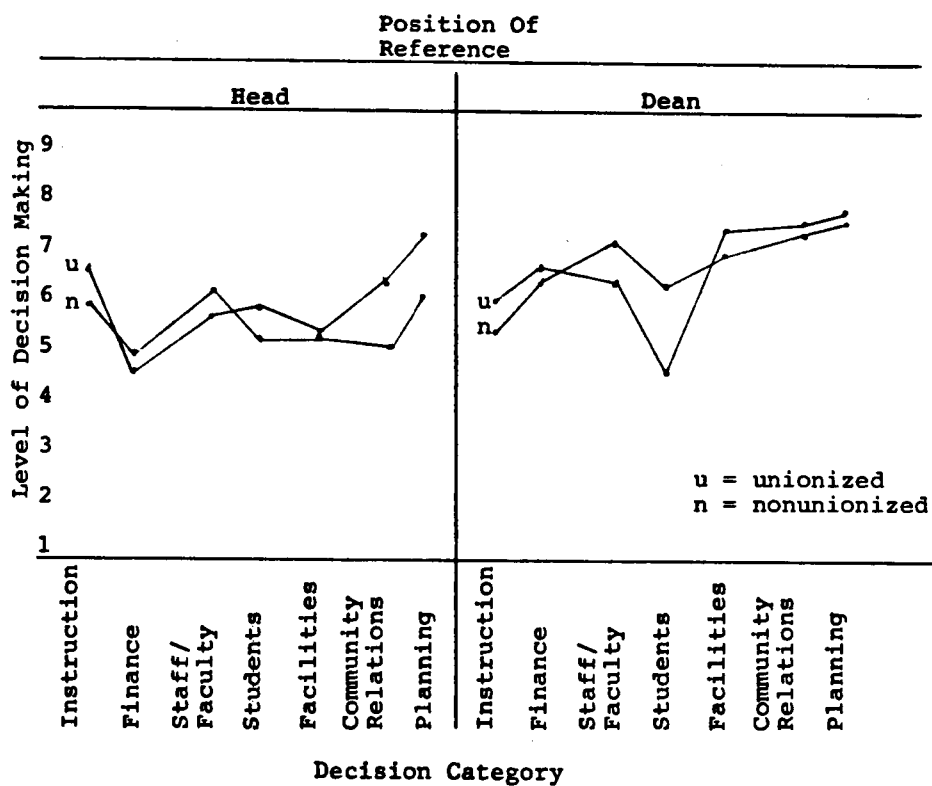


FIGURE 5

INTERACTION OF MAIN EFFECTS FOR CHIEF
ACADEMIC OFFICERS ($n = 10$)

executive officers in unionized universities. Mean responses in reference to department heads' decision-making influence ranged from 5.40 to 7.20 in unionized universities and from 5.08 to 6.44 in nonunionized universities. Mean responses in reference to influence of deans ranged from 5.94 to 8.40 in unionized universities and from 5.44 to 7.16 in nonunionized universities. Mean responses of chief executive officers are summarized in Table 14.

Analysis. Differences in mean responses in the two groups of universities were due to position of reference and decision category. (See ANOVA Table 15.) These differences were due to the main effects pertaining to heads only, however, because responses in regard to deans were not shown to be parallel (Figure 6) and could not be considered separately in view of interaction effects.

Findings and Analysis from Respondents Employed in Universities 16 or More Years

Findings. Respondents in nonunionized universities who had been employed in their universities for 16 or more years reported higher participation levels for department heads and deans in all decision categories than did their counterparts in unionized universities. Mean responses in reference to department heads' influence ranged from 5.08 to 5.85 in unionized universities and from 5.85 to 6.81 in

TABLE 14

MEAN CHIEF EXECUTIVE OFFICER RESPONSES OF PERCEIVED
PARTICIPATION IN DECISION MAKING OF
HEADS AND DEANS^a

Decision Category	Means	
	Unionized (n=5)	Nonunionized (n=5)
<u>Position of Reference: Department Heads</u>		
Instruction	6.36	6.12
Finance	5.40	5.08
Staff/Faculty	6.92	6.24
Students	5.72	5.20
Facilities	6.75	6.17
Community Relations	6.48	6.12
Planning	7.20	6.44
All Categories	6.40	5.91
<u>Position of Reference: Deans</u>		
Instruction	6.60	5.88
Finance	6.76	6.40
Staff/Faculty	7.08	7.16
Students	5.94	5.44
Facilities	7.85	6.29
Community Relations	7.92	7.08
Planning	8.40	6.92
All Categories	7.22	6.45

^a Scale: no participation provides information recommends decision influences decision makes decision

 1 2 3 4 5 6 7 8 9

TABLE 15
ANALYSIS OF VARIANCE FOR CHIEF EXECUTIVE OFFICERS IN PERCEIVED
LEVEL OF DECISION MAKING WITH UNIONIZATION STATUS
OF UNIVERSITY AS REPEATED MEASURES VARIABLE

Source	Sum of Squares	Degrees of Freedom	Mean Square	F ^a
Mean	5,909.80	1	5,909.80	385.51*
Unionization Status (USTATUS) ^b	13.95	1	13.95	.91
Error	122.64	8	15.33	
Position of Reference (HD) ^c	16.18	1	16.18	7.84*
HD/USTATUS	.66	1	.66	.32
Error	16.51	8	2.06	
Decision Category (CAT) ^d	43.43	6	7.24	4.96*
CAT/USTATUS	3.32	6	.55	.38
Error	70.02	48	1.46	
HD/CAT	7.11	6	1.18	2.38*
HD/CAT/USTATUS	2.49	6	.42	.84
Error	23.85	48	.50	

^aSignificance is shown by * with $p \leq .05$.

^bUnionization status refers to unionized or nonunionized universities.

^cPosition of reference refers to heads or deans.

^dDecision category refers to instruction, finance, staff/faculty, students, facilities, community relations, and planning.

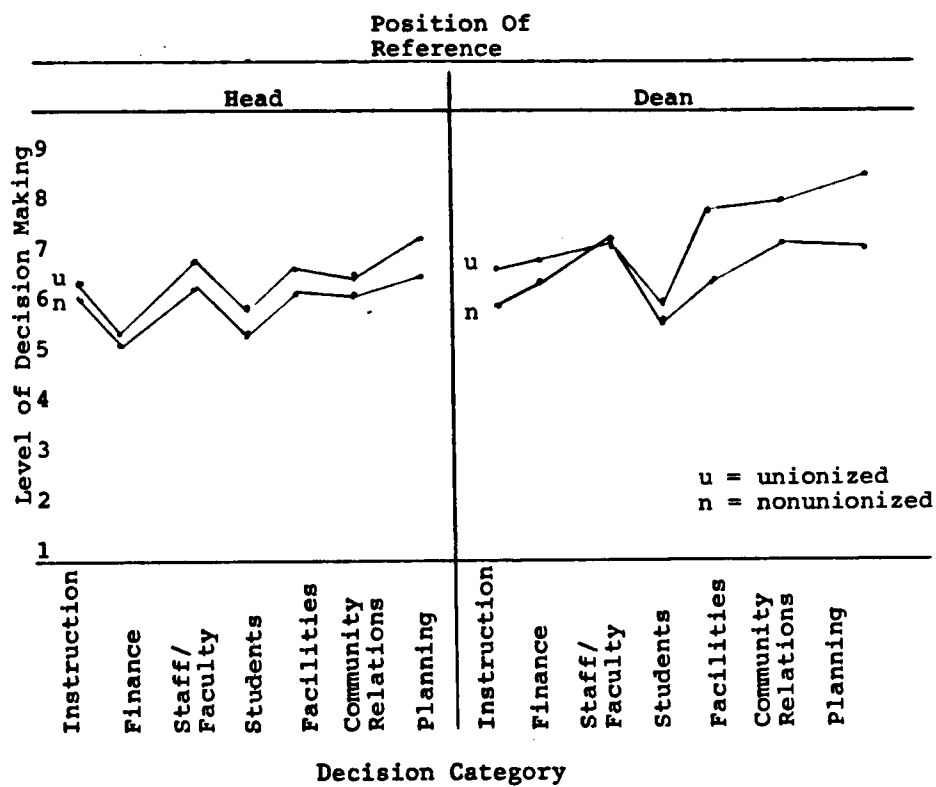


FIGURE 6

INTERACTION OF MAIN EFFECTS FOR CHIEF
EXECUTIVE OFFICERS ($\bar{n} = 10$)

nonunionized universities. Mean responses in reference to deans' influence ranged from 4.96 to 7.27 in unionized universities and from 5.62 to 7.56 in nonunionized universities. Mean responses of persons who had been employed in their universities for 16 or more years are summarized in Table 16.

Analysis. Differences in responses between the two groups of universities were accounted for by unionization status, position of reference, and category of decisions in reference both to heads and deans (Table 17). This analysis was confirmed by the parallel slopes of responses shown in Figure 7.

Findings and Analysis from Respondents Employed in Universities 6-15 Years

Findings. Respondents in nonunionized institutions who had been employed in their universities for 6 to 15 years perceived that department heads were involved in decision making to a greater extent in all categories, except planning, than did this group of respondents in unionized universities. The same was true in regard to deans with an additional exception; deans were perceived in unionized universities as being more influential in facilities decisions than in nonunionized universities. Mean responses pertaining to department heads in unionized

TABLE 16
 MEAN DECISION-MAKING RESPONSES^a OF PERSONS
 IN UNIVERSITIES 16 OR MORE YEARS

Decision Category	Means	
	Unionized (n=38)	Nonunionized (n=26)
<u>Position of Reference: Department Heads</u>		
Instruction	5.74	6.70
Finance	5.19	5.86
Staff/Faculty	5.72	6.59
Students	5.08	5.85
Facilities	5.45	6.46
Community Relations	5.68	6.81
Planning	6.41	6.78
All Categories	5.61	6.44
<u>Position of Reference: Deans</u>		
Instruction	4.96	5.62
Finance	6.17	7.00
Staff/Faculty	6.25	6.87
Students	5.44	6.06
Facilities	6.04	6.83
Community Relations	6.88	7.52
Planning	7.27	7.56
All Categories	6.14	6.78

^aScale: 1 2 3 4 5 6 7 8 9

no participation
 provides information
 recommends decision
 influences decision
 makes decision

TABLE 17

ANALYSIS OF VARIANCE FOR PERSONS IN UNIVERSITIES 16 OR MORE YEARS
IN PERCEIVED LEVEL OF DECISION MAKING WITH UNIONIZATION STATUS
OF UNIVERSITY AS REPEATED MEASURES VARIABLE

Source	Sum of Squares	Degrees of Freedom	Mean Square	F ^a
Mean	33,680.08	1	33,680.08	2858.96*
Unionization Status (USTATUS) ^b	115.64	1	115.64	9.86*
Error	730.39	62	11.78	
Position of Reference (HD) ^c	41.44	1	41.44	9.92*
HD/USTATUS	1.96	1	1.96	.47
Error	259.00	62	4.18	
Decision Category (CAT) ^d	184.99	6	30.83	17.49*
CAT/USTATUS	6.80	6	1.13	.64
Error	655.86	372	1.76	
HD/CAT	83.43	6	13.91	15.78*
HD/CAT/USTATUS	1.82	6	.30	.34
Error	327.80	372	.88	

^aSignificance is shown by * with $p \leq .05$.

^bUnionization status refers to unionized or nonunionized universities.

^cPosition of reference refers to heads or deans.

^dDecision category refers to instruction, finance, staff/faculty, students, facilities, community relations, and planning.

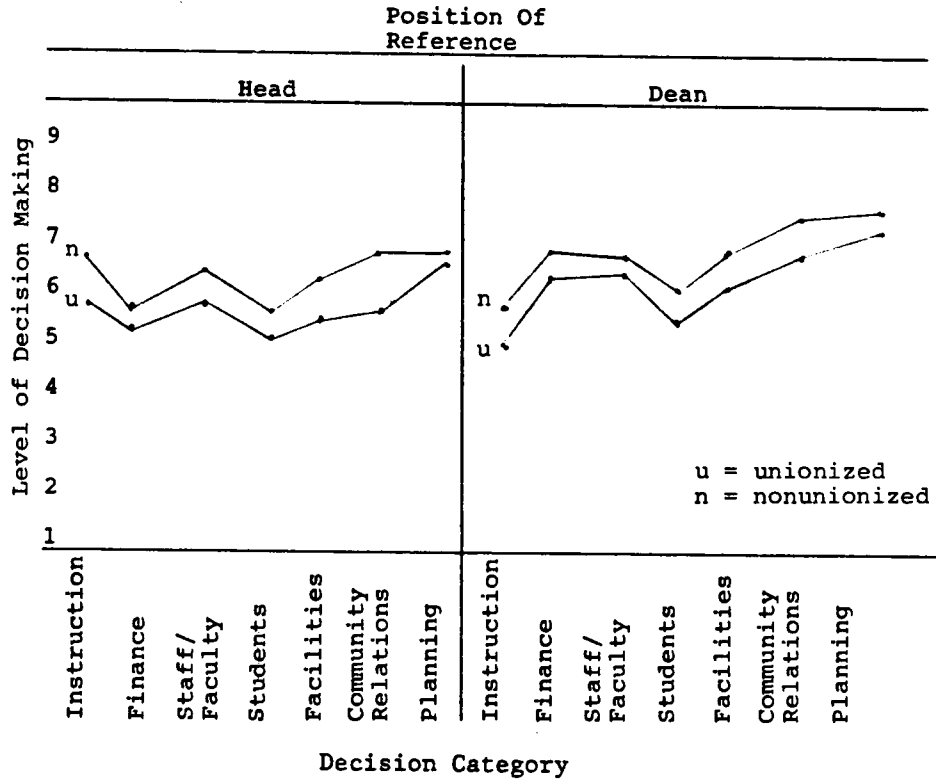


FIGURE 7

INTERACTION OF MAIN EFFECTS FOR PERSONS IN
UNIVERSITIES 16 OR MORE YEARS ($\bar{n} = 64$)

universities ranged from 5.00 to 6.86 and in nonunionized universities from 5.50 to 6.67. Mean responses in reference to deans in unionized universities ranged from 5.20 to 7.58 and in nonunionized universities from 5.53 to 7.55. Mean responses of persons who had been employed in their universities for 6 to 15 years are summarized in Table 18.

Analysis. Analysis of variance (shown in Table 19) revealed that the variables which accounted for differences were position of reference and decision category. These main effects were confirmed in reference to heads only, however, because of the nonparallel relationship between responses for deans in unionized and nonunionized universities (Figure 8).

Findings and Analysis from Respondents Employed in Universities 1-5 Years

Findings. Finance and facilities were the only decision categories in which respondents in nonunionized institutions who had been employed in their universities from one to five years perceived greater involvement of department heads in decision making than did respondents in unionized universities. In regard to decision-making involvement of deans, persons in this respondent group who were in nonunionized institutions perceived greater participation than did their counterparts in unionized institutions

TABLE 18

MEAN DECISION-MAKING RESPONSES^a OF PERSONS
IN UNIVERSITIES 6-15 YEARS

	<u>Means</u>	
<u>Decision Category</u>	<u>Unionized (n=59)</u>	<u>Nonunionized (n=76)</u>
<u>Position of Reference: Department Heads</u>		
Instruction	6.21	6.31
Finance	5.00	5.50
Staff/Faculty	6.16	6.43
Students	5.42	5.60
Facilities	5.72	6.09
Community Relations	5.98	6.67
Planning	6.86	6.59
All Categories	5.91	6.17
<u>Position of Reference: Deans</u>		
Instruction	5.20	5.53
Finance	6.59	6.88
Staff/Faculty	6.45	6.85
Students	5.62	5.92
Facilities	6.84	6.63
Community Relations	7.12	7.12
Planning	7.58	7.55
All Categories	6.49	6.64

a Scale: 1 no participation
2
3 provides information
4
5 recommends decision
6
7 influences decision
8
9 makes decision

TABLE 19

ANALYSIS OF VARIANCE FOR PERSONS IN UNIVERSITIES 6-15 YEARS IN PERCEIVED
LEVEL OF DECISION MAKING WITH UNIONIZATION STATUS OF
UNIVERSITY AS REPEATED MEASURES VARIABLE

Source	Sum of Squares	Degrees of Freedom	Mean Square	F ^a
Mean	73,848.62	1	73,848.62	6,781.43*
Unionization Status (USTATUS) ^b	20.30	1	20.30	1.86
Error	1,448.35	133	10.89	
Position of Reference (HD) ^c	127.47	1	127.47	27.00*
HD/USTATUS	1.45	1	1.45	.31
Error	627.84	133	4.72	
Decision Category (CAT) ^d	449.00	6	74.83	56.95*
CAT/USTATUS	14.73	6	2.45	1.87
Error	1,048.66	798	1.31	
HD/CAT	218.93	6	36.49	39.74*
HD/CAT/USTATUS	15.47	6	2.58	2.81*
Error	732.77	798	.92	

^aSignificance is shown by * with $p \leq .05$.

^bUnionization status refers to unionized or nonunionized universities.

^cPosition of reference refers to heads or deans.

^dDecision category refers to instruction, finance, staff/faculty, students, facilities, community relations, and planning.

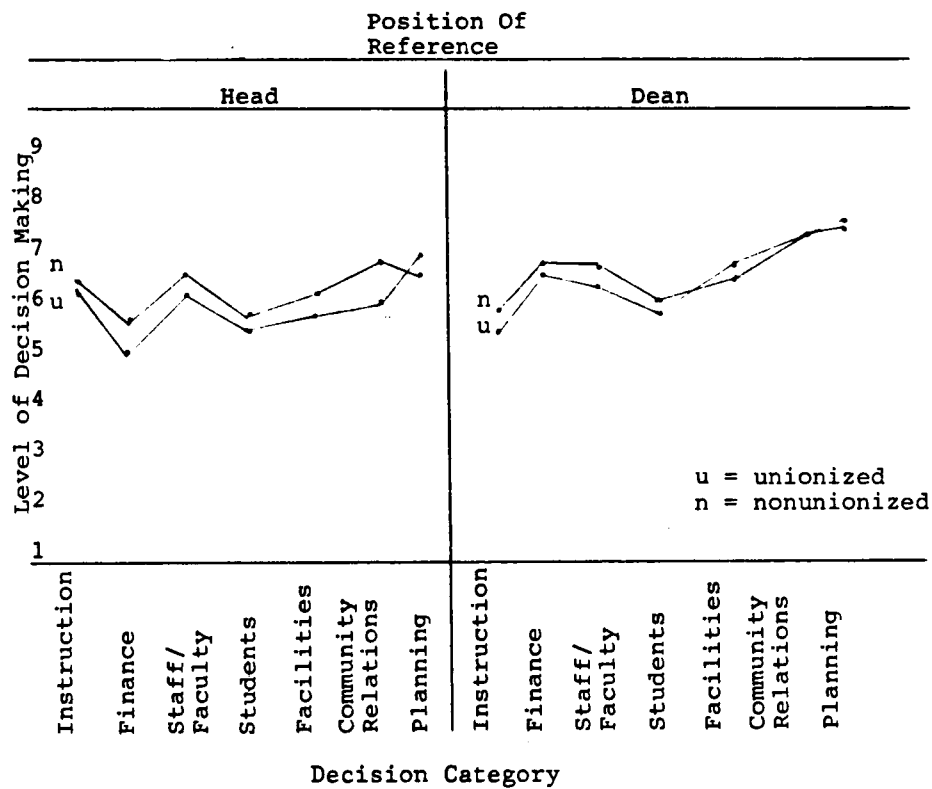


FIGURE 8

INTERACTION OF MAIN EFFECTS FOR PERSONS IN
UNIVERSITIES 6-15 YEARS ($n = 135$)

in all categories, except finance and staff/faculty. Mean responses which pertained to department heads' involvement in decision making ranged from 5.08 to 6.96 in unionized universities and from 5.21 to 6.34 in nonunionized ones. Ranges of mean responses pertaining to deans' involvement respectively were 5.27 to 7.20 and 5.48 to 7.37. Mean responses of persons who had been employed in their universities for one to five years are summarized in Table 20.

Analysis. Category of decisions was the only factor which was found to account for differences (Table 21). However, this effect was disregarded following analysis of response slopes (Figure 9) pertaining to heads and deans.

Findings in Individual Universities

Mean responses pertaining to department heads' involvement in all decision categories in individual, unionized universities (U1, U2, U3, U4, U5) ranged from 5.27 in U5 to 6.22 in U1. Mean responses pertaining to department heads' involvement in all decision categories in individual, nonunionized universities (N1, N2, N3, N4, N5) ranged from 5.34 in N1 to 6.51 in N3. Mean responses in reference to deans' influence in all decision categories in individual, unionized universities ranged from 5.93 in U4 to 6.54 in U1. This mean response range in nonunionized universities was 6.47 in N3 to 6.74 in N4. Mean responses from individual institutions are summarized in Table 22.

TABLE 20
 MEAN DECISION-MAKING RESPONSES^a OF PERSONS
 IN UNIVERSITIES 1-5 YEARS

Decision Category	Means	
	Unionized (n=16)	Nonunionized (n=20)
<u>Position of Reference: Department Heads</u>		
Instruction	6.53	6.34
Finance	5.08	5.21
Staff/Faculty	6.15	6.02
Students	5.73	5.43
Facilities	5.68	5.96
Community Relations	6.56	6.23
Planning	6.96	6.31
All Categories	6.10	5.93
<u>Position of Reference: Deans</u>		
Instruction	5.27	5.48
Finance	6.41	6.18
Staff/Faculty	6.30	6.28
Students	5.43	5.61
Facilities	6.28	6.28
Community Relations	6.32	6.90
Planning	7.20	7.37
All Categories	6.17	6.30

^aScale: no participation provides information recommends decision influences decision makes decision

 1 2 3 4 5 6 7 8 9

TABLE 21

ANALYSIS OF VARIANCE FOR PERSONS IN UNIVERSITIES 1-5 YEARS IN
PERCEIVED LEVEL OF DECISION MAKING WITH UNIONIZATION
STATUS OF UNIVERSITY AS REPEATED MEASURES VARIABLE

Source	Sum of Squares	Degrees of Freedom	Mean Square	F ^a
Mean	18,671.22	1	18,671.22	3,288.65*
Unionization Status (USTATUS) ^b	.05	1	.05	.01
Error	193.03	34	5.68	
Position of Reference (HD) ^c	6.18	1	6.18	1.44
HD/USTATUS	2.71	1	2.71	.63
Error	146.32	34	4.30	
Decision Category (CAT) ^d	99.04	6	16.51	10.65*
CAT/USTATUS	1.84	6	.31	.20
Error	316.27	204	1.55	
HD/CAT	50.39	6	8.40	8.35*
HD/CAT/USTATUS	6.67	6	1.11	1.11
Error	205.28	204	1.01	

^aSignificance is shown by * with $p \leq .05$.

^bUnionization status refers to unionized or nonunionized universities.

^cPosition of reference refers to heads or deans.

^dDecision category refers to instruction, finance, staff/faculty, students, facilities, community relations, and planning.

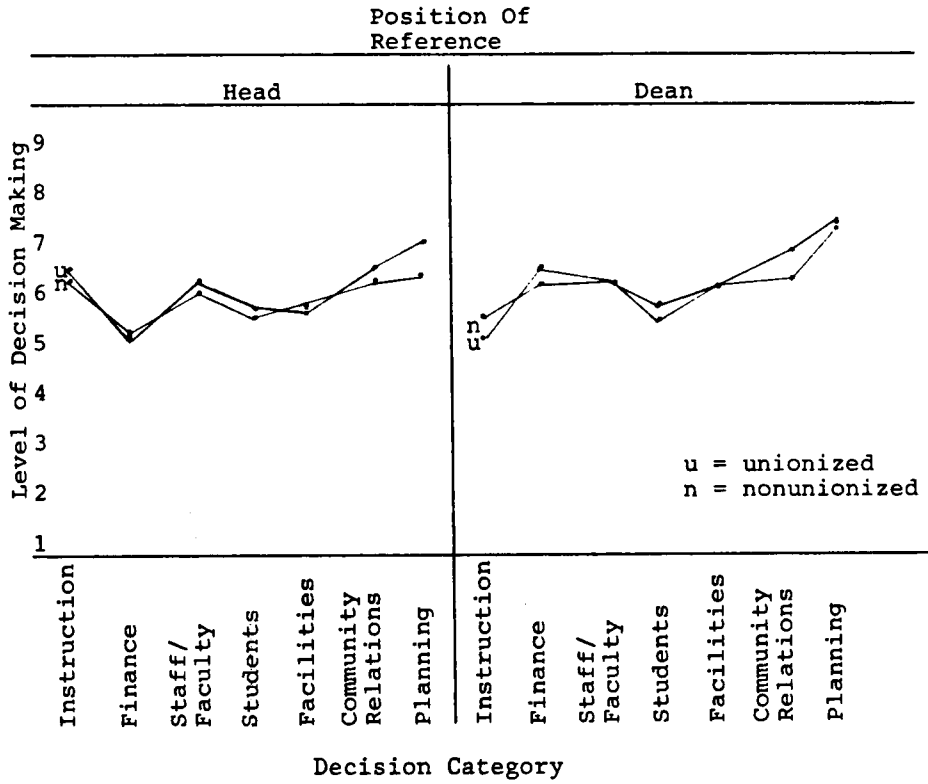


FIGURE 9
INTERACTION OF MAIN EFFECTS FOR PERSONS
IN UNIVERSITIES 1-5 YEARS (n = 36)

TABLE 22
MEAN INFLUENCE^a IN DECISION MAKING BY INSTITUTION

Institution	n	Decision Category						All Categories
		Instruction	Finance	Faculty/ Staff	Department Heads			
					Students	Facilities	Community Relations	
Position of Reference: Department Heads								
Unionized								
1	24	6.19	6.10	6.48	5.64	5.71	6.38	7.07
2	22	6.14	5.34	6.43	5.25	5.62	6.16	7.09
3	23	6.19	4.92	5.90	5.80	5.81	6.15	7.04
4	23	5.93	4.99	5.89	5.49	5.69	5.64	6.13
5	24	5.98	3.97	5.35	4.64	5.25	5.46	6.27
Nonunionized								
1	23	5.59	4.86	5.20	4.41	5.50	6.02	5.72
2	27	6.80	5.99	6.77	5.59	6.35	6.70	6.77
3	25	6.46	5.78	6.82	5.74	6.65	7.13	7.01
4	24	6.51	5.74	6.83	6.37	6.21	6.56	6.69
5	24	6.55	5.21	6.28	6.01	5.97	6.68	6.65
Position of Reference: Deans								
Unionized								
1	24	5.50	6.68	6.58	5.36	7.03	7.11	7.52
2	22	5.16	6.58	6.73	5.48	6.49	7.15	7.81
3	23	4.86	6.10	6.14	5.28	6.02	6.65	7.75
4	23	4.95	6.24	6.11	5.48	5.92	6.35	6.54
5	24	5.20	6.44	6.11	5.75	6.80	7.15	7.46
Nonunionized								
1	23	6.50	6.52	6.80	6.13	6.33	7.48	7.27
2	27	5.51	6.97	6.51	5.74	6.53	6.89	7.60
3	25	5.25	6.35	6.64	5.48	6.70	7.36	7.42
4	24	5.58	7.35	7.24	6.12	6.37	7.03	7.48
5	24	4.91	6.63	6.52	6.06	7.07	7.15	7.73
								6.58

aScale: 1 2 3 4 5 6 7 8 9
participation provides information recommends influence decision makes decision

Findings and Analysis in Relation to Research Questions

1 and 2 and Hypotheses H1.A and H2.A

Response to research questions. Department heads in unionized and nonunionized universities were found to have at least recommending authority in seven categories of decisions: instruction, finance, staff/faculty, students, facilities, community relations, and planning. Heads in unionized universities were perceived as having most influence in planning decisions and least influence in financial decisions. In nonunionized universities, department heads were perceived as being most influential in community relations decisions and least influential in financial decisions.

Faculty respondents in unionized universities perceived department heads to be most involved in planning decisions and least involved in student decisions. Faculty in nonunionized universities viewed staff/faculty decisions as those in which heads are most involved and finance as the area of least involvement. Department head and dean perceptions were in agreement with the overall findings in terms of areas of most and least influence of department heads. Chief academic officers' perceptions in unionized universities were consistent with overall findings, but differed in nonunionized universities where staff/faculty was viewed as the category of decisions in which heads are most influential and finance as the the category of least influence. Chief executive officers in both unionized and nonunionized

universities viewed planning as the area of greatest influence and finance as the area of least influence of heads.

Deans, too, were perceived as having at least recommending authority in decisions in instruction, finance, staff/faculty, students, facilities, community relations, and planning. Planning was the category of greatest influence perceived by respondents in unionized and nonunionized institutions. Instruction was perceived as the area of least influence of deans in unionized and nonunionized universities. These perceptions characterized faculty respondents, department head respondents, and deans themselves in both unionized and nonunionized universities. Chief academic officers and chief executive officers in unionized universities perceived deans to be most involved in planning decisions and least involved in student decisions. In nonunionized universities, chief academic officers viewed planning as the category of decisions that deans influence most and instruction as the category of least influence. Chief executive officers in nonunionized universities perceived deans to be most involved in staff/faculty decisions and least involved in the student category.

Response to hypotheses. Analysis of mean responses revealed that department heads are perceived as being less involved in decision making in unionized than in nonunionized universities. Analysis of variance showed that unionization

status of the institution, referent position (i.e., department head or dean), and decision category (i.e., instruction, finance, staff/faculty, students, facilities, community relations, planning) all were factors which contributed to differences between unionized and nonunionized universities. Hypothesis H1.A was found to be true.

Analysis of findings according to positions held by respondents and length of time respondents had been employed in the universities revealed that perceptions differed according to these factors. Except perceptions obtained from chief executive officers, chief academic officers, and respondents who had been in their positions for five years or less (primarily chief executive officers and chief academic officers), hypothesis H1.A was supported further by this analysis. The exceptions reinforce previous findings that various respondent groups differ in perceptions.

Personal Characteristics

Findings and analysis in this section address the third and fourth research questions and hypotheses H1.B and H2.B:

Question 3. What personal characteristics that indicate power typify department heads, as perceived by themselves, by faculty, by deans, by chief academic officers, and by chief executive officers?

Question 4. What personal characteristics that indicate power typify deans, as perceived by themselves, by

faculty, by department heads, by chief academic officers and by chief executive officers?

Hypothesis H1.B. Department heads in unionized universities are perceived to possess fewer personal characteristics that indicate power than department heads in nonunionized universities.

Hypothesis H2.B. Deans in unionized universities are perceived to possess fewer personal characteristics that indicate power than deans in nonunionized universities.

Findings

Mean responses were compared in unionized and nonunionized universities to detect differences in the extent to which department heads and deans were perceived as possessing personal characteristics which indicate power. Mean responses pertaining to department heads in unionized universities were slightly higher than in nonunionized ones, being respectively 6.65 and 6.56. Mean responses pertaining to deans in unionized universities were slightly lower than in nonunionized universities, being respectively 6.80 and 6.88. Mean responses from the personal characteristics section are presented for individual institutions in Table 23.

As can be observed in Table 23, the first nonunionized university (N1) is atypical of the rest of the universities in that means for responses both in regard to heads

TABLE 23

MEAN (M) RESPONSES^a ON PERSONAL CHARACTERISTICS
BY INSTITUTION

Unionized Universities			Nonunionized Universities		
	n	M		n	M
<u>Position of Reference: Department Heads</u>					
1	24	6.90	1	23	5.40
2	22	6.70	2	27	6.64
3	22 ^b	6.71	3	25	7.08
4	22 ^b	6.63	4	23 ^b	7.21
5	23 ^b	6.29	5	24	6.40
Total	113	6.65	Total	122	6.55
<u>Position of Reference: Deans</u>					
1	24	7.07	1	23	5.85
2	22	7.05	2	27	7.10
3	23	6.68	3	24 ^b	7.23
4	23	6.40	4	24	7.58
5	23 ^b	6.80	5	24	6.55
Total	115	6.80	Total	122	6.88

^aScale: no participation provides information recommends decision influences decision makes decision

 1 2 3 4 5 6 7 8 9

^bOne interviewee did not respond to this section.

and deans are lower than all other means in the table. When overall means were computed with N1 deleted, mean responses in nonunionized universities were higher than in unionized ones both in regard to heads and deans. Means pertaining to heads were 6.65 in unionized universities and 6.83 in nonunionized universities. Means pertaining to deans were 6.80 in unionized universities and 7.12 in nonunionized ones. (The atypical features of N1 are discussed further in the discussion section of this chapter.)

Analysis

The relationship between means in unionized and nonunionized universities with N1 deleted was in the direction anticipated in the study. Therefore, response means from the personal characteristics section were correlated with the decision-making means, also with N1 deleted from the sample. Correlation coefficients were .19 pertaining to heads in unionized universities and .43 pertaining to deans. Coefficients in nonunionized universities were .33 pertaining to heads and .40 pertaining to deans. All of these coefficients were significant. Means and coefficients of correlation are presented in Table 24.

Findings and Analysis in Relation to Research Questions 3 and 4 and Hypotheses H1.B and H2.B

Response to research questions. Responses in all universities indicated that department heads and deans are at

TABLE 24
MEANS AND CORRELATION COEFFICIENTS BETWEEN DECISION MAKING AND
PERSONAL CHARACTERISTICS WITH N1 DELETED

Unionization Status of Universities	Means for Decision Making ^a and Personal Characteristics ^b	r ^c
<u>Position of Reference: Department Heads</u>		
Unionized	Decision Making 5.83	
	Personal Characteristics 6.65	.19
Nonunionized	Decision Making 6.39	
	Personal Characteristics 6.83	.43
<u>Position of Reference: Deans</u>		
Unionized	Decision Making 6.30	
	Personal Characteristics 6.80	.43
Nonunionized	Decision Making 6.58	
	Personal Characteristics 7.12	.40

^aDecision-Making Scale: 1 no participation 2 3 provides information 4 5 recommends decision 6 7 influences decision 8 9 makes decision

^bPersonal Characteristics Scale: 1 not at all 2 3 slightly 4 5 somewhat 6 7 very 8 9 extremely

^cAll coefficients of correlation are significant ($p \leq .05$).

least somewhat characterized by personal attributes which indicate power. These attributes include being reliable, responsible, knowledgeable, fair, open-minded, trustworthy, resourceful, and influential.

Response to hypotheses. Data on personal characteristics did not distinguish between department heads in unionized universities and nonunionized universities to a great enough extent to be conclusive for all universities. However, with university N1 deleted, personal characteristics connoting power were found to exist to a greater extent in nonunionized universities than in unionized ones, confirming H1.B.

In the same manner in which hypothesis H1.B was confirmed only with N1 deleted, H2.B was confirmed. Mean responses pertaining to personal characteristics indicating power were slightly higher in nonunionized than in unionized universities in most cases.

Summary and Response to Overall Hypothesis and H1 and H2

The overall research question concerning the existence of differences between unionized and nonunionized public universities that were member institutions of the National Association of State Universities and Land-Grant Colleges in perceptions indicating power of department heads and deans was answered further by testing the following hypothesis: There are differences between unionized and

nonunionized universities in perceptions indicating power of department heads and deans.

Statistical analysis of means revealed that differences do exist between unionized and nonunionized universities. Directional hypotheses, based on previous research findings, provided additional clarification. Hypothesis H1 was confirmed inasmuch as H1.A was true; H1.B was found to be true with N1 deleted; and when all universities were included in the analysis H1.B was not shown to be false. Inasmuch as H2.A was found to be true, and H2.B was true with N1 deleted and not shown to be false with all universities included in the analysis, H2 was confirmed.

Selection Procedures

Selection procedures were identified according to unionization status and referent position. Findings are presented separately for selection of department heads and for selection of deans in response to the fifth and sixth research questions:

Question 5. What persons or steps are involved in the selection of department heads, as perceived by themselves, by faculty, by deans, by chief academic officers, and by chief executive officers?

Question 6. What persons or steps are involved in selection of deans, as perceived by themselves, by faculty, by department heads, by chief academic officers, and by chief executive officers?

Selection of Department Heads

Response to question 5. Nearly 100% of the respondents in all universities identified deans as being involved in selection of department heads. Associates/assistants to chief executive officers (e.g., academic vice presidents) were identified as being involved by 80% or more of the respondents in both groups. Search committees with hiring authority received "yes" responses from 25% of all respondents in unionized universities and only 2% of respondents in nonunionized universities. Votes of students were involved more so in nonunionized universities than in unionized ones. Major differences between unionized and nonunionized universities in department head selection also were found in identification of the person or step perceived as the final step in the selection decision. More than half of the respondents in unionized universities did not choose any single item. Rather, 42% identified the dean of the academic unit, 20% identified the associate/assistant to the chief executive officer and a vote of departmental faculty, and 9% identified the chief executive officer as final decision makers in the selection of department heads. In nonunionized universities, 73% of the respondents identified the dean as the person who makes the final selection of a department head. Findings regarding selection procedures used in selection of department heads are summarized in Table 25.

TABLE 25
PERSONS OR STEPS INVOLVED IN SELECTION OF DEPARTMENT HEADS

Person or Step	Unionized		Nonunionized	
	Yes Responses (%) ^a	Final Selection Decision (%)	Person or Step	Yes Responses (%) ^a Final Selection Decision (%)
Dean of academic unit	96	42	Dean of academic unit	98 73
Associate/Assistant to chief executive officer	80	20	Associate/Assistant to chief executive officer	94 8
Search committee with recommending authority	75	-	Chief executive officer	78 7
Vote of faculty in department	74	20	Associate/Assistant deans of academic unit	69 -
Chief executive officer	64	9	Vote of faculty in department	64 -
Associate/Assistant deans of academic unit	49	-	Search committee with recommending authority	63 -
Other ^b	36	-	Other ^b	63 -
Other department heads in academic unit	34	-	Other department heads in academic unit	54 -
Search committee with hiring authority	25	-	Search committee of faculty only with recommending authority	30 -
Search committee of faculty only with recommending authority	10	-	Students	9 -

^aIncludes items receiving "yes" responses from 5% or more of respondents

^bOther includes governing boards, affirmative action officers, budget officers, community representatives, classified personnel, and non-voting students

Selection of Deans

Response to question 6. Both the chief executive officers and associates/assistants to the chief executive officers were identified by more than 95% of all respondents in unionized and nonunionized universities as being involved in selection of deans. Search committees with recommending authority received "yes" responses from more than 80% of all respondents in both types of universities. Department heads within the academic units were perceived as being involved by 82% of respondents in nonunionized universities. In unionized universities, 25% of respondents perceived that search committees with hiring authority were involved, compared to only 5% in nonunionized universities. Vote of students was perceived as being involved moreso in nonunionized than in unionized universities. Final selection was perceived as being made by the chief executive officer by 54% of respondents in unionized universities and 44% in nonunionized universities. Associates/assistants to the chief executive officers were perceived by 38% of respondents in unionized universities and 44% of respondents in nonunionized universities as being the final decision makers in dean selection. Findings pertaining to selection procedures used to select deans are summarized in Table 26.

TABLE 26
PERSONS OR STEPS MOST INVOLVED IN SELECTION OF DEANS

Person or Step	Unionized		Nonunionized	
	Yes Responses (%) ^a	Final Selection Decision (%)	Person or Step	Yes Responses (%) ^a Final Selection Decision (%)
Associate/Assistant to chief executive officer	100	38	Chief executive officer	97 44
Chief executive officer	96	54	Associate/Assistant to chief executive officer	95 44
Search committee with recommending authority	90	-	Department heads in academic unit	83 -
Department heads in academic unit	67	-	Search committee with recommending authority	82 -
Other deans of academic units	59	-	Other deans of academic units	66 -
Other ^b	47	-	Other ^b	59 -
Associate/Assistant deans of academic unit	30	-	Associate/Assistant deans of academic unit	55 -
Vote of faculty	26	-	Vote of faculty	24 -
Search committee with hiring authority	20	-	Search committee of faculty only with recommending authority	10 -
Search committee of faculty only with recommending authority	5	-	Search committee with hiring authority	5 -
			Vote of students	5 -

^aIncludes items receiving "yes" responses from 5% or more of respondents

^bOther includes governing boards, affirmative action officers, budget officers, community representatives, classified personnel, and non-voting students

Discussion

This study addressed the problem of inadequate information concerning unionization in higher education by focusing on the positions of department heads and deans in public, research-oriented universities which were member institutions of the National Association of State Universities and Land-Grant Colleges (NASULGC). Findings from the study reinforce previous work of Edelson (1973), Kemerer and Baldridge (1975), Kelly and Rodriguez (1977), Schuster (1977), Giallombardo (1979), and others. As is true with former studies, however, specific findings cannot be generalized beyond the scope of this particular study; i.e., beyond those eligible institutions in the membership of the NASULGC. Furthermore, interpretation of the study is limited by the low numbers of faculty in relation to sizes of the institutions they represented and by the low number of universities in relation to all public, research-oriented universities in the United States.

One characteristic of the NASULGC membership which also served as a possible constraint in interpretation of findings is the inclusion of historically black institutions. While these colleges and universities certainly satisfy requirements for membership in the NASULGC, they typically vary somewhat in mission and administrative organization. As a means for survival in circumstances requiring tight

control of resources, authority structures in predominantly black colleges and universities have been described as more autocratic than participative, unlike traditional research-oriented universities (Willie & MacLeish, 1978). Predominantly black universities also have remained generally non-unionized. University N1 in this study historically has been predominantly black and, while an important part of the sample toward representing the NASULGC membership, perhaps distorted the profile of perceptions regarding power in traditional research-oriented universities. Analysis with N1 deleted from the sample did, in fact, show definitive increases in nonunionized mean responses in all decision categories pertaining to heads and in the personal characteristics section for both heads and deans and would have strengthened support for the stated hypotheses.

Another aspect of the study which warrants some discussion concerns bargaining unit placement of department heads in the unionized institutions. In former studies it was found that unit placement of department heads had little or no effect on factors associated with the position, such as duties (e.g., Selker, 1978). For this reason, bargaining unit placement was not treated as a variable in this study, and some chairpersons in the study were included in the bargaining units on their campuses, while others were excluded from the units on their campuses. However, as interviews were conducted, comments from respondents

indicated that in universities where heads were included in the bargaining unit, levels of participation given by respondents may have been higher than they should have been in order to represent accurately the involvement of heads in decision making. This is explained by the fact that heads (chairpersons), when part of the unit, are considered "one among equals" by faculty and tend to view themselves first as faculty. Consequently, faculty and department heads in such institutions tended to give high ratings of participation on all decisions in which faculty and/or chairpersons would have been highly influential--not just on decisions in which chairpersons, by virtue of being in a supervisory or administrative position, would have been expected to be involved. The effect of this consideration is that unionized scores on decision making may be too high, narrowing the differences between mean responses in unionized and nonunionized universities.

Differences among respondent groups in perceptions regarding decision-making influence of department heads and deans is another area of interest. The fact that mean responses of chief academic officers and chief executive officers were higher in unionized universities than in nonunionized universities, the opposite relationship from mean responses of other respondent groups, may be explained by findings from former research regarding centralization of

authority in unionized universities. If central administrators do have greater control over decision processes in unionized universities than in nonunionized ones, they may view it as a poor reflection on themselves to say that their subordinates do not make decisions. Because they are in control, central administrators also have the power to say that decisions are made at the department or college levels. Because they are in control, they may choose to view their subordinates as equals, regardless of the self-perceptions of the subordinates, for political reasons. Another explanation may be that because the central administrators have been employed in their universities for the least number of years of all respondent groups in this study, they may not be as knowledgeable about where decisions are made as are their subordinates.

Methodology also requires some discussion. In general, respondents cooperated and found the interviews to be efficient and painless. Many respondents, however, commented during the interviews that it was "like comparing apples and oranges" to group all department heads or all deans together and arrive at an average score on personal characteristics in part two of the interview. While decision-making involvement also varied widely among heads and deans, it was easier for most respondents to generalize in that section than in the personal characteristics

section. Several respondents expressed a preference for being interviewed over being sent a questionnaire for written response, because they appreciated the opportunity to have items clarified immediately, as needed. A few other persons refused to participate in the study because they were not to have the actual questionnaire in front of them during the interview. The interviewer avoided discussing items and clarified certain items as consistently as possible for all respondents. Another advantage of the interview technique was that subjective comments and discussion with respondents following the interviews were informative. Although the investigator does not purport that a cause-effect relationship between unionization of faculty and loss of power of department heads and deans has been shown in this study, subjective comments by many of the respondents openly stated that such a relationship is an inherent part of the unionization process. Other respondents attributed loss of power to circumstances other than collective bargaining, such as financial exigency. Respondents' comments are summarized in Appendix N.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Comparison of unionized and nonunionized universities in regard to the positions of department heads and deans was the general objective of this study. Of primary interest was whether or not there are differences between unionized and nonunionized public universities in perceptions indicating power of department heads and deans.

Specific questions for investigation were:

What types of decisions are made by (a) department heads and (b) deans, as perceived by themselves, by faculty, by chief academic officers, and by chief executive officers?

What personal characteristics that indicate power typify (a) department heads and (b) deans, as perceived by themselves, by faculty, by chief academic officers, and by chief executive officers?

What persons or steps are involved in selection of (a) department heads and (b) deans, as perceived by themselves, by chief academic officers, and by chief executive officers?

To answer the overall research question, the following hypothesis was tested: There are differences between

unionized and nonunionized universities in perceptions indicating power of department heads and deans. Questions regarding decision making and personal characteristics were answered by testing the following hypotheses:

H1: Department heads in unionized universities are perceived to be less powerful than department heads in nonunionized universities.

H1.A: Department heads in unionized universities are perceived to be less involved in decision making than department heads in nonunionized universities.

H1.B: Department heads in unionized universities are perceived to possess fewer personal characteristics that indicate power than department heads in nonunionized universities.

H2: Deans in unionized universities are perceived to be less powerful than deans in nonunionized universities.

H2.A: Deans in unionized universities are perceived to be less involved in decision making than deans in nonunionized institutions.

H2.B: Deans in unionized universities are perceived to possess fewer personal characteristics that indicate power than deans in nonunionized universities.

Data were collected by telephone interview from 239 respondents--including faculty, department heads, deans, chief academic officers, and chief executive officers--in 5 unionized and 5 nonunionized public, research-oriented universities that were member institutions of the National Association of State Universities and Land-Grant Colleges. Differences were found to exist between unionized and nonunionized universities in regard to decision-making influence and procedures used in selection of department heads and deans. Department heads and deans were found to have at least recommending authority in seven categories of decisions; instruction, finance, staff/faculty, students, facilities, community relations, planning; and influence was greater in nonunionized universities than in unionized ones. Responses varied according to positions of respondents and length of time respondents had been employed in their universities. Differences between unionized and nonunionized universities in selection procedures included more perceived authority of search committees and more perceived influence of faculty votes in unionized universities in selection of department heads. Greater student involvement and hiring authority of the dean in department head selection was perceived to exist in nonunionized universities than in unionized ones. In selection of deans, respondents in unionized universities perceived greater authority of

search committees than did respondents in nonunionized universities. In nonunionized universities, more respondents perceived that department heads were involved in selection of deans than in unionized universities.

Conclusions

Findings in this study lead to the following conclusions regarding unionized and nonunionized universities that are member institutions of the National Association of State Universities and Land-Grant Colleges (NASULGC).

1. Because persons in different positions perceive situations differently, it is important for administrators to seek information from representatives of various positions before making decisions of university-wide magnitude.
2. Being a department head or dean may be easier in unionized universities than in nonunionized ones, because certain decisions, such as those concerning faculty evaluation procedures, that traditionally were made by heads and/or deans, typically fall within the scope of bargaining and become a part of the negotiated contract.
3. Being a department head in a unionized university may be frustrating if contract provisions fail to clarify the role of head, creating a situation

in which the head is unsure if his/her role is faculty representative ("one among equals") or administrator.

4. Loss of administrative power of department heads may be replaced by a closer working relationship between faculty and heads and accompanied by a divisive effect on department head/dean relationships.
5. Being a dean in a unionized university may be frustrating because deans are considered administrators, but may be assigned responsibility without authority in decisions which are specified in the contract as negotiable by faculty and administrators at higher levels than the deanship.
6. Loss of power of deans probably is not accompanied by an increasingly close working relationship with any other identifiable group of persons and could add to the frustrations of deans in unionized universities.
7. Although findings from this study were not intended to show a cause/effect relationship between unionization and management practice, it is implied that the impact on middle managers of collective bargaining in NASULGC universities can be expected to be similar to that in universities previously studied; i.e., middle managers are likely to lose power as a result of faculty unionization.

8. It is suggested in the findings that search committees probably gain power as a result of faculty unionization, inasmuch as they are perceived by many persons in unionized universities as having, in practice, actual hiring authority in the selection of department heads and deans.
9. Department heads generally are more accountable to faculty in unionized universities than in non-unionized ones, because faculty votes are perceived as being a strong influence in selection of heads in unionized universities.
10. Unionization of faculty in public, research-oriented universities is not desirable from the standpoint of department heads and deans who function most effectively in organizations which allow a high level of influence and flexibility in decision making and in which middle-level administrators are regarded as powerful.
11. Even though there appears to be an erosion of decision-making authority with unionization, department heads and deans still have a high level of decision-making authority in public, research-oriented universities.

Recommendations

Administrators and faculty who are faced with taking a pro or con position toward faculty unionization should consider possible effects on middle managers and resulting effects on faculty/administration relationships. Based on an assumption that frustrated managers may be ineffective managers, faculty should consider ramifications of increased frustration of middle-level managers before adopting collective bargaining as an alternative to traditional governance. Administrators in nonunionized institutions who enjoy flexibility and power in their current roles should acknowledge that adoption of collective bargaining could alter those roles. Accordingly, these administrators should take heed of the findings from past research which lead to the citing of institutional characteristics which contribute to a university's tendency toward unionization of faculty and should attempt to prevent unionization through genuine attempts to eliminate feelings of powerlessness of faculty. In assessing circumstances, administrators should not rely on a single respondent group in seeking information, for perceptions differ among persons with various perspectives.

Particularly in institutions where faculty already have decided to bargain collectively, attempts should be made to minimize frustration of middle managers. Specifically, expectations held for department heads and deans

should be clarified in the contract. Training of middle-level managers in contract administration and personnel policy in collective bargaining institutions should be provided for department heads and deans. Decision areas which do not pertain to faculty as employees should be excluded from the contract, thereby allowing heads and deans to preserve influence in most areas of decision making.

In the course of conducting this study, several areas for future research were identified. The realization of the following suggestions for research would clarify further the questions which have been raised as a result of the introduction of faculty unionization in public, research-oriented universities.

1. Data from nonunionized institutions in this study could be used as baseline data for future longitudinal study in the event that one or more of the institutions becomes unionized. In this way a clearer understanding of effects of unionization in NASULGC universities could be attained.
2. A similar study could be conducted in research-oriented universities classified as Research I or Research II by the Carnegie Council on Policy Studies in Higher Education (1976) to ensure a homogeneous sample and to increase generalizability of findings.

3. This study could be replicated in a more homogeneous sample of universities using representative sizes of respondent groups.

4. Further research could be conducted to learn more about the effects of inclusion in the bargaining unit on chairpersons.

5. Research could be conducted to investigate the interaction between and among faculty, department heads, and deans in unionized universities.

6. A better method than the one used in this study is needed for identifying personal characteristics that are indicators of power.

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LIST OF REFERENCES

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APPENDICES

APPENDIX A

LETTER TO CHIEF EXECUTIVE OFFICERS
FROM INVESTIGATORS

THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916
COLLEGE OF EDUCATION

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION
AND SUPERVISION

Pamela Freeman and I are conducting a survey regarding governance in unionized and nonunionized universities which are member institutions of the National Association of State Universities and Land Grant Colleges (NASULGC). We plan to compare these universities in regard to department heads and deans. The NASULGC is extremely interested in publishing the findings of this study.

Your university has been selected for inclusion in the study, and we are seeking your assistance. Respondents will be randomly selected faculty and department heads or chairpersons, deans, chief academic officers (e.g., academic vice presidents) and chief executive officers (i.e., presidents or chancellors). For data to be used from a single university, the chief academic officer, the chief executive officer, and at least half of the remaining respondents must be willing to participate. Therefore, the success of the study is dependent on the participation of all of the chief executive officers and chief academic officers.

If you are willing to participate, you will be asked simply to respond in a telephone interview, requiring a minimum of 10 minutes, regarding the perceived decision-making roles, perceived personal characteristics, and selection procedures pertaining to the positions of department heads and deans in your university. Examples of items on the interview questionnaire are enclosed for your information and reference during the interview. Individuals and institutions will not be identified, and no potential risks are anticipated. The findings should provide valuable information to respondents and to others who are concerned about the future of higher education.

I realize that time is scarce, but it is my sincere hope that you will recognize the importance of this timely topic and will agree to participate by responding to the telephone call that will be placed to you later this month. You will be free to withdraw from the study at any time. Additional information about the study can be obtained by contacting me (telephone 615-974-2214).

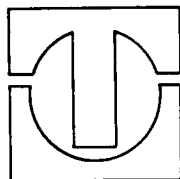
Sincerely,
ORIGINAL SIGNED BY
ROBERT K. RONEY

Robert K. Roney
Professor

encl: Examples of items - "Questionnaire Format"

APPENDIX B

LETTER OF ENDORSEMENT FROM CHANCELLOR
TO CHIEF EXECUTIVE OFFICERS



Office of the Chancellor/The University of Tennessee, Knoxville/527 Andy Holt Tower/Knoxville, Tennessee 37916

Robert Roney, Professor, and Pamela Freeman, doctoral student, are investigating a topic which I believe to be of special interest to administrators in public higher education. Their study concerns perceptions pertaining to department heads and deans in unionized and nonunionized member universities of the National Association of State Universities and Land Grant Colleges (NASULGC). I am writing to you to encourage your participation in this study.

Data collection will involve a brief (10 minutes, or longer if you wish to discuss the items) telephone interview, during which you will be asked to respond to questions regarding decision making, personal characteristics, and procedures used for selection of deans and department heads in your university. I personally assisted with validation of the research instrument and know that the research procedures have been planned carefully. After reviewing the research prospectus, the NASULGC has indicated interest in publishing findings of this study.

Because the perceptions of chief executive officers and chief academic officers are a vital part of this research, I would appreciate your willingness to assist Dr. Roney and Ms. Freeman. As chancellor of an NASULGC university, I fully endorse this worthwhile study.

Sincerely,

ORIGINAL SIGNED BY
JACK E. REESE

Jack E. Reese
Chancellor

APPENDIX C

QUESTIONNAIRE FORMAT

APPENDIX D

LETTER TO CHIEF ACADEMIC OFFICERS
FROM INVESTIGATORS

THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916
COLLEGE OF EDUCATION

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION
AND SUPERVISION

Dear

Pamela Freeman and I are conducting a survey regarding governance in unionized and nonunionized universities which are member institutions of the National Association of State Universities and Land Grant Colleges (NASULGC). We plan to compare these universities in regard to department heads and deans. The NASULGC is extremely interested in publishing the findings of this study.

President already has agreed to participate as a respondent in the study, and we now are seeking your assistance. Respondents include randomly selected faculty, department heads or chairpersons, deans, chief academic officers, and chief executive officers. For data to be used from a single university, the chief academic officer, the chief executive officer, and at least half of the remaining respondents must be willing to participate. Therefore, the success of the study is dependent on the participation of all of the chief executive officers and chief academic officers.

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Sincerely,

Robert K. Roney
Professor

encl: Examples of items - "Questionnaire Format"

APPENDIX E

LETTER TO DEANS, DEPARTMENT HEADS, AND FACULTY
FROM INVESTIGATORS

THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916
COLLEGE OF EDUCATION

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION
AND SUPERVISION

Pamela Freeman and I are conducting a survey regarding governance in unionized and nonunionized universities which are member institutions of the National Association of State Universities and Land Grant Colleges (NASULGC). The NASULGC is extremely interested in publishing the findings of this study.

You have been selected in a random selection process as a potential respondent for this study. Familiarity with the unionization topic is not required for participation in the study. If you are willing to participate, you will be asked simply to respond in a telephone interview to questions regarding the perceived decision-making roles, perceived personal characteristics, and selection procedures pertaining to the positions of department heads and deans in your university. Examples of items to be included on the interview questionnaire are enclosed for your information and reference during the interview. There are 35 decision items, a list of 8 characteristics, and a list of 12 selection procedures. Time required for the interview is 10 minutes (or longer if you wish to discuss items). Individuals and institutions will not be identified, and no potential risks are anticipated. The findings should provide valuable information to respondents and to others who are concerned about the future of higher education.

I realize that time is scarce, but it is my sincere hope that you will recognize the importance of this timely topic and will agree to participate by responding to the telephone call that will be placed to you after two weeks from the mailing date of this letter. You will be free to withdraw from the study at any time. If you would prefer to be excluded from the study, please return the enclosed card; and you will not be called. Additional information about the study can be obtained by contacting me (telephone 615-974-2214).

Sincerely,

Robert K. Roney
Professor

encl: Examples of items - "Questionnaire Format"
Card

APPENDIX F

RETURN CARD FOR DEANS, DEPARTMENT HEADS,
AND FACULTY

Please exclude me from the study on department head and dean positions in unionized and nonunionized universities.

Name _____

Address _____

Position Title _____

Date _____

Dr. Robert K. Roney
Educational Administration & Supervision
220 Henson Hall
The University of Tennessee
Knoxville, TN 37922

APPENDIX G

LETTER AND RESEARCH UNIVERSITY INFORMATION FORM
USED IN SAMPLE SELECTION

BERS Annex
2046 Terrace Ave.
Knoxville, TN 37916
December 1, 1980

Dear

As a doctoral student in educational administration at The University of Tennessee, Knoxville, I am designing a study in which collective bargaining in research universities will be investigated. Your institution has been identified as a member of the National Association of State Universities and Land Grant Colleges in which faculty have voted in favor of unionization. The purpose of this letter is to request your assistance in describing the population from which I will select a sample of universities to be studied.

Specifically, I am seeking answers to the seven brief questions regarding your institution that are listed on the enclosed sheet. Would you please have this information sent to me? A self-addressed, stamped envelope is enclosed for your convenience.

I look forward to your reply and wish to thank you for any assistance that can be provided.

Sincerely,

Pamela Freeman
Doctoral Student

Enclosures: Information Form
Envelope

RESEARCH UNIVERSITY INFORMATION FORM

1. Name of institution _____
2. Date on which faculty voted to unionize _____
3. Collective bargaining agent (Check which one/s apply)
____ American Association of University Professors
____ American Federation of Teachers
____ National Education Association
____ Other (Please specify): _____
4. Date on which first contract became effective _____
(If initial contract has not been negotiated, write
NA in blank to indicate Not Applicable.)
5. Are faculty in your institution unionized as part of a
multi-campus bargaining unit or as a single campus unit?
(Check one)
____ Part of multi-campus bargaining unit
____ Single campus bargaining unit
6. If there is information about your institution which may
indicate possible changes in the bargaining status of
faculty in your institution during 1981 (for example,
a forthcoming election which could result in termination
of collective bargaining at your university), please explain
in the space below.
7. Person in your university whom I should contact if additional
information is needed:
Name _____
Title _____
Address _____

Phone Number _____

THANK YOU FOR COMPLETING THIS FORM. RETURN TO: Pamela Freeman,
BERS Annex, 2046 Terrace Ave., Knoxville, TN 37916.

APPENDIX H

LETTER AND RESPONSE FORM FOR MULTICAMPUS
INSTITUTIONS

BERS Annex
2046 Terrace Ave.
Knoxville, TN 37916
January 9, 1981

Dear

Thank you for your prompt reply to my recent request for information about the collective bargaining status at your university. I would appreciate some clarification regarding the multi-campus bargaining unit of which your faculty are a part.

To minimize the burden of providing this information, I have enclosed a response form and a self-addressed, stamped envelope. This information will be very important to me as I further delimit the sample for my doctoral research.

Sincerely,

Pamela Freeman
Doctoral Student

Enclosures: Response Form
Envelope

RESPONSE FORM

1. Name of Institution _____
2. Faculty in this institution are unionized as part of a multi-campus bargaining unit which represents (Check as many as apply):
 - _____ Various campuses within a single university
 - _____ More than one university
 - _____ Both university and community college campuses
 - _____ Both public and private universities
 - _____ Only member institutions of the National Association of State Universities and Land Grant Colleges
3. How many campuses are included in the bargaining unit? _____
4. If there is additional information about the bargaining unit that you think would be helpful to me, please explain in the space below.

THANK YOU AGAIN FOR YOUR HELP. RETURN TO: Pamela Freeman,
BERS Annex, 2046 Terrace Ave., Knoxville, TN 37916.

APPENDIX I

RESPONSE FORM FOR TELEPHONE INTERVIEWS

Response Form for Telephone Interviews

DEMOGRAPHIC INFORMATION

Position Title _____ Number of Years as Employee of University _____
 Institution _____ Telephone Number _____
 Office Address _____

PART ONE

Instructions: A list of 35 decisions that are made in universities will be read to you. To determine the amount of participation that each of 2 groups of persons have on each decision in your university, you will be asked to respond on a scale of 1 (no participation) to 9 (makes decision). The 2 groups of persons are department heads and deans.

		no participation Provides information recommends decision influences decision makes decision										no participation Provides information recommends decision influences decision makes decision									
1.	A decision to propose a new option within the baccalaureate degree program of an academic department	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
2.	A decision to adopt an evaluation form for use in evaluating instructional effectiveness	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
3.	A decision on which courses should be taught by graduate assistants	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
4.	A decision on selection of entrance tests used by the college	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
5.	A decision to make organizational changes in the instructional program	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
6.	A decision to implement merit pay increases	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
7.	A decision on the formulation of the college budget	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
8.	A decision on a budget to be submitted with a research grant proposal for outside funding	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
9.	A decision on criteria to be used in awarding merit pay	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
10.	A decision on where to cut funds in the event of financial exigency	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
11.	A decision to dismiss a nontenured faculty member	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
12.	A decision on the use of evaluation procedures to be used to evaluate faculty	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
13.	A decision to promote a faculty member to the rank of associate professor	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
14.	A decision to select the candidate to hire as a new faculty member	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
15.	A decision to revise hiring procedures for faculty positions	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9

Page 2

16. A decision to develop a policy regarding student disciplinary procedures	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
17. A decision to establish a counseling center in a college	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
18. A decision to impose an enrollment limitation in undergraduate programs	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
19. A decision to award a graduate assistantship to a student	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
20. A decision on student recruitment procedures	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
21. A decision to renovate space by removing a wall and combining two small classrooms to make one large classroom	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
22. A decision to assign certain classrooms to specific faculty in a particular department	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
23. A decision on setting of priorities for space needs for a college	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
24. A decision on equipment to be purchased for a new building	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
25. A decision on duplication equipment to be purchased for college or department use	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
26. A decision to meet with an alumni group to discuss changes in programs	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
27. A decision to have local advisory committees for individual programs	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
28. A decision to coordinate curricula with community colleges to facilitate transfer of credits	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
29. A decision to invite community participation in department or college activities	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
30. A decision to offer courses in off-campus locations to accommodate out-of-town students	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
31. A decision on steps that must be taken in order to attain goals	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
32. A decision to identify specific objectives for the college or department	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
33. A decision on college or departmental priorities for the next five years	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
34. A decision on who (e.g., administrators, faculty, students, alumni) should be involved in planning	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
35. A decision on the most appropriate balance to strive for among program and research goals, student impact goals, faculty oriented goals, administrative goals, and societal goals	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9

Page 3

PART TWO

Instructions: The following list of adjectives are to describe department heads and deans. You will be asked to indicate the extent to which each term describes department heads and deans in your university by responding on a scale of 1 (not at all) to 9 (extremely).

		not at all slightly somewhat very extremely										not at all slightly somewhat very extremely								
1. Reliable	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
2. Responsible	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
3. Knowledgeable	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
4. Fair	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
5. Open-minded	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
6. Trustworthy	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
7. Resourceful	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9
8. Influential	Heads	1	2	3	4	5	6	7	8	9	Deans	1	2	3	4	5	6	7	8	9

PART THREE

Instructions: Indicate all of the items which are descriptive of the procedures used in your institution for selection of department heads and deans. An asterisk (*) will be placed beside the one procedure which represents the final step (where you believe the hiring decision really is made) in selection of department heads and another asterisk will be placed beside the final step in selection of deans; i.e., all procedures that are used in your university will be checked, and there will be two asterisks placed beside the final steps for selection of department heads and deans. Additional items may be added at the end of each list.

DEPARTMENT HEADS ARE SELECTED BY:

- H1 _____ Chief executive officer (e.g., president or chancellor of campus).
H2 _____ Assistant or associate to chief executive officer (e.g., vice chancellor for academic affairs).
H3 _____ Dean of academic unit (e.g., college or school).
H4 _____ Associate and/or assistant deans of academic unit.
H5 _____ Other department heads within academic unit.
H6 _____ Search committee of faculty and administrators who have authority to select and hire.
H7 _____ Search committee of faculty only with authority to seek candidates, select and hire.
H8 _____ Search committee of faculty and administrators with authority to seek candidates and make recommendation of one or more finalists to administration.
H9 _____ Search committee of faculty only with authority to seek candidates and make recommendation of one or more finalists to administration.
H10 _____ Search committee with authority only to seek candidates.
H11 _____ Vote of faculty.
H12 _____ Vote of students.
H13 _____ Other. Please specify.

DEANS ARE SELECTED BY:

- D1 _____ Chief executive officer (e.g., president or chancellor of campus).
D2 _____ Assistant or associate to chief executive officer (e.g., vice chancellor for academic affairs).
D3 _____ Other deans of academic units (e.g., colleges or schools).
D4 _____ Associate or assistant deans of academic units.
D5 _____ Department heads within academic unit.
D6 _____ Search committee of faculty and administrators who have authority to select and hire.
D7 _____ Search committee of faculty only with authority to seek candidates, select and hire.
D8 _____ Search committee of faculty and administrators with authority to seek candidates and make recommendation of one or more finalists to administration.
D9 _____ Search committee of faculty only with authority to seek candidates and make recommendation of one or more finalists to administration.
D10 _____ Search committee with authority only to seek candidates.
D11 _____ Vote of faculty.
D12 _____ Vote of students.
D13 _____ Other. Please specify.

APPENDIX J

LETTER AND ENCLOSURES SENT TO
PANEL OF EXPERTS

1600 Verdi Lane
Knoxville, TN 37922
March 20, 1981

Dear

Thank you for agreeing to serve on a panel of experts to review items for the instrument to be used in my doctoral research. As described in our telephone conversation, there are three sets of items to be used in the questionnaire. Instructions for the review follow.

Set 1. Decision Inventory Items

Included in this set are seven lists of decisions, categorized as instruction, finance, faculty/staff, students, physical facilities, public relations, and planning. For each list, you are asked to rank for department heads and for deans (two rankings) the 10 most important decisions with which deans and department heads might be involved. Indicate the most important decision by placing a "1" beside that item, the second most important with a "2," etc., in the spaces provided.

Set 2. Selection Procedures

Respondents in this study will be asked to identify procedures used in their institutions for selection of department heads and deans (see instructions on "Selection Procedures" item set). You are asked to review the two lists (one for department heads and one for deans) in regard to completeness and clarity. Procedures which you would add should be written in the space provided for "other" items.

Set 3. Bipolar Adjectives to Describe Power of Deans and Department Heads in Research-oriented, 4-year Universities

This set includes a single list of adjective pairs, each pair representing opposite ends of a continuum in meaning. These adjective pairs will be used to describe perceived power of deans and department heads. Please rank for department heads and for deans (two rankings) the 10 adjective pairs which could be used to describe most accurately the power of department heads and deans in

2

research-oriented, 4-year universities. Identify the best pair by placing a "1" in the space beside it, the second best pair with a "2," etc., in the spaces provided. If you would replace either or both adjectives in a pair with other adjectives, please write the suggested replacements in the spaces for comments beside each pair. If you would include additional adjective pairs, write them in the space provided at the bottom of the page.

For all three item sets, please make editorial changes/corrections by writing directly on the enclosed lists. A self-addressed envelope is provided for your convenience.

Your willingness to share your expertise and time in assisting with my research is very much appreciated. I shall look forward to hearing from you.

Sincerely,

Pamela Freeman
Doctoral Student

Enclosures: "Decision Inventory Items"
"Selection Procedures"
"Bipolar Adjectives to Describe Power of Deans and
Department Heads in Research-oriented, 4-year
Universities"
Envelope

(RANK TOP 10 DECISIONS FOR BOTH DEPARTMENT HEADS AND DEANS.)

		DECISION INVENTORY ITEMS	
<u>RANK</u>		<u>INSTRUCTION</u>	
<u>Dept.</u>	<u>Dean</u>		
<u>Head</u>			
—	—	1. A decision to add additional sections of a certain course	
—	—	2. A decision to propose a new option within the baccalaureate degree program of an academic department	
—	—	3. A decision to revise credit hour requirements within an existing curriculum.	
—	—	4. A decision to drop a course section due to low enrollment.	
—	—	5. A decision to change the term in which a course generally is offered from spring to fall.	
—	—	6. A decision to adopt an evaluation form for use in evaluating instructional effectiveness.	
—	—	7. A decision to establish a standardized (within the college or department) procedure for determination of grades	
—	—	8. A decision to develop a new degree program.	
—	—	9. A decision to offer a training session for faculty on use of audio-visual methods in instruction.	
—	—	10. A decision to have an awards program to recognize outstanding teaching.	
—	—	11. A decision to apply for certification of an existing program through the appropriate certifying organization.	
—	—	12. A decision to discontinue a graduate program option within a department.	
—	—	13. A decision on minimum enrollment required for a specific course to be offered.	
—	—	14. A decision to adopt a procedure for student evaluation of instructional effectiveness.	
—	—	15. A decision on which courses should be taught by graduate teaching assistants.	
—	—	16. A decision on selection of entrance tests used by the college.	
—	—	17. A decision to make organizational changes in the instructional program.	
—	—	18. A decision to change procedures for obtaining instructional materials.	
—	—	19. A decision to assign advisees to a faculty advisor.	
—	—	20. A decision to adopt new textbooks for specific courses.	

(RANK TOP 10 DECISIONS FOR BOTH DEPARTMENT HEADS AND DEANS.)

DECISION INVENTORY ITEMS		
<u>RANK</u>		
<u>Dept.</u>		
<u>Head</u>	<u>Dean</u>	<u>FINANCE</u>
—	—	1. A decision to implement merit pay increases.
—	—	2. A decision on the formulation of the college budget.
—	—	3. A decision on a change in the policy regarding fringe benefits.
—	—	4. A decision on the use of supplies and materials funds.
—	—	5. A decision to purchase new state cars for use by faculty and staff.
—	—	6. A decision to approve funding for travel requested by a faculty member.
—	—	7. A decision on a budget to be submitted with a research grant proposal for outside funding.
—	—	8. A decision to increase stipends of graduate research assistants.
—	—	9. A decision to establish a policy regarding petty cash reimbursements.
—	—	10. A decision to change companies with which service contracts are held.
—	—	11. A decision to institute a discretionary fund for special purposes (e.g., funds for travel for a student to present a paper).
—	—	12. A decision on where to cut funds in the event of financial exigency.
—	—	13. A decision to seek outside funding for a training program.
—	—	14. A decision to seek outside funding for a research project.
—	—	15. A decision to have a centralized duplication/copying center within the college.
—	—	16. A decision on criteria to be used in awarding merit pay.
—	—	17. A decision to place a limitation on the long distance telephone calls made by faculty.
—	—	18. A decision to adopt a new bookkeeping system.
—	—	19. A decision to install audio-visual equipment in each classroom.
—	—	20. A decision to approve extra service pay for teaching of evening classes.

(RANK TOP 10 DECISIONS FOR BOTH DEPARTMENT HEADS AND DEANS.)

		DECISION INVENTORY ITEMS	
RANK			
Dept.			
Head			
	Dean	FACULTY/STAFF	
—	—	1. A decision to dismiss a nontenured faculty member.	
—	—	2. A decision to require faculty to teach night classes as part of their regular loads	
—	—	3. A decision on the use of evaluation procedures to be used to evaluate faculty.	
—	—	4. A decision to relieve a faculty member from all teaching responsibilities for one term.	
—	—	5. A decision on selecting a replacement for a faculty member taking unexpected sick leave.	
—	—	6. A decision to transfer a faculty member from one department to another.	
—	—	7. A decision to assign a faculty member to a committee with administrative responsibilities (e.g., facilities committee).	
—	—	8. A decision to assign an faculty member to a research team.	
—	—	9. A decision to promote a faculty member to the rank of associate professor.	
—	—	10. A decision to authorize a sabbatical leave for a faculty member.	
—	—	11. A decision to designate a faculty position as 50 percent teaching and 50 percent research.	
—	—	12. A decision to select the candidate to hire as a new faculty member.	
—	—	13. A decision to revise hiring procedures for faculty positions.	
—	—	14. A decision to limit the number of advisees assigned to each faculty member.	
—	—	15. A decision to designate faculty members for whom a given secretary will work.	
—	—	16. A decision to approve a leave-of-absence for a nonacademic staff member.	
—	—	17. A decision to dismiss a nonacademic departmental staff member on the basis of incompetence.	
—	—	18. A decision to assign a new course to a faculty member as a teaching responsibility.	
—	—	19. A decision to authorize released time for a secretary to take a course during the work day.	
—	—	20. A decision on who should present a report on a team research project.	

(RANK TOP 10 DECISIONS FOR BOTH DEPARTMENT HEADS AND DEANS.)

DECISION INVENTORY ITEMS

<u>RANK</u>	<u>Dept.</u>	<u>Dean</u>	<u>STUDENTS</u>
_____	_____	_____	1. A decision on information to be included in students' permanent records.
_____	_____	_____	2. A decision on the appointment of students to various college committees.
_____	_____	_____	3. A decision on a grievance procedure for students to contest grades.
_____	_____	_____	4. A decision to develop a policy regarding student disciplinary procedures.
_____	_____	_____	5. A decision to approve a student's master's committee.
_____	_____	_____	6. A decision to admit a student to a graduate program.
_____	_____	_____	7. A decision to establish a counseling center in a college.
_____	_____	_____	8. A decision to provide laboratory or study space for a graduate student.
_____	_____	_____	9. A decision on selection of students to receive university awards.
_____	_____	_____	10. A decision on whether or not students should be invited to attend department meetings.
_____	_____	_____	11. A decision to impose an enrollment limitation in undergraduate programs.
_____	_____	_____	12. A decision to authorize an undergraduate student to enroll in an overload of coursework.
_____	_____	_____	13. A decision to restrict the number of credit hours in which a graduate research assistant may enroll.
_____	_____	_____	14. A decision to develop criteria for giving a student a grade of "incomplete."
_____	_____	_____	15. A decision to develop a graduate handbook for student use.
_____	_____	_____	16. A decision to award a graduate assistantship to a student.
_____	_____	_____	17. A decision to authorize student use of computer services.
_____	_____	_____	18. A decision to authorize field placement of students.
_____	_____	_____	19. A decision on student recruitment procedures.
_____	_____	_____	20. A decision to require faculty office hours for student advisement.

(RANK TOP 10 DECISIONS FOR BOTH DEPARTMENT HEADS AND DEANS.)

		DECISION INVENTORY ITEMS
<u>RANK</u>		
<u>Dept.</u>		
<u>Head</u>	<u>Dean</u>	<u>PHYSICAL FACILITIES</u>
—	—	1. A decision to replace office equipment, such as desks and filing cabinets.
—	—	2. A decision to renovate space by removing a wall and combining two small classrooms to make one large classroom.
—	—	3. A decision to assign certain classrooms to specific faculty in a particular department.
—	—	4. A decision to purchase land for future college use.
—	—	5. A decision to reduce the custodial work force.
—	—	6. A decision to have dusting of faculty o-fices added to the custodial routine.
—	—	7. A decision on prioritization of space needs for a college.
—	—	8. A decision on who should be authorized to have building and office keys.
—	—	9. A decision on equipment to be purchased for a new building.
—	—	10. A decision on remodeling of a storage area for use as a staff lounge.
—	—	11. A decision on designation of a classroom for use as a student study area.
—	—	12. A decision on a procedure for f-culty and students for borrowing of audio-visual materials and equipment.
—	—	13. A decision on duplication equipment to be purchased for college or department use.
—	—	14. A decision on room temperature to be maintained in a building.
—	—	15. A decision on placement of telephones.
—	—	16. A decision on use of office telephones by students.
—	—	17. A decision on color of new paint for offices.
—	—	18. A decision on fire drill procedures.
—	—	19. A decision on use of storage space.
—	—	20. A decision on how to dispose of furniture/equipment that is being replaced.

(RANK TOP 10 DECISIONS FOR BOTH DEPARTMENT HEADS AND DEANS.)

		DECISION INVENTORY ITEMS	
<u>RANK</u>	<u>Dept.</u>	<u>PUBLIC RELATIONS</u>	
<u>Head</u>	<u>Dean</u>		
—	—	1.	A decision on information to be included in a news release to the media.
—	—	2.	A decision to permit local community groups to use facilities.
—	—	3.	A decision to meet with an alumni group to discuss changes in programs.
—	—	4.	A decision to have local advisory committees for individual programs.
—	—	5.	A decision to hold seminars of special interest to local industry.
—	—	6.	A decision to provide consultant services for private firms.
—	—	7.	A decision to solicit community endorsement of a new program.
—	—	8.	A decision to establish an annual day for inviting high school students to tour facilities and learn about programs.
—	—	9.	A decision to coordinate curricula with community colleges to facilitate transfer of credits.
—	—	10.	A decision to a department to assist with a community event, the topic of which is directly related to subject matter taught in the department.
—	—	11.	A decision to provide research services for the community.
—	—	12.	A decision to co-direct a research project with a community agency.
—	—	13.	A decision to offer noncredit courses as requested by local residents.
—	—	14.	A decision to invite community participation in department or college activities.
—	—	15.	A decision to authorize enrollment in lower division courses of exceptional high school students.
—	—	16.	A decision to offer courses in off-campus locations to accommodate out-of-town students.
—	—	17.	A decision to assist local high schools with a "career day."
—	—	18.	A decision to provide speakers for community organizations.
—	—	19.	A decision to co-author a grant proposal with a community agency.
—	—	20.	A decision to offer tuition-free courses for senior citizens.
—	—	21.	A decision to develop a brochure for distribution in the community which describes programs.

(RANK TOP 10 DECISIONS FOR BOTH DEPARTMENT HEADS AND DEANS.)

		DECISION INVENTORY ITEMS	
<u>RANK</u>			
<u>Dept.</u>			
<u>Head</u>	<u>Dean</u>	<u>PLANNING</u>	
—	—	1. A decision to use a "management by objectives" approach to planning with staff.	
—	—	2. A decision to hire a consultant to direct a long range planning endeavor.	
—	—	3. A decision on steps that must be taken in order to attain goals.	
—	—	4. A decision to identify specific objectives for the college or department.	
—	—	5. A decision to develop a contingency plan for utilizing tenured staff in the event of decreased enrollment.	
—	—	6. A decision on the best way to project the need for specific programs ten years from now.	
—	—	7. A decision on how to handle a research project when grant funding expires (e.g., whether or not to continue the project, how to use project staff, etc.)	
—	—	8. A decision to appoint a task force to conduct a survey of student and faculty opinions about program needs.	
—	—	9. A decision on college or departmental priorities for the next five years.	
—	—	10. A decision to compare programs with those in comparable universities.	
—	—	11. A decision on who (e.g., administrators, faculty, students, alumni) should be involved in planning.	
—	—	12. A decision on the best way/s to enhance the reputation of the college or department.	
—	—	13. A decision on conditions that are most likely to attract scholarly faculty and students.	
—	—	14. A decision on ways in which the college or department can promote the application of knowledge to life situations.	
—	—	15. A decision on the most appropriate balance to strive for among program and research goals, student impact goals, faculty oriented goals, department/college and administration goals, and societal goals.	
—	—	16. A decision on how to mesh state goals for higher education with college/department goals.	
—	—	17. A decision on methods for evaluating efficiency in the college or department.	
—	—	18. A decision on how to motivate persons within the college or department to become active in setting goals and priorities.	

(Continued on next page)

RANK
Dept.
Head

Dean (PLANNING, p. 2)

- | | | | |
|-------|-------|-----|---|
| _____ | _____ | 19. | A decision on who to ask to serve on a panel of outside experts to assist in prioritization of goals. |
| _____ | _____ | 20. | A decision on a strategy for resolving a continual problem of staff turnover. |
| _____ | _____ | 21. | A decision to assess the impact of changes made in class scheduling procedures. |

BIPOLAR ADJECTIVES TO DESCRIBE POWER OF DEANS AND DEPARTMENT HEADS

IN RESEARCH-ORIENTED, 4-YEAR UNIVERSITIES

	<u>Rank</u>		<u>Comments</u>
	<u>Dept. Head</u>	<u>Dean</u>	
Reliable - Unreliable	_____	_____	_____
Responsible - Irresponsible	_____	_____	_____
Knowledgeable - Ignorant	_____	_____	_____
Expert - Dabbler	_____	_____	_____
Skillful - Bungling	_____	_____	_____
Politic - Impolitic	_____	_____	_____
Fair - Injust	_____	_____	_____
Open-minded - Narrow-minded	_____	_____	_____
Trustworthy - Untrustworthy	_____	_____	_____
Permanent - Temporary	_____	_____	_____
Innovative - Old Fashioned	_____	_____	_____
Tenacious - Yielding	_____	_____	_____
Willing - Reluctant	_____	_____	_____
Charismatic - Ordinary	_____	_____	_____
Indispensable - Unnecessary	_____	_____	_____
Resourceful - Useless	_____	_____	_____
Visible - Inconspicuous	_____	_____	_____
Wise - Foolish	_____	_____	_____
Reputable - Disreputable	_____	_____	_____
Important - Unimportant	_____	_____	_____
Successful - Unsuccessful	_____	_____	_____
Strong - Weak	_____	_____	_____
Influential - Uninfluential	_____	_____	_____
Leading - Following	_____	_____	_____
Industrious - Idle	_____	_____	_____

Other adjectives which should be included:

SELECTION PROCEDURES

Instructions: Check all of the items below which are descriptive of the procedures used in your institution for selection of department heads and deans. Additional items may be written at the end of each list, as indicated.

DEPARTMENT HEADS ARE SELECTED BY:

- ☐ Chief executive officer (e.g., president or chancellor of campus).
- ☐ Assistant or associate to chief executive officer (e.g., associate vice-chancellor for academic affairs).
- ☐ Dean of academic unit (e.g., college or school).
- ☐ Search committee of faculty and administrators who have authority to select and hire.
- ☐ Vote of faculty.
- ☐ Search committee of faculty only with authority to seek candidates, select and hire.
- ☐ Search committee with authority to seek candidates and make recommendation to administration.
- ☐ Search committee with authority to seek candidates only.
- ☐ Vote of students.
- ☐ Other. Please specify.

DEANS ARE SELECTED BY:

- ☐ Chief executive officer (e.g., president or chancellor of campus).
- ☐ Assistant or associate to chief executive officer (e.g., associate vice-chancellor for academic affairs).
- ☐ Dean of academic unit (e.g., college or school).
- ☐ Search committee of faculty and administrators who have authority to select and hire.
- ☐ Vote of faculty.
- ☐ Search committee of faculty only with authority to seek candidates, select and hire.
- ☐ Search committee with authority to seek candidates and make recommendation to administration.
- ☐ Search committee with authority to seek candidates only.
- ☐ Vote of students.
- ☐ Other. Please specify.

APPENDIX K

LETTER AND ENCLOSURES USED IN STEP 2
OF VALIDATION PROCEDURE

THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916
COLLEGE OF EDUCATION

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION
AND SUPERVISION

September 1, 1981

Dear

A current interest among university personnel concerns decision making - how decisions are made and who has the power to make decisions. Pamela Freeman and I plan to investigate perceived decision making and power of deans and department heads in unionized and nonunionized land grant universities. The National Association of State Universities and Land Grant Colleges is interested in publishing the findings of this study.

I am contacting you as a part of a validation sample to request a few minutes of your time to assist in final selection of items for the research instrument. The procedure is very simple and involves numerical ranking of statements. Instructions are enclosed with the items to be ranked. Your participation in this stage of instrument development is crucial to the success of the study.

Please help to make the study worthwhile by completing the rankings and returning the lists by September 23, 1981. A stamped, addressed envelope is enclosed for your convenience. If you have questions, please write or call me at (615) 974-2214.

Sincerely,


Robert K. Roney
Professor

enclosures

PART ONE

Instructions: Each of the following pairs of adjectives represents opposite ends of a continuum in meaning. Please rank for department heads and deans (two lists) the eight adjective pairs in each list which could be used to describe most accurately the sources of power of department heads and deans in research-oriented universities. Identify the best pair by placing a "1" in the space beside it, the second best pair with a "2," etc. If you would replace either or both adjectives in a pair with other adjectives, please write the suggested replacements in the spaces for comments beside each pair.

BIPOLAR ADJECTIVES TO DESCRIBE POWER OF DEPARTMENT HEADS

<u>Rank Top 8</u>	<u>Comments</u>
_____ Reliable - Unreliable	_____
_____ Responsible - Irresponsible	_____
_____ Knowledgeable - Ignorant	_____
_____ Fair - Injust	_____
_____ Open-minded - Narrow-minded	_____
_____ Trustworthy - Untrustworthy	_____
_____ Innovative - Traditional	_____
_____ Willing - Reluctant	_____
_____ Charismatic - Uninteresting	_____
_____ Resourceful - Noncreative	_____
_____ Wise - Foolish	_____
_____ Strong - Weak	_____
_____ Influential - Uninfluential	_____
_____ Industrious - Idle	_____

BIPOLAR ADJECTIVES TO DESCRIBE POWER OF DEANS

<u>Rank Top 8</u>	<u>Comments</u>
_____ Reliable - Unreliable	_____
_____ Responsible - Irresponsible	_____
_____ Knowledgeable - Ignorant	_____
_____ Fair - Injust	_____
_____ Open-minded - Narrow-minded	_____
_____ Trustworthy - Untrustworthy	_____
_____ Innovative - Traditional	_____
_____ Willing - Reluctant	_____
_____ Charismatic - Uninteresting	_____
_____ Resourceful - Noncreative	_____
_____ Wise - Foolish	_____
_____ Strong - Weak	_____
_____ Influential - Uninfluential	_____
_____ Industrious - Idle	_____

(CONTINUE TO NEXT PAGE)

PART TWO

Instructions: You are asked to rank the five most important decisions in each of the following decision categories (instruction, finance, faculty/staff, students, physical facilities, public relations, planning) with which deans and department heads might be involved. Indicate the most important decision by placing a "1" beside that item, the second most important decision with a "2," etc., in the spaces provided.

INSTRUCTIONRank Top 5

- ___ 1. A decision to add additional sections of a certain course
- ___ 2. A decision to propose a new option within the baccalaureate degree program of an academic department
- ___ 3. A decision to drop a course section due to low enrollment
- ___ 4. A decision to change the term in which a course generally is offered from spring to fall
- ___ 5. A decision to adopt an evaluation form for use in evaluating instructional effectiveness
- ___ 6. A decision to offer a training session for faculty on use of audio-visual methods in instruction
- ___ 7. A decision to adopt a procedure for student evaluation of instructional effectiveness
- ___ 8. A decision on which courses should be taught by graduate teaching assistants
- ___ 9. A decision on selection of entrance tests used by the college
- ___ 10. A decision to make organizational changes in the instructional program

FINANCERank Top 5

- ___ 1. A decision to implement merit pay increases
- ___ 2. A decision on the formulation of the college budget
- ___ 3. A decision on the use of supplies and materials funds
- ___ 4. A decision to approve funding for travel requested by a faculty member
- ___ 5. A decision on a budget to be submitted with a research grant proposal for outside funding
- ___ 6. A decision to increase stipends of graduate research assistants
- ___ 7. A decision to institute a discretionary fund for special purposes (e.g., funds for travel for a student to present a paper)
- ___ 8. A decision on where to cut funds in the event of financial exigency
- ___ 9. A decision on criteria to be used in awarding merit pay
- ___ 10. A decision to approve extra service pay for teaching of evening classes

(CONTINUED ON BACK OF THIS PAGE)

-2-

FACULTY/STAFFRank Top 5

- ___ 1. A decision to dismiss a nontenured faculty member
- ___ 2. A decision on the use of evaluation procedures to be used to evaluate faculty
- ___ 3. A decision to relieve a faculty member from all teaching responsibilities for one term
- ___ 4. A decision on selecting a replacement for a faculty member taking unexpected sick leave
- ___ 5. A decision to transfer a faculty member from one department to another
- ___ 6. A decision to assign a faculty member to a committee with administrative responsibilities (e.g., facilities committee)
- ___ 7. A decision to promote a faculty member to the rank of associate professor
- ___ 8. A decision to select the candidate to hire as a new faculty member
- ___ 9. A decision to revise hiring procedures for faculty positions
- ___ 10. A decision to dismiss a nonacademic departmental staff member on the basis of incompetence

STUDENTSRank Top 5

- ___ 1. A decision on a grievance procedure for students to contest grades
- ___ 2. A decision to develop a policy regarding student disciplinary procedures
- ___ 3. A decision to establish a counseling center in a college
- ___ 4. A decision to provide laboratory or study space for a graduate student
- ___ 5. A decision to impose an enrollment limitation in undergraduate programs
- ___ 6. A decision to restrict the number of credit hours in which a graduate assistant may enroll
- ___ 7. A decision to award a graduate assistantship to a student
- ___ 8. A decision on student recruitment procedures
- ___ 9. A decision to require faculty office hours for student advisement

(CONTINUED ON NEXT PAGE)

-3-

PHYSICAL FACILITIESRank Top 5

- ☐ 1. A decision to replace office equipment, such as desks and filing cabinets
- ☐ 2. A decision to renovate space by removing a wall and combining two small classrooms to make one large classroom
- ☐ 3. A decision to assign certain classrooms to specific faculty in a particular department
- ☐ 4. A decision on prioritization of space needs for a college
- ☐ 5. A decision on who should be authorized to have building and office keys
- ☐ 6. A decision on equipment to be purchased for a new building
- ☐ 7. A decision on remodeling of a storage area for use as a staff lounge
- ☐ 8. A decision on designation of a classroom for use as a student study area
- ☐ 9. A decision on a procedure for faculty and students for borrowing of audio-visual materials and equipment
- ☐ 10. A decision on duplication equipment to be purchased for college or department use

PUBLIC RELATIONSRank Top 5

- ☐ 1. A decision on information to be included in a news release to the media
- ☐ 2. A decision to permit local community groups to use facilities
- ☐ 3. A decision to meet with an alumni group to discuss changes in programs
- ☐ 4. A decision to have local advisory committees for individual programs
- ☐ 5. A decision to hold seminars of special interest to local industry
- ☐ 6. A decision to coordinate curricula with community colleges to facilitate transfer of credits
- ☐ 7. A decision to invite community participation in department or college activities
- ☐ 8. A decision to authorize enrollment in lower division courses of exceptional high school students
- ☐ 9. A decision to offer courses in off-campus locations to accommodate out-of-town students
- ☐ 10. A decision to assist local high schools with a "career day"
- ☐ 11. A decision to develop a brochure for distribution in the community which describes programs

(CONTINUED ON BACK OF THIS PAGE)

-4-

PLANNINGRank Top 5

- _____ 1. A decision on steps that must be taken in order to attain goals
- _____ 2. A decision to identify specific objectives for the college or department
- _____ 3. A decision on the best way to project the need for specific programs ten years from now
- _____ 4. A decision on college or departmental priorities for the next five years
- _____ 5. A decision on who (e.g., administrators, faculty, students, alumni) should be involved in planning
- _____ 6. A decision on conditions that are most likely to attract scholarly faculty and students
- _____ 7. A decision on the most appropriate balance to strive for among program and research goals, student impact goals, faculty oriented goals, department/college and administration goals, and societal goals
- _____ 8. A decision on how to mesh state goals for higher education with college/department goals
- _____ 9. A decision on methods for evaluating efficiency in the college or department
- _____ 10. A decision on how to motivate persons within the college or department to become active in setting goals and priorities

THANK YOU FOR YOUR HELP!
PLEASE RETURN LISTS IN ENCLOSED ENVELOPE.

APPENDIX L

LETTER SENT TO RESPONDENTS IN PILOT TEST

THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916
COLLEGE OF EDUCATION

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION
AND SUPERVISION

November 11, 1981

Dear

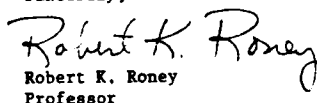
A current lack of information regarding the impact of collective bargaining on governance in higher education has prompted Pamela Freeman and me to choose this topic for research. By conducting a survey of persons in unionized and nonunionized universities which are member institutions of the National Association of State Universities and Land Grant Colleges (NASULGC), we plan to compare these universities in regard to the positions of department heads and deans. The NASULGC is extremely interested in publishing the findings of this study.

You have been selected in a random selection process as a potential respondent for this study. If you are willing to participate, you will be asked simply to respond in a telephone interview to questions regarding the perceived decision-making roles, perceived personal characteristics, and selection procedures pertaining to the positions of department heads and deans in your university. Examples of the items to be included on the interview questionnaire are enclosed for your information and reference during the interview, if you choose to participate. There are 35 decision items, a list of 8 characteristics, and a list of 11 selection procedures. Time required for the interview is approximately 20 minutes. Respondents' names and institutions will not be included in reporting of this research in order to protect participants from possible identification. No potential risks to respondents in this study are anticipated. Findings of the study will be available to respondents. It is anticipated that the findings will provide valuable information to respondents, as well as to all persons who are concerned about the future of higher education.

I realize that time is scarce but believe that your participation would be a vital part of this study. If you are willing to assist, you may indicate this by responding to the telephone call that will be placed to you after November 25. You will be free to withdraw from the study at any time. If you would prefer to be excluded from the study, please return the enclosed card; and you will not be called.

It is my sincere hope that you will recognize the importance of this timely topic and will agree to participate. Additional information about the study can be obtained by contacting me (telephone 615-974-2214).

Sincerely,


Robert K. Roney
Professor

APPENDIX M

INTERVIEW RESPONSE SHEET

Respondent Number _____

Response Form for Telephone Interviews

Position Title _____ Number of Years as Employee of University _____

Institution _____ Telephone Number _____

Office Address _____

PART ONEPART TWO

1. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9	1. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9
2. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9	2. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9
3. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9	3. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9
4. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9	4. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9
5. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9	5. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9
6. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9	6. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9
7. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9	7. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9
8. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9	8. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9
9. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
10. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
11. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
12. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
13. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
14. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
15. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
16. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
17. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
18. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
19. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
20. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
21. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
22. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
23. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
24. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
25. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
26. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
27. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
28. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
29. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
30. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
31. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
32. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
33. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
34. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		
35. Heads 1 2 3 4 5 6 7 8 9	Deans 1 2 3 4 5 6 7 8 9		

PART THREE

H1. _____

H2. _____

H3. _____

H4. _____

H5. _____

H6. _____

H7. _____

H8. _____

H9. _____

H10. _____

H11. _____

H12. _____

H13. _____ Other. Please specify.

D1. _____

D2. _____

D3. _____

D4. _____

D5. _____

D6. _____

D7. _____

D8. _____

D9. _____

D10. _____

D11. _____

D12. _____

D13. _____ Other. Please specify.

APPENDIX N

COMMENTS OF RESPONDENTS

COMMENTS FROM RESPONDENTS

Comments from respondents were not requested by the interviewer. However, if interviewees volunteered information on specific items or made general remarks during the interview, the interviewer recorded their information on the response sheet. These remarks have been summarized and are presented in two sections--one for comments from individuals in unionized universities and the other for comments from individuals in nonunionized universities.

Unionized Universities

Specific Decision Items

Decision 2. A decision to adopt an evaluation form for use in evaluating instructional effectiveness. Two persons said that the union makes this decision. One person each said that it is made by the faculty and by students. Whether saying "faculty" actually means that the decision is made by the union was not clarified by the respondent.

Decision 3. A decision on which courses should be taught by graduate students. One person said that faculty make this decision.

Decision 4. A decision on selection of entrance tests used by the college. One person said that this is a faculty decision.

Decision 6. A decision to implement merit pay increases.

Twelve persons said that the union determines whether or not to have a merit pay system. One person said that the board determines this, and another person said that this is a faculty decision.

Decision 8. A decision on a budget to be submitted with a research grant proposal for outside funding. One person commented that faculty are influential in this decision.

Decision 9. A decision on criteria to be used in awarding merit pay. Eleven persons said that this is a union determination, one that it is a faculty decision, and one that the provost decides what criteria to use.

Decision 10. A decision on where to cut funds in the event of financial exigency. One person said that the university president decides this and another said that the faculty senate in his university currently was considering where to cut funds in the event of financial exigency.

Decision 11. A decision to dismiss a nontenured faculty member. Four persons attributed decision authority for this decision to unions, and three persons said that faculty decide this.

Decision 12. A decision on the use of evaluation procedures to be used to evaluate faculty. Decision authority was attributed to unions by four persons, to faculty by three

persons, to provosts by one person, and to the president by one person.

Decision 13. A decision to promote a faculty member to the rank of associate professor. Two persons said that faculty decide on promotions, and one said that they are determined statutorily.

Decision 14. A decision to select the candidate to hire as a new faculty member. Faculty determine this according to two persons.

Decision 15. A decision to revise hiring procedures for faculty positions. Authority for this decision was attributed to the union by three persons, to the faculty by one person, to the Equal Employment Opportunity office by one person, and to the university standards committee by one person.

Decision 16. A decision to develop a policy regarding student disciplinary procedures. One person said that this decision is made by the union. One person said that these procedures are established statutorily, and two persons said that faculty determine these procedures.

Decision 18. A decision to impose an enrollment limitation in undergraduate programs. One person attributed decision authority to faculty and another to state statute.

Decision 19. A decision to award a graduate assistantship to a student. One person said that this is strictly a faculty decision.

Decision 24. A decision on equipment to be purchased for a new building. One person said that this is a faculty decision.

Decision 25. A decision on duplication equipment to be purchased for college or department use. One person commented that this decision depends on the availability of grant money.

Decision 29. A decision to invite community participation in department or college activities. Faculty make this decision, according to one respondent.

Decision 30. A decision to offer courses in off-campus locations to accommodate out-of-town students. One person said that this is a faculty decision.

Decisions 31-35. Decisions to determine steps that must be taken in order to attain goals, to identify specific objectives for the college or department, to decide college or departmental priorities for the next five years, to decide who should be involved in planning, and to determine the most appropriate balance to strive for among program and research goals, student goals, faculty goals, department/college and administration goals, and societal goals. Five persons said

that planning is up to faculty. One person said that planning is determined statutorily, and three persons said that the union determines who should be involved in planning.

Personal Characteristics Section

In this and the remaining sections are close paraphrases of actual comments made by respondents. Each paragraph represents an individual respondent. The position of the person who made each comment is identified as follows: president (P), vice president (VP), dean (D), department head (H), faculty (F).

Life is not fair, so I cannot respond to the item regarding the fairness of heads and deans. (P)

Procedures force fairness so everybody has to be fair. (F)

Selection Procedures

In selection of heads, the union requires that a majority of the faculty be polled. This is not required for dean selection. (VP)

General Comments

Some of these questions were hard to answer because heads are part of the bargaining unit. (P)

Institutions believe heads are "hamstrung" by union contracts. I believe it is due to other circumstances--not union contracts--such as financial exigency.

The union hands down what the chairperson can do. (D)

I doubt that there will be differences between unionized and nonunionized universities in this study in most categories. Aside from elaborate and public processes, money matters cannot be manipulated as needed to help universities. I would have responded in the same way before unionization. Grievance procedures and nonacademic personnel unionization make life difficult for deans here, as do merit questions. (D)

We no longer have merit pay, since it depends on the union. (H)

Heads are part of the bargaining unit here, so there is a built-in adversarial relationship between heads and deans. (H)

All of my responses for department head are for the head as faculty representative. (H)

Faculty generally have veto power in all decisions. Rarely is anything imposed on faculty. (F)

At this university there are both heads (appointed) and chairpersons (elected), depending on various schools. Chairpersons are being phased out. (F)

In the five years since the faculty voted to unionize here, both department heads' and deans' power has been reduced greatly. (F)

Everything is too ironclad now. The university is no longer responsive to public needs.

One main hurdle of the dean is that he/she has recommending power, does all the ground work, but has no power in budgetary matters. This is a big handicap for the deans. It is healthy to try to break down prejudices against unions. I am glad this research is being done. It is too bad that faculty like myself know so little about university decision making. (F)

Deans are "housekeepers" only. (F)

The power of deans and heads has been attenuated because of decisions made by the president of the university and his official family. Heads are not administrators. The president refused to bow to AAUP demands, but in practice did just that by agreeing to follow procedures for promotion in merit decisions. (F)

Research Technique

Being a researcher involved in survey methodology, I think this was a good method for data collection. (F)

This is a good way to do a survey. It is much better than written questionnaires, because questions can be answered immediately. (D)

I could just have easily answered this in writing and would have preferred to do so. (D)

Nonunionized Universities

Specific Decision Items

Decisions 1-5 (instruction), 8-10 (finance), 11-14 (staff/faculty), 16 (students), 32 (planning). These all are faculty decisions.

Decision 6 (finance). This is a decision made by the board of trustees.

Decision 35 (planning). The land-grant status of the university determines this.

Personal Characteristics Section

I do not like grouping people as asked to do in part two. (D)

Part two of this survey is ridiculous; there is too much variability among persons about whom I am to respond. (H)

Selection Procedures

This institution is going through transition toward centralization. Faculty used to have more decision authority. We used to choose chairpersons. Now, we have heads instead and go through a hiring ritual.

General Comments

Heads are part of administration whether in a unionized institution or a nonunionized one. (P)

The strength of this university are the deans. (D)

Faculty really are the decision makers here. (D)

As a department head I consider myself faculty, not administration. I would resign if unionization occurred here. It would take the fun out of my job. I am overwhelmingly glad that faculty here repeatedly have rejected unionization. In my opinion, the reason why this university is regarded as superior to the major unionized university in this state is because of the freedom that is allowed for heads and deans in awarding merit pay, choosing faculty, etc. Persons I know in unionized universities do not have freedom in decision making as heads and deans. (H)

The role of the head has changed. Some personnel authority has gone to faculty. (H)

Chairpersons represent faculty here. (H)

This university is very decentralized. (H)

This is a very authoritarian university. (University N1) (F)

The uniqueness of this university no doubt will be reflected in unique responses. (University N1) (F)

Decision authority depends on strengths of individual administrators. (F)

This used to be an authoritarian university, but now faculty have a lot of authority. (F)

Our board says that raises are to be based on merit only. (F)

Ours is a "benevolent dictatorship" administration. The administration works well with faculty. Of the places I have been, this university has a "cleaner" central office than other places. Dealings are honest and above board. (F)

We get strong coordination from our department heads. (F)

The land-grant system allows some deans to have great authority while others have little authority. Ours is a "headship" system rather than a "chairship" system (F)

Research Technique

This is a very simple response format--good technique. (D)

VITA

Pamela Werner Freeman was born in Jeffersonville, Indiana in 1948. She attended public school in Charlestown, Indiana and entered Purdue University in West Lafayette, Indiana in the autumn of 1966. She received the Bachelor of Science degree in Vocational Home Economics Education in 1970 and the Master of Science degree in Vocational Home Economics Education in 1971, both from Purdue.

From 1971 until 1973 she was employed by the Broward County, Florida Public School System as a teacher of high school home economics. From 1973 until 1974 she was employed by the Richland-Bean Blossom, Indiana Public School System as a teacher of high school home economics and physical science.

In 1974 she was appointed to the position of administrative assistant in the Nutrition and Food Sciences Department of the College of Home Economics at The University of Tennessee, Knoxville. She held this position until 1979, at which time she entered the Graduate School of The University of Tennessee, Knoxville. She was graduated in 1983 with the degree of Doctor of Education. Her major area of study was Educational Administration and Supervision with supporting areas in Continuing and Higher Education and Home Economics.

As a doctoral student, she held a fellowship awarded by the National Institute of Education and a graduate assistantship. Professional memberships include: Omicron Nu,

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She currently resides with her husband and son in Knoxville, Tennessee.