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## A Professional Union: An Exploratory Study

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A PROFESSIONAL UNION: AN  
EXPLORATORY STUDY

A Thesis

Presented to the

Department of Sociology

and the

Faculty of the Graduate College

University of Nebraska at Omaha

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Edward L. Suntrup

August 1972

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Accepted for the Faculty of the Graduate College of the  
University of Nebraska at Omaha, in partial fulfillment of the  
requirements for the degree Master of Arts.

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## CHAPTER I

### SIGNIFICANCE OF THE RESEARCH PROBLEM

One of the areas of white-collar unionization which is increasingly making itself felt in the United States is that of professional unionization. The three professional occupational groups that have been most successful in this respect have been the engineers, nurses, and teachers (Cf. Taylor, 1968).

Although some research information exists on engineers, primarily because they were the first professional group to unionize (Cf. Shlaknan, 1950; Goldstein, 1954; 1955; 1959; Devorak, 1963), less information exists on unionized nurses (Cf. French and Robinson, 1960; Kruger, 1961), and very little indeed exists on unionized teachers, and that which does primarily concerns itself with primary and secondary school teachers (Cf. Lieberman, 1956; Cole, 1968; 1969; Moskow and Doherty, 1969).

Because of the recent development of the union movement among those teachers who are on the upper level of the prestige scale, i.e. college and university professors, little or no specific research exists on their unionization. Nevertheless, there is a growing body of literature which centers itself around several controversial ideological issues, i.e. should faculty members unionize in the first place because of their professional role (Cf. Davis, 1968; Marmion, 1968; Kadish, 1968) and should the faculty members' professional association adapt the stance of collective bargaining (Cf. Kadish et al., 1972)?<sup>1</sup>

The present exploratory thesis centers its attention on a certain aspect of unionization among college and university professors, however,

it will not specifically explore the above controversial issues. Another related problem which also is not examined here is whether or not the type of institution influences the union efforts among faculty members, although both the theoretical and empirical works of authors such as Caplow and McGee (1958), McGee (1962), Gouldner (1957; 1958) and Glaser (1963) suggest that this could be an important factor.<sup>2</sup>

In addition, the present thesis makes no attempt to test by means of a theoretical paradigm and subsequent hypotheses whether or not faculty members are professional. It is simply assumed that they are professionals, and this assumption is supported by a lengthy tradition.<sup>3</sup> Therefore, while these are related research interests, they shall remain beyond the scope of the present study's more narrowed focus.

The objective of the present thesis is to explore the meaning of a professors' union by attempting to measure the membership's attitudes, as professionals, toward certain union tactics and objectives. This will be done at a given institution where the union appears to be both active and growing.

Almost two decades ago Caplow (1954:202) wrote that:

. . .with the acceptance of the principle that collective bargaining is consistent with professional dignity, it is not unlikely that a form of occupational organization midway between the professional society association and the union may develop.

Therefore, the significance of the present thesis is also partially seen in its attempt to test Caplow's hypothesis.

The present thesis will have practical implications for union members and tentative suggestions will be offered. The research findings could give union members some insight into the structure of their union

and could serve as a basis for policy decisions. From the point of view of the administration of the university, the conclusions of the present study indicate what type of social organization it is dealing with and could affect also its policy decisions. Finally, the research findings could enhance both the union's and the administration's abilities to relate to one another in institutions of higher learning where unions are presently found.

## CHAPTER II

## CONCEPTUAL AND THEORETICAL FRAMEWORK OF THE STUDY

Professionalization.--There is a substantial body of theoretical literature on the meaning of professionalization which includes both process models of professionalization (Cf. Bucher and Strauss, 1961) as well as functional models of professionalization (Cf. Goode, 1957; Greenwood, 1957; Wilensky, 1964; Moore, 1970). The thrust of both types of models is to determine conceptually how professionals as an occupational group differ from other types of occupational groups. Taylor (1968) has stated that professionalization itself is a type of work environment.

The functional models of professionalization stress the occupational group's need for solidarity and as such these groups can be considered as a community within a community of the larger work culture (Cf. Goode, 1957). Greenwood (1957) has summarized well the functional approach to professionalization by identifying the characteristics of what he calls an ideal-type of professionalization.<sup>4</sup> According to Greenwood, those who are professional have: (1) a systematic body of theory; (2) professional authority; (3) sanction of the community; (4) a regulative code of ethics and (5) a professional culture with its own values, norms and symbols.

It would seem reasonable to conclude that college and university professors are represented by Greenwood's ideal-type criteria and, therefore, that they are professional. Faculty members have a systematic body

of theory which they must master, in principle, before they can gain entry into the occupational group,<sup>5</sup> they possess professional authority to teach and do research, they have the sanction of the community, they have regulative codes of ethics of both the national association representing all faculty members as well as the associations which represent their specific disciplines, and so on. No further attempt will be made to prove their professional status in this thesis.

Yet it is also true that the functional model does not point out the different views that professionals within the same profession have of themselves as professionals. The functional model conceptually isolates the group, but it does not indicate what variability there might be within the occupational group. Therefore, professionalization can mean different things within a given profession and can be explained from different points of view.

Bucher and Strauss (1961) hypothesized that professionalization means different things within the same profession depending on the professional's position on any of the following factors: (1) sense of mission; (2) work activities; (3) methodology and techniques utilized; (4) clients; (5) collegueship and (6) interests and associations. Thus they view professionalization not as a structural concept, as is the case with the functional models of Goode and Greenwood, but rather as a process model.<sup>6</sup>

It is in this latter sense that the variable, professionalization, is used in the present thesis. Professionalization is considered a process concept and attempts are made to determine where faculty members, as professionals, place themselves on a scale of professionalization and

how this, in turn, influences their position on union tactics. In order to construct such a scale, it must be further noted that faculty members perform their professional roles as organizational careers (Cf. Glaser, 1968) in that they do their work and receive their remuneration within the context of a given work organization.<sup>7</sup>

The specific criteria employed in the scale of professionalization are not those suggested by Bucher and Strauss (1961), but rather those which will determine the degree of loyalty which the faculty member feels for the institution where he is working, the stress he places on the creative use of specialized skills, and the reference group orientation for which he opts. The scale is intended to determine whether, as a professional, the professor views himself as a local or as a cosmopolitan.

The Professional as Local or Cosmopolitan.-- The two analytical concepts, local and cosmopolitan, were first introduced by Merton (1957) to describe different types of community leaders. The local used the community in which he lived as the main referent of his social identity. The cosmopolitan, while living in the community, preferred outside reference points, i.e. business associates, investments and so on in other cities for the definition of his social role. For the cosmopolitan, the community in which he lives is of secondary importance.

However, these two concepts, local and cosmopolitan, have also been used in the academic context by Gouldner (1957; 1958) and Thielbar (1966) and a variation of their formulations is used in the present thesis.

According to Gouldner, locals are devoted to the organizations: they are loyal. They are "dedicated" if they demand loyal value orientations

rather than technical competence; they are "true bureaucrats" if they try to adjust the values of the organization to its immediate environment; they are the "homeguards" if they are stratified in the middle administrative echelon, and they are the "elders" if imminent retirement as well as past professional activity coincides clearly with the organization. Cosmopolitans, on the other hand, envisage their profession as transcending organizational boundaries. They stress technical expertise such as creativity, publishing, and technical peer group sanction rather than organizational loyalty. They are, in the words of Gouldner, "outsiders" if they get more intellectual stimulation from colleagues elsewhere, they are "empire builders" if they are constantly looking for greener pastures.

Thielbar, dealing with the same two concepts in a different way, concludes at the end of his research that localism, as he calls it, is manifested by authoritarianism, alienation from institutions of national life, conventional moral values, and orthodox religious belief. Cosmopolitanism is manifested by academic productivity in terms of written books and articles, expectations of future publications, preference for employment within a cosmopolitan hiring organization, and possession of advanced degrees.

While not all the conclusions of Gouldner and Thielbar are utilized in operationalizing professionalization as a process concept for the purposes of the present research, nevertheless, some of their distinctions and insights are useful.

Therefore, in order to devise an operational definition of professionalization which envisages the faculty members as manifesting a high or low degree of institutional loyalty, as well as to determine their



position on creativity and reference group orientation, it is necessary to elicit information from them by means of a series of questions which permit one to evaluate them in terms of a local-cosmopolitan continuum. The specific details concerning the questions asked as well as the weighting procedures for the scale are discussed below in the methodology section of this thesis.

In a preliminary sense, however, it can be hypothesized that, on a scale, those who are low on loyalty to the employing organization are high on their commitment to specialized skills--publishing and research--and are likely to use an outer reference group orientation. On the other hand, those high on loyalty to the employing organization are low on their commitment to specialized skills and are likely to have an orientation toward reference groups in their own institution (Cf. Gouldner, 1957).<sup>8</sup>

Unionization.--Taylor (1968) says that unionization, which can also be conceived of as a type of work environment,<sup>9</sup> has historically been a social mechanism of power for blue-collar workers: those who work in the factories, do manual labor, or who are engaged in the crafts and trades demanded by a technological society. Caplow (1954) classifies such unions as either: (1) expansionist--industrial unions or non-skilled unions--or as (2) restrictive--trade unions. Each type of organization experiences difficulties specific to its type of membership.

White-collar unionization is fairly recent and has not always been too successful (Cf. Blum, 1971). This is usually due to the lack of organizational unity or occupational identification on the part of white-collar workers, i.e. sales clerks or office workers, or it is because

many white-collar workers secretly desire to join the ranks of management and their membership in a union is interpreted by them as jeopardizing this possibility of upward mobility (Cf. Kassalow, 1962; 1965).

The problem of unionizing professionals becomes even more complex since they must walk the tight-rope, so to speak, between unionization, which is historically a blue-collar occupational phenomenon, and their own notion of professionalization with its characteristics of social prestige and specialized knowledge and training.

The professional who accepts unionization does so, it appears, because of the recognized inconsistency between his social prestige and his financial remuneration. <sup>10</sup> He views the union as an instrument which will rectify this inconsistency. But in accepting unionization, the professional also, it appears, puts on a traditional shoe which does not always fit. Therefore, it would not be surprising if he re-styles the shoe so that it does fit.

Goldstein (1959) discovered that professional engineers held quite a different view of their union than had been the case for blue-collar workers. Goldstein ultimately attributed this to a tension felt by the engineers between their sense of professionalization, as well as their identity with larger cultural values (Cf. Shibutani, 1955), on the one hand, and their loyalty to the union, on the other.

Goldstein hypothesized that the meaning of the union could be determined by the tactics which the majority of the union members would allow the union to endorse. From this perspective, he explored four tactics which had been traditionally used as levers of power by blue-collar unions: (1) the use of the strike weapon; (2) the grievance

procedure; (3) some type of coerced membership and (4) political activity. Goldstein concluded, after a series of interviews with the engineers, that very few of them indeed were in favor of any of these tactics. For example, instead of the strike and grievance procedures--which set up a polarization between themselves and management--the engineers preferred a reasonable discussion of differences. They viewed coerced membership as militating against the sense of autonomy which they felt as professionals and they considered political activity to be a private affair. Clearly there was an attempt on the part of the engineers, despite their union, to identify with management in a cooperative way rather than to establish the usual labor-management polarization. The majority were certainly not viewing their union in terms of a conflict model which has been the traditional working model of blue-collar unionization.

It is proposed that Goldstein's union tactics approach can be applied to faculty unionization and that testable hypotheses can be derived from it. The only variable that is expanded beyond the scope of Goldstein's model is the strike weapon. College and university professors, regardless of whether or not they are unionized, have in the past struck for one of two reasons: academic freedom and/or financial gain.<sup>11</sup> The ramifications of this distinction are also explored in the present thesis.

Professional Associations.--So far, in the discussion of the conceptual and theoretical framework of this thesis, professionalization has been operationalized in terms of the local-cosmopolitan model suggested by Gouldner (1957; 1958) and Thielbar (1966), and it is conceived of as a process concept in the sense of Bucher and Strauss (1961). Unionization

has been operationalized in terms of the tactics model suggested by Goldstein (1959). In formulating explicit hypotheses using these operational definitions, as is done in Chapter IV below, it is hypothesized that the extent to which the professional holds a certain position on the local-cosmopolitan scale affects the extent to which he will either be for or against certain union tactics. The exploration of these relationships is a major objective of this study.

At the same time, however, another hypothesis suggested by Caplow (1954) can be devised and tested, based upon the conclusion of the above operational definitions and their contingent hypotheses. This hypothesis states that the professional union is an amalgam of a blue-collar union and a professional association. Taylor (1968), for example, maintains that professional societies or associations have more in common with trade unions than most of their members care to recognize.

In short, the professional union is quite possibly a new, emerging type of social entity. Therefore, the differences as well as the similarities between the professional union and the professional association can be compared along two levels of analysis: (1) the stated objectives of the organization and (2) the tactics allowed to achieve these objectives.

The Professional Association's Objectives.--Moore (1970) states that the general objectives of a professional association are the following: (1) furthering and sustaining common occupational interests; (2) control of standards of performance and (3) control of access to the occupation. The point at which both professional associations and unions meet on common ground is in the area of the first objective. Both organizations

are concerned with furthering and sustaining common occupational interests.

When applied to faculty members it is clear, however, that there is no universally stated and acceptable ideological position on how these interests should be furthered and sustained (Cf. Davis, 1968; Marmion, 1968; Kadish, 1968). The traditionally stated position of the professional association of professors, i.e. the American Association of University Professors, has been one which is concerned with safeguarding the autonomy of the scholar. On the other hand, the stated position of the union of the professors, i.e. the American Federation of Teachers, has been one which is concerned with the economic welfare of the union members (Cf. Megel, 1970). However, this distinction of objectives is presently breaking down since the professional association has also adopted a stance in favor of collective bargaining.

Therefore, in a certain sense, the objectives of the professional association and those of the union have become the same in respect to furthering and sustaining common interests of the occupational group, and both organizations are presently competing with each other on various campuses to be the official collective bargaining agent for the faculty.

The Professional Association's Tactics.--The tactics sanctioned by the professional association in order to attain its objectives are those which are consistent with what it considers a professional calling.

Since faculty members consider themselves equal in status with administrators, it is stressed by their professional association that the faculty must meet administrators on an equal footing to discuss differences

and that they should participate in university-wide decisions touching on a wide variety of areas such as curricula, faculty tenure, salaries and so on. Only tactics which are reasonable and democratic are considered to be worthy of a community of scholars (Cf. Kadish, 1968). When the strike weapon has been encouraged by the faculty professional association, it has been only in that extraordinary circumstance when academic freedom has been threatened. Nowhere in the policy statements of the faculty's professional association can one find encouragement for such tactics as grievance procedures, coerced membership, political activity, or the use of the strike weapon for economic gain.

The point of rapprochement between the professional union and the professional association will be determined by correlating the actual position of the union members on such tactics with the official policy of their professional association. The union members' position will be determined after Hypothesis I, which concerns the impact of professionalization on the meaning of the union, has been tested.

## CHAPTER III

## SETTING OF THE STUDY

An Urban Branch of a State University System.--The setting of the study is an urban branch of a state university system with a total enrollment of approximately twelve thousand students in all university divisions. The university offers bachelor's degrees in arts and sciences, business, education and engineering. It has an active night school program for adults which it calls the College of Continuing Studies. The latter offers bachelor's degrees in general studies and in criminal justice. The university also offers advanced degrees--the M.A. or M.S.--in a wide variety of areas and one of its departments is attempting to inaugurate a Ph.D. program.

The Faculty.--The educational background of the faculty is extremely diverse. If one were to use the prestige scale for institutions suggested by Caplow and McGee (1958) and McGee (1962) which includes major league, minor league and bush league universities, all these categories would be well represented.<sup>13</sup> Thus one finds in the same department faculty members who have earned their advance degrees from institutions as diverse as Harvard, Chicago, Wisconsin, Texas Christian University, the University of Arkansas, the University of Bridgeport and Creighton University.

The total faculty numbers four hundred and forty-two, excluding twenty-nine emeriti, in both the graduate and undergraduate faculties (Cf. Table I).

TABLE I  
FACULTY DISTRIBUTION BY SEX  
AND FACULTY POSITION

Sex	Faculty Position				Totals	
	Undergraduate		Graduate		n	%
	n	%	n	%		
Men	194	53%(75%)	169	47%(92%)	363	100%(82%)
Women	64	81%(25%)	15	19%( 8%)	79	100%(18%)
Totals	258	58%(100%)	184	42%(100%)	442	100%(100%)

Table I suggests several points about the distribution of the faculty at the institution as well as something about the structure of the institution itself.

Women hold a minority position on the faculty as a whole and even more so on the graduate faculty. Sixty-four women (25%) are members of the undergraduate faculty but only fifteen (8%) are members of the graduate faculty. Women would seem to be, therefore, particularly susceptible to the establishment of the union which is described in the following chapters of this thesis. This, in fact, is not the case. 14  
The professional union is almost uniquely a male social phenomenon.

Table I also points to a strong emphasis on the part of the faculty toward undergraduate education. Two hundred and fifty-eight members (58%) of the total faculty are engaged in undergraduate teaching, while a large percentage of those listed as graduate faculty also teach undergraduate courses. 15  
Some faculty members who are listed with the Graduate College, in fact, never teach graduate students at all, i.e.



those in departments which offer no advanced degrees. Their unique contact with graduate students consists in serving on thesis committees.

An examination of the type of degrees held by the faculty listed in the graduate and undergraduate catalogues points out an interesting criterion: all graduate faculty have terminal degrees--Ph.D., Ed.D. or J.D.--with only several very notable exceptions. Therefore, all of those listed in the undergraduate catalogue who are not at the same time listed in the graduate catalogue, which is at least half (58%) of the faculty members, do not hold terminal degrees in their respective disciplines. Twenty-three (6%) hold only bachelor's degrees. In addition, twenty-seven (6.5%) faculty members with non-terminal degrees have tenure, i.e. hold the rank of associate professor or above.

If the attainment of a terminal, research degree can be correlated with one's exposure to advanced research, which seems to be a reasonable assumption, then the figures in Table I indicate that a high percentage of the faculty at this institution have never had this exposure. Therefore, the picture of the institution under study that emerges is one with a strong undergraduate emphasis, with the consequent stress on teaching rather than research. Data presented in later chapters of this thesis on the faculty union will bear out this impression.

The Establishment of the Union.--In the fall of 1970, ten faculty members at the university met to discuss the establishment of a professional union "in order to give the faculty an effective, unified voice in a variety of matters", as one of the participants of that first meeting explained to the present researcher. The original impetus for the

establishing the union was due to the frustration felt by these professors with the two other organizations on campus which were supposed to represent the faculty: (1) the intra-institutional faculty senate and (2) the faculty's professional association, the American Association of University Professors. The former appeared to this group as merely a tool of the university administration, and the latter was viewed as little more than a polite, powerless, social club. Both were viewed as ineffective.

An important background factor which was one of the conditions for this first union meeting and the consequent establishment of the union was the changing history of the university and the repercussions that these changes had on its teaching personnel. Originally founded in 1908 as a co-educational, non-sectarian institution, the school became a municipal university in 1930, and in 1968 it was incorporated into the state university system. After 1968, the discrepancies in salaries paid by the state to professors at this institution and to those at the larger, main university of the system, in a city fifty miles away, became a point of conflict and at times, bitterness. The professors at the urban branch under study felt the degree of frustration noted above because of the lack of any effective organization to present their point of view in these matters.

In the early winter of 1971, the faculty senate at the urban branch of the state system appointed a committee to study the problem of salary inequities and this committee was authorized to make recommendations. Because of the faculty enthusiasm for this work of the faculty senate,

little interest was shown in the union and its membership remained small. In the spring of 1971, however, it became clear to the faculty that the monies allotted to correct the inequities would not be enough to also provide for reasonable salary increases for the forthcoming academic year. As an informant explained: "the faculty was deceived by yet another trick of the administration". A general faculty meeting was held in the spring of 1971, during which faculty dissatisfaction was publicly aired. Little else of substance was accomplished at this meeting. Shortly afterwards, enrollment in the fledgling union increased dramatically. At the present writing--fifteen months later--ninety-eight faculty members (22%) of the total faculty are dues paying members of the union.

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Therefore, the first successes of the union were due to economic reasons. That the union members themselves continue to view this area as the most immediately tangible objective of the union will be borne out by the research findings. However, the ultimate role that the union is playing at this institution will appear to go well beyond economic considerations. The question of salaries was simply an important condition for the union's emergence.

The union is presently negotiating with the university system, by means of a legal disquisition, in order to become the collective bargaining agent for the university faculty. Whether it will become so or not remains to be seen.

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## CHAPTER IV

### DESIGN OF THE STUDY

The present thesis is designed to measure the influence of the union members' sense of professionalization on their position concerning certain union tactics. The thesis is also designed to test whether the professional union is a unique social organization which includes, from the point of view of the union membership, characteristics of both traditional blue-collar unionism as well as those of a professional association. The precise formulation of the hypotheses, the description of the study population, as well as an elaboration of the research instruments and the manner in which these instruments have been used are explained below.

Hypotheses.--Hypothesis I can be stated in the following way:

The position that the union members take on certain union tactics varies directly with their position on a scale of professionalization.

The two variables of this hypothesis: (1) professionalization and (2) union tactics have been operationalized, in part, according to suggestions found in the works of Gouldner (1957; 1958), Thielbar (1966) and Goldstein (1959).

Professionalization has been operationally defined as local or cosmopolitan. A scale has been constructed to test the position that the professors take in the three areas of (1) loyalty to the employing organization; (2) commitment to specialized skills and (3) reference

group orientation. Therefore, those who test low on loyalty to the employing organization, high on commitment to specialized skills and who prefer an outer reference group orientation have been defined as having a high degree of professionalization and are classified as cosmopolitans (Cf. Gouldner, 1957). On the other hand, those who test high on loyalty to the employing organization, low on commitment to specialized skills and who prefer an inner reference group orientation within the employing organization have been defined as having a low degree of professionalization and are classified as locals (Cf. Gouldner, 1957). Since, therefore, the sense of professionalization can itself vary within the professional group, professionalization is considered to be a process concept (Cf. Bucher and Strauss, 1961).

Union tactics have been operationally defined to include the following areas: (1) the use of the strike weapon for economic gain; (2) coerced membership; (3) grievance procedures and (4) union political activity. In addition to these four areas of union tactics suggested by Goldstein (1959), a fifth, the use of the strike weapon for academic freedom has also been added.

Thus it is proposed that the local or cosmopolitan orientation of the professional union member will influence the position he takes on any of the five union tactics enumerated above.

Hypothesis II can be stated in the following ways:

The professional union is a new type of social organization which shares the characteristics of both traditional blue-collar unionism and a professional association.

This hypothesis was suggested by Caplow (1954), although the author

gives no indications of how the variables should be specifically defined. Therefore, the three variables of this hypothesis: (1) traditional blue-collar unionism; (2) professional association and (3) professional union have been operationalized as follows.

Traditional blue-collar unionism and the professional association have each been operationally defined in terms of both their objectives and tactics. Goldstein (1959) suggests that traditional blue-collar unionism's main objective is the economic benefits of the union members and that its acceptable tactics include a positive position on: (1) the strike for economic gain; (2) coerced membership; (3) grievance procedures and (4) political activity. On the other hand, Moore (1970) suggests that the objectives of professional associations, while they do take into consideration economic interests of association members, yet go far beyond merely the economic benefits of its members to include: (1) control of standards of performance and (2) control of access to the occupation. These objectives, when applied specifically to the professional association of professors, i.e. the American Association of University Professors, appears congruent with the ideals of this association although special emphasis has been placed, very recently, on collective bargaining. Not all members of this association agree with this emphasis, however, as underlined in an earlier chapter of this thesis. <sup>20</sup> The tactics espoused by this professional association to attain its stated ends have, however, been clearly enumerated. Nowhere in its official statements can one find the association espousing the four tactics favored by blue-collar unionism. Only in the area of

academic freedom does the professors' association look favorably on the  
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 strike weapon.

The variable, professional union, has been operationalized, therefore, to include characteristics of both traditional, blue-collar unionism and the professors' professional association, in terms of both their tactics and objectives. Thus it is proposed that the professional union will emerge, in the data presented in the following chapters of this thesis, as a new type of social organization. At least it will appear to be such from the perspective of the union members themselves.

The Study Population.--The professional union at the urban branch of the state university system presently numbers ninety-eight dues paying union members (22%) of the total undergraduate and graduate faculty of four hundred and forty-two. In addition, at least another one hundred and twenty-eight (29%) faculty members have signed "pledge of intent" cards in order to give the union a simple majority of two hundred and  
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 twenty-six (51%) of the total faculty. The difficulties encountered in obtaining the list of union members as well as some descriptive characteristics of dues paying union members are as follows.  
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The Problem of Obtaining the List of Union Members.--When the president of the union was approached in order that the list of the dues paying union members might be obtained, he informed the present researcher that the list was legally a confidential list. Nevertheless, he agreed to the scientific value of the project and said he would release the list  
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 upon the approval of the other members of the executive committee.

After a series of phone calls to the other members of the executive committee by the president a majority consensus was obtained.<sup>25</sup> The president of the union, who was subsequently re-elected in the most recent elections, personally introduced me to the clerical secretary of the union who was authorized by him to release the list to me. After guarantees of confidentiality on my part, two copies of the list were in my possession three days later.

Descriptive Characteristics of the Study Population.--The following descriptive characteristics of the study population were compiled by matching the names of the union members' list with the personal data provided in the university's undergraduate and graduate catalogues. These characteristics can be classified as either socially achieved or as socially ascribed (Cf. Eisenstadt, 1966). The socially achieved characteristics include: (1) the academic age of the union members;<sup>26</sup> (2) the degrees held by the union members; (3) the graduate or undergraduate status of the union members and (4) the tenure status of the union members. The one socially ascribed characteristic that will be considered is the sex of the union members (Cf. Table II).

When the total number of women union members is compared with those of the men, the union appears as an almost uniquely male social phenomenon. Only twelve women (13%) are union members. Of those who do belong to the union, the only strikingly noticable characteristics are the fact that most are academically young (66%) and two out of three (67%) do not have tenure. Since the population is so small, it is debatable, however, if this is particularly significant. What does seem to be perhaps significant



TABLE II

DISTRIBUTION OF THE UNION MEMBERS' SOCIALLY  
ASCIBED AND ACHIEVED CHARACTERISTICS

Achieved Characteristics	Men		Women		Totals	
	n	%	n	%	n	%
Academic Age						
(1-5)	44	85%(51%)	8	15%(66%)	52	100%(53%)
(6-10)	30	94%(35%)	2	6%(17%)	32	100%(33%)
(11)	12	86%(14%)	2	14%(17%)	14	100%(14%)
Totals	86	87%(100%)	12	13%(100%)	98	100%(100%)
Degrees						
Terminal	52	91%(61%)	5	9%(42%)	57	100%(58%)
Non-terminal	34	83%(39%)	7	17%(58%)	41	100%(42%)
Totals	86	87%(100%)	12	13%(100%)	98	100%(100%)
Graduate Faculty						
Yes	52	89%(61%)	6	11%(50%)	58	100%(57%)
No	34	83%(39%)	6	17%(50%)	40	100%(43%)
Totals	86	87%(100%)	12	13%(100%)	98	100%(100%)
Tenure						
Yes	41	91%(48%)	4	9%(33%)	45	100%(46%)
No	45	85%(52%)	8	15%(67%)	53	100%(54%)
Totals	86	87%(100%)	12	13%(100%)	98	100%(100%)

is that a general trend can be observed in the figures of Table II. The women union members are academically young, they tend to have non-terminal degrees and consequently are statistically concentrated in the undergraduate faculty (58%) and the majority do not have tenure. Thus the majority of the women union members are in positions of inferior

power and prestige in the social structure of the university. A plausible explanation for their presence in the union could be that they look upon it as a social organization to affirm their rights as a minority group in an otherwise male dominated social system.<sup>27</sup>

The union has also attracted a disproportionate number of men who have received their degrees within the last five years: forty-four (51%) of the total male membership. Furthermore, fifty-two (61%) of the total membership have both attained their terminal degrees and have graduate faculty status. Lastly, nearly one half (48%) of the total have attained a relatively secure position within the social system by having tenure. Clearly, a majority of the union members who are male are not at a prestige disadvantage within their own institution. In as much as the figures can be compared, they seem to have quite possibly a different set of problems and, consequently, a different set of motivations for joining the union than is the case for a majority of the women union members. As data presented in the next chapter of this thesis will reveal, a high percentage of the male union members, irrespective of their prestige position within their own institution, are dissatisfied with their relationship with the administration of the system. They feel like "deprived, second-class citizens", as one informant put it. This explains, in part, their attraction to the union. This would also seem to explain somewhat why six chairmen of departments are members of the union. A chairmanship is certainly a position of ultimate security and prestige within the teaching part of the system.<sup>28</sup>

Therefore, the social characteristics of the professors who are members of the professional union can be resumed as follows: (1) they are predominately men; (2) those women who do belong to the union are, like the men, academically young, but unlike the men, they find themselves in positions of inferior prestige in the institution; (3) a majority of the male members of the union have terminal degrees and, therefore, are members of the graduate faculty and (4) almost half of the male members have tenure, with six of this group (15%) being chairmen of departments.

Data Gathering Procedures.--A combination of questionnaires and interviews were used with the total population in order to test the union members' position on the scale of professionalization as well as their position on union tactics and objectives. The methodology, therefore, approximated the "sample-survey" technique used by Lenski (1961).<sup>29</sup>

The questionnaires were sent to the total population with the exception of three members who were disqualified for various reasons.

<sup>30</sup>  
(N=95). In order to introduce flexibility into the measuring instrument, a random sample of the total population (n=10) were interviewed and were asked to clarify as best they could any answers they gave on the returned questionnaire.<sup>31</sup> In addition, they were asked

to spell out what they thought were the chief objectives of the union. All who were interviewed, except one, had either returned the questionnaire before they were interviewed or promised to do so after they were interviewed.<sup>32</sup> All union members who were approached to be interviewed were cooperative.

Thirteen days after the questionnaire forms were sent out, a follow-up letter, reminding the union members that they had received the original questionnaire, was sent out (Cf. Appendix III). This procedure was suggested by Miller (1970) as well as the major advisor of this thesis and it worked very well. It can be roughly calculated that the follow-up letter increased the rate of returns by 24 per cent (n=15) of the total returned. Since a self-addressed return envelope was included with each questionnaire, this probably also contributed to the rather substantial return.

The same random sample of union members who were interviewed were also asked to fill out a questionnaire with an alternative operationalization and scale of professionalism in order to check the validity of the instrument used in this thesis. <sup>33</sup> All ten interviewees returned this questionnaire.

The entire data gathering process, after the questionnaires and scales and the interview forms had been devised, took about four weeks.

The Indirect Method of Gathering Information.--Since no questions on personal data were included on the questionnaires, each questionnaire was, therefore, coded with "invisible ink" so that each returned questionnaire could be matched with the appropriate personal data of the respondent contained in the university catalogues. This was done so that a descriptive profile, using the same five variables that are found in Table II, could be drawn up on the responding union members. <sup>34</sup> This procedure was followed in order that any noticeable alternative hypotheses could be tested which might emerge from the data (Cf. Stinchcombe, 1968).

It was recognized, however, that the smallness of the population might invalidate such controls and this problem is discussed later in this thesis where the appropriate data is presented.

The use of this indirect method for obtaining certain descriptive information from the responding union members was employed for several reasons which appeared to justify its utilization. It was feared that many union members simply would not provide certain background information, especially in view of a mistrust on their part, perceived by the present researcher, due primarily to the unsettled question of the union's legal status. In addition, the question was raised several times in my informal discussions with known union members who knew I was working on this project, who asked if I was "comparing" union members with non-union members. There appeared to be an aversion, on the part of some union members, of this possibility. It was felt that they might withhold information because of this. Lastly, the present researcher was queried several times, in both the formal interviewing process, as well as in some informal discussions with known union members, about any connections which I might have with the university administration. Some seemed to express, albeit subtly, that the administration was "out to get" those who belonged to the union. Despite perhaps a tinge of machiavellian irony in the way they posed these questions, the union members did not seem to think it impossible that the administration try to infiltrate the union. <sup>35</sup> This might explain why more faculty members preferred to sign "pledge of intent" cards rather than actually join the union.

All of the above reasons, taken together, seemed adequate justifica-

tion for the use of the indirect procedure of obtaining information,  
 from a methodological point of view. <sup>36</sup>

The details concerning the content of the questionnaire and the interview form, as well as an explanation of the scales used, are explained below.

Questionnaires.--The questionnaires, which had two parts, were constructed to measure the union members' position on professionalization as well as the position that the union members would take on the five different union tactics (Cf. Appendix I).

In constructing the scale of professionalization, a series of three questions were asked in each of the areas of (1) loyalty to the employing organization; (2) commitment to specialized skills and creativity and (3) reference group orientation. Questions related to these areas were to be answered on a seven point scale in order to evoke the union members' agreement or disagreement. The total scores were summed in order to determine the respondents' local or cosmopolitan position on the professionalization continuum. Since there were nine questions on this part of the questionnaire, the lowest possible score--extreme local--was nine (1X9), and the highest possible score--extreme cosmopolitan--was sixty-three (7X9).

In order to group the locals and cosmopolitans into separate categories, the cut-off point on the continuum was put at the mid-point between nine and sixty-three (36/37). Thus all those who scored between nine and thirty-six (9-36) were to be categorized as locals and all those who scored between thirty-seven and sixty-three (37-63) were to be

categorized as cosmopolitans.

In the second part of the questionnaires, two questions each were asked in the five areas of union tactics: (1) the use of the strike for economic gain; (2) the use of the strike for academic freedom; (3) the use of the grievance procedure; (4) the union position on coerced membership and (5) the position on union political activity. The union members were asked to answer these questions by responding either affirmatively or negatively. A simple dichomatization was used here instead of offering the respondent the choice also of a "no opinion" because of the relative smallness of the total population. It was feared that if too high a percentage of the total population answered "no opinion" in such controversial areas as, for example, the use of the strike weapon, the data would not be analyzable. <sup>37</sup> It was, furthermore, felt that the use of the complementary interviewing procedure, with the random sample of the union members, would allow for sufficient flexibility for the researcher's interpretation of the questionnaire results.

The questionnaires were pretested by five professors who were non-union members--two at the same university and three at another university--before they were sent out in order to check for ambiguities in the wording of the questions and to enhance clarity. Some considerable changes were made in the phrasing of some of the questions due to this pretest although no other reliability or validity figures on the questionnaires were, however, gathered.

Interviews.--A random sample of 10 per cent ( $n=10$ ) of the total population ( $N=95$ ) was interviewed. The interview forms (Cf. Appendix IV)

contained questions on the three areas used to operationalize professionalization as well as on the areas of the five union tactics. In addition, all of the interviewees were asked what they considered to be the chief objective of the union in order to test Hypothesis II.

The interviews were conducted three weeks after the questionnaires were sent out and approximately one week after the follow-up letter was mailed. The interviewing was done during a five day period at the rate of two a day. The shortest interview took thirty-five minutes and the longest an hour and a half.

Besides the ten names drawn from the random sample, several other union members were also interviewed, using a more informal format than the interview sheet in order to gain some additional information on the union. This latter group contained several heads of departments, one of the original ten members who attended the first union meeting in the fall of 1970, as well as members of the union executive committee. These interviews were conducted during the third and fourth weeks after the questionnaires were sent out.



## CHAPTER V

## FINDINGS OF THE STUDY

Sixty-two union members (65%) returned their questionnaires. Three of the returned questionnaires were not able to be used for analysis purposes because one was returned blank, along with the original cover letter, and the two others contained so many qualifications added to the questions by the union members that they were considered invalid. Therefore, the following analysis will be based on the remaining fifty-nine questionnaires (62%) which were filled out and returned according to the researcher's instructions.

Descriptive Characteristics of Responding Union Members.--Before an analysis is presented of the data contained in the questionnaires themselves, a descriptive profile will be drawn up of the background characteristics of the responding union members. This profile will then be compared with the data contained in Table II of Chapter IV to determine if the returned questionnaires are representative of the total union membership. If they are not, this reservation should be kept in mind in interpreting the data contained in the questionnaires themselves (Cf. Table III).

The number of women union members who responded to the questionnaire is so small ( $n=5$ ) that it was felt that no valid conclusions could be drawn about either their characteristics, nor the responses

TABLE III  
DESCRIPTIVE CHARACTERISTICS OF THE  
RESPONDING UNION MEMBERS

	Sex				Totals	
	Men n %		Women n %		n %	
Academic Age						
(1-5)	31	94%(57%)	2	6%(40%)	33	100%(56%)
(6-10)	16	89%(30%)	2	11%(40%)	18	100%(30%)
(11> )	7	88%(13%)	1	12%(20%)	8	100%(14%)
<b>Totals</b>	<b>54</b>	<b>92%(100%)</b>	<b>5</b>	<b>8%(100%)</b>	<b>59</b>	<b>100%(100%)</b>
Degrees						
Terminal	38	95%(70%)	2	5%(40%)	40	100%(68%)
Non-terminal	16	84%(30%)	3	16%(60%)	19	100%(32%)
<b>Totals</b>	<b>54</b>	<b>92%(100%)</b>	<b>5</b>	<b>8%(100%)</b>	<b>59</b>	<b>100%(100%)</b>
Graduate Faculty						
Yes	38	93%(70%)	3	7%(60%)	41	100%(70%)
No	16	89%(30%)	2	11%(40%)	18	100%(30%)
<b>Totals</b>	<b>54</b>	<b>92%(100%)</b>	<b>5</b>	<b>8%(100%)</b>	<b>59</b>	<b>100%(100%)</b>
Tenure						
Yes	27	96%(50%)	1	4%(20%)	28	100%(47%)
No	27	87%(50%)	4	13%(80%)	31	100%(53%)
<b>Totals</b>	<b>54</b>	<b>92%(100%)</b>	<b>5</b>	<b>8%(100%)</b>	<b>59</b>	<b>100%(100%)</b>

which they gave on the questionnaires which are analyzed in the rest of this chapter. The number of women belonging to the union is so small in the first place (13%), as indicated in Table II, and the number who responded to the questionnaire is even smaller (8%), as shown in Table III. Therefore, throughout the rest of this chapter, the women will simply be

incorporated into the figures used to describe the characteristics of the total group as well as to analyze the total group's position on professionalization and union tactics.

A comparison of the descriptive characteristics of the responding

TABLE IV  
COMPARISON OF RESPONDING UNION MEMBERS  
WITH THE TOTAL STUDY POPULATION

	Union Members			
	Responding (N=59)		Total Population (N=98)	
	n	%	n	%
Academic Age				
(1-5)	33	56%	52	53%
(6-10)	18	30%	32	33%
(11> )	8	14%	14	14%
Totals	59	100%	98	100%
Degrees				
Terminal	40	68%	57	58%
Non-terminal	19	32%	41	42%
Totals	59	100%	98	100%
Graduate Faculty				
Yes	41	70%	57	58%
No	18	30%	41	42%
Totals	59	100%	98	100%
Tenure				
Yes	28	47%	45	46%
No	31	53%	53	54%
Totals	59	100%	98	100%

union members contained in Table III, with the characteristics of the total union membership contained in Table II, show that in the areas

of academic age and tenure, the response to the questionnaires is truly representative of the total population (Cf. Table IV). Only 3 per cent more in the academic age category of (1-5) and 2 per cent less in the academic age category (6-10) responded to the questionnaires than are found in the total population. In the area of academic tenure, there is only a difference of 1 per cent either way. However, in the area of type of degree held, as well as in the area of type of faculty appointment, the response to the questionnaires is considerably in favor of those who hold terminal degrees as well as those who hold graduate faculty positions. Ten per cent more who have terminal degrees and 12 per cent more who are members of the graduate faculty answered the questionnaires than are represented in the total population. <sup>39</sup> Therefore, those who hold non-terminal degrees and who have only undergraduate school appointments are under-represented in the data obtained from the questionnaires. This reservation should be kept in mind in the analysis of the data.

The Local and Cosmopolitan Orientation of the Union Members.--Of the fifty-nine union members who returned the questionnaires, forty-five (78%) scored thirty-six or below on the professionalization continuum and only fourteen (22%) scored thirty-seven or above. Therefore, almost four out of five of the union members can be classified as locals, i.e. scoring high on loyalty to the employing organization, low on specialized skills and creativity--as exemplified by publishing and research--and high on reference group orientation within the employing organization (Cf. Table V). <sup>40</sup> Included in this total group are the five women union

members, all of whom scored in the local category.

TABLE V  
THE LOCAL AND COSMOPOLITAN ORIENTATIONS  
OF THE UNION MEMBERS

	Men		Women		Totals	
	n	%	n	%	n	%
Local (9-36)	40	89%(74%)	5	11%(100%)	45	100%(78%)
Cosmopolitan (37-63)	14	100%(26%)	0	0%( 0%)	14	100%(22%)
Totals	54	91%(100%)	5	9%(100%)	59	100%(100%)

Significant at  $P < .01$

Therefore, the general professional orientation of the majority of the union members is in the direction of teaching within their employing organization. The peer group references to whom they most often refer are their immediate colleagues, as opposed to colleagues in the same disciplines which are found in other universities. This attitude of the union members at this institution is within keeping with the history of the institution itself which has and continues to stress such values as teaching rather than research. As one of the union members who was interviewed put it: "No, I don't do much publishing. One isn't rewarded for such things around here."

When the union members who were interviewed were asked if they were satisfied with their present job or if they would rather teach somewhere else, seven of the ten interviewed said they were either relatively

satisfied or quite satisfied. Those who were only relatively satisfied said they were so because "they would rather live in a small town", or "(they) were appalled by the teaching methods of some of their colleagues", or as another put it: "(the) financial conditions (were) the chief reasons for (his) discontent". Such reasons would have to be interpreted as either extraneous to professionalization altogether, i.e. a geographical preference, or as tending, in part, toward local professionalization, i.e. a concern with teaching. Of the three who were dissatisfied, one said simply that he would rather do research; another said that "education is big business" and he "didn't feel like he fit in. . . (and) the organization infringed upon his sense of individuality". The third said that he would like to teach graduate courses and had no opportunity to do  
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 so.

When the union members interviewed were asked if it was better to spend one's time preparing lectures for good classroom performance than to spend one's time doing research, writing articles and books, etc., eight of the ten informants said that teaching had top priority: "creativity in the classroom is as good as other types of scholarship"; "research should be geared to classroom performance"; "small-scale research is okay, but good teaching is what I've been hired for", to quote some of the answers received. Another said that he did not think that he had the talents for research and publishing. Of the two union members who did not explicitly give a priority to teaching, one said that research was more important to him, and the other said that "research and teaching go hand in hand, so (he didn't) make a distinction between the

two".

Lastly, when asked if it was important for a professor to be active in the national organization of his discipline, only three of the ten union members interviewed thought that such organizations served a meaningful purpose. The seven who didn't said that: "such organizations have little specific function"; "they are too large to be useful" and "they are mostly political".

Therefore, when a random sample of the union members were queried on specific aspects of the local-cosmopolitan continuum, the general trend of their thinking correlated very positively with the results of the questionnaire. Seven of the ten (70%) were either satisfied or relatively satisfied with their work situation and consequently felt, it appears, a certain attachment and loyalty to their employing organization. Eight of the ten (80%) put great stress on teaching to the neglect of creative skills in terms of publishing or research, and seven of the ten (70%) thought that the national organizations of their disciplines were not as important, as peer group references, as the other members of the employing organization itself.

It would seem reasonable to conclude, therefore, that the main professional emphasis of the majority of the union members' sense of professionalization goes in the direction of a local orientation. The conclusions of the interviews also give some preliminary insight into the validity of the questionnaire measuring instrument.

The conclusions arrived at concerning the union members' responses to the measures of professionalization pose, however, several dilemmas.

As noted in an earlier chapter (Cf. Chapter III. The Faculty), a majority of the total faculty have non-terminal degrees and consequently, it would appear, have little exposure to advanced research procedures. Therefore, it would be understandable if the total faculty, majority-wise, would stress such local characteristics as teaching and thus exhibit strong tendencies toward a local orientation. However, of the fifty-nine responding union members, a majority have terminal degrees and are members of the graduate faculty (Cf. Table IV), and consequently, have had exposure to advanced research, and yet they still have an overwhelmingly local orientation (Cf. Table V). Therefore, either (1) the possession of a terminal, research degree is of no more importance to one's professional orientation than the possession of a non-terminal degree, and other social factors are at work, or (2) the union members are not at all representative of the total faculty and are really a "different breed", which may explain why they belong to the union in the first place. 44

In the context of the theoretical framework and research design of the present thesis, a "different breed" would have to be interpreted as much more local in orientation. However, the objective of this thesis is not to determine the difference between union and non-union faculty members. Nevertheless, the problem poses itself at this point and suggests the need for complementary research procedures.

The Union Members' Position on Union Tactics.---The professors' position on union tactics does not completely agree with the findings of Goldstein's (1959) earlier study of professional engineers. Goldstein discovered that the engineers were all against the tactics used by traditional



blue-collar unionism. Such is not the case here.

Therefore, an analysis will be presented of the union members' position on each of the areas of union tactics and an attempt will be made, in evaluating Hypothesis I, to determine: (1) the extent of the influence of professionalization on the professors' position on certain tactics and (2) the reason for the difference in conclusions reached in Goldstein's study and those arrived at in the present research.

The Strike Weapon for Economic Gain.---Thirty-one (53%) of the union members answering the questionnaire were in favor of the use of the strike

TABLE VI  
UNION POSITION ON THE STRIKE  
FOR ECONOMIC GAIN

	For		Against		Undecided		Totals	
	n	%	n	%	n	%	n	%
Local	23	51%	18	40%	4	9%	45	100%
Cosmopolitan	8	57%	5	36%	1	7%	14	100%
Totals	31	53%	23	39%	5	8%	59	100%

Not significant at  $P < .05$

weapon for economic gain. Of the remaining twenty-eight members, twenty-three (39%) were against the use of the strike weapon and five (8%) were undecided (Cf. Table VI). Therefore, irrespective of their professional orientation, a majority favor the use of this tactic if necessary. However, when the random sample interviewed were asked if they "would be in favor of a strike if the contracts were not to (their) liking", only four

of the ten said they were in favor of the strike, four said they were against it, and two said, as one of them put it: (they) hadn't thought out this question well enough". Therefore, there is some indication from the interviews that perhaps a larger number would have taken the "undecided" position if they would have been given the chance to do so. Nevertheless, the data point out that about one half of the total union members would be in favor of the strike if the circumstances warranted it.

When a further analysis is made of the questionnaire results to determine the influence of professionalization on the union members' position on the strike for economic gain, there is very little relative difference because of any professional tendencies (Cf. Table VI). Twenty-three (51%) of the locals and eight (57%) of the cosmopolitans were in favor of the strike, while eighteen (40%) of the locals and five (36%) of the cosmopolitans were against it. Comparatively, almost an equal number of the locals and cosmopolitans were undecided. A statistical analysis of the data by means of the Chi-square measure ( $\chi^2$ ) furthermore indicates that the returns are non-significant at the .05 level. Therefore, irrespective of whether one is local or cosmopolitan on the scale of professionalization, one's relative position on this question is quite similar. Thus it seems to be a general sense of militancy felt by the union members as a whole, rather than a particular sense of professionalization which appears to be the more decisive factor at work.

The Strike Weapon for Academic Freedom.--Thirty-one (53%) of the union members who returned the questionnaire were in favor of the use of the strike in case of infringements against academic freedom.

TABLE VII  
UNION POSITION ON THE STRIKE  
FOR ACADEMIC FREEDOM

	For		Against		Undecided		Totals	
	n	%	n	%	n	%	n	%
Local	22	49%	22	49%	1	2%	45	100%
Cosmopolitan	9	64%	4	29%	1	7%	14	100%
Totals	31	53%	26	44%	2	3%	59	100%

Not significant at  $P < .05$

Twenty-six (44%) were against the use of the strike, and only two (3%) were undecided (Cf. Table VII). When the union members interviewed were asked if they were in favor of a strike "if one of the faculty members was dismissed by the administration without due process or without good cause as (they) saw it", seven of the ten said they were in favor of the strike and three said they were not. There was less indecision on this issue among the interviewees than on the issue of striking for economic gain, although several of those in favor were so with such reservations as: "if there are no other avenues open", and "if there is a good possibility of success". Of those who gave unequivocal assent, one said: "You don't have power unless you use it". The three who were against the strike thought it "was just a bad procedure" and "third party arbitration is still the role of the union". In as much as comparisons can be made, the position of the faculty in favor of the strike for economic gain is a little weaker than their

position on the strike for academic freedom. Both of these issues have, however, the support of at least half the responding union members.

The questionnaire data discriminate a little better on the influence of professionalization on the union members' attitudes on the issue of the strike for academic freedom than it does on the strike for economic gain (Cf. Table VII). Nine (64%) of the cosmopolitan oriented union members were in favor of the strike and only four (29%) were against it, whereas those with a local orientation were almost evenly divided on this question. In view of this, there are some grounds, albeit very weak since the number of cosmopolitans represented on Table VII is so small, to think that professionalization has an influence on the union members' position on this question. However, no statistical significance is evident at the .05 level, using the Chi-square measure ( $\chi^2$ ).

Therefore, the general sense of militancy<sup>45</sup> of the majority of the total respondents who appear to view their own social system as a conflict system, rather than a functional system, seems to be the pre-dominant factor at work.<sup>46</sup> This will become even more evident when the union members' position on the grievance procedure is analyzed.

Grievance Procedures.--When the union members were asked, on the questionnaire, if "the union ought to have a procedure for officially voicing grievances to the administration", all (100%) of those who returned the questionnaire answered this question affirmatively. When the concentration of replies to this question was noted as the data were being recorded, the decision was made to give special emphasis to this question in the interviews in order to ascertain if the union

members were giving it the interpretation that was intended. Therefore, when the question was asked in the interviews and its intent was made clear with added explanations, all those interviewed (100%) were completely in favor of this union tactic. Some interviewees were, in fact, very emphatic and added such comments as: "I am totally in favor of this. I don't see any other recourse"; "by all means, this should be done"; "this is a very legitimate procedure of the union", and "this is a reasonable function of the union".

A further analysis of the content of the memoranda sent out by the union office during the preceding year also presents supporting evidence that this tactic was both favored and utilized. This tactic was used directly against the university administration and it was employed by the use of strategically timed news releases to the wider public. Such a tactic also received a favorable response from union members attending union meetings when its usefulness became an object of discussion.<sup>47</sup>

The difference in professional orientation had no influence whatsoever on the union members' position on this tactic. All union members were in favor of it irrespective of their position on the professionalization continuum. The decisive factor at work, therefore, appears to be a sense of militancy which seems to have stemmed from a profound frustration with the possibility of working with those in administrative authority,<sup>48</sup> and the resultant social polarization, which is a contributing element to a conflict system, is abundantly evident here.

Coerced Membership.--Eighteen (31%) of the union members responding to the questionnaire were in favor of coerced membership in the union

"if the union becomes the legal collective bargaining agent of the total faculty", and forty (67%) were against this tactic. Only one union member (2%) was undecided (Cf. Table VIII). However, when the random sample

TABLE VIII  
UNION POSITION ON COERCED  
MEMBERSHIP

	For		Against		Undecided		Totals	
	n	%	n	%	n	%	n	%
Local	11	24%	33	74%	1	2%	45	100%
Cosmopolitan	7	50%	7	50%	0	0%	14	100%
Totals	18	31%	40	67%	1	2%	59	100%

Not significant at  $P < .05$

interviewed were asked if they thought that "people around here ought to join the union if it becomes the legal collective bargaining agent for the whole faculty. . . (or) should they at least pay fees", it became clear that the majority considered these two questions to be quite separate. Only two of the ten said that the whole faculty should both join and pay fees. Six said they should only pay fees and one of these qualified his answer: "they should pay only that part of the fees used for the functioning of the union at this institution". Of the remaining two, one said "it was up to the individual's conscience", and the other said "maybe all should pay fees. . . but I don't know. . . I haven't thought that one out".

It seems relatively clear that it was a mistake in the questionnaire to ask this two part question on one item, because when given the chance in the interview to discriminate between "coerced membership" and

"dues paying obligations", the union members did so. This observation is further substantiated by the union members' response to the question on the questionnaire which asked: "Whether or not a faculty member belongs to the union is his own affair". All (100%) agreed with this. In view of this, therefore, the majority are in favor of individual autonomy on the part of the faculty members to either join the union or not, and yet there is supporting evidence to indicate that if the union does become the legal collective bargaining agent, that even those who do not join should offer at least token support by paying all or at least part of the union fees.<sup>49</sup>

When a further analysis of the data in Table VIII is made in order to determine the influence of professionalization on coerced membership, an apparent anomaly emerges. Of those who have a local orientation, thirty-three (74%) are in favor of individual autonomy whereas only seven (50%) of those with a cosmopolitan orientation are in favor of individual autonomy. Thus those who are locals appear to have a more developed sense of professional autonomy than those who are cosmopolitans. The flaws in this interpretation are, no doubt, related to the two part item on the questionnaire. One must, furthermore, take into account the lack of statistical significance of the data at the .05 level, using the Chi-square measure ( $\chi^2$ ).

Therefore, at least half of both groups are in favor of professional autonomy. This is within keeping with the theoretical models of professionalization/professionalism suggested by Greenwood (1957), Hall (1968) and others. Even as union members, exhibiting a strong sense of

militancy against the bureaucratic organization in which they are employed, the professors have kept their professional orientation in favor of autonomy. Indeed, it could be argued that it is because of this sense of autonomy and individualism that these professors joined the union in the first place. The union represents a vehicle for them to resolve the dilemma, as they see it, of high prestige,<sup>50</sup> on the one hand, and low capacity to attain high status as well as decision-making power, on the other.<sup>51</sup> As one union member put it: "the union (should) serve as a faculty voice. . .in anything that refers to any type of educational decision-making". Another expressed substantially the same idea in yet other words: "the administration must be educated to understand the role of the faculty as professionals. . .and the union can do this."

Political Activity.--Fifteen union members (26%) returned the questionnaire in favor of the union taking a public stand on "either a candidate or an issue", while forty-three (72%) were against this tactic, and only one was undecided (Cf. Table IX). When the union members interviewed

TABLE IX  
UNION POSITION ON POLITICAL  
ACTIVITY

	For		Against		Undecided		Totals	
	n	%	n	%	n	%	n	%
Local	11	24%	33	74%	1	2%	45	100%
Cosmopolitan	4	29%	10	71%	0	0%	14	100%
<b>Totals</b>	<b>15</b>	<b>26%</b>	<b>43</b>	<b>72%</b>	<b>1</b>	<b>2%</b>	<b>59</b>	<b>100%</b>

Not significant at  $P < .05$



were asked the same question, two were in favor of this tactic, five were against it, and three said they "hadn't thought this question out well enough" or "(they) didn't have a firm opinion on the matter" and consequently, were undecided. Those who did say it was an acceptable union tactic had a tendency to add such qualifications as: "as long as (such a position) was relevant to the objectives of the union" or they were in favor of this position "as long as there was unanimity among the membership". One who was against this tactic said that he would not, however, terminate his membership even if the union did take a political stand on an issue or a candidate. The others who were against this tactic were so because "this (a political position) is strictly a private affair" or "this is up to the individual". Thus the combined questionnaire results and the results of the interviews indicate that at least half the union members were against this tactic, and those who were in favor of it were so, often, with qualifications. The same sense of autonomy and individualism is felt here as was noted earlier on the union members' position on coerced union membership. Possibly at work here also are values which come from the larger cultural context in which the union member lives. Goldstein (1959) suggests this interpretation for the engineers who took a negative stand on the question of union political activity. Shibutani's (1955) analysis of reference groups as perspectives equally helps explain the majority of the union members' negative position on political activity. Union political activity has been traditionally associated with blue-collar unionism and with the Democratic Party. <sup>52</sup>

It is quite possible that because of neighborhood and family affiliations, the professors are neither Democrats nor do they wish to be

defined, when they are with these extra-occupational groups, as associated with something that is symbolically and historically blue-collar. Thus they are more wont to take a negative stand on union political activities.

The influence of professional orientation on the union members' position on this tactic is comparatively quite similar and is not statistically significant at the .05 level, using the Chi-square ( $\chi^2$ ) measure. Thirty-three (74%) of the locals and ten (71%) of the cosmopolitans were against the union's public endorsement of a political candidate or issue (Cf. Table IX). Again, it is not professionalization, as defined in this thesis, which is determining the union members' position on this tactic but rather other social factors.

An Evaluation of Hypothesis I.--Hypothesis I stated that the position one takes on a scale of professionalization influences the position one takes on certain union tactics. There is but little evidence in the data taken from the questionnaires to substantiate this hypothesis.

The union members' position on the grievance procedure and political activity is almost exactly the same, statistically, irrespective of professional orientation. It is, furthermore, problematical if the differences observed in the union members' position on the strike for economic gain, the strike for academic freedom and coerced membership can be attributed to professional orientations because of (1) the high percentage of overall respondents concentrated in the local categories which, consequently, (2) allows for poor discrimination, in terms of actual numbers, in the cosmopolitan categories. A more plausible explanation,

in view of the present evidence, would be to introduce other social factors as explanations for the overall union members' position on the five areas of union tactics.

Therefore, while the procedure used to test Hypothesis I leads us to conclude that it should be rejected, this same procedure, nevertheless, reveals interesting aspects about a given group of professionals' attitudes toward the tactics they find acceptable, majority-wise, for their union. The data also suggest that college professors have a unique outlook on professional union tactics which does not coincide with the conclusions of earlier studies directed at different types of professionals. While Goldstein (1959) reports that his group of engineers rejected all four tactics associated with blue-collar unionism, the present study indicates that the professors are perfectly willing to accept the tactics of the grievance procedure as well as that of the strike for economic gain. Thus the professors envisage their own union along the lines of traditional blue-collar unionism, partially at least, much more so than Goldstein's engineers did. Why is this so?

The total acceptance of the grievance procedure can, to some extent, be explained by the strong sense of autonomy felt by these professionals. This also explains their rejection of the tactics of coerced membership and political activity as well as the frustrations which comes from powerlessness. A theme which, in a variety of ways, came out strongly in the interviews was that the professors did not feel like they controlled their own destiny. One interviewee even said he felt like "he no longer fit" because of strong organizational controls. Another said,

perhaps tongue-in-cheek: "You don't have power if you don't use it", knowing well, perhaps, that at present the faculty did not have it. But this, of course, is the reason for the union: "to educate the administration" and "to present a unified faculty voice" as several union members stressed.

In addition, the academic profession, much more so than that of engineers, stresses the importance of verbal skills. This too could contribute to the professors' positive position on the tactic of the grievance procedure.

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The theoretical problem at stake here is that of the autonomy of professionals confronted with the controls of a large, bureaucratic organization. From an occupational point of view, it is one of the more acute problems facing a professional who has an organizational career. The use of the grievance procedure, as well as the rather positive position of the union members on the strike weapon, both for economic gain and academic freedom, is the union members' present pragmatic solution to this problem.

The Union Members' Position on the Objectives of the Union.--When the union members were asked, during the interviews, "what in (their) mind (was) the chief objective of the union (and) why did (they) join it in the first place", seven of the ten said that the chief objective of the union was "to right salary inequities", or "to make sure there are no inequities in the contracts". The priority of the union, in their minds, was a concern with economic considerations. These union

members did not consider this to be the sole objective of the union, but they said that they considered it to be the union's present primary purpose. Those who qualified their answer did so with such observations as: "the union is also to look out for the welfare of the faculty"; "the union should educate the administration about the role of the faculty as professionals" and "the union should shake up the structure of the institution". Therefore, while a concern for financial matters was considered to be the most urgent and immediate objective of the union, there was also a subliminal concern with the powerlessness felt by these professors in view of the arbitrariness of the organization that employed them. Thus the administrator's position should be "codified and clarified"; the administration should be "educated", and the structure of the institution should be "(shaken) up".

The three who did not give a priority to economic concerns as the objective of the union simply stressed the theme of powerlessness. Two said, using almost the same terms: "the main objective of the union is to give an effective voice to the faculty" in a variety of areas. The third said that the objective of the union was "to provide a countervailing power to management". None of these excluded economic concerns, but they simply put them low on their list of priorities.

Therefore, in terms of emphasis, the union members saw the union as being: (1) a social mechanism to correct economic inequities which, in theoretical terms can be labeled as an inconsistency between their position of prestige and status, as well as a feeling of status inconsistency<sup>54</sup> and (2) a social mechanism to provide a correction for their

feeling of powerlessness.

An Evaluation of Hypothesis II.--Hypothesis II stated that the professors' union, from the perspective of the union members themselves, would be a unique social organization sharing some of the characteristics of both traditional blue-collar unionism as well as characteristics of a professional association. There is ample evidence to indicate that this hypothesis, suggested by Caplow (1954) tests affirmatively.

The union tactics of the grievance procedure and the strike for economic gain, espoused by the professional union members, coincides with those favored by traditional blue-collar unionism (Cf. Goldstein, 1959). On the other hand, the espousal of the tactics of the strike for academic freedom--an area specifically germane to this group of professionals--coincides with the policy statements of the professors' professional association. Furthermore, the professors' negative position on the tactics of coerced membership and political activity disagrees with the traditional tactical position of blue-collar unionism because of the social characteristics which come from the professors' sense of autonomy as well as their extra-occupational peer group affiliation. The position against coerced membership is particularly consistent with the professional association's stress on academic freedom and general autonomy "worthy of a community of scholars" (Cf. Kadish, 1968); and nowhere in the professional association's statements can one find a favorable comment for professors' endorsement of political issues and

candidates. Indeed, the problem does not even suggest itself in the policy statements of the professional association. Professors are "their own men": they are educated to, and apparently have, in principle, the ability to think for themselves in this area. As one informant put it: "this (political activity) is a private affair".

However, when the union members were asked what they thought was the chief objective of the union, a majority (70%) gave a priority to economic concerns, thus holding a position which is consistent with the objectives of traditional blue-collar unionism rather than the more expanded goals of any professional association (Cf. Moore, 1970). The professors did, however, also express a concern with powerlessness and with what can conceptually be called status inconsistency, and they did express a hope that the union could also help solve these social problems.

The professors' union emerges as a unique social organization, quite unlike the union of engineers studied by Goldstein (1959), and the hypothesis suggested by Caplow (1954) appears credible. It does so, at least, in the present instance.

## CHAPTER VI

## FURTHER THEORETICAL AND METHODOLOGICAL CONSIDERATIONS

The Structural and Attitudinal Aspects of Professions.--In discussing the conceptual and theoretical framework of professions in Chapter II, an elaboration was given of both the structural and attitudinal aspects of professions (Cf. Hall, 1968). In operationalizing professionalization for the purposes of this study, however, the structural aspects were neglected in favor of the attitudinal dimensions. <sup>57</sup> The assumption at work, <sup>58</sup> once this choice was made, was that behavior is sequential to attitudes. Therefore, if one can determine the attitudes of professionals, in a certain context, one can explain, to some extent, why they act as they do.

Professionalization was defined along three attitudinal dimensions which allowed one to categorize the union members in terms of a local-cosmopolitan continuum. Evidence supported the conclusion that a majority of the union members were of a local orientation, yet the evidence did not allow one to conclude that the position that the union members held on this continuum was sufficient to support Hypothesis I. Therefore, other reasons, which emerged from the data, suggested an explanation of why the union members chose the tactics that they did: (1) a desire for autonomy and (2) a feeling of powerlessness. However, since these



attitudes were not specifically measured by the design of the study, their true relationship to the various tactics was unclear.

It can be theorized, therefore, that the reason why Hypothesis I was rejected is because the local-cosmopolitan continuum did not allow an elaboration of all the relevant factors at work. In short, the operationalization of professionalization was not completely germane to the problem at hand, although the complementary methodological procedure of the interviews gave some preliminary indications that the questionnaire instrument, despite some evident flaws, was measuring what it intended to measure. It simply was not measuring enough, nor it appeared, the right things.

Hall (1968) suggests a more elaborate operationalization of "professionalism", as he calls it, which explores dimensions of professional attitudes not contained in the local-cosmopolitan scale, but which complement and add to its dimensions. A random sample of the union members (n=10) were tested, using Hall's instrument, and the conclusions from his scale and that of the local-cosmopolitan scale were compared. The result of this comparison was two-fold: (1) it pointed out further weaknesses in the present researcher's instrument and (2) it provided further insight into the reasons why Hypothesis I was rejected because of the inadequacy of the operationalization of one of its variables.

Hall's Scale of Professionalism.--When operationalizing professionalism, Hall (1968) suggests the following five dimensions: (1) the use of the professional organization as a major referent; (2) belief in public

service; (3) belief in self-regulation; (4) sense of calling to the field and (5) autonomy. To the extent that a group tests high on a scale that can be devised around these five dimensions, it exhibits a high degree of professionalism; to the extent that it tests low, it exhibits a low degree of professionalism.

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The research instrument that Hall devised to test professionalism consisted of ten items on each of the five dimensions. The respondents were to answer each item by indicating whether the statements on the questionnaire agreed well or poorly with their view of the content of the item. The respondents were asked to answer by using the Likert five-point procedure.

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Snizek's Assessment of Hall's Scale of Professionalism.--Snizek (1972)

replicated Hall's procedure with four separate groups of professionals. After making comparisons of his own results with those of Hall's earlier study, Snizek concluded that approximately half of the original items yielded substantially better results than the others. He suggested reducing each dimension by five items. The reassessed instrument contains twenty-five items (Cf. Appendix V).

A Comparison of Test Results.--Each of the union members that was interviewed was also given a copy of Hall's reassessed instrument and was asked to fill it out and return it. All did so. The results of these questionnaires was computed by summing the scores of all the items on each dimension of professionalism. Thus the highest possible score on each dimension was twenty-five (5X5)--extreme low professionalism--

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and the lowest possible score was five (1X5)--extreme high professionalism.<sup>62</sup> Therefore, those who scored above the mid-point, fifteen, were considered to attitudinally exhibit low professionalism and those who scored below fifteen were considered to attitudinally exhibit high professionalism (Cf. Table X).

TABLE X  
UNION MEMBERS' PROFESSIONALISM SCORE ON  
THE DIMENSIONS OF THE HALL SCALE

	Degree of Professionalism				Totals	
	High		Low		n	%
	n	%	n	%		
Belief in Self Regulation	6	60%	4	40%	10	100%
Sense of Calling to the Field	7	70%	3	30%	10	100%
Autonomy *	9	90%	1	10%	10	100%
Belief in Public Service	7	70%	3	30%	10	100%
Outside Professional Group Orientation	6	60%	4	40%	10	100%
Totals	35	70%	15	30%	50	100%

\* Significant at  $P < .05$  using the Binominal (two-tailed) Test

The results of the union members' position on the Hall scale show that, on the combined dimension, 70 per cent scored high on the scale and only 30 per cent scored low.

Therefore, while a majority (78%) had scored in the local category

of the local-cosmopolitan scale (Cf. Table V) and were interpreted as having a low degree of professionalization, a majority (70%) scored high on the Hall scale (Cf. Table X) and can be interpreted as having a high degree of professionalism. Is there an inconsistency here? Or, at the very least, is one of the instruments invalid?<sup>63</sup>

In order to answer these two questions, it must be kept in mind that: (1) the scales are measuring partly different, and partly complementary attitudes and (2) the different perspectives on high and low levels of professionalization/professionalism stems more from the way the scales were intended to be interpreted than from actual attitudinal factors at work. Both of these observations will become clear if an attempt is made to schematically show the differences and similarities in the attitudinal dimensions measured on the two scales (Cf. Figure I).

The union members scored high on the loyalty to the employing organization dimension of the local-cosmopolitan scale, yet at the same time, they also scored high on the belief in self regulation and the sense of calling to the field dimension, and extremely high on the autonomy dimension of the Hall scale. Are the attitudes on the two scales incongruous? This would seem to depend on the structure of the employing organization. The evidence obtained from interviewing the union members, as well as the very fact of the presence of the professional union itself strongly suggests that, in this case, the locus of power in the employing organization is such that the combined attitudes measured on the two scales have led to the feelings of powerlessness, frustration and alienation expressed by the union members. Thus the union is viewed by some

as "an organization to give a unified voice to the faculty"; "it should look out for the faculty"; it is "a countervailing power to management", and as one put it very succinctly: the union is to "shake up the structure of the institution".

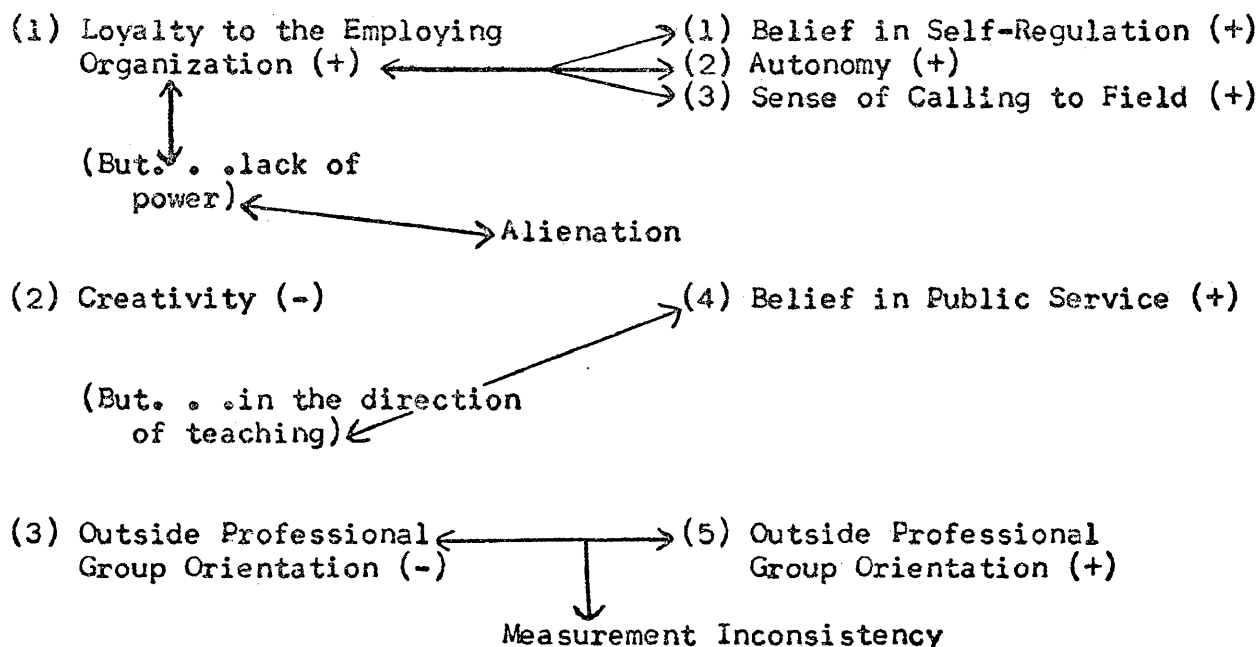
FIGURE I

SCHEMATIC VIEW OF THE ATTITUDINAL DIMENSIONS MEASURED  
ON THE LOCAL-COSMOPOLITAN SCALE AND THE HALL SCALE

(+) = high score by the majority of the union members  
(-) = low score by the majority of the union members

Local-Cosmopolitan Scale of Professionalization (N=59)

Hall's Scale of Professionalism (N=10)



No doubt the question of remuneration which was a major concern of many of the union members is the most symbolic and tangible area which

exhibits this lack of control of the professors over their own destiny in the institution. From the point of view of social status, the relatively high degree of training and the relatively low pay-off, as they see it, has put the professors in a social situation of status inconsistency which complements well their feelings of powerlessness and alienation. Nevertheless, money is not their only problem nor concern. It is only the most tangibly identifiable problem accentuated against a backdrop of social inconsistencies. In view of this, it is comprehensible that the professors join the union, and it is equally comprehensible that they view their own institution as a conflict system.

The union members scored low on the local-cosmopolitan dimension of creativity, but only if this dimension is defined in the sense of Gouldner (1957; 1958) and Thielbar (1966) as implying actual scientific research, i.e. the publishing of books and articles. It was clear from the interviews that most of the professors at this institution did not interpret creativity in this manner. "Teaching is as creative as any other kind of work", as one put it. Another union member made no distinction between research and teaching, and a third was "scandalized" by the poor teaching methods of some of his colleagues who looked at their professional work as "only a job". They evoked his patent disapproval. A fourth simply admitted that he did not have the ability to publish and do research but was quite satisfied with his "teaching position" and found it quite challenging.

The above evidence is further substantiated by the majority of the union members who scored high on the belief in public service dimension

on the Hall scale. The union members at this institution, therefore, gave a very specific content to this dimension of Hall's scale. It meant teaching. This does not mean that all were good teachers, and the ultimate motivations as well as the social factors at work which explain why the professors take this position remain relatively unexplained in this thesis. Only hints are present. The system itself does not encourage the research interpretation of public service. The institution has, in fact, within the last few years, inaugurated a "great teacher" award to encourage good classroom performance and, as one interviewee put it: "we aren't rewarded around here for that kind of thing (research)". However, these factors need to be more methodologically explored.

Lastly, the union members scored low on the outside professional group orientation dimension on the local-cosmopolitan scale and high on this dimension on the Hall scale. Since both of these dimensions were measuring substantially the same attitude, there is an apparent measurement inconsistency here. Since Hall's items have been both replicated and subjected to a more thorough analysis than the items used in the local-cosmopolitan scale, this points to a possible defect in the present researcher's instrument. This is a methodological problem that must be explored. Since a majority of the responding union members did have advanced degrees (Cf. Table III and IV), there is some evidence which suggests that the Hall scale results on this dimension are more accurate or, at least, that a considerable number of the union members consider outside professional group orientation important. This does not, in principle, imply an inconsistency in any of the foregoing interpretations.

As Glaser (1963) has pointed out, there is really no such thing, in certain types of professional work situations, as a group which has purely local or purely cosmopolitan characteristics. Some professionals possess the attitudinal flexibility of being locally oriented to their employing organization and yet are able to safeguard certain cosmopolitan interests and contacts.

Other Alternative Hypotheses.--It has been seen that it is not the local-cosmopolitan characteristics alone which determine the position that the union members take on union tactics. The complementary attitudinal factors measured by the Hall scale provide some additional insights into why this group of professors would go the union route in the first place, but these factors gave very little evidence for why the unionized professors chose the specific tactics which they did. It remains to be seen, therefore, if any of the other socially achieved characteristics of the union members influenced their position on union tactics. These descriptive characteristics were obtained by means of the indirect method of gathering information and have been outlined in Table III. They are: (1) academic age; (2) type of degree and position on graduate and undergraduate faculty and (3) the attainment or non-attainment of tenure. The following discussion of possible alternative hypotheses will omit the union tactic of the grievance procedure since all union members were in favor of this tactic irrespective of achieved characteristics.

Academic Age and Union Tactics.--What is the influence of academic



age on the union members' position on union tactics? In the tactical areas of the strike for academic freedom and coerced membership, academic age plays a relatively insignificant role (Cf. Table XI).

TABLE XI \*

THE INFLUENCE OF ACADEMIC AGE OF UNION MEMBERS  
ON THE CHOICE OF UNION TACTICS

Academic Age	Strike **							
	Economic Gain		Academic Freedom		Coerced Membership **		Political Activity ***	
	yes	no	yes	no	yes	no	yes	no
(1-5)	20 (64%)	11 (36%)	18 (56%)	14 (44%)	11 (34%)	21 (66%)	12 (39%)	21 (61%)
(6-10)	8 (53%)	7 (47%)	8 (48%)	9 (52%)	5 (28%)	13 (72%)	3 (17%)	14 (83%)
(11)	4 (50%)	4 (50%)	4 (50%)	4 (50%)	2 (25%)	6 (75%)	0 (0%)	8 (100%)

\* The figures in Tables VI through IX do not exactly coincide with those in Tables XI and XII because the union members in the "undecided" category have been omitted in the latter two tables.

\*\* None of the above are significant at  $P < .05$

\*\*\* Significant at  $P < .10$

However, in the area of the strike for economic gain, twenty (64%) of the union members in the (1-5) age category were in favor of this tactic whereas the other two age categories were almost evenly divided in their opinion of this tactic. Thus a higher degree of militancy is somewhat positively related with academic age, although there is no statistical significance in the data at the .05 level, using the Chi-square measure ( $\chi^2$ ).<sup>64</sup> On the other hand, while the majority of the union members

were against the union's endorsement of political candidates or issues, there is, nevertheless, a noticeable interest in this tactic which varies directly with academic age. The younger, academically, the faculty members are, the more they are in favor of this tactic. The data is statistically significant at the .10 level which indicates that some relationship is there albeit is, no doubt, weak. There is no specific evidence in the research findings of this thesis to explain why this is the case.

Faculty Position/Degree Held and Union Tactics.--What is the influence of type of degree held and faculty position on the union members' choice of union tactics?<sup>65</sup> Neither of these variables has any appreciable influence on the union members' position on either the use of the strike weapon for academic freedom nor their position on union political activity (Cf. Table XII). However, both these variables appear to be positively

TABLE XII

THE INFLUENCE OF FACULTY POSITION AND TYPE OF DEGREE HELD BY UNION MEMBERS ON THE CHOICE OF UNION TACTICS

	Strike							
	Economic Gain *		Academic Freedom *		Coerced Membership *		Political Activity *	
	yes	no	yes	no	yes	no	yes	no
Graduate Faculty (Ph.D.)	19 (53%)	17 (47%)	20 (53%)	18 (47%)	15 (37%)	25 (63%)	10 (26%)	28 (74%)
Undergraduate Faculty (M.A.)	12 (66%)	6 (33%)	9 (48%)	10 (52%)	3 (17%)	15 (83%)	4 (21%)	15 (79%)

\* None of the above are significant at  $P < .05$

related to the union members' opinion on the use of the strike weapon for economic gain. Those who hold inferior positions of security in the system as well as non-terminal degrees take a somewhat more militant stance. This is possibly due to the fact that they feel that they have the most to gain by a strong union stand in this area since their general level of earnings is considerably lower than those with graduate faculty appointments who hold terminal degrees. <sup>66</sup> It should be noted, however, that the relationship between these variables is not statistically significant at the .05 level, using the Chi-square measure ( $\chi^2$ ). Furthermore, those with terminal degrees and graduate appointments appear to take a somewhat stronger stand on the tactic of coerced membership. It is doubtful, however, if this is particularly significant since the questionnaire instrument did not allow sufficient discrimination on this question as noted earlier. <sup>67</sup>

Tenure and Union Tactics.--An analysis of the union members' questionnaire returns indicate that there is very little variability in any of the tactics' areas due to the socially achieved characteristic of tenure. This is somewhat surprising since it was suspected that those without tenure, because of their less secure position in the system, would have taken a stronger stand on, for example, the union tactic of the strike for economic gain. The evidence does not suggest, however, that this is the case.

## CHAPTER VII

## SUMMARY AND CONCLUSIONS

Summary of the Study.--This exploratory study of a professors' union reveals some interesting social characteristics about a professional union that merit further exploration through extended research with wider populations.

The union is a male dominated organization in a larger male dominated institution which has the active participation of those who are predominately young in academic age and who hold terminal degrees and are members of the graduate faculty. Almost half of the union members hold tenure. Those who are young, academically, as well as those with non-terminal degrees are more inclined to take a stronger stand on the union tactic of the strike for economic gain and those who are academically young appear to be slightly more inclined toward union political activity. There are no clear indications in the data, however, that other achieved social characteristics influence the union members' position on union tactics.

On a local-cosmopolitan scale of professionalization, the union members lean heavily to the local side of the continuum. There is little evidence, however, that this professional orientation is the reason why the members prefer certain union tactics over others. The

union members do exhibit, nevertheless, characteristics of belief in self-regulation, a sense of calling to the field, belief in public service and a strong sense of autonomy, while at the same time, expressing a strong loyalty to the employing organization. Majority-wise, the union members at this institution interpret the belief in public service to mean teaching rather than research or the publication of books and articles. Because of the manner in which the institution for which they are working is structured and because the locus of decision-making power is not in their hands, the lack of control over what they consider important areas of their work lives have led the union members to express feelings of frustration, powerlessness and alienation. The professors' membership in the union appears as a reaction to these social inconsistencies and personal feelings of powerlessness which they experience in their professional work setting. The present attempts of the union members to gain a legal position whereby they can collectively bargain for salaries should probably be interpreted as a symbolic gesture on the part of the professors which has to be understood against a wider backdrop of tension between their own definition of themselves as professionals and the social system to which they are occupationally attached.

From an organizational point of view, the professional union itself can be viewed as a sui generis social organization which combines, in terms of objectives and tactics, the characteristics of both traditional blue-collar unionism and a professional association. The professors' union at this institution emerges as a unique type of social organization.

The usefulness of the present study lies in the insights it can provide for the faculty members who belong to the professional union as well as those in the administration of the institution. The results of the study point out to the professors their particular view of public service as professionals. It also indicates the reasons for the social tension which the professors are experiencing because of their professional ideals of autonomy and self-regulation. In stressing that salary considerations are simply one facet of a more extended series of social inconsistencies, the present study could also serve as a basis for union policy decisions which take into account the more complete reasons for the raison d'être of the union itself. The study also reveals, however, that the problems which the union is confronting through its membership are the problems of the majority in the system, i.e. the male professionals. Future policy decisions might also wish to take into consideration that specific brand of problem germane to the minority members of both the total system as well as the union itself, i.e. the women professionals.

In revealing the attitudes of powerlessness and alienation, so central to the minds of the union members, the study could also be of use to the administrative sector of the institution. Policies could be adopted by the administration which allocate the institution's decision-making process in a way which is more commensurate with the faculty members' definition of their own sense of professionalism. This could enhance the morale of the professional personnel as well as the occupational effectiveness of the total system.

Further Research Suggestions.--A thorough elucidation of the problems treated in the present exploratory thesis imply a more extended use of both methodological procedures as well as the integration of a wider theoretical perspective. Although the problems surrounding both these areas are interrelated, they can, nevertheless, for the sake of logical clarity, be treated separately.

Theory.--While it became clear that the theory used in order to define the concept of professionalization in terms of the local-cosmopolitan continuum (Cf. Merton, 1957; Gouldner, 1957; 1958; Glaser, 1963; Thielbar, 1966) was insufficient to allow Hypothesis I to test affirmatively, the rejection of the hypothesis derived from the theory gave little insight into exactly what attitudinal factors were at work in order to explain the union members' position on certain union tactics. Although the attitudinal theory of professionalism of Hall (1968), with its specific operationalization of this concept gave further insight into why it was logical for the professors to go the union route, the exact reasons why the union members chose certain tactics still remained relatively unexplained. Thus the lack of integration of theory, the need for which was discovered only after the data was analyzed, was directly related to the insufficient design of the study in the first place. Furthermore, neither of these theories properly explained the degree of alienation (Cf. Seeman, 1959) felt by the union members. Therefore, a more complete analysis of the union, from the members' perspective, should include the integration of all three theories into a study design which measures the

variability of their operationalizations with the union members' position on union tactics (Cf. Goldstein, 1959). Such a procedure would provide more exact information on why the union members hold the positions they do and it would also explain more thoroughly and comprehensively why the professional union is a unique social organization (Cf. Caplow, 1954).

Thus the relationship of research to theory in the present thesis (Cf. Merton, 1967) points to the insufficiency of the interrelationship of theories which were or could have been used. This directly influenced the design of the study. The study also reveals certain limitations related to a deductive procedure which utilizes the standard logic of deriving operational definitions and hypotheses from isolated pre-existing theories (Cf. Glaser and Strauss, 1967).

Methodology.--In order to further clarify and generalize the conclusions of the present study, more extended methodological procedures can also be suggested.

A new research instrument could be developed which incorporates the local-cosmopolitan scale, the Hall scale of professionalism as well as the powerlessness dimension of the concept of alienation in order to measure the relationship of these attitudinal factors to the union members' position on union tactics. The instrument should also contain items related to the union members' position on union objectives.

Questionnaires could be sent to a random sample of professors at a number of institutions which presently have professional unions. Those who are union members would be asked to complete the total questionnaire.



All would be asked to complete that part of the questionnaire which measures attitudinal dimensions. If possible, a percentage of the total population studied should be interviewed in order to add flexibility to the interpretation of the questionnaire.

The resultant procedure would allow the researcher to determine more accurately and in a generalizable manner: (1) the attitudinal differences between union members and non-union members--which the present thesis did not treat at all; (2) the relationship between the professional attitudinal dimensions and union tactics and (3) the characteristics of the union as a social organization.

Additional contingent questions, such as the role of women professionals in unions as well as the influence of socially achieved characteristics on union and non-union members should also be explored if necessary.

## FOOTNOTES

1.) Kadish (1968) especially, argues that unionization is beneath the dignity of a community of scholars, and more recently Kadish et al. (1972) have argued that the trend of the faculty professional association to go the route of collective bargaining will destroy the identity of the professional association.

2.) It would be an interesting research project to attempt to determine, for example, if those institutions which have gone union could be classified as major league, minor league, or bush league in the sense of Caplow and McGee (1958) or McGee (1962), or if those faculty members within an institution who have opted for unionization could be classified as locals or cosmopolitans in the sense of Gouldner (1957; 1958), Glaser (1963) or Thielbar (1966) as compared with those faculty members who have refused to go the union route. The distinction between locals and cosmopolitans will be employed in this thesis, but to operationalize professionalization only for those who have already espoused unionization within a specific institution.

3.) The various theoretical paradigms for professionalization are presented later in this thesis (Cf. Chapter II. Conceptual and Theoretical Framework of the Study, and Chapter VI. Further Theoretical and Methodological Considerations).

4.) An ideal-type is not meant, by definition, to be equated with any social reality, but is envisaged as an ideal approximation. It was first used by Weber (1947) as a means of explaining bureaucracies.

5.) To say that faculty members have a systematic body of theory does not have to be interpreted to mean that they have a systematic body of "scientific" theory, although some certainly do albeit they might disagree on the meaningful content of that theory, i.e. chemists, physicists, sociologists, and so on. On the other hand, professors of law, for example, do not have a systematic body of scientific theory but rather a system of knowledge which represents the institutionalization of a given society's customs. Greenwood's (1957) criterion makes no allowances for this important distinction (Cf. Rueschemeyer, 1964).

6.) Bucher and Strauss (1961) came to this conclusion after making observations on various facets of the medical profession. Thus it is possible that two different physicians will make a completely different prognosis about a patient and therefore disagree on methodology and techniques; some physicians have a sense of mission which goes in the direction of specialization while others prefer to be general

practitioners, and so on. Nevertheless, the profession appears as a unity, in the sense of Greenwood (1957) to the outside observer of the occupational group. Similarly, all who belong to the profession of professors appear as a unified group from the functional point of view.

7.) An organizational career can be contrasted with an entrepreneurial career in a variety of ways: (1) the professional with an entrepreneurial career, stricto dictu, works alone; (2) he receives his remuneration by charging fees to clients, rather than receiving a salary, etc.

8.) Gouldner (1957) argues that those faculty members who are simply considered as professionals are so in terms of the manifest functions of their roles, whereas the cosmopolitan and local dimensions of their professionalization represent latent functions of their roles (Cf. Merton, 1957). Without denying that this type of role theory is interesting, it will not, however, be used in this thesis.

9.) Taylor's (1968) rather dogmatic classification of professionalization and unionization as work environments does not really allow the type of flexibility which is conceptually needed when one is confronted with an overlap of these types of work environments which is precisely what happens when professionals unionize. Taylor's classification is useful to the extent that one keeps this anomaly in mind.

10.) This was a salient point brought out by a majority of the unionized professionals interviewed by the present researcher. When a random sample (n=10) of the union members were asked: "What is the chief objective of the union and why did you join?", seven of the ten informants said they joined the union "to right economic inequities." (Cf. Chapter V. Findings of the Study. An Evaluation of Hypothesis II).

11.) In 1966 the faculties of both St. John's University, New York, and Catholic University of America, Washington, D.C., in a historic move, spontaneously struck because of the Universities' flagrant infringements against academic freedom, i.e. the dismissal of faculty without due process (Cf. AAUP Bulletin 54: 155-59, Summer 1968). On January 8, 1967 the American Association of University Professors, in a statement entitled, "Faculty Participation in Strikes", stated its position in favor of strikes for academic freedom while it also stated that it was against the use of strikes for economic gain.

12.) The four main areas of legislative interest enumerated by the American Federation of Teachers are: (1) collective bargaining--salaries and other economic fringe benefits; (2) teacher tenure; (3) teacher retirement and (4) teacher protection--liability insurance

(Cf. Megel, 1970:7-18). All four areas are either directly or indirectly concerned with teachers' economic welfare. It is also interesting to note the American Association of University Professor' change of position on the issue of collective bargaining since 1968 (Cf. "AAUP Council Position on Collective Bargaining", AAUP Bulletin 58: 46-54, Spring 1972).

13.) McGee's (1962:105) research in this area has led him to the following conclusion:

. . . professors in the great universities of the United States habitually define higher education as consisting of institutions at three levels of size and quality. These are often referred to in baseball terms: the expression 'major league' means institutions such as those which constitute the Ivy League and the Big Ten, 'minor league' refers to the other state universities and the better private universities and colleges, and 'bush league' refers to the host of state colleges, teachers' colleges, junior colleges, and so on, not included in the first two categories.

McGee's classification is valid to the extent that one accepts his rather peculiar type of evidence. Therefore, the classification is useful as long as one keeps this reservation in mind.

14.) Of the total dues paying union members (N=98), only twelve women (13%) are listed by the union executive committee (Cf. Chapter IV. Design of the Study. The Study Population).

15.) The present researcher is aware of cases, however, where faculty members listed as undergraduate faculty and who have non-terminal degrees in their disciplines teach graduate courses and seminars. Evidence would indicate, however, that they are exceptions to the rule. The figures presented still remain close approximations since these instances are offset by graduate faculty members who teach no graduate courses nor seminars since the departments to which they are attached offer no advanced degrees.

16.) It might be argued that it is the specific discipline, such as journalism, that determines whether a Master's Degree is terminal or not. Accepting this argument, numerous infractions to this rule, however, can be found in the faculty listings. Thus there are tenured faculty members with non-terminal degrees in physics, music, art, education and so on.

17.) The history of the inception and growth of the union was gleaned from interviews with union members. I am particularly indebted to one

of the union members who was one of the ten participants of the first meeting.

18.) In order to obtain the legal rights as collective bargaining agent for the faculty, the union must show that it represents a majority of the faculty. The union presently claims to have that majority through either dues paying members or by means of faculty members signing "pledge of intent" cards. The pledge of intent list remains confidential and was not available to the present researcher. "These pledges are protected by law and the only others--(besides the secretary of the local)--who will see them are members of the Court of Industrial Relations" (Cf. "AFT Memorandum", dated December 1, 1971 and signed by the secretary of the local).

19.) That professionalization can be operationalized differently than it is in the present thesis is not discounted by the present researcher. Hall (1968) and Snizek (1972) have successfully developed a different operationalization and means of testing "professionalism", as they call it. Their definition of this variable as well as their testing instrument has also been utilized in the present thesis (Cf. Chapter VI. Further Theoretical and Methodological Considerations). I am indebted to William T. Clute for assistance in obtaining the Hall/Snizek instrument.

20.) Cf. Chapter II. Conceptual and Theoretical Framework of the Study. The Professional Association's Objectives.

21.) Cf. Chapter II. Conceptual and Theoretical Framework of the Study. The Professional Association's Tactics.

22.) The list of the additional one hundred and twenty-eight members (29%) was not available to the present researcher (Cf. Footnote 18).

23.) The original list given to me by the clerical secretary of the union's executive committee contained ninety-nine names. One name was eliminated when it was found out that the individual was not, and "never intended to become", as he explained, a dues paying member. In addition, three of the union members were not included in the study population because one was on leave from the university and two others were closely associated with the present project. Any answers that they might have given on the questionnaire or in interviews could have been biased. Therefore, the final study population numbered ninety-five (N=95) union members.

24.) The executive committee is made up of the president, vice-president, treasurer and secretary of the union. In addition to this, the union presently also has a salaried clerical secretary.

25.) One of the members of the executive committee was rather adamantly against the release of the list because it was feared, apparently, that I was somehow connected with the university administration. New elections have been held since the list was first released to me and the dissenting member is no longer in office. It might also be mentioned that the dissenting member of the former committee is now in agreement with the research project. This was accomplished by an informal conversation between this union member and the present researcher. Once it was clearly understood that the information obtained from the study was not to be used "against" the union, there was no further objection to the project. It was, in fact, this original dissenting member who provided copies of union memoranda and other materials on the union's activity, after the informal conversation, which proved to be most helpful in understanding the union.

26.) While it is recognized that the academic age of faculty members can be operationalized differently depending on what point in time one uses as referent, i.e. the beginning of graduate studies, or the beginning of one's teaching career, and so on, the criterion used here, although it possesses evident weaknesses, is the year listed in the university catalogues when the last advanced degree was granted.

27.) Nevertheless, the number of women faculty members in the complete social system is seventy-nine (18%) of the total four hundred and forty-two, which is relatively higher than the number of women union members (13%) in the union. Thus less than more women look upon the union as a means of social "emancipation". This is understandable since the union, more so than the university, is a male dominated organization. One woman was a member of the 1971-72 executive committee and in the most recent elections, no woman was elected member of the 1972-73 executive committee (Cf. "AFT Memorandum", dated May 22, 1972 and signed by the secretary of the local). At no time in any of the interviews with union members was the problem of "inequities toward women" raised by any of the interviewees (Cf. Chapter V. Findings of the Study. The Union Members' Position on the Objectives of the Union).

28.) However, being chairman of a department and a union member at the same time carries with it its own set of special problems in as much as some faculty members interpret a chairmanship as an administrative position. Thus some chairmen, at least, experience a certain degree of role conflict because of their union membership. One chairman told the present researcher that he intended to remain in the union but never went to union meetings because, as he put it: "I never really know if I am welcome."

29.) In attempting to determine the influence of certain religious factors on such variables as economic success, family life, and

political affiliation, Lenski (1961) used a combination questionnaire/interview approach with a random sample of Detroit-area residents.

30.) Cf. Footnote 23.

31.) Since sixty-two questionnaires (N=62) were ultimately returned, the ten interviewed represented 16 per cent of all returned questionnaires.

32.) The one who refused to return the questionnaire did so because, as he explained: "I don't believe such things can measure truly what my position is in these matters". He readily assented, however, to be interviewed.

33.) Cf. Chapter VI. Further Theoretical and Methodological Considerations.

34.) Cf. Chapter V. Findings of the Study. Some Descriptive Characteristics of the Responding Union Members.

35.) Strangely enough, one of the dues paying union members is actually a member of the administration. He was appointed to this position in an "acting" capacity since he joined the union. When he was asked if he would terminate his union membership if his appointment became permanent, he said he would.

36.) Evidently, the question of the "ethics" of such an indirect procedure of obtaining information should be discussed. Was this a case of deceiving the study population? To some extent, it was. Would this deception prove to be harmful to any of the respondents? The present researcher thinks it would not because of the following reasons: (1) each name of the union members listed in the graduate and undergraduate catalogues was assigned a code number; (2) the code numbers were put on the outgoing questionnaires in "invisible ink"; (3) only the code numbers were used on the coding chart where all incoming data were recorded and (4) therefore, the researcher himself did not know which names he was actually working with as the data accumulated. The researcher was not interested, of course, in the personal identity of the union members but only in the rates of information which could be identified with the original code numbers which would allow him to come to some conclusions about the union as a social organization. With the utilization of such precautions, it was felt that no ethical rules were violated (Cf. Code of Ethics, American Sociological Association, dated September 1, 1971). As a last measure, the original catalogues, which link the coding chart to individual names, will be destroyed at the completion of this project to guarantee the anonymity of the study population. Furthermore,

all additional measures have been taken to guarantee, in as much as possible, the anonymity of the institution itself which is the object of the present study.

37.) Despite this "forced choice" position imposed on the union members, only six (10%) of those who returned the questionnaires, of the total returns (N=59), either refused to answer certain questions or themselves added "no opinion" to the question asked. All six either did not answer or added the "no opinion" qualification to the question on the use of the strike for economic gain; two added the "no opinion" qualification to the question on the use of the strike for academic freedom and one added the "no opinion" qualification to the question on union political activity.

38.) No women were among the random sample of those formally interviewed. The present researcher realized, only after all the data had been collected and compiled, and when the writing of the thesis was in process, that the project could have been enhanced, in reference to this particular question, only by a methodological interviewing procedure uniquely directed at the women members of the total population. Unfortunately, a variety of circumstances did not allow for this to be implemented, i.e. the absence of the women on campus at the time of the writing of the data; the imminent departure of the researcher to another university, etc. "Costs not only influence what will be studied, but often the method of study and the particular populations studied". (Cf. Bell, 1971:7).

39.) The discrepancy in these figures, which should normally be the same, i.e. those who hold terminal degrees are normally members of the graduate faculty, is due to the fact that one faculty member who does not have a terminal degree has a graduate school appointment. This individual does not, however, hold tenure. This discrepancy is noticeable in all three tables: II, III and IV. The faculty member in question is a woman.

40.) The statistical significance of Tables V through IX and XI and XII was determined by use of the Chi-square ( $\chi^2$ ) measure (Cf. Senter, 1969: 348-78; 501). The Yates' Correction ( $\chi^2_c$ ) was utilized in the computations of all the data except that in Table V. All "undecided" responses which are recorded in any of the above tables were omitted in the computations.

41.) The five women union members all scored, however, relatively low on the scale. Four of them scored below twenty-six and only one scored as high as thirty-one.

42.) This particular faculty member taught in a department that had



no advanced degree program.

43.) Which has also been checked by use of an alternative instrument (Cf. Chapter VI. Further Theoretical and Methodological Considerations).

44.) Cf. Chapter VII. Summary and Conclusions. Further Research Suggestions.

45.) The attitude of militancy is both favored and fostered by the national office of the American Federation of Teachers and coincides, therefore, with the sentiments of at least half of the union respondents of this study. "Joining teachers together in a single, militant, democratic organization affiliated with the AFL-CIO can be accomplished only by painstaking negotiations. . ." (Cf. Statement by David Selden, President, American Federation of Teachers, in "The AFSCME-NEA Misalliance" position paper: 4, n.d.). This statement was made in the spring of 1972.

46.) A conflict system can be defined as a social system that has, among other things, social components that are at tension with one another, and a functional system can be defined as a social system that has, among other things, social components that tend toward a more or less harmonious equilibrium (Cf. van den Berghe, 1963). The theoretical origins of these two types of systems can historically be traced back to Hegel and Marx, on the one hand, and to Hobbes and Durkheim, on the other.

47.) Cf. "AFT Memoranda", dated September 23, 1971; January 19, 1972; January 23, 1972; February 25, 1972, as well as "Media Releases # 1, 2 and 3", dated March 16, 1972, as well as the description of earlier and pending grievance procedures in the "AFT Newsletter", No. 1, dated November 8, 1971. All of these statements dealt with issues which were the brunt of faculty dissatisfaction.

48.) Cf. Chapter III. Setting of the Study. The Establishment of the Union.

49.) Union dues, as of January 1972, are to be \$4.16 per month. Of this total fee, \$1.50 per month goes to the Washington office of the American Federation of Teachers to support various union activities (Cf. "AFT Memorandum", dated October 27, 1971).

50.) In the two National Opinion Research Center (NORC) studies of 1947 and 1963, college professors consistently rated very high, in view of the subjective opinion of the general public, in the prestige ratings of occupations. Of ninety occupations, college professors

scored eighth from the top in both studies (Cf. Robert W. Hodge et al., 1964).

51.) Occupational status is defined as the result of a combination of education and earning power (Cf. Reiss, 1961).

52.) The change in political party affiliation, away from the Democratic Party in favor of either the Republican Party or a neutral position is a most recent occurrence on the part of unionized blue-collar labor. The exception to this rule has been the Teamsters who have, on occasion, publicly supported the Republican Party.

53.) I am indebted to William T. Clute for this suggestion.

54.) Lenski (1954) refers to this as the state of low status crystallization, i.e. high on the education scale but low on the remuneration scale. Lenski (1967) has also noted that those who adopt unorthodox "reactionary" attitudes are often wont to find themselves in these low crystallized statuses. Thus, joining the union can be interpreted as a reactionary position, in this social system, resultant of low status crystallization.

55.) Powerlessness is one of the five dimensions of alienation, along with meaninglessness, normlessness, isolation and self-estrangement discussed by Seeman (1959). Therefore, in the tradition of the empirical literature of alienation, it seems reasonable to say that the professors joined the union because of their strong sense of work alienation in terms of this one dimension of the concept.

56.) Since the present study is an exploratory study, one is not warranted in generalizing to larger populations (Cf. Chapter VII. Summary and Conclusions. Further Research Suggestions).

57.) The structural aspects of a profession have been succinctly outlined by both Caplow (1954), and later by Vollmer and Mills (1966) as: (1) the creation of a full-time occupation; (2) the establishment of a training school; (3) the foundation of professional associations and (4) the foundation of a code of ethics.

58.) The present researcher does not wish to oversimplify the proposition: behavior follows attitudes. This is, however, no place to discuss its complete philosophical and scientific implications. Suffice it to say that, in the present study, enough evidence appears to exist in order to allow one to use the proposition meaningfully.

59.) Hall's specific concern, in developing this definition of professionalism, was to test the influence of bureaucratization on a variety of different professional occupational groups.

- 60.) The research instrument is reproduced in Snizek (1972:113-4).
- 61.) I am indebted to Richard H. Hall for an original copy of the instrument with its indicated weighting procedures.
- 62.) A low score on each dimension of Hall's scale yields high professionalism and a high score yields low professionalism.
- 63.) Because of the small random sample, only the autonomy dimension is statistically significant at the .05 level. However, there are several reasons to indicate that the other dimensions--on which all the respondents tested high in professionalism rather than low--should be taken seriously: (1) the .05 level, which in itself is merely a non-scientific convention (Cf. Skipper et al., 1967), can here be sacrificed in favor of a multi-dimensional "tendency", and (2) the results of the interviews as well as the data from the local-cosmopolitan scale suggests the respondents' compatibility with the present findings.
- 64.) This finding, while it is not statistically significant at the .05 level, coincides with the fact that the academically younger faculty appear to be more active in the union. All of the present members of the executive committee fall in the (1-5) academic age category with a mean age ( $\bar{X}=3.5$ ;  $X^2=3$ ) below four years (Cf. "AFT Memorandum", dated May 22, 1972 and signed by the secretary of the local). Academic age was computed by referring to the university catalogues.
- 65.) Since faculty position is determined by degree held, these two variables can be considered conjointly.
- 66.) According to a recent study done at this institution, there is a salary differential of from two to four thousand dollars per annum, in all appointment categories, depending on whether one has a terminal degree or not. It should also be kept in mind that some of those listed as holding non-terminal degrees fall into the A-B-D category, i.e. all but dissertation finished for the terminal degree. Some of these will probably never finish the full requirements for the degree and consequently, are presently retaining their faculty status under conditions which are quite dissimilar than those under which they were originally hired. It is known that several who fall into this category are quite active in the union. They possibly view the union as an organization which will help them retain their appointment (Cf. "Inter-campus Salary Study Committee Report", dated April 17, 1972 and signed by the President of the University Senate). In addition, two other factors are at work which help substantiate this interpretation: (1) the need for personnel has diminished because of an abundance of qualified teachers with terminal degrees on the market who are actively looking for faculty positions in practically all discipline areas and (2) the

administration of this university has recently inaugurated a system of accountability whereby faculty promotion and salary increases for A-B-Ds is directly related to a progress report which they must submit which explains what they are doing in order to attain their terminal degree. In view of this, it is quite comprehensible if some in this category feel threatened and that they exchange an original emphasis which they had toward the attainment of their terminal degree--if it appears that they are not going to get it--in favor of active participation in union activities. For an example of how work ideals change, Cf. Becker et al. (1961).

67.) Cf. Chapter V. Findings of the Study. Coerced Membership.

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## APPENDIX I

The following questions are formulated so that they might evoke your agreement or disagreement. Please place an (x) in that space which expresses your most accurate sentiment.

An example would be one's response to the following.

Ex. Nixon's recent trip to China was a failure.

Strongly Agree = Agree x \_ \_ \_ \_ \_ Disagree  
 Moderately Agree = Agree \_ \_ x \_ \_ \_ \_ \_ Disagree  
 Strongly Disagree = Agree \_ \_ \_ \_ \_ x Disagree

1.) I am quite satisfied with my present position, although I would like to see some things changed around here.

Agree 1 \_ \_ \_ \_ \_ 7 Disagree

2.) If there were more research facilities around here, I would use them.

Agree 7 \_ \_ \_ \_ \_ 1 Disagree

3.) I think that it is a good thing for faculty members to participate actively in the faculty organizations and committees on campus.

Agree 1 \_ \_ \_ \_ \_ 7 Disagree

4.) I think that I would rather teach at a different university.

Agree 7 \_ \_ \_ \_ \_ 1 Disagree

5.) I would like to give the presidential address at one of my discipline's national conventions some day.

Agree 7 \_ \_ \_ \_ \_ 1 Disagree

6.) I think that the need for good teaching ability is often underestimated by faculty members.

Agree 1 \_ \_ \_ \_ \_ 7 Disagree

7.) I feel that I know many of the faculty here and some are my very good friends.

Agree 1 — — — — — 7 Disagree

8.) Publish or perish is not exactly my idea of a faculty ideal.

Agree 1 — — — — — 7 Disagree

9.) I look forward very much to the national meetings of my discipline.

Agree 7 — — — — — 1 Disagree

Please answer the following questions by simply putting an (x) after either yes or no.

1.) If something is proposed or happening at the university which the faculty does not like, I think that the union ought to have a procedure for officially voicing grievances to the administration.

yes \_\_\_ no \_\_\_

2.) Whether or not a faculty member belongs to the union is his own affair.

yes \_\_\_ no \_\_\_

3.) A faculty member's position on either a political candidate or a political issue is his own business.

yes \_\_\_ no \_\_\_

4.) Assuming that this option is legal, it is my opinion that the union ought to think seriously about calling a strike if a reasonable raise is not offered during any academic year.

yes \_\_\_ no \_\_\_

5.) If the union becomes the official collective bargaining agent for the faculty, all the faculty ought to join or at least pay dues.

yes \_\_\_ no \_\_\_

- 6.) If a reasonable raise is not offered during any academic year, I think the union ought to exert pressure for open discussions of the matter.

yes \_\_\_ no \_\_\_

- 7.) The union ought to take a public stand on political candidates or political issues.

yes \_\_\_ no \_\_\_

- 8.) Assuming that this option is legal, I think that the union ought to call a strike if the university administration unjustly or without due cause dismisses one of the faculty members.

yes \_\_\_ no \_\_\_

- 9.) If something not to the faculty's liking is either proposed or happening at the university, I think that the union ought to exert pressure so that these issues are publicly aired and discussed.

yes \_\_\_ no \_\_\_

- 10.) Should the administration want to dismiss a faculty member, or not renew his contract for whatever reason, and if the individual so desires it, I think that the union ought to exert pressure so that the case might be given a public hearing and all the pros and cons brought out in the open.

yes \_\_\_ no \_\_\_

## APPENDIX II

June 23, 1972

Dear Faculty Member,

As a graduate student in sociology, one of my areas of interest is labor unions and the enclosed questionnaire contains some questions about the faculty union (AFT) as well as other areas of interest. The information obtained from the responses to these questions will be used for a thesis which I am presently preparing for the Department of Sociology at UNO.

The fixed response which you are asked to give to the questions might not exactly express your sentiments in the matter, and you might wish to elaborate. Since I am hoping to interview a certain number of those who filled out the questionnaire as soon as possible, I would ask you to please hold your comments until then and to fill out the questionnaire as best as you can.

Do not write your name on the questionnaire. When you have finished, just slip it in the enclosed envelope and return it to me.

Thank you very much for your cooperation.

Edward L. Suntrup  
Department of Sociology  
University of Nebraska at Omaha

## APPENDIX III

July 6, 1972

Dear Faculty Member,

On June 23, 1972 I sent you a questionnaire form with a self-addressed envelope enclosed and asked you if you might fill it out and return it to me.

As a graduate student in sociology, one of my areas of interest is labor unions and the data from the completed questionnaire will be used as part of the data for a thesis which I am presently preparing for the Department of Sociology, UNO.

Your response so far has been very encouraging. This follow-up letter is simply to remind those who would like to cooperate with the project but who have not yet found time to do so because of the accelerated schedule of summer school. Those who have already completed the questionnaire may disregard this letter.

Thank you again for your cooperation.

Edward L. Suntrup  
Department of Sociology  
University of Nebraska at Omaha

## APPENDIX IV

## INTERVIEW FORM

1.) Are you satisfied with your present position or would you rather teach somewhere else? Do you feel "at home" with the other faculty members?

2.) Do you think it is better to spend one's time preparing lectures for good classroom performance or to spend one's time doing research, writing articles and books, etc.?

3.) Do you think it is pretty important for a faculty member to be active in the national organizations of his discipline?

4.) Let us talk a little about the union.

A.) Would you be in favor of calling a strike if:

(1) the contracts were not to your liking?

(2) one of the faculty members were dismissed by the administration without due process or without good cause, as you see it?



B.) What is your position on having the union present grievances to the administration?

C.) What do you think of the faculty union engaging in political activity, i.e. publicly taking a stand on a candidate or a political issue?

D.) Do you think people around here ought to be forced to join the union if it becomes the legal collective bargaining agent for the whole faculty? Should they at least pay fees?

5.) What in your mind is the chief objective of the faculty union? Why did you join the union in the first place?

## APPENDIX V

## OCCUPATIONAL INVENTORY

The following questions are an attempt to measure certain aspects of what is commonly called "professionalism". The reference in the question is your own profession.

Each item refers to your own profession. There are five possible responses to each item. They are designed to measure how well each item corresponds to your own attitudes and/or behavior. If the item corresponds Very Well (VW), circle or underline that response. If it corresponds Well (W), Poorly (P), or Very Poorly (VP), mark the appropriate response. The middle category (?) is designed to indicate an essentially neutral opinion about the item.

1. I systematically read the professional journals.           
VW W ? P VP
2. Other professions are actually more vital to society than mine.           
VW W ? P VP
3. I make my own decisions in regard to what is to be done in my work.           
VW W ? P VP
4. I regularly attend professional meetings at the local level.           
VW W ? P VP
5. I think that my profession, more than any other, is essential to society.           
VW W ? P VP
6. My fellow professionals have a pretty good idea about each other's competence.           
VW W ? P VP
7. People in this profession have a real "calling" for their work.           
VW W ? P VP
8. The importance of my own profession is sometimes overstressed.           
VW W ? P VP
9. The dedication of people in this field is most gratifying.           
VW W ? P VP
10. I don't have much opportunity to exercise my own judgment.           
VW W ? P VP

11. I believe that the professional organization (s) should be supported. VW W ? P VP
12. Some other occupations are actually more important to society than is mine. VW W ? P VP
13. A problem in this profession is that no one really knows what his colleagues are doing. VW W ? P VP
14. It is encouraging to see the high level of idealism which is maintained by people in this field. VW W ? P VP
15. The professional organization doesn't really do too much for the average member. VW W ? P VP
16. We really have no way of judging each other's competence. VW W ? P VP
17. Although I would like to, I really don't read the journals too often. VW W ? P VP
18. Most people would stay in the profession even if their incomes were reduced. VW W ? P VP
19. My own decisions are subject to review. VW W ? P VP
20. There is not much opportunity to judge how another person does his work. VW W ? P VP
21. I am my own boss in almost every work-related situation. VW W ? P VP
22. If ever an occupation is indispensable, it is this one. VW W ? P VP
23. My colleagues pretty well know how well we all do in our work. VW W ? P VP
24. There are very few people who don't really believe in their work. VW W ? P VP
25. Most of my decisions are reviewed by other people. VW W ? P VP