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Connections: Things that matter to teachers in small colleges

Edwards, James Lee, Ph.D.
The Ohio State University, 1987

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CONNECTIONS: THINGS THAT MATTER TO TEACHERS IN SMALL COLLEGES

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By


* * * * *

The Ohio State University

1987

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1987
For Deanna and my other teachers,
our children,
Cory, Todd, and Katie

Soli Deo gloria.
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CHAPTER I

LEADERS AND TEACHERS: HOW THEY CONNECT

Administrators and teachers have vital connections with one another in church-related liberal arts colleges. It appears to be especially true that in small liberal arts colleges administrators and teachers are drawn together in the context of a mission which aspires to excellence in teaching. While the mission may include other aspirations, the quality of teaching is a primary issue because these schools have as goals the development of students in holistic ways. Traditionally, liberal arts colleges are committed to broad development of the student. Other traditional activities of institutions of higher education, specifically, research and service, are not emphasized in these schools dominated by undergraduate programs.

Connections which link administrators with teachers matter because of the nature of the campus communities developed in small liberal arts colleges. Few layers of bureaucracy separate the highest ranking administrator from the classroom teacher. Policies formulated for the whole institution become personalized as people in smaller
settings have regular contact with one another. Structures devised to manage the college and to formulate and evaluate programs usually include persons from many areas of the college. Committees are often made up of administrators and faculty members.

Connections matter to persons working in small liberal arts colleges because relationships are important. We learn and grow in the context of an environment in which people are the most important components in any setting dedicated to learning. People do not work in isolation. They live and work in some humanly connected structures, be they families, or departments of a college, or colleague groups.

With such a high regard for relationships it is reasonable to expect that those who care about the survival and effectiveness of centers of learning are also concerned about the ways in which people connect with one another. If one wants to know about the vitality and effectiveness of a college, one needs to inquire about the quality and effectiveness of the vital connections which are a part of that college.

This study grows out of a concern for bringing effective leadership to the teaching part of the mission of the small liberal arts college. The leader who has a concern for effective teaching will also be concerned for those who teach. Their development, support and general vitality as professionals and as valued persons in the
college community must become a concern for the administrator who wants to contribute to effectiveness in teaching.

Administrators develop policies, launch programs, develop systems and staff activities they consider to be critical to the mission of their college. Teachers work within systems affected by those policies and activities. Administrators organize the support needed to fund the college's work. Teachers work within the constraints of that support. Administrators execute the policies of the college in attracting and judging the admissibility of students. Teachers offer their resources and indeed themselves to the students who choose to come their way. In all these vital areas connections exist which make these processes work.

With such vital connections in place in liberal arts colleges, it is reasonable to be concerned about the effect these connections have on the development of teachers. Good and effective teaching is going on in the small liberal arts college. Educational leaders have insight into the numerous roles they must fill in administrating a college program. They also need insight into the meaning of those connections for the teachers who are directly affected by their actions.

This study was developed to provide insight for administrative leaders and other decision-makers into the meaning and quality of connections they have with some good
and effective teachers in some small church-related liberal arts colleges. The perspective of those who are thriving and who are doing effective work in teaching can tell the administrator what really matters to the teacher about relationships they have with central administration. If an administrator knew something about the quality of those relationships, how the connections have helped or hindered in the development of the good and effective teacher, he or she would have a basis for developing some of the skills, approaches, and the resources and policies which are valued by those doing the work of teaching.

Underlying this study is the belief that it is important to know what central administration should be doing to enhance the development of good and effective teachers, not only for the sake of the teachers who seek meaning and fulfillment in their careers, but also for the students who come into their classes. It is further held that the quality of the community in which teachers, administrators and students come together to share the unique life of the campus will be enriched if the level of understanding about that which keeps effective teachers alive in their work is known.

Connections with administrators have had an effect on careers of some teachers who were participants in this study. While a fuller description of these connections will follow in a later chapter, it is useful here to make the
case for paying attention to the phenomenon, and the experiences of the participants are helpful. One participant said his relationship with central administration had considerable impact on his decision to leave teaching. Another participant cited the direct role a provost had in opening up an opportunity for him to move into a field of study which has been the basis for a most meaningful extension of his career. Still another professor saw the meaning of connections administrators can maintain with teachers when she made a strong case for administrators to be more assertive with the truly fine teacher in a career decision, urging that teacher to remain at the college for a lifetime. Clearly, these teachers believe connections with administrators have the potential to influence the development of good and effective teachers.

The concept of a connection has to do with a territory of meaning which exists between persons. It describes a relationship which links one person with another in some meaningful way. In this inquiry, the connections being studied were those meaningful relationships which existed between faculty members and central administrators.

Participants have described the meaning of various connections they have had with administrators. While the focus has been primarily related to professional matters, the concept of connections is inclusive of other meaningful
contacts and relationships which were perceived to have an effect on the teacher's work and development.

A small church-related college is a community that is maintained through levels of personal involvement as well as through professional activities. Participants said they wanted to make a contribution to the wider community and not just through the classroom. Their relationships with other members of the campus community were maintained in a wider context than strictly professional or contractual lines of authority.

The concept of connections has been defined, for purposes of this study, as those meaningful relationships which have had an impact on the teachers, their work and their development. In this sense, then, the parameters of the definition of a connection have been established by the participants.

When asked to talk about meaningful connections teachers had with administrators, participants talked about encouragement or the lack of it. They spoke of policy formation related to their work and their careers. They commented on how one could influence the budgeting processes to get resources for a project or funding for a sabbatical leave. Some spoke of the distance maintained by administrators, while others talked about access and availability. Connections which had meaning were more than casual and common contacts in the neighborhood. Yet those
casual contacts were for some a meaningful example of quality connections which provided personal support and encouragement in their work of teaching.

Connections may be subtle and still have great meaning. One participant said, "I think the provost ought to know what I am working on in enough detail to really know what is going on in my department. More than what shows up in an annual report...I think he ought to know what I am getting published and what I am accomplishing professionally." This was a call for meaningful connections with a top administrator.

The use of the term connections must be differentiated from some more narrow political notions, if the term is to be properly understood in this study. In common usage, one might say one is well-connected if one is in the position to exert influence to get certain things accomplished. While such connections may be involved in some administrator-teacher relations, what we are speaking of here is a more general, less loaded meaning. Connections, in the context of this study, have to do with the wide spectrum of ways a teacher works within a system which includes administrators. In whatever ways administrators and teachers may relate, directly or indirectly, within the college, is what we refer to as a connection.
ADMINISTRATORS AND TEACHERS DURING RETRENCHMENT

Good teaching is at the very center of the agenda for the liberal arts college. While one would expect this issue to be central to the mission of every institution of higher education, over the past decade significant external forces have come to bear on colleges, making the issue even more critical.

The decade of the 1970's closed with a number of studies being done to help colleges and universities assess declining enrollments and revenues in what was described as a period of retrenchment (Carnegie Council on Policy Studies in Higher Education, 1980).

The place of teaching within the context of the liberal arts college, how teaching was valued, was discussed in light of the press to reduce costs due to declining enrollments, and in terms of institutional renewal. Practical considerations dominated the discussion in a period of emerging consumerism regarding the highly prized student. Loheyde (1982) described the situation as follows:

The investment in the professorate is understandable: most college level teachers today are tenured; most were hired and promoted on the basis of research and scholarly endeavors rather than teaching ability. Today's declining enrollment has awakened us to the need for competitive programs and quality teaching. To attract and retain students, institutions must be good; students in the 80's are not satisfied with merely sitting at the feet of scholars with great minds. (p.101)
The Stanford project (Baldridge, et al., 1978) revealed that while undergraduate teaching dominated the work of faculty in all types of institutions of higher education, "...the high influence of teaching is rather surprising in light of traditionally constant complaints from faculty members that teaching is not rewarded."

The period of retrenchment brought liberal arts as an educational philosophy under scrutiny. Bauman (1986) provided a critique of the state of the liberal arts, their promises and their glaring weaknesses. He claimed these programs suffer three flaws: In a world of rapid change, liberal arts is not changing fast enough; liberal arts programs have not embraced technologies as an extension of the human brain; and the liberal arts student is provided with an assortment of courses without being given the skill training necessary to synthesize the knowledge. His suggestions for solving this dilemma included curricular and philosophical changes. He predicted and called for broad changes to bring the liberal arts into the 21st century.

Zammuto (1984) analyzed the studies on liberal arts colleges in the last decade, and questioned whether the liberal arts college was an endangered species. While he predicted difficulty for the tradition-bound liberal arts institutions, he saw survival for the emerging and adapting liberal arts programs.
The problems of giving leadership to the liberal arts college in a time of such change and during periods of decline are exacerbated by a lack of preparation by educational administrators for just such a situation. Cameron (1983) observed that "...managing a decline is a skill most administrators do not possess." Oppelt described the dilemma for the college in these practical terms:

Once hired, a faculty member must be nurtured to share the vision of where the institution is heading, what his or her changing role may be, and how he or she may be assisted in attaining the prerequisite skills for the role.

As academicians looked into the 1980's they predicted the need for exceptional leadership (Howard, 1978):

As we approach the 1980's there will be increasing demand for those uncommon leadership skills that can balance accountability and wise stewardship on one hand with renewal of people resources and institutional vitality on the other.

Some colleges and universities approached faculty renewal as a process for improving instruction. Others saw the issue related to general institutional evaluation and renewal. The emphasis was often on improving instruction, or on retooling present faculty for new curriculum offerings (Fisher, 1977). Gaff described the movement toward faculty renewal as "...an attempt to remedy a fundamental and longstanding deficiency in the preparation of college professors." (Gaff, 1975, p. 16).
This led to programs with an emphasis on outcomes and evaluations, again giving attention to instruction.

Programs as optional activities to improve instructional skills were considered by some to be very limited in view of the need. John Centra's national survey of faculty development practices within higher education, reported an apparent trend "...away from faculty development programs as isolated entities that serve only a few faculty members, toward programs that are part and parcel of an entire institutional effort to renew and revitalize the whole college or university." (Centra, 1978, p.69).

During this period, faculty renewal was discussed in terms of preservation of assets. Gaff put it this way: "Academic professionals are the most important educational resources of a college or university. As such, their continuous development is of paramount importance to the vitality of their institutions." (Gaff, et al., 1978). Efforts of the past that supported this continuous development often amounted to "...exhorting professors to rededicate themselves to the task, by providing tips on technique, by readjusting the subject matter, by offering prizes for exemplary performance, and the like. It is hard to estimate the net yield, if any, of these methods." (Bonham, 1974, p.18). Bonham wrote about the task of renewal in more general and relational terms, in his
In that report he said:

What has not been done is to develop an adequate system of supports resting on a network of new kinds of relationships between a teacher and his or her colleagues, students, administrators, and experts on the process of learning. (Bonham, op. cit., p. 18).

Quite apart from all this concern for improvement in instruction, or any results which came out of institutional renewal projects, there was the simple fact that within the various colleges and universities some outstanding teaching was being done. It was generally accepted that there were numerous teachers doing good and effective work within their institutions. They were thriving and doing effective work. The context of their professional existence, the educating setting, did impact their life and work, and had some effect on their development (Baldridge, et al., 1978; Bobbitt, et al., 1978; Sarasen, 1972). They worked within systems which connected them to resources and which provided the flow of students. Policies, ways of working, general institutional arrangements, and the whole range of relationships have had their direct impact on the work and the professional development of teachers.

This study began with certain assumptions. It assumed there was a need for good and effective teaching within liberal arts colleges, and effective teaching was essential to the fulfillment of their missions. It was
abundantly clear that there were a number of good and effective teachers at work in those institutions in the liberal arts sector of higher education. Their continued growth and development was critical to the life of the colleges they served. Because bringing other potentially excellent teachers into the system was of vital concern for higher education, this study sought to understand how this can be done successfully.

This inquiry focused on what good teachers perceived to have been some of the actions, policies, attitudes, arrangements and ways of operating on the part of administrators which have enhanced or inhibited their professional development. The territory of major concern was that space or dimension of relationships which existed between the administration and the teacher, that interaction which might have had some impact on the professional development of the teacher from the perspective of the teacher.

Much of what happens to cultivate the development of good teachers is beyond the control or influence of the institution. How much we do not know. Much of it is personal. However, good teachers do exist within the context of their settings in institutions.

This study was rooted in a belief that it is important to know what these good teachers perceived to have been influential to their own growth as teachers, and
especially as it might have been directly within the influence of administrators of those institutions in which they lived and worked. Such knowledge is important because relationships matter, and because those relationships involve teachers who are the most vital part of the life of the educational enterprise. The growth and development of good and effective teachers must be a critical concern for the educational leader.

The study is also based on the assumption that what good teachers perceived about the nature of their connections within their settings was the reality upon which they acted. Teachers are often not able to view or have access to the direct actions of administrators. They function on the basis of perceptions. Their own perceptions have affected their development and work. If the actions taken, ways of operating, various circumstances and conditions established by administrators in liberal arts colleges have been perceived by teachers to have affected their professional lives, insight into those perceptions would be important to persons concerned about good teaching. Acting on such knowledge should lead to improvement of the quality of those connections and to development of institutions in which good and effective teachers are more likely to thrive.

Administrators have responsibility for some important aspects of the educational setting. A study which focused
on perceptions of effective teachers about how these responsibilities affected their work and development would be a worthy contribution to administrators in similar settings.

This inquiry sought insight into those aspects of college life, institutional arrangements, relationships, attitudes, expectations which were perceived by good teachers to have been within the general purview and control of administrators in certain liberal arts colleges, and which were perceived by those good teachers to have had a positive or negative effect on their professional development.

THE RESEARCH QUESTION

The question under consideration has to do with those things that seem to make some difference to good and effective teachers in their development and continued work of teaching. Put quite simply, we wanted to know what seemed to matter to the teachers as they thought about the important aspects of their personal growth in their professional lives. Under consideration was the meaning of the connection which existed between the teacher and central administration, and what difference that connection has made in the teacher’s development and continued work.
The research question which guided this inquiry was posed in this way:

What were the circumstances of actions taken, ways of operating, or conditions established by administrators in liberal arts colleges, that were perceived by good and effective teachers to have enhanced or inhibited their professional growth in their careers?

The inquiry was directed to those aspects of institutional life which were perceived by teachers to have been in some way related to the actions and responsibilities of administrators of the liberal arts colleges in which those teachers have served. This inquiry into perceptions of persons who were recognized as good and effective teachers, gave attention to conscious and practical actions or conditions thought to be affected by administrators, that affected the development of the teachers.

Consideration of other conditions and circumstances of life which may also have shaped the development of the teachers were excluded from this study. Though other issues even of a personal nature sometimes become concerns for the teacher and administrator in the course of one's career, they are normally outside the direct influence and control of administrators and educational leaders. For example, the role of a mentor in graduate school or during early years of teaching would be looked at, while such things as training before entering the profession,
influences of family and experiences in the broader world in general were not included.

Teachers were identified and selected as participants on the basis of multiple recommendations. Recommendations were secured from persons who were familiar with their professional work and life in the educational setting, who were in a position to observe and who were qualified to offer an opinion as to who should reasonably be included in a group of teachers judged to be good and effective in their work.

Participants were selected as a result of recommendations by teachers, students and others in the academic community based on their own sense about who could reasonably be included in a group of good and effective teachers. No specific test was applied to their recommendations as a basis of selection.

It was confirming to this researcher to have a discussion with a professor in the pretest phase of this study about identification of the truly good and effective teachers on any campus. The professor was asked, "If I asked you to name the five best teachers on this campus, could you do it?" He immediately replied in the affirmative. He said on occasion when he and some of his colleagues were together at a coffee break they would play a game. He would say, "You write down your list of the top five teachers on this campus, using any criteria; and
I'll write my list." While the lists were often in a different order, he reported they almost always contained the same five names. As will be reported in the chapter on methodology, a similar approach was used to gain recommendations, requiring agreement of at least three recommenders before a teacher was invited to be a participant in this inquiry.

This investigation focused on perceptions of events and circumstances within liberal arts colleges as they related to the growth and professional life of teachers judged to be good and effective in their work. Perceptions were appropriate data for the inquiry because they were the best source available about actions and conditions of the past which have had an effect on the professional growth of these specific good teachers.

This study assumes that teachers respond to their perceptions of actions of administrators because they believe their perceptions are accurate representations of reality. Participants in this study provide support for this assumption. A teacher whose promotion was delayed assumed the decision to delay the promotion was supported by an administrative assessment of his strengths and weaknesses. His perceptions about how he was valued by the college were informed by the way the promotion was administered. This preoccupation with his value to the college was an issue in his mind six years later when he
reported the incident to this researcher. He expressed the fact that his teaching was affected by this preoccupation with his perceptions of administrative management of his promotion, even though a faculty committee was most directly responsible for the decision. He developed certain perceptions about the effectiveness of the administration to support a highly regarded teacher in an internal matter affecting his career. Incidentally, in the same year in which he had to petition for a promotion which had been delayed, he was given the outstanding teacher award for his college.

On the basis of their own perceptions, teachers formed opinions and developed reactions to some of the actions and conditions controlled by administration. They considered some of these actions and conditions to be a help or a hindrance to their professional work. Given an appropriate opportunity, teachers were able to report their own perceptions. Whatever the reality may have been, the perceptions of that reality were the most important data in understanding what the teachers believed to be the actions of the college as helpful or hindering.

THE SCOPE OF THE STUDY

This was a study to inform those who have a need to be concerned about keeping the good and effective teachers of a small liberal arts college thriving and fulfilled in their primary work of teaching. It concerns how a few of
the good teachers perceived their development to have been affected by their connections with central administration. This study was not based on the experiences of all the good teachers at a particular college. It included a few good teachers about whom there was wide agreement that they were clearly among the good and effective ones on the campus.

Liberal arts colleges were selected for this inquiry because they have traditionally maintained a commitment to excellence in teaching as a high priority in their institutional missions. They are also small enough in size to provide a rather direct relationship between the classroom teacher and the highest administrative officer.

The institutions selected for the study are all church related. While their relationships with their supporting or sponsoring churches were reported to be not as strong as those of some liberal arts colleges, they were a definite part of the culture and mission of each of the colleges.

Four colleges were selected as settings for the study. They were of similar character, size, programs, and holding the same regional accreditation. They were all privately funded. The similarity provided a common basis for exploring the particular actions and events within those settings, while increasing the likelihood that
teachers in the different colleges would be describing similar phenomena. Though the identity of a participating school remained confidential, it was common for a participant in one of the colleges to describe and compare situations at another of the participating colleges. Teachers were close enough to the other colleges to be familiar with them. As discussed later, the selection of similar colleges for inclusion in the study was done to increase the potential for selective usefulness on the part of those who might become consumers of the research.

The number of participants from each of the colleges was decided on the basis of the need to keep the study relatively small to allow depth of inquiry, while being broad enough to include the benefits of the wider perspective which a number of participants would provide. It was finally decided that a minimum of three participants would be included from each of the four colleges, with the total number of participants in the study being fourteen. The research question dealt with particulars and not generalities. It concerned developmental issues of a personal nature, issues concerning one's motivation for becoming a teacher, sources of satisfaction in teaching, struggles faced in one's career, stages of development and other issues that mattered to the teacher unknown to the researcher until he entered the field and began to do the inquiry. The nature
of a participant's response, the intensity of that response, the contemplation, a pause, a tone of voice, questions for clarification asked by the participant all added to and were critical to the study.

This inquiry concerned phenomena of a dynamic nature, such as life and relationships. It considered feelings, reactions, attitudes and motivations. These questions are most appropriately managed within the scope of qualitative methods, also known as naturalistic methodologies, which are designed to give the researcher access to the natural setting under study. This approach will be more fully described in the chapter on methodology.

The focus of the study was on that development which could in some way be connected to whatever relationships which were existing between the teacher and central administration. It was not limited narrowly to all the work of teaching. Nor was it so broadly focused to include all sources and ways of developing. Attention was given to those aspects of life and work, and those relationships which might have been affected by the actions of central administration. While perceptions of teachers about the work of administrators were in many cases quite broad and general, the study was not about all the roles and all the work done by administrators. For example, faculty valued the work of administrators in
fund-raising. However the way administrators raised funds did not become an issue discussed by these teachers.

This study was about a few teachers who were clearly considered by those in the position to have an informed opinion, to have been among the very best, most effective teachers in the college. It was not about all teachers. As has been discussed, the interest of the study was in gaining an understanding of the perceptions of a few teachers on how their careers have been affected by their connections with central administration. The purpose of the study was to inform administrators and other decision makers about the things these specific good and effective teachers considered vital to their development and work. Not all teachers exemplify such development.

Understanding the meaning of connections for a few good teachers was more essential to this study than to have a general understanding of the views of many teachers. The goal was to understand how better to support the development of the truly good and effective teacher within the small liberal arts college.

The inquiry was about the growth and development which happens as a result of living and working within the life of the college, and relating to the educational leadership of the college. It was not about programs of faculty development. The inquiry was about the culture of the college rather than any specific programs which
might have been a part of the college. The study concerned the way administrators related to teachers during the course of daily life in the college. While programs could have been mentioned as significant to the development of a teacher, this study was interested in how an administrator might have been involved in bringing resources of the program to a faculty member or, more specifically, in expressing some commitment to the growth of the faculty member.

The research was limited by constraints of time and other resources. It was limited to insights which could be gained by entering the natural setting of a few good teachers, asking about them, how they did their work, observing them in the context of their environment for a short period over a limited number of face to face contacts. It was limited to a specific geographical area due to limitations of time and resources. However, the study benefited from the similarity of settings, strengthening the validity, reliability and transferability of the study.

Finally, the study was limited by the experience, skills and informed attention of the researcher who was the primary instrument and most beneficial product of the inquiry.
DEFINITIONS

Most terms in this report are understood in their common definitions. For clarity, however, the following definitions are offered to provide the reader with the meanings and understandings forming the basis of this report.

The terms college and university will be used interchangeably. Within the small liberal arts college, the term college was usually used by the participants to mean the entire institution. However, all the colleges within the scope of this study used the term university in their institutional name. The teacher, as a faculty member, relates to the entire institution of the university, much as a faculty member of a large university relates to one of the divisions of the university, sometimes called colleges. For purposes of this report, college and university will always mean the whole institution in which the teacher is employed.

Administration will refer to central administration, those educational managers working at the institutional level. When departmental or division level administrators are being discussed, they will be referred to and specifically identified. In all other instances, central administrators of the entire institution at the highest level are being referred to when the term is used.
Positions included in this term are president, provost, dean, vice president for academic affairs, other vice presidents, and those who serve at their direction. In most instances, however the term administration is used to represent non-teaching administrators managing the college.

The term setting is used to speak of those arrangements, conditions and general circumstances which make up the teaching and learning environment of the college.

Policies are formal arrangements, usually written and officially adopted, which control the understandings and functions of the teacher. They are the basis upon which teachers do their work, are evaluated, and usually they form the basis of the contract of the relationship with the college on some formal basis. They include some non-written understandings which are the held values of the college and which come to be known by faculty members as those traditions, opportunities, procedures on which they can count in forming their working relationship with the college.

The educational leader is that person who is regarded as the one who offers direction in guiding and establishing the norms and who is in the position to affect change. It may be a person who has a formal office, such as the provost. In some cases, however, it
is a person who is held in high regard, and who has the skills of leadership to affect various aspects of the setting, policies and programs of the college.

A participant is one of the teachers selected and who agreed to become involved in this inquiry. This teacher is one of fourteen who offered the time and who offered to the researcher insight into his or her views and experiences as a member of the college community. In this report, the participants will sometimes be referred to as teacher; at other times as professor. Most often, the term "participant" will be used. In every case when the term teacher is used, it is referring to one of the participants or to that group represented by the participant in this study.

A recommender is a person who was approached by the researcher, sometimes on the recommendation of others, as one who was very knowledgeable of the relevant campus community, and of the faculty, and who was willing to offer a list of those persons who clearly belong in the group of good and effective teachers on that campus. Sometimes the recommender was an administrator, sometimes a teacher, sometimes a student and former student.

The researcher in this case is the one who entered the natural setting of the campus, made all the inquiries, personally conducted all the interviews, established and
maintained a relationship with the participants, and who has prepared this report of the research.

Other terms related to the methodology will be defined in the chapter on methodology.

HUMAN SUBJECTS CONCERNS

The Committee on Human Subjects of The Ohio State University has reviewed all the documents and methods applicable to this research to determine that concerns for the protection, well-being and anonymity of the participants in this study were fully considered and assured. Confidentiality for both the participants and the colleges involved in this study has been assured in compliance with the standards established by the Committee on Human Subjects and the ethical conventions of educational research. The committee's requirements have been met in the design and execution of this study.

THE STRUCTURE OF THE REPORTING OF THE FINDINGS

The report of this study begins with a review of related literature. The literature includes work concerning effectiveness in teaching, the college as a culture, and educational leadership.

The path to the inquiry follows, describing the methods used in the research. This is a naturalistic study using qualitative methodology.
Data are presented in a manner consistent with the nature of the study, using extensive quotations from transcriptions made from the recorded interviews with participants, along with field notes, feedback from profiles shared with participants based on the interviews, diary notes and other information derived from the field, such as published papers, newspaper articles and public documents.

The study focused on the perceptions of the participants. Those perceptions are presented in the language and spirit of the participants as understood by the researcher and verified by the participants. This verification came through their review of a confidential profile developed based on the transcriptions of the interviews.

Findings are summarized with some propositions being offered concerning the meaning of connections and how they can be useful in developing and supporting good and effective teachers. The summary chapter states some of the understandings which have resulted from the study, and sets forth some issues inviting further research.

With this introduction, then, we turn to a review of the literature informing this study, followed by a discussion of the methods used in this inquiry.
CHAPTER II

LEADERSHIP FOR THE SMALL COLLEGE:
A REVIEW OF RELATED LITERATURE

Three areas of literature relate to this study and will be discussed here. This review begins with a presentation of the scholarly work related to excellence in teaching as it deals with what is understood to be included in those characteristics, attributes and definitions of effective teaching. The second area to be included in this review is educational leadership, and particularly leadership at the senior level within central administration of small colleges. Finally, we will consider the setting in which college teaching takes place, looking institutional culture.

Excellence in Teaching

Excellence in teaching is a concept difficult to define from any technical perspective. However, the literature related to excellence in teaching points consistently to those characteristics which are most frequently named when persons involved in teaching and learning at the university level are asked to speak about the subject. Sherman, Armistead, Fowler, Barksdale, and Reif (1987) observed that
"...regardless of the idiosyncrasy associated with excellent teachers, five characteristics have been regularly and consistently attributed to college instructors selected as excellent: enthusiasm, clarity, preparation/organization, stimulating, and love of knowledge." (Sherman, Armistead, Fowler, Barksdale & Reif, 1987, p.67).

Professor Sherman and his associates provided a review of literature supporting each of the five characteristics, adding a sixth factor which they felt was also present and was a significant factor in excellent teaching: experience. Included within the brief presentation of each of Sherman's categories are some of the sources from their review which are particularly relevant to this study.

Enthusiasm

Bridges, Ware, Brown, and Greenwood (1971) asked students, faculty and administrators to identify characteristics of their "best" college teachers. Enthusiasm had the highest frequency of any characteristic mentioned. Gadzella (1974) found students believed one criteria for "ideal" teachers was their deep interest in the subject which they taught.

Clarity

Feldman (1976) studied the superior college teacher from the student's perspective, and found students included clarity as a high priority in all evaluations. Blai (1975) studied perceptions of students in private and public
colleges on excellence in teaching, and found the ability to explain clearly was among the top four teacher qualities mentioned.

**Preparation and Organization**

Teacher evaluations by students revealed organization to be an important quality. Guskey and Easton (1983) interviewed 30 teachers in their study, teachers considered to be unusually effective. The teachers reported that while considerable time and attention was given to daily lesson plans and outlines, with clear course objectives and definite procedures for evaluation, flexibility of structure was a most important part of the teaching activity. Preparation alone was not enough. Organization with flexibility was also an essential.

**Stimulating**

Among a number of studies describing behaviors associated with excellent teaching, Walsh (1972) reported students considered their excellent teachers to be entertaining, motivating, interesting, and thought-provoking.

**Knowledge**

Conger's essay (1983) spoke of essential qualities which come to teaching only through the teacher's adequate grasp of information. Gaff and Morstain (1978) found in their studies of evaluation that students believed their teachers could improve instruction by relating subject
matter to student interests and by increasing their knowledge of the subject matter.

To these five characteristics, Sherman, Armistead, Fowler, Barksdale and Reif added a sixth: experience. Their review of the literature revealed less evidence to support including experience with the other five important factors in achieving excellence in teaching. However, studies which looked at the developmental progression in a teacher's career support experience as a major factor in quality teaching. Sprinthall and Thies-Sprinthall (1983) looked at teachers as adult learners and discussed this development within a cognitive-developmental framework. They spoke of stages of development. Such development described in a number of studies (i.e., Levinson, 1978; Gould, 1978; and Vaillant, 1977), included the concepts of adaptation and the meaning of experience. Such factors, including experience were concepts confirmed and described by the participants in this study, and are presented in the chapter on teachers and their work.

This study does not include discussion of formal programs of faculty development. However it is notable that Eble and McKeachie (1985) have offered a comprehensive analysis of many programs for faculty development on college and university campuses. Clark, Curioran and Lewis (1986) made a case for an institutional perspective on faculty
development as a useful element in improving the quality of teaching.

During the period of retrenchment when many colleges were experiencing declines in resources, the time included in much of the literature and contemporary with the experience of participants of this study, departments of the humanities were particularly hard hit when cuts were being made. Spitz (1977) spoke from a dean's perspective and called for faculty to support the humanities as a vital source of renewal for effective teaching. Nitzsche (1978) offered a practical guide for junior faculty members in any academic area on surviving in the shrinking world of academia. She touched on the political and social factors which must be considered for even the teacher with real teaching abilities to survive.

In this regard, Hynes (1984) laid out four principles of faculty development. He said there is the need to make continuous progress. Initiation for faculty development should come primarily from the faculty. Seed money is a way to avoid the "money trap". Finally, he pointed out the importance of distinguishing teaching improvement from teaching effectiveness, encouraging even the best of teachers to commit to improvement. Hynes offered a number of strategies for developing the faculty, including programs and policy revisions. He urged institutions to give faculty complete free choice and to provide liberating options.
Leadership

In a broad way, Darling and Brownlee (1982) reviewed leadership literature to provide information concerning qualities and styles needed for leadership effectiveness. Their study led them to conclude that "The leadership literature is voluminous and much of it is confusing, contradictory and thin." (p.167). Cote (1985) also observed the dilemma associated with a study of leadership when he noted, "The literature offers much in the way of conjecture about the nature of the presidency but few conclusions grounded in data." Leadership is an issue for this study as it has to do with roles, especially of presidents, with various strategies and styles, and with creating a culture which leads.

The literature of organizational development and sociological studies from earlier educational administration literature are still informative and useful (e.g., Baldridge, Curtis, Ecker, and Riley, 1978; Cohen and Marsh, 1974; Bobbitt, 1978; and the Carnegie Council report, 1980).

With good reason, educational leaders were in a vigorous dialog concerning the problems they were facing in the 1980’s. Jonsen’s essay was representative of many commentaries calling for a "sharp eye on the horizon, strong hand on the tiller." (Jonsen, 1984).
In their national study on the American college president, Cohen and March (1974) identified four fundamental ambiguities which challenged presidential leadership: ambiguity of purpose, of power, of experience and of success. (p. 197-98). Within the context of the challenges they addressed, Cohen and March described both the power and the frustration of this unique leadership position in universities they called organized anarchy:

The college president has more potential for moving the college than most people, probably more potential than any other person. Nevertheless, presidents discover that they have less power than is believed, that their power to accomplish things depends heavily on what they want to accomplish, that the use of formal authority is limited by other formal authority, that the acceptance of authority is not automatic, that the necessary details of organizational life confuse power (which is somewhat different from diffusing it), and that their colleagues seem to delight in complaining simultaneously about presidential weakness and presidential willfulness. (Cohen and March, 1974, p. 197-98).

Cote's study (1985) showed almost complete agreement about priorities for 20 roles for presidents among presidents and board chairpersons. Paxton and Thomas (1977) evaluated faculty evaluations of college president's role performance, in a study involving 896 faculty members in 10 universities. Their analysis revealed three relatively independent dimensions of the presidential role: personal-public image, faculty and student interaction with presidents, and absence of autocratic leadership style. They conclude, "...the most important underlying dimension
important underlying dimension of presidential leadership from the faculty viewpoint in this study is the 'personal-public image' of the president." (p.351).

The role of mediator was one focus of Walker's work (1981) when he wrote about the ethical leadership needed on the campus:

The president's task as ethical leader is not to try to achieve academic sainthood; it is his or her task to provide healing interpretations to the academic community. We are dealing, for the most part, with sincere and dedicated people who quite genuinely share different perspectives on ethical behavior. It is the president's job to mediate and arrive at creative solutions. (p.26).

Lutz (1982) dealt with the concept of the college as a loosely coupled system (i.e., Weick 1982), and declared the president's chief responsibility to reinforce those elements of the institution which are tightly coupled. Weick made the same point when he said, "The chief responsibility of the administrator in a loosely coupled system is to reaffirm and solidify those ties that so exist." (p. 276). They refer here to the structure, the setting, and even the mission and common goals.

In his study of 131 faculty members at a midwest university, McDowell (1985) looked at perceptions of faculty on the quality and value of information received from department chairpersons and other administrators. Predictably, faculty desired more information.
Bess (1983) looked at faculty perceptions of administrator effectiveness, acknowledged a strong need for autonomy, and concluded:

…it appears that effective administration depends importantly on the type of organization, its phases, kinds of power used, and on the personalities of both administrator and faculty. Understanding the appropriate "fit" among these will lead to more productive leadership and to more favorable impressions of that leadership.

One study (Anderson, 1985) examined twelve years of financial data from 93 institutions and found little correlation between fiscal resources and faculty’s perceptions of institutional functioning. Interviews with faculty suggested that administrative methods and style had more effect on faculty’s views of their institutions than did funding.

Among numerous studies on strategies for coping with declines in the 70’s and early 80’s, was one by Chaffee (1984) which followed two comparable groups of liberal arts colleges facing fiscal decline in the mid-1970’s into the 1980’s. One group experienced a healthy recovery by the mid-1980’s, while the other had not. Chaffee identified what she termed adaptive verses interpretive strategies for coping, and warned of the ineffectiveness of some adaptive strategies which seek to make many changes in programs and recruitment approaches. She proclaimed the value of interpretive activity. While both groups used some adaptive strategies, the colleges which
acted "...based on the theory that the organization is a network of participants who construct reality from their perceptions of the system, was followed consistently by the more resilient colleges to a greater extent than by the less resilient colleges." (p.234).

In some contrast, Miles and Cameron (1982), urged adaptive strategies to include a proactive focus on external opportunities, resisting reactive, conservative and protectionist attitudes. In another report of her studies, Cameron (1983) said most administrators do not possess the skill necessary to manage a decline because they are influenced by organizational development theories which assume growth; their experience has been based on growth; the values and theories of the culture are geared to growth; and most models for managing do not fit a declining situation.

Darling and Brownlee (1982) provided a listing of numerous strategies for managing in periods of decline, many of which were developed outside the demands of retrenchment. They were correct, however, to urge that "...effective leadership should be viewed as a reciprocal process--administrative leaders and followers influencing each other." (p.173).

Uncertainties facing all of higher education in the decade of the 1990's will be particularly stressful for small colleges. Peck (1984) indicated that a major theme
of current literature on higher education was that the
decade of the 1990's would be the most challenging of the
last half of the twentieth century. (p.269). He conducted
a study of leadership styles of presidents of 240 small
colleges to identify the most pressing current problems
-facing these institutions. He identified seven
characteristics of successful colleges and their leaders,
a relationship he described as symbiotic. These are his
characteristics:

1. Successful small colleges are dominated by a
commitment to mission and purpose.
2. Successful small colleges are
opportunity-conscious—opportunistic in the best sense.
3. Successful small colleges are highly innovative
and creative.
4. Successful small colleges make decisions about
the future and change largely by intuition.
5. Successful small colleges administer through
people rather than through organizational structures.
6. Successful small colleges seek to be effective,
not merely efficient.
7. Successful small colleges are extremely well run
at the operational level. (p.272).

Peck made this summary statement about successful
college leadership:

As one observes the operation of successful college
administrators, there seems little doubt that the
effective driving force behind the success is
leadership style. It is also clear that the
structure of the institution provides the context for
the exercise of this skill. And on further
examination, one finds much in the style of
leadership that strikes one as being very much in an
entrepreneurial mode. (p.277-78).

The relationship of leadership to the culture in
which it is expressed was the focus of the work of
Sergiovanni and Corbally (1984). Reporting their work, they introduced the concept of culture to include "...the system of values, symbols, and shared meanings of a group including the embodiment of these values, symbols and meanings into material objects and ritualized practices." (p.viii). They went on to observe, "Within a cultural framework, leadership gives more attention to the informal, subtle, and symbolic aspects of reality." (p.viii). They saw leadership as a form of cultural expression.

Power is a concept related to leadership. It is concerned with the restoration of institutions to serve their purposes, and with creating settings in which those who are a part can thrive and be effective. Literature on leadership has been reviewed here with the intent that a quality of leadership and a quality of institution will become more clearly understood.

Greenleaf (1977) provided a model for a kind of leader he called the "servant leader", one who found legitimate power to fulfill the tasks of leading from a quality of relationships within institutions which were creative, respectful, renewing, and caring. Bennis (1987) was concerned with what he called the transformative power of leadership, described in these artistic terms:

...the transformative power of leadership stems less from ingeniously crafted organizational structures, carefully considered management designs and controls,
elegantly rationalized planning formats, or skillfully articulated leadership tactics. Rather, it is the ability of the leader to reach the souls of others in a fashion which raises human consciousness, builds meanings, and inspires human intent that is the source of power. (p. 70).

These views of the leader provide the context for considering the nature of the setting which is the embodiment of the scenes of teaching and learning at the focal point of this study. A discussion of the institution as culture completes this review of related literature.

Culture

Organization as culture is a holistic view of the system of an institution, including the people, their relationships, values, held beliefs, common goals, institutional mission, and more. Culture is a concept which relates to the corporate world and to management literature (i.e. Peters and Waterman, 1982; Peters and Austin, 1985; Deal and Kennedy, 1982; and Naisbitt and Aburdene, 1985). The concept is particularly meaningful to this study in which the perspective of faculty concerning their relationship with administration is a central issue.

Ruscio (1986) observed that the introduction of the concept of culture has moved the dialog from organizational theory to a point "...where cultures and
values have emerged once again as important concepts in understanding the operations of an organization." (p. 1). Burton Clark (1972) contributed to this dialog when he offered the concept of the saga as a way to understand organizational structures and movements within higher education. Lopez and Ramey (1978) drew together some of the theories of management and of higher education administration in their work. They spoke of the managerial climate surrounding professional level people, and urged a nonauthoritarian and nonautocratic style of leadership.

Sergiovanni and Corbally (1984) brought together a collection of the research and thought on the subject of leadership and organizational culture. Sergiovanni compared the concept of culture with other competing perspectives in administrative theory (p. 1-11). He cited Weick (1982) in a helpful transition from the organizational development concepts of universities and other loosely structured organizations, to more useful and holistic models. With respect to schools, Weick concluded, "They are managed with the wrong model in mind." (Weick, 1982, 673; in Sergiovanni, 4). Sergiovanni summarized his perspective by noting that other administrative theory which attempted to see educational organizations as more exact sciences. He called for a multiple-perspective view which is more comprehensive and
integrated. The cultural perspective seeks to provide such a view.

March (1984), a contributor to organizational development theory (Cohen and March, 1974), suggested that much of administrative studies concentrated on the structures, and not on the symbols and rituals of organizations. He urged the study to be broader and more comprehensive.

Organized under the categories of leadership skills, antecedents, meanings, and cultural expression, Sergiovanni (1984) found ten principles constructing a model of leadership in his notion that leadership can be understood as an expression of culture. They represented the tactical requirements and the strategic requirements of quality leadership. (p.108).

Taylor's (1984) views on the president's role within the culture model were that the president's main task was to represent core values. Leadership would be seen in a more democratic and participative context when decision-making related to faculty.

Jones (1977) described decision-making as a more collegial approach, moving away from an emphasis on a hierarchy. He thought faculty should be trained to assist in planning in a shared authority. Carter, Isham and Stribling (1983) interviewed 22 teachers of various ranks, evaluated influences on them, including that of central
administration. They reported that perceptions of influence went up with rank, as did apparent activity in the political structure of the institution, demonstrating the role of the hierarchy in the culture of the college.

Fuller (1985) distinguished between good management and good leadership. He thought the energy which should be going into leadership was being absorbed in management. He further drew on the experiences of corporate work where some of the best corporations have initiated the academy in their drive for renewal and growth; and urged academia not to devalue such rites as ceremonies of matriculation or commencement, and other traditions which maintain the culture.

The literature on culture provided a comprehensive context for evaluating and understanding the relationship leadership can have with effective teaching. With this perspective, the relational aspects of the organizations and communities related to this study take on the prominence appropriate to the research question. Within the setting of the culture of the college, effective teachers and educational leaders can find mutual support in the pursuit of the mission of excellence in teaching.
CHAPTER III

THE PATH TO THE INQUIRY:
METODOLOGICAL CONSIDERATIONS

As an instance of the case study approach to reporting a naturalistic inquiry, as described by Lincoln and Guba (1985, p.357f), this report of the methodological considerations will deal with the methods employed, the trustworthiness of the study, and the investigator. This chapter will show the intention, the implementation and the modifications used in securing and analyzing the data (Lincoln and Guba, 1985, p.362).

METHODS

Four colleges were selected as settings appropriate for this study. They were within the same general geographic area accessible to the researcher, given limitations of time and resources.

The colleges were similar in size, were accredited by the same regional accrediting body, and belonged to many of the same professional institutional associations. They offered a similar liberal arts curriculum. Clearly there were distinctions among the colleges, especially with regard to strength and quality of program, staff, endowments and
other resources. The differences became evident as the researcher spent more time in the settings. These distinctions could be specified by any number of criteria. However, the schools selected were generally similar.

Similarity of size, type, sponsorship and location also meant that many of the conventions and norms related to faculty were much the same. In addition to the four schools selected, two other sites were chosen for a pretest. With exception of location, the two pretest schools were similar enough to have been included with the other schools in the study.

The colleges chosen for the study were not schools with which the researcher had any extensive personal, professional or fraternal relationship. In some cases the inquirer had only the name of one person on the campus who might provide the leads necessary to gain recommenders and participants.

Recommenders were those persons in a position to give an informed opinion as to who would be an appropriate candidate as a participant in the study. At least one recommender from each college was a high level administrator, one who might possess a level of knowledge about faculty members not generally known by others on the campus. In each case participants selected were on the list of good and effective teachers provided by an administrator.
The design of the study required agreement of at least three recommenders before a teacher would be asked to participate. Participants were not told who had recommended them for the study. They were only told that they had been recommended in a process which involved a number of persons who were well acquainted with teachers and their work.

Only one person declined to be a recommender, and did so because he said he lacked wide knowledge of the academic side of the campus. He did refer the inquirer to another recommender who was most helpful.

One academic dean was reluctant to provide any information about possible participants. When the researcher told him he had never been turned down, the dean did send a list of recent recipients of the campus's outstanding teacher award, a list which was also secured from public college records and was displayed in a public hall.

In contrast, and by far the norm, a provost of another college gave an hour to discuss the project, and offered his recommendations verbally.

Recommenders were asked by letter or in person to list the four or five top teachers on the campus, by any criteria. A form was prepared to gain this information, along with a stamped self-addressed envelop for its return [see appendix]. When agreement on a name was secured from at least three recommenders, the person was asked to be a
participant. No less than five persons were asked to recommend participants from any one school. As many as twenty different names and as few as five were given by recommenders before agreement was achieved on at least three teachers.

Teachers recommended were sent a letter [appendix] explaining the nature of the inquiry and were told they would receive a call within a few days to discuss their interest in participating. The design called for selecting at least three participants from each of four schools. In two instances four names had support needed from recommenders, so all four were invited to participate in the project. All teachers invited to participate accepted.

Participants included only two females. All but one of the participants had the Ph.D. degree. All were tenured, with teaching experience ranging from 10 years to 26 years. Nine held the rank of full professor; four were associate professors, and one was promoted from assistant to associate professor during the period of the study. Half the teachers had all their full-time teaching experience in the one college where they were serving at the time of the research. Two were serving as members of a presidential search committee at the time of the study.

Three of the schools had an outstanding teacher award. In those schools each of the participants had been the recipient of that award. The fourteen taught in seven
different academic areas, with religious studies dominating, having four participants in some part of that field. Other fields of teaching were history, English, French, mathematics, psychology and political science.

Each participant signed a consent form provided by the Human Subjects Committee of The Ohio State University. Interviews were scheduled at the convenience of the teacher. Eleven took place in the faculty member's office, one in a teacher's conference room, and two were conducted in the teacher's home.

Each contact with the participants or recommenders which involved some time and interviews was noted in field notes. In the case of interviews, the field notes were usually prepared within the hour of the interview and typed the next day. Journal entries were more reflective of the feelings and observations of the researcher of an inner nature. The two sources strengthened understandings for the researcher at the analysis level of the project, and provided an excellent tool for recall when working through the transcriptions of the interviews.

Interviews were scheduled to take between one and one-and-a-half hours. The shortest was 55 minutes, and the longest covered some two-and-a-half hours. Each was recorded on C-90 cassette tapes, using a high quality Lanier dictation system recorder in conference mode. Each interview required turning the tape in the middle of the
session, and in some cases inserting a second tape. Few significant problems were encountered with the mechanics of the interviews and, with one exception, sound reproduction was excellent. In that one instance, an attic-level office was being cooled by several fans, creating considerable background noise. A transcription was completed but numerous corrections had to be made by the researcher on review of the transcription done by a typist. In each case, the researcher reviewed the typed transcriptions of the interviews with the recordings, and made corrections. This process proved to be of great assistance in analysis, and insured an accurate written collection of data.

For the interviews, a guide was prepared, containing questions to be asked. Each question was followed by possible probing points to further explore the issues being raised. Pretest use of the guide helped the researcher to gain a sense of how the questions were being interpreted and understood by the participants. Many of the early, more general questions were being answered in such a way as to make later questions redundant. Some questions opened up areas of concern and interest on the part of the teacher which stimulated long answers and extensive discussion in areas not anticipated. The use of time was a major factor in shaping the interview guide to insure that the key questions and the primary issues were given adequate attention.
Early in the process of conducting interviews, the researcher began to open the sessions with the very general question, "What's it like to teach in a place like this?" That question seemed to offer to the participant the freedom and relaxed attitude to begin a discussion which took on a casual feel. Moving to levels of substance seemed natural and acceptable.

In a typical interview situation, the researcher would arrive a few minutes before the appointed time, check the equipment and files, making sure he had the guide, the consent form, necessary tapes, extension cord and adapters to fit into almost any situation. It took just a few moments to set up the equipment, place the microphone at some location between the teacher and the interviewer, and begin. Each tape was given a lead announcement for identification purposes, using the interview protocol number and the date and, for confidential purposes, never including the name.

Sometimes the sessions were interrupted by phone calls and by persons who would come to the door. In these instances, the interviewer would stop the tape, wait until the interruption was cleared, and begin again, reminding the teacher about the point under discussion.

Concluding the interview was usually managed in deference to the time, when a couple of summary questions were asked. The recorder was then turned off and the
participant was asked if he or she could be available for further follow-up as the study progressed. Sometimes the discussions which took place after the recorder was turned off were of such importance that the researcher went to another place and made verbatim notes on the conversations. These times were controlled by the participant. They lasted from just a few moments to almost an hour.

Recordings of the interviews were then given to a typist who prepared transcriptions, identifying the participant and the interviewer by voice and by content of comments. Several typists, including volunteers, were used, offering considerable difference in the quality of the transcriptions. However, the researcher reviewed and corrected each transcription against the actual recording.

Comments of the participants became the primary source of data. They were also gathered from field notes, written and published material gathered about the participants and the colleges. In addition, notes returned with profiles from the participants provided another valuable source of data.

Analysis of data was carried out using the constant comparative method as described by Glaser and Strauss (1967). In discussing this method, however, Lincoln and Guba (1985) offered these cautions:

First, it should be noted that Glaser and Strauss do not address themselves to working within the naturalistic paradigm; indeed, they argue that a
major purpose of theory in the field, sociology, is "to enable prediction and explanation of behavior," a purpose with which the naturalist probably would not agree. There is no reason to suppose that these authors were even aware of the existence of a competitive paradigm; they surely viewed themselves as working within the mainstream of sociological inquiry except on one dimension: the source of theory.

Second, the reader should be aware that Glaser and Strauss are describing, in the constant comparative method, a means for deriving (grounding) theory, not simply a means for processing data. (Lincoln and Guba, 1985, p.339).

The constant comparative method of analysis is used in this study not to predict or explain behavior, nor to derive grounded theory in a way which might be the objective in a rationalistic study. It is used here in the context of the naturalistic inquiry perspective to provide a way to understand the phenomenon under study. The techniques of the constant comparative analysis are suited to a naturalistic study because they provide a systematic way of accumulating and accounting for large amounts of thick and descriptive data, and for organizing those data in an account which is faithful to the meanings present in the natural setting.

Having noted these cautions, analysis of data followed the outline of steps provided by Glaser and Strauss, (op. cit. p.106f) including (1) comparing incidents applicable to each category, (2) integrating categories and their properties, (3) determining the theory
[in this case, substituting construction for theory, as Lincoln and Guba suggested], and (4) writing the theory.

From the formation of the questions in the interview guide through the actual discussions which took place around those and other questions, categories were being formed into which the data, or responses, began to be collected. This was done by coding sentences and paragraphs of transcriptions, and assigning those codings to categories which formed lists.

As these lists of codings grew, and as the data were merged, categories also were merged to offer more complete representations of the perspectives of the collective of all the participants in the study. Each coded piece of data had to be accounted for in this collecting process.

At the time this work was under way, it was decided that some member check, some feedback needed to happen before this analysis process was completed. It was at that point that the idea of writing confidential profiles on each of the participants was considered. Using actual transcriptions and the outlines of the early levels of the analysis, confidential profiles were written on each participant. They contained thick descriptions taken from the transcriptions of the interviews.

Each participant was sent a copy of the profile with a cover letter asking for marginal notes, comments of any kind, confirming the material's validity as a
representation of the views and feelings of the teacher. These profiles were then to be returned to the researcher in the prepaid and addressed envelopes provided. With one exception, each was returned. While a few contained only a few marks correcting syntax or spelling, most contained written comments about the material, confirming the validity of the comments and the assumptions the researcher made in preparing the profile. Data contained in the profiles are the data making up the major portion presented in this report.

Analysis of the data was prepared for this report to present the general perspectives of these teachers concerning their teaching situations; what was meaningful to them in their development as a teacher which might be related to the setting in which they served; and what role central administration may have played in their development. It was intended that the focus of the presentation would move from the general to that center, that core where teacher and administrator come together to create the learning community.

The question under study required a methodology which would allow the researcher access to the perceptions of individual faculty members. A naturalistic, or qualitative approach offered a way to enter the domain of the individual teacher and learn enough about that setting to gain access to the developmental questions.
Lincoln and Guba (1985) provided a discussion of naturalistic inquiry as a paradigm contrasted, point by point, against a positivistic paradigm, sometimes called quantitative methodology. They developed five axioms which describe the naturalistic paradigm and provide justification for applying such a methodology to the research question in this study. The following quotes their work extensively, but provides only the naturalist version of the axiom rather than contrasting it against the positivist version (Lincoln and Guba, 1985, pp. 37-38). Following each axiom, this researcher then offers a statement of its relevance to this study:

**Axiom 1: The nature of reality.**

There are multiple constructed realities that can be studied only holistically; inquiry into these multiple realities will inevitably diverge (each inquiry raises more questions than it answers) so that prediction and control are unlikely outcomes although some level of understanding (verstehen) can be achieved.

Growth and development of a good and effective teacher in a setting which supports both personal growth and effective work is a very complex situation. The issue of what contributes to the growth and development of good and effective teachers was compounded by focusing on that aspect of the setting in which teachers and administrators interacted. There are many contributors to such growth, but the question for this study concerned whether or not administrators and the connections teachers have with them
was among the contributors. How such connections might have enhanced or inhibited the growth and effectiveness of teachers from their perspective, was the issue under question. Multiple constructed realities were further expanded when the question concerned actions of administrators, viewed from the perspective of the teacher. With such multiple constructed realities under question, only an indepth probing of the particulars of that reality could promise useful information.

Axiom 2: The relationship of knower to known.
The inquirer and the "object" of inquiry interact to influence one another; knower and known are inseparable.

It became necessary and appropriate for the inquirer to enter the experience and the confidence of the teacher in order to gain insight into his or her perspectives. That probing was interactive in the sense that questions and areas of discussion were discovered in the process. Feelings and reflections became confirmed or denied, interpreted and made to have meaning within this interaction. The naturalistic methods permitted such a process.

Axiom 3: The possibility of generalization.
The aim of inquiry is to develop an ideographic body of knowledge in the form of "working hypotheses" that describe the individual case.

Only an interactive methodology, personal and responsive in design could have provided the learning and confirming which could then be commingled with other
encounters to make meaning of the reality. The naturalistic paradigm provided the basis for such interaction.

**Axiom 4:** The possibility of causal linkages. All entities are in a state of mutual simultaneous shaping so that it is impossible to distinguish causes from effects.

At the very center of the research question was the linkage between faculty and administration. This focus certainly fell within the condition described as a causal linkage in a state of mutual simultaneous shaping so that it was impossible to separate causes from effects, a process necessary in positivist paradigms. It was this linkage of teachers with their settings, and with administrators that was the focus of the study. Such a dynamic issue required the naturalistic approach.

**Axiom 5:** The role of values in inquiry. Inquiry is value-bound in at least five ways, captured in the corollaries that follow:

**Corollary 1:** Inquiries are influenced by inquirer values as expressed in the choice of a problem, evaluand, or policy option, and in the framing, bounding, and focusing of that problem, evaluand, or policy option.

**Corollary 2:** Inquiry is influenced by the choice of the paradigm that guides the investigation into the problem.

**Corollary 3:** Inquiry is influenced by the choice of the substantive theory utilized to guide the collection and analysis of data and in the interpretation of findings.

**Corollary 4:** Inquiry is influenced by the values that inhere in the context.
Corollary 5: With respect to corollaries 1 through 4 above, inquiry is either value-resonant (reinforcing or congruent) or value-dissonant (conflicting). Problem, evaluand, or policy option, paradigm, theory, and context must exhibit congruence (value-resonance) if the inquiry is to produce meaningful results.

Interaction in a value-bound way was the unavoidable consequence of asking the research question, and entering the setting to do this inquiry. The methodology, then had to accommodate such an encounter. It was precisely at the point of values and how meaning was made for participants that the research question was being asked.

For all the reasons just discussed, then, the naturalistic methodology was appropriate to the study based on the nature of the research question, with the understandings reported in the axioms above. A statistical instrument based on some questionnaire could deliver one dimension of information on questions of a general nature inquiring into facts of a situation. However, such a methodology could not have produced the insight available only through exploration of a particular situation. Only as the methods used allowed the participant to tell his or her own story of growth and development, and of meanings made from connections in relationships with central administration, could such understandings be grasped by an inquirer, and shared meaningfully with others.
THE TRUSTWORTHINESS OF THE STUDY

This study incorporated activities appropriate to the naturalistic paradigm which would enhance its trustworthiness. Lincoln and Guba (1985) have provided an extensive discussion of the unique requirements of the naturalistic methodologies and have presented a number of activities which would be appropriate to such a study. They were constructed around four criteria: credibility, transferability, dependability and confirmability. Under each of these criteria are presented the approaches of this study to insure trustworthiness.

Credibility:

The inquiry was designed to gain perspectives of good and effective teachers about the meaning and quality of their relations with central administration as related to their professional development. Triangulation for the study began with the process of selecting participants. A wide and varied group of persons knowledgeable about teachers and academic activities on a campus were asked to recommend teachers who might be considered as participants in this study. The objective was to include enough persons as participants to provide perspectives within a common setting, but eliminating instances of single and isolated views which would not be commonly supported by other good
and effective teachers at a particular college. Three participants were selected from two colleges, and four were selected from two colleges, bringing a total of fourteen participants from four colleges.

Similarity of schools and faculties provided the opportunity for a number of participants to be describing and focusing on very similar phenomenon. Persons in a variety of assignments and with varied levels of teaching and administrative experience were involved in providing the picture which was the focus of this inquiry.

Another activity which was designed to increase credibility was prolonged engagement. Numerous contacts, beginning with descriptions of possible participants by recommenders, and continuing through phone contacts, the formal interview, follow-up contacts and the final written feedback which came with return of the profiles, provided a level of acquaintance which enriched the understanding of the researcher about the setting and the participant. Having three or four primary contacts through participants at each school, in addition to at least five and sometimes eight or ten other contacts with recommenders further enhanced the interaction. The researcher was able to have layers of information about the general conditions, held values, ways of operating, and in general, an acquaintance with the norms of the setting in which the participant worked. While there was no direct contact with the
institutions prior to this study, it was possible for the inquirer to enter into the setting at a number of levels, probe for meanings as an observer, and gain the insight necessary to more fully understand the perceptions of the teachers.

The best approach to understanding perceptions of the teachers was the interview. These were at a depth and of a quality to provide thoughtful and considered responses and to give the kind of reaction that insured understanding.

Because the same questions and the same approaches were used in each location, there was a degree of repetitiveness which began to build for the researcher considerable confidence in the messages which were forthcoming from similar sources. After a time the inquirer would enter a setting anticipating certain attitudes, and would look for them, building on their meaning with each new encounter provided in the words and experiences of another participant. This form of triangulation brought dimension to the data gathered, provided many points for data to be clarified and confirmed, and gave depth to the study. While it is not the desire of a naturalistic study to be widely generalized, the usefulness of the study to the individual interested in perspectives of teachers about the research
question could be more accurately judged with this triangulation.

The most useful and confirming activity increasing the probability of high credibility was the member check. This was done at two levels. Constant feedback was given and meanings were confirmed during the process of the interviews. As the data were being analyzed, a profile of the participant and his or her views was written and returned to the teacher. In a few instances concepts were clarified and corrections were made in quotations or in the researcher's summarizations. In most cases the participant embellished the thoughts with further written notes about the ideas most important to the participant. In every case the teacher gave the researcher every direct assurance that the profile was an accurate representation of his or her perspectives.

Transferability:

For the naturalist, the issue of transferability is approached in a manner quite different from the way the issue would be approached by what Lincoln and Guba (1985) call the conventionalist. They make the point that "...It is...not the naturalist's task to provide an index of transferability; it is his or her responsibility to provide the data base that makes transferability judgments possible on the part of potential appliers." (Lincoln and Guba, 1985, p.316).
It was important that the reporting of this study include thick descriptive data to offer to those who will utilize the study the basis on which to make judgments as to the applicability of findings. The chapter titled "How Teachers View Their Work" was prepared using extensive quotations offering the perspectives of the participating teachers. This same descriptive writing concerning the background and preparation of the researcher, and the detailed presentation of methodologies utilized in the inquiry are offered to fulfill this need. It was believed that such a presentation of the data and methods would increase probability of high credibility by making judgments on transferability possible.

Dependability:

The systematic development of a plan which produced the data was essential to the credibility of this study. Each step in the plan was outlined, fully documented, and fully traceable. Codes were developed to track each piece of datum to its source. Each source was identifiable in the coding process within the particular setting. While actual identifications of settings and participants remains confidential, the track is clear and remains available.

The issue of dependability is also covered on the strength of the member check managed through feedback developed by the use of the confidential profiles. Since
it was the perceptions of the participants which was being investigated, their confirmation of the presentation of their perceptions in biographical narrative form offered the best evidence available to support the claim of dependability.

Confirmability:

Lincoln and Guba (1985) believe confirmability can best be claimed through the use of an audit and establishment of an audit trail. While every aspect of such a process would have been available, this researcher chose not to undertake this additional activity. The study stands on its merits and offers the thick description necessary for the consumer of the research to adequately form a judgment as to the trustworthiness of the findings. In addition, the use of activities which provided direct comment and feedback from participants whose perspectives make up the primary focus of the inquiry provide sufficient support to warrant the claim of confirmability. The limited benefits promised by such an extensive activity as a confirmability audit, and the limitations of time and resources were the reasons the design did not include this one element.

Two final points must be made about the question of trustworthiness. Again we rely on the observations of Lincoln and Guba (1985), who have developed their theories and guidelines in a style which contrasts this paradigm
with the conventional research paradigm they characterize as closed system. They confess that "...naturalistic criteria of trustworthiness are open-ended; they can never be satisfied to such an extent that the trustworthiness of the inquiry could be labeled as unassailable." They go on to say, "...Naturalistic inquiry operates as an open system; no amount of member checking, triangulation, persistent observation, auditing, or whatever can ever compel; it can at best persuade." (Lincoln and Guba, 1985, p.329).

The second observation again was first made by Lincoln and Guba and is a plea that at this stage of development of theory in the naturalistic paradigm there must be room for the neoorthodox. This is their plea for openness:

When reconstructed logics are allowed to become orthodoxies, inquirers are reduced to becoming true believers, a posture hardly consistent with the open position (seeking truth wherever it leads) that is typically espoused. It is dubious whether "perfect" criteria will ever emerge; until then, humility in asserting that a "new and truer (more natural?) path to knowledge" has been found will be wise (Lincoln and Guba, 1985, p.331).

With the matters of methodology presented, the discussion turns to the way good and effective teachers in liberal arts colleges view their work. This will be followed by a statement of conclusions this study offers as grounded in the data. They take the form of a perspective of the researcher reflecting the collective
perspectives of some effective teachers made available as a result of this inquiry.

THE INVESTIGATOR

Over the course of a number of years this investigator has had a regular association with professors and administrators, board members, students and educational consultants associated with small liberal arts colleges. As an administrator of a liberal arts college, he began to confront the central issue which became the research question for this study. During a period of eight years, while pursuing doctoral studies, he made both formal and informal contacts with teachers and administrators of some twenty colleges, exploring the various settings within the liberal arts sector of higher education. The informal question being asked in its earliest form was, "What does it take to keep the good and effective teachers alive?"

To further develop the skills of the researcher, this inquirer took courses in field research, in qualitative methods, in nonverbal communications, and in basic research methods. He also pursued, at the Masters level, professional skills in counseling, with emphasis on listening, feedback, writing of verbatims, and the creation of circumstances under which one person could relate openly and meaningfully to another.
Interpretive skills which have assisted in the work of analysis have been enhanced by experience in more than two hundred hours of supervised clinical counseling in a center accredited by the American Association of Pastoral Counselors.

At the point of beginning this inquiry, the researcher conducted five formal interviews in two colleges, pretesting the approach, gaining experience in settings identical to the ones selected for the study, and with professors who met the criteria for inclusion in the study as participants.

In addition, many of the interviews conducted with teachers and administrators for the purpose of securing recommendations of participants for the study, were similar in length and in general subject matter to those interviews conducted with the participants. While many of the recommenders merely responded to a request by sending a list of names, as many as thirty recommenders were involved in finally selecting the fourteen participants.

All those contacts became a significant part of the experience base preparing the researcher to be effective in the study.

The researcher worked alone at every level of the study, from the first entry into the setting where he searched for qualified recommenders, through interviews and feedback with the participants. The project was
managed over the period of three academic years. However, the design and structure of the study, and control of the data and related activities kept the project fully intact. Few modifications to the basic design were necessary to complete the study.

The investigator assumed the position of one interested in bringing educational leadership to a liberal arts college. He approached the inquiry as one who wanted to contribute to the educational setting in such a way as to improve the chances that good and effective teachers would thrive and whose teaching would be enhanced. He assumed it was within the mission of the college to emphasize teaching over research and service, an assumption confirmed by participants and others contacted at each of the colleges involved in the study.

While in the field, the inquirer presented himself as a doctoral candidate with experience in educational administration, interested in knowing what it was like to teach in a particular college. Assuring confidentiality, he asked participants to talk about the way the college operated and what people, policies, ways of operating, conditions, attitudes and relationships were important to the teacher in his or her growth and development as a professional. He also asked about the hindrances to such growth.
The researcher was received with candor and with a high degree of collegiality in almost every instance. Participants were willing to share. They often extended the length of time for which they agreed, with discussions stimulated by the interviews. Every person invited to be a participant accepted. Every participant offered availability for follow-up. Every participant appeared to be interested in the study and considered the questions and issues discussed germane to their life and work.

In almost every case, the inquirer felt he was being assisted by the participants to get to the material and the views which might strengthen the study. The researcher also had the impression that the process of doing the interviews and providing the profiles to the participants, was of significant benefit to the participants. Several volunteered comments that the interviews were a source of personal insight. One said, "It would be helpful if administrators could ask some of these questions of us."

Another commented, "These discussions have come at a time when I needed to ask these questions of myself. They have been helpful in processing my decision to leave teaching."

In his treatise, "The Researcher Himself", Ross Mooney (1957) provided a very simple but useful view of the researcher as consumer, and its counter: the researcher as
producer. Accepting Mooney's labels, naturalistic research requires the researcher to be a producer. He summarized his thoughts as follows:

A research producer can be more productive if (a) he feels open and friendly toward his universe, (b) he believes in himself as a legitimate and necessary center of his experiencing, (c) he has faith that what he can consciously do can have a worthwhile influence on his universe, and (d) he feels comfortable in thinking esthetically, i.e., with sensitivity to structural harmonies in his experiential formings-and-flowings. (Mooney, 1957, p.169).

It was this kind of creative engagement which brought this researcher to the inquiry, and in a sense, it was the researcher who became the product of the study.
CHAPTER IV

HOW TEACHERS VIEW THEIR WORK

INTRODUCTION:

Perspectives of the teachers in this study were gathered through interviews, informal discussions, their responses to profiles developed from transcriptions of the interviews, field notes, other information gathered in the field, and the interviewer's diary notes. What follows is a presentation of these perspectives.

PERSPECTIVES ON THEIR WORK AS TEACHERS.

Persons selected for this study were identified as good and effective teachers in a process which included colleagues, administrators, students and former students. It is not surprising, then, that these teachers were generally positive about their work, the setting in which they were teaching, and the conditions under which they were working. Criticism was offered in the context of supportive feeling about their work.

Generally, these teachers thrived in the small college setting for several reasons. One reason was that they
perceived small colleges to have smaller class sizes as compared to the large university with much larger class sizes. They regarded the character and nature of the student body in the small college to be a positive factor in their teaching experiences. They spoke of a quality of relationships with colleagues and students which they described as warm and close, even intimate. One participant said, "Colleagues have been supportive...It's a noncompetitive atmosphere." Another remarked, "[My work] is satisfying because my students are generally good students." A teacher of French commented, "We really do have a remarkably cooperative atmosphere on campus."

Ten of the fourteen participants offered clearly positive responses to inquiries about their general experiences in teaching within the particular institution in which they served. A teacher of English and Humanities said of his college teaching experience, "It is good enough that I would not consider any other kind of teaching environment." A history teacher commented about her teaching experience in these general terms:

It's exciting, enjoyable...I'm a people person and I just really don't like the big classroom situation. So here where our classes probably have no more than 35 or 40 and can have as few as 10, that's the kind of thing that I really enjoy as far as the contact is concerned.

Two persons indicated considerable dissatisfaction with some situations in which they worked. One
participant, who resigned to enter another career, loved the setting, but just could not manage his personal life situation within the limitations of the small school. While highly regarded and honored as an outstanding teacher, he chose not to remain in college teaching because of high professional demands and low financial support. His comment was:

I never felt I could not teach summer school or that I could turn down an additional assignment if it meant I was going to get remunerated for it in some way...

The remaining two teachers in this study were neutral. They made no responses which would clearly indicate they were either positive or negative about their job.

In addition to these perceptions, a number of the participants mentioned that while they taught in areas of their specialty, they were also given opportunity to teach in other areas their interests have led them.

Generally, the teachers tended to participate in the wider community of the campus which was beyond their teaching duties. They felt they were contributing to the wider mission of the institution. While this presented an area of some frustration, to be discussed later, it was significant to these teachers that they were a part of the whole mission of the institution. Satisfaction in this wider participation, or frustration with some of the
noninstructional activities affecting institutional life had considerable impact on their sense of well-being within their particular institution.

On the positive side, an English teacher said:

There are so many jobs to be done and we have so much flexibility in choosing them that whenever we find the need to broaden our horizons the opportunity seems to be there.

On the negative side, even the most positive of respondents expressed an awareness of the limitations and even handicaps of their college. Some said the small college has "...too small a world." Some questioned whether teaching in the small liberal arts college has been good for their professional development. A highly committed teacher in a religion department said in all candor of his college community, "...small world -- too small. In its loyalty to its religious roots it is blind to much of what is going on around it ---which is too bad." He went on to say, "I probably would have gone secular if I had known then what I know now-- meaning I would probably have gone into a larger university setting."

Most teachers spoke of the pressures caused by low salaries. "The salaries are low; below the national average for professors of my level..."

One participant who was in the process of leaving college teaching for a position in another field spoke
about the bind low compensation had created in his career. Well beyond tenure, he was working at a base salary below that being paid in area public elementary and secondary schools for persons with considerably less training and experience. In fact, discounting some compensation he was receiving for extra assignments such as summer school teaching, his base salary after more than a dozen years on faculty at his college was below the starting salary at the masters degree level for a public school teacher.

For this teacher, the most difficult part of his decision concerned some non-salary compensations which were becoming possibilities for his family. A very generous remitted tuition program for families of faculty members, common in one respect or another for all institutions in this study, was an important resource for his children who were just approaching college age. This teacher felt he was forced either to remain at his university through his children’s college years, placing him ten additional years into his career; or leave now and accept a much higher salary outside education. The career move would enable him to meet the educational costs of his children out of income earned.

In his case, there was a strong desire to remain in college teaching where he clearly excelled and was highly regarded. However, factors related to the way the institution expressed its valuing of him and his low
salary were not sufficient to keep him in teaching. At a critical decision-making time this teacher felt quite alone and felt little support from colleagues or administrators as he made his decision to leave teaching. He summarized his feelings:

...I think...the lack of some administrators' support probably played very heavily in my decision to leave teaching. I think it is crucial that administration provide the environment that allows faculty members to worry about teaching and the students, and not have to worry about other kinds of things...

Many teachers in this study found work loads to be very demanding. Excessive committee and non-teaching tasks were given to the best teachers. Some considered these tasks to be negative rewards for effective teaching. The reward of a committee assignment was considered to be negative in the instance where the teacher who excelled in the classroom was given a heavier committee load than the load given to those who were less effective. A teacher of mathematics made this observation:

The easiest way to get a light committee load is to get assigned to a committee and not show up. There isn't a penalty for it, but you quickly get the reputation-- 'You don't want him on the committee; he's not going to do anything--he's not going to show up.' And so he's not asked to be on or he's put on committees that don't have a heavy load or a lot of responsibilities. If you care, if you really want to get involved, the opportunities to immerse yourself totally are so great in a small college that the difficulty is that you get so mired in the non-teaching that you don't have the time to do the things you want to do on the teaching side.
Several participants spoke of the high price being paid relative to one’s professional development and career advancements within the profession, due to the nature of teaching and scholarly work required in the liberal arts setting. In such a setting, they believed one was likely to become a generalist rather than a specialist, and therefore, less marketable within the wider profession.

A faculty leader in an English department observed that most faculty in institutions similar to those in this study were generalists as opposed to specialists. While he said this was exciting in the sense that research and writing could encompass a wide range of one’s general field, he also said it could be frustrating. He illustrated:

It means your opportunity really to zero in and concentrate is to some degree limited and you can pay a real price for that. If you’re serious about writing, doing research, competing in your field, presenting papers, writing articles,...it is something you do in spite of rather than because of your teaching assignment.

A professor of Old Testament in a department of religious studies said:

We are all generalists. I, at one time, I counted up -- I had taught 19 different courses here in about 9 years, and that doesn’t count courses with the same title but totally different content...

It is the nature of the liberal arts institution as represented by the four colleges in this study, to emphasize teaching over research and service, the other
areas of activity traditionally included in the mission of institutions of higher education. It was a conscious choice of the teachers of this study to pursue careers in these settings. How the balance of these three elements is maintained, however, clearly varied within the four schools. The teacher's struggle was first to maintain this institutional commitment to teaching, while at the same time remaining current within the scholarly community of the profession, even making contributions to that scholarship.

While some felt research enhanced one's teaching, others felt the heavy demands of teaching were satisfied at the expense of being on the cutting edge in scholarship. Still others felt their institution had a supreme commitment to excellence in teaching, but one would not be advanced in one's career without demonstrating a continued participation in one's scholarly work.

In a real sense this was a point of inner negotiation. All participants admired colleagues who were able to publish or present papers and at the same time remain sharp in the classroom. Some felt the price for such rigors was simply too great on a personal level. Following is discussion of this process as it was being resolved within the teacher.

A well published political science teacher explained:
I have a very hard time disassociating research from teaching. Not that all of the research that one does can or should be used in the classroom, but I think that even when what one is teaching has no relationship to ongoing research in terms of content, the very fact that you are doing that research may make you a somewhat more exciting teacher. I do find some ways to make my research applicable to my classroom teaching... I find generally that when students think you are excited about what you are doing, they tend to get excited also.

A teacher in a school which stresses scholarship commented:

While [my college] encourages [research], they encourage it to the degree that your salary is somewhat tied to it and promotions are tied to it. It's not a publish-or-perish school, but research is important. You can be passed over for promotion if you haven't done anything....In fact, you will be passed over for tenure if you're not doing it...[but] you don't have time for it.

He described the frustration which came from conforming to expectations of a scholar committed to teaching:

I've found the research somewhat frustrating, and we have faculty here that have just somehow been able to go ahead and do it. But I think that if you do that, you're going to be taking time away from the students. I just don't see how you can do both...and I enjoy working with the students.

A teacher in English and Humanities summarized his feelings about the balance he sought to maintain between teaching and other scholarly work:

What this institution wants to do for me more than anything else is to keep me an effective teacher. It doesn't want to turn me into a publishing scholar of national stature because for that to happen something's got to go. What's going to go is my teaching. I did start out in my career playing what I thought then was the publishing game. And I had carved out a field...that was relatively untouched. It was one of those research gold mines. And I
delivered papers on this stuff and so on. And I could easily have continued probably have published a book or two by now on it. But I just simply drew the line and said, 'no way.' Part of the reason was that the field was so specialized that even in the most advanced courses here I would never ever mention the subject. I was developing a split identity. I was over here teaching introduction and advanced courses in literature and writing and over here I was doing research in an obscure 16th century neo-Latin poet. Fascinating stuff. Stimulating. Exciting to know that no one else had really even cracked it and it was really pretty good stuff. But there was no bridge. There was just no way legitimately in the most advanced course that I teach in the Renaissance I could ever bring in what I was doing. I said 'bag it.' No way, I won't do that. I won't play that game. I preferred then to define professional growth with other activities...
But that's the basis of my debate and my frustration right now, that the definition of professional growth still remains pretty narrow or is narrowing here and I want it to go just the opposite direction. Right now I think this is my biggest pet peeve.

One professor took particular satisfaction in being recognized as a leader in her field. This recognition which came from the wider community of her discipline was acknowledged and rewarded in personal ways on her own campus. Pressed to consider how she knew she was valued by her college, this experienced teacher said:

Well, to be quite frank about it, they always seem to be boasting about me in their various publications. I mean, I think that's nice. It's a little embarrassing, but it's nice. It feels nice, and well, when I got that award last spring at the Ohio Academy -- that, you know, little nice write-up in the newspapers and so forth...and occasionally, if some visiting 'firemen' come to town from some other place, they will invite me to lunch and introduce me as one of the distinguished teachers...
IMPORTANT FACTORS IN THE PROFESSIONAL DEVELOPMENT OF THE TEACHER, AS PERCEIVED BY THE SUBJECTS IN THIS INQUIRY.

Only two participants in this study specifically mentioned having had a mentor. However each subject mentioned models of good teaching in one's life as significant in one's own development. One mentioned the motivational factor of being a bright and curious student and having had a number of teachers he considered to be particularly poor. He described becoming highly motivated to contribute to students like himself who could benefit from an effective and committed student-teacher relationship, "...where it is clear the teacher gives a damn." He made these comments:

I think one of the things that was most important in my thinking of myself as a teacher, a lot of the experiences I had were with poor teachers. I think having a lot of poor teachers made me want to do a better job at trying to create a learning environment for people where they could get turned on and enjoy it like I did.

Either by tradition or by assignment it is clear that departmental chairpersons have a major role to play in orienting new teachers in their departments to the work of teaching and to life within the wider campus community. "It was difficult at first making the transition from student to colleague. My department chairperson was instrumental in helping me to make the transition."
Three participants in this study were hired to teach in the institutions where they took undergraduate degrees. In some of these cases, the subjects were hired by former teachers who took them through a rather difficult path from being regarded as a student to becoming a teaching colleague. One teacher spoke of the difficulty in making transitions from the student - teacher relationship to a collegial one. Another had the perception that his successful adaptation to the work and much of his success as a teacher was due, at least in part, to this commitment of a former teacher in the department, a chairperson.

Probably as a teacher the single most important person would be Dr...., who was, still is the chairman of the Math. Department. I don’t think too many people have my situation where you go through an institution as a student, you have that individual as a faculty member and as a professor and as a faculty advisor; and then come back and serve the same department as a colleague in working, and he’s been extremely instrumental in whatever I’ve been able to achieve as a teacher. I think I have modeled more what I do in the classroom after him than any other single person.

It was the perception of one of the teachers working in the school where he was once an undergraduate student, that the practice of hiring former students actually increases the chances for continuing a tradition of quality teaching. He felt persons known over a long period of time in the department, from student days, had a higher chance of contributing to the historic expectations of the college for quality teaching.
...We still have quite a few...University graduates who are on our faculty [of this university], and I don't know what the percentage is. As a matter of fact, we have more people from outside now; but what I'm trying to say, when you hire somebody who has been an undergraduate you know that person, and you know what they can or can't do or you wouldn't hire them in the first place. I'm sure when Dr....hired me he knew what kind of person I was; he knew that I would do a good job and I would take pride in doing it, and the same thing is true now.

Of the full time faculty in his university, 34% were alumni. The three other institutions in this study had much lower percentages of alumni among their full time faculty: 6.6%, 10% and 12.4% respectively. This high percentage of alumni on faculty in the one institution was a major factor in his perception that the policy of hiring former students improved the quality of teaching in his university. Such a view was not mentioned by participants in the other three universities in this study.

SOURCES OF SATISFACTION IN TEACHING AT THIS PARTICULAR UNIVERSITY

Sources of satisfaction in teaching within the particular college are as varied and individual as the number of participants in this study. Over the span of time in their careers, the sources of satisfaction changed for most of these teachers as they developed and as they met the challenges of their own changing roles in their
careers. Participants frequently mentioned a number of sources of satisfaction, including the following:

Students
Class size
Institutional size
Style of the setting [i.e., undergraduate liberal arts]
Campus environment [i.e., more intimate]
Church affiliation
Support of colleagues [including department chairpersons]
Flexibility in the assignment
Professional expectations [e.g., more generalist than specialist]
Freedom
Academic arrangements [e.g., length of terms]
Support of the institution for teaching
Administration
The college's mission

Cultural issues.

These persons teaching on faculties of small liberal arts college perceived their students to be somewhat different from those students choosing to attend other kinds of institutions. One teacher said, "My students seem more teachable -- less worldly-wise..."

Universities within this study differed considerably particularly in terms of characteristics of the student
body. It is understandable, then, that one teacher in one institution said there was satisfaction in teaching students who were not particularly wealthy, while another participant commented on the unique problems of teaching in an environment where the students received considerable financial support from home, making students less concerned with the value of their personal investment of effort in the educational processes.

For another teacher in the study it was significant to note that the college was not considered to be an "elite" institution, offering none of the challenges perceived by that teacher to be within those universities considered to be elite. This distinction was further drawn by another participant who put his views this way:

In my opinion, the difference between a small mediocre and first rate liberal arts school, comes from faculty who have first a commitment to teaching which perhaps the teacher at, let's say the parochial narrow kind of school will also have a commitment to people, to teaching. A people kind of commitment. Concern for students, a lot of personal involvement with students. But they also have a strong professional edge. They're reading the new books; they are aware of what's happening in the field. [They are] aware simply because they are writing themselves; they're perhaps doing reviews, or they are presenting papers; but in some way they have a professional identity beyond the campus where they exist. My feeling is that the difference between what I might call the mediocre, typical of poor liberal arts college and the really first rate one is that you do not alter your primary commitment to undergraduate liberal arts education of a holistic type. But...you do not sacrifice your professional identity off campus...You have an active professional life.
Each institution seemed to have its own institutional character reflected by the student body. Teachers studied said there was a homogeneous quality to the student body, as opposed to the more heterogeneous nature of the student body of the larger university.

The style and type of college was clearly a part of the perceived difference and a source of some satisfaction for teachers choosing to teach in such institutions. Class size, institutional size, the liberal arts undergraduate curriculum design, church affiliation and the mission of the college, were among those attributes which contributed to their sense of satisfaction.

A participant who teaches psychology spoke about a quality of teaching he felt was possible in his particular kind of college:

I think there are probably lots of things that I feel is important is this thing we are talking about of getting students to use their own mental processes in a very, very critical way. To begin to believe in themselves as thinkers and as reasoners and creators and that kind of business. I don’t think you can do that, for example, when you’re teaching people in a lot of huge classes.

So if you don’t have the kind of climate where you can have small groups of people together really debating strongly, hotly contesting the issues, I don’t think you can do it effectively...

I think a college that has a mission, and I think that is why I’ve stayed within the liberal arts college; I think the college has the kind of mission that says, "We value the critical thinking, we value the communicating that you’re trying to do in and out of the classroom, we value your calling a student at their home and saying, ‘You didn’t flunk that course you thought you did,’..." and those kinds of things
take money and they take time, but they take an attitude, I think...

Professional arrangements.

These teachers found satisfaction in having an amount of flexibility in both teaching and non-teaching arrangements. They seemed, for the most part, satisfied to be more the generalist as a teacher than the specialist, having opportunities not only to teach in their area of specialty, but also to follow interests into much wider areas in teaching.

One example is an integrative studies program of one of the universities considered by one teacher to have been broadening, stimulating and professionally renewing. Responding to questions about actions on the part of administration which had a positive impact on her development as a teacher, a foreign language teacher pointed to the reduction in language requirements as a decision which could have had a negative impact on her career. But she credits the administration for "...putting together the integrative studies department...creating the opportunity to do other kinds of teaching; and those were administrative decisions."

Again, there were specific exceptions to this attitude among the participants in this study. There were teachers who felt they were not current in their fields of study. Others complained that they had not taught a
course in their research specialty in years. A tenured professor who taught in a college which had significant reductions in enrollments and which had reduced the number of full-time tenured positions described the problem of having to protect tenured faculty members while shifting courses needed to be taught:

There are...areas in which people have had to pick up other courses in which they weren’t trained to teach even if they are in their own department. In other instances in which departments and programs have been phased out, untenured people have been terminated. Tenured persons have been retrained but they are working in other departments and programs, and they’ve had to endure the rigors associated with that. I can’t help but think that’s had a negative effect on their teaching and probably upon what the students in those classes receive.

In general, these persons who have been identified as good and effective teachers spoke with appreciation of the freedom they had in teaching and in their personal development.

Some teachers in this study have faced major challenges, even confrontations with colleagues. A chairperson of a department who was a participant in this study described a painful confrontation with two colleagues in his department over the hiring of a new faculty member:

I’ve been through a real fight here this year...The president wants me to recommend a [member of the supporting church denomination], all other things being equal. He wants someone of real stature...and I have two faculty members, one [a member of the denomination] and one not, who are adamantly opposed to that idea.
I asked the president if he would come into the department and speak about the commitment to hire a [member of the denomination]. He agreed—and did come. They were incensed that he would do so—even at my invitation.

I am required by the faculty manual to consult, but it is my decision to recommend whomever I choose, and they can’t do a thing about it. That infuriates them.

I can’t say we will come out of this as friends—because of what we’ve been through. We will simply be working colleagues.

Administrative support.

Two participants volunteered their specific appreciation for an administration they described as responsive, helping to make good teaching happen, and being caring and supportive. At the initiative of an administrator, a young teacher was given funding to complete research for his Ph.D. degree, and then open up a new area of specialization for the college. This support proved to be immensely satisfying and significant in the teacher’s career:

In 1968, the provost came to me and said, "Would you like to go to [the country which is the site for your research]? How much do you need to finish your dissertation? If you want to go, I’ll get the money for you."
DISSATISFACTIONS IN TEACHING AT SUCH UNIVERSITIES

While generally positive in their assessments of their teaching experiences in their particular settings, these teachers also named a number of areas of dissatisfaction. The following is a list of areas of dissatisfaction mentioned:

- Teaching loads
- Budgets and resources
- Non-teaching demands
- Small size limitations
- The administration
- Lack of financial support
- Lack of rewards
- Certain personal factors leading to career changes
- Certain institutional policies
- Students: student life; academic ability
- Shifts in leadership
- Lack of collegial support
- Limited resources.

These teachers generally felt, as one teacher put it, "This is one of the really good places." However they were aware of the tradeoffs which do exist. They believed the nature of such institutions meant teaching loads would
be heavier than those for teachers in public universities or in graduate schools. Budget resources would always be limited. Non-teaching demands would always be heavy for the more effective and more highly regarded teacher. There would be limitations determined by the small size of the enterprise, such as limited numbers of courses or availability of equipment. Some policies related to budgets were regarded by some participants as counterproductive to their development and work as teachers.

One teacher spoke about a policy in his institution of offering term contracts. This meant some, and usually the youngest and least experienced faculty would be hired on a non-tenure track requiring them to spend time and energy looking for the next job. A teacher put her views this way:

...I know a lot of people who have been in that situation over the last decade here and however good they might be or are potentially...if they are on a term contract, even if it is renewable for two 3-year terms, they know that it has an end and they are going to be spending their time either looking for jobs elsewhere or spending so much time on writing and research hoping to publish to help them get a job elsewhere; so they don’t devote as much time to teaching as they should or would otherwise.

Quality of students.

While most teachers had a high regard for the kinds of students they were teaching, some spoke of the current student body as materialistic, having "...little interest in learning for the sake of the pure delight of learning."
Some found wide ranges in levels of maturity among students. Some spoke of distress over fraternities and sororities and the problems within student life arising from excessive drinking, problems of a personal nature for the student, but impacting the learning environment.

Other teachers commented on the shrinking student pool causing some departments to give up resources for some specialties, and delete certain courses. In some instances this has meant retraining for some teachers who could no longer offer such courses. In some cases it has caused limitations on tenure and promotion decisions.

**Leadership changes.**

Some participants named shifts in leadership, from the central administration level to the departmental level, as a negative development. Such a move created a loss of united direction within the institution. This shift, some perceived, was caused by a vacuum in leadership due to the ineffectiveness of senior administrators. These were the comments of an English professor:

> The actual academic enterprise when it comes down to such things as the curriculum itself, institutional requirements, things of that nature, I’m not sure that there at that nitty gritty center of the academic enterprise we’ve had all the academic leadership we have needed because with a strong departmental based program, which as I suggest that happened to us historically through lack of leadership earlier in the late 60’s and early 70’s, we need that strong center there that in a way we’ve not had.
Salaries and rewards.

By far the greatest single source of dissatisfaction named in the study centered around lack of adequate financial compensation for the work done. While some found it personally acceptable to be at a particular salary level, most were aware of either their own or other teacher's distresses over low salaries. A common concern was expressed by one of the participants in these words:

Salaries here are terrible and we did not feel that, and still don't, the administration appreciated that if you want a good faculty, you want an attractive faculty, and to keep a good faculty you have to pay for it. We sense that in some cases there is more concern for the building and grounds than for good faculty.

Another teacher frankly admitted his decision to go into an administrative position was based on the need to increase his income:

I have not been able to spend my summers in research because I've had to spend my summers making money by teaching, or doing other kinds of professional developments, working as an editor or consultant that bring in money, rather than doing leisurely research leading to publications...

Within these universities teachers felt a lack of rewards, and of rewards which differentiated the truly good and effective teacher from the teacher who was just filling an assignment on a marginal level. Pleading for both growth opportunities and for compensations which differentiated, one teacher said, "I want scope and I want reward."
Personal sources of dissatisfaction came at various points for various teachers. For some, the career issues continued to be raised well into one's tenure as a teacher. Various choices had to be made and many were decided for dissatisfying reasons. One difficult choice for some of these effective teachers came when they were asked to take on non-teaching jobs as a way of increasing compensation. So-called "promotions" into administrative roles became for some teachers the only avenue available in the institution to significantly increase compensation.

Commending the administration for making the administrative position available to a teacher who needed a fresh challenge and more money, a teacher who made the move to a three-quarter time administrative role, said:

I give all credit to the administrator who recognized a need, chose to find a person within the teaching staff rather than from the outside for the administrative position, but the problem is widespread in institutions of this kind, that by serving the institution and doing the teaching one can cut oneself off from the discipline or at least not rise sufficiently within it...I felt the need to expand and to develop and the need to make some more money--frankly...

Many teachers struggled with the need to leave the profession altogether because of financial considerations, and were having to constantly evaluate where they were in careers when non-teaching options appeared to be closing for them.
Six participants have held an administrative assignment which was considered at least half-time and which could represent a career change. While the other eight participants in this study have not had such an assignment, five have served as directors of major academic programs for which they were paid additional income and/or had their teaching loads adjusted to compensate for the assignment. Only three of the teachers in this study have never been involved in administrative work beyond the departmental level. The perception most of these teachers had was that either administrative work is one of the few ways to increase compensation, or it was the only reward available to the effective teacher.

PERCEPTIONS ABOUT EDUCATIONAL LEADERSHIP WITHIN INSTITUTIONS REPRESENTED IN THIS STUDY

Participants were asked to respond to questions about educational leadership. It must be noted that during the period encompassed by this study three of the four institutions had just passed through or were passing through major administrative changes at the highest level. The question also raised philosophical issues about what constituted educational leadership, but without probing extensively into these issues due to limitations of the study. Responses included perceptions on both what was the ideal and what seemed to be reality at the time of the inquiry.
Two teachers from schools which were undergoing major transitions in administration responded that "no one" was presently leading. The president was mentioned twice, once by a subject in a school where the president had served a long tenure, and once where the school was going through a presidential change.

Four teachers named a specific faculty member in their university as the educational leader. Two participants from separate colleges in the study named another participant as the educational leader of his or her institution. Six persons named the chief academic officer, provost, dean, or vice president for academic affairs, as the educational leader.

When the question of educational leadership was related to the development of good and effective teachers, several roles or strategies for such leadership were offered by the participants. A history teacher who is an alumnus of the college where he is teaching said the first strategy for developing and maintaining a strong teaching tradition was to hire good people, persons known in the departments. He said, "Good teaching...is the primary emphasis here." He went on to say, "...when you hire somebody who has been an undergraduate you know that person, and you know what they can or can't do or you wouldn't hire them in the first place."
This teacher also felt administrators should intervene when problems arise for a teacher: "If they see the situation developing differently than what they had hoped then the educational leader should correct that situation, and it can be done."

A participant felt an open atmosphere was essential for developing good teaching, and it was his perception that administrators should use educational leaves as a policy to keep the campus open to a wider world:

I would go to one of those systems where people are required to go on leave...I would boot them out every three and a half or four years and...I wouldn't pay them unless they came up with a reasonable research program.

He felt teachers should be pushed to keep current in their fields.

Educational leaders can create a mood, an atmosphere conducive to growth. This view was illustrated by one of the participants from his own experience:

I can think back to my graduate student days and when I was at...University and we got a new dean who later became president. You could see the mood of the faculty change within a matter of weeks. Men and women who were just teaching all of a sudden became excited about the scholarship and that kind of excitement rubbed off on the students. It created a whole atmosphere and I know that can be done.

Some felt administrators could intervene correcting problems which arise for some young faculty members. Others described specific steps which were taken in their behalf or for other young teachers, particularly at the
departmental levels which were instrumental in developing
good and effective teachers. Mostly, however, educational
leadership considered to have an impact on the development
of good and effective teachers took the form of support.
Direct actions which facilitated opportunities or opened
specific doors was often mentioned.

A participant, called an educational leader by her
colleagues, spoke of a number of things a college could do
to enhance the development of effective teachers. In her
view, the importance of compensation was a primary factor.
She said, "I teach because I want to teach; I don't have
to. Certainly it is nice to have a pay check, but I am
not in a position that a person -- a young man raising a
family with several children is."

She also said, "A chance of teaching several areas--I
really appreciated that..."

One participant spoke of being protected from wider
institutional demands and pressing teaching loads by a
departmental chairperson who was supporting him as he
completed his doctorate and adjusted to college teaching.

I think my coming, my getting started at...under the
direction of department head, Dr...., who was really
an enlightened administrator, was also a factor in my
development. She shielded me from advising
responsibilities, and committee responsibilities
until I had completed my dissertation and gotten
acclimated to my course work; and after a year of
protection like that, I felt much better able proceed
with confidence. She did a marvelous job.
Another senior faculty member mentioned a dean’s encouragement to move into a field of instruction, a move which proved to be highly motivational and helpful to open his unique place in his profession today.

The teacher who was given support to go on site in a country in Asia to finish research related to his dissertation entered a new field with support of his university. He said of his provost, "He called me in." This initiative was important to this teacher.

For another teacher, freedom was given at the departmental level to teach a wide variety of courses in his early years, broadening his interests away from his more narrow area of research. Still another teacher described being invited to join an institutional evaluation and renewal task force in the first year on faculty, an assignment which opened many doors for broader advancement within the institution.

The idea of the educational leader as a model, not only for teaching but for commitment to excellence, was mentioned by several subjects.

One participant was very definite in his views that educational leaders have the capacity to affect career development of good teachers:

If they are good educational leaders then they are probably good in the classroom and hence are a role model that can be looked up to and admired and emulated because of what they have accomplished in the classroom; or they’re well respected because of
their academic accomplishments. They have done a lot in terms of their own development, their own standing within their professional body.

He said persons such as one he named who is also a participant in this study,

...are of great assistance if they take the forefront and the drive and get standards established or act as a spokesman for the faculty...If you're fortunate enough to have those kinds of people on the faculty, it's going to be a far healthier educational environment at that institution.

Leaders were perceived by the teachers in this study to be able to make some difference in the development of good and effective teachers. How that difference was made was an opinion ranging from "...I'm sure they do, but I can't think of any specific instances in which they have..."; to a listing of specifics.

A political science teacher looked to the provost as the person in the key position in his institution to make a significant impact on the educating opportunities:

Ideally, I think, the person in the provost's position, given our structure here, is the person who is situated in such a way that he can have the greatest impact upon the academic setting. He is the only person who is perfectly at the center of everything that goes on here, even more than the president, who, if operating effectively, would be spending a lot of time off campus.

Teachers believed the educational leaders could create policies which were developmentally oriented.
could counsel, give direction, offer a model, create a climate, an attitude, an atmosphere, an environment for learning. Most of all, they could offer individual support, investing belief in the person.

One participant described his nervousness when he first began teaching:

I remember my first year as a teaching fellow taking "Compose" for whatever good it did in order to try and relax enough to keep my knees from knocking in the classroom...It's the support of my colleagues within the department, the support and the regard of my colleagues outside the department, that make teaching a delight for me.

Administrators were looked to by these teachers as those persons responsible for fulfilling their particular assignments in such a way as to offer the resources and protect the setting so that the work of teaching could be done effectively.

Where teachers felt this administrative work was not being done effectively, they felt they had a certain amount of preoccupation with the wider institutional issues which were outside the parameters of the classroom. For example, three institutions in this study had gone through major declines in enrollments and in budget support. All four had suffered retrenchment within some academic areas of the colleges, due to changes in enrollments or student interest in particular fields of study. While the institutions had stabilized and even advanced, most of the teachers from the three colleges
where cutbacks were major, spoke of the impact of such conditions on their work. These comments were representative:

Budgets are miserable. I can’t get as much student help as I could use. I can’t show as many films; I don’t have a classroom that has all the nice classy latest technological equipment in it. I’d like all those things.

The collective perspective of this group of teachers was that educational leadership did not always reside in the administration. It was often a collective leadership which included some highly regarded faculty members, or the whole faculty as a major entity within the university.

These teachers felt the leadership was in a position to support the growing and promising members of the faculty. Leadership could open doors, give support, offer rewards, and remove certain barriers. Leadership could create an environment where excellence was expected and where growth could thrive. Administrative leaders could facilitate, on both the personal and institutional levels, the development of good teaching by providing for some of the needs and wants of the teacher. One participant said,

Every time I have wanted to make some move, the opportunities have been there. The chance to become involved in the integrative studies program was that kind of thing.

Another participant said,

I’ve never been turned down. Any time I’ve come up with some idea, some reasonable request for leave or for support of a project, they (administration) have said ‘yes’.

POLICIES PERCEIVED TO BE IMPORTANT TO THESE TEACHERS IN THEIR CAREER DEVELOPMENT

Twelve participants in this study identified sabbatical leaves as important to their development. Some worked in systems where such leaves were shorter, more frequent, and offered certain flexibilities for the teacher pursuing major projects. Others worked in systems where such leaves were optional and seemed not to be encouraged due to the cost and inconvenience created for the departments involved. There was, however, the general feeling that sabbatical leaves were important to the development of effective teachers.

Some took advantage of every leave for which they qualified. A well-traveled teacher whose continuing research interests were related to a small eastern country, was committed to constant interaction with that culture. Such a commitment required full use of available leave. He illustrated:

As someone who works for...University, I haven’t got a nickel to my name, but I wouldn’t trade it for anything in the world, because I travel everywhere I want to go...It has blown my whole world wide open...I don’t understand people who don’t take those opportunities.

Some felt leaves should be mandatory for the purpose of getting faculty out into the wider world; in effect, opening up the world of the university. Reflecting some of his political biases, one participant was adamant about the need to get faculty involved in a wider world:
I'd like to take the cost of one of those M-X missiles and send everyone in this faculty to an international center for their next study break, whenever that is. [I would] force them to go to Nairobi—or Calcutta or wherever appropriate to their fields... 

Faculty members in this study were concerned not only with policies developed and managed by administration, but they were also concerned about basic attitudes administrators held concerning the development of teachers. While these faculty discussed such policies as class size, academic freedom, committee structures, university control, evaluation, retention, tenure, and promotion, they had an underlying concern for those attitudes which controlled operations within the college. Respect for one's professional growth, valuing the work of teaching, recognizing what is truly at the heart of the university's mission, giving professional benefits which differentiate on the basis of real merit were very basic concerns of these teachers.

These teachers, especially the ones who had been through times of retrenchment due to years of declining enrollments and funding shortages, looked for stability. One participant reflected on the emotional effects of retrenchment on those teachers and departments touched most by cutbacks:

If there were some objective way to measure the individual's enthusiasm for teaching, the quality of the product as it comes across, how well it's received by the student, I think in some instances
all that has been reduced over the last twelve years, in the areas affected. Now that’s maybe no more than 10 or 15% of all of us who are still teaching here, but it is still significant.

A participant from another university described the impact of cuts in financial resources on the teacher:

A small school makes some of their reputation of [sic] the fact that we can have small size classes, or you can know the professors well. But when a school finds itself in a financial bind, the tendency is to try to force class sizes to be increased. Rather than having, say, eight sections of introductory English composition, you cut back to seven. You take the eight classes and spread them over. You can save one section, but...rather than having 15 students in a class where the professor can spend a lot of time individually with that student, you might be up to 20 now. That’s just five more themes, five more term papers, five more...to check and grade...
The other way that it’s compensated for is increasing the number of courses a professor is required to teach. That is an additional burden and when that happened with us there was no [financial] adjustment to make that a little bit more tolerable; so that hurt.

Still another participant summarized these feelings:

If you have a teaching situation and your college is continually in crisis, the students know it, and the faculty knows it; crisis will definitely affect teaching. This college is coming out of a long crisis. Not this year and not so much last year, but in a couple of years previous to these the crisis situation in this college affected everybody’s teaching. So I think a condition necessary for the best teaching you could have is general stability of the whole institution. If people are terrified about losing their jobs and are poisoned by various interdepartmental rivalries and fights with the administration and all of that....The political setting of the institution is terribly important. Students do not do good work during the time a college is in crisis and they know it.
These participants felt teachers also looked for structures within the institution which would invite broader and more comprehensive contributions of the faculty. They believed a tradition which emphasized teaching as primary could be maintained through policies which dealt with hiring, retaining and promoting, as well as those policies related to funding and support for the effective teacher.

Many suggestions for changes in policies were offered. These referred to particular situations for these individuals and their particular institutions. These suggestions were useful as they brought into clearer focus the perspectives these teachers had about their own professional development.

People effective in the classroom were rewarded with ever increasing non-teaching demands in the committee structure of the college. One faculty member spoke of the need to remove these disincentives:

What this institution wants to do for me more than anything else is to keep me an effective teacher. It doesn’t want to turn me into a publishing scholar of national stature because for that to happen something’s got to go. What’s going to go is my teaching. I did start out in my career playing what I thought then was the publishing game. And I had carved out a field in Renaissance literature that was relatively untouched. It was one to those gold mines. And I delivered papers on this stuff and so on.

And I could easily have continued--probably have published a book or two by now on it. But I just simply drew the line and said, ‘no way.’ Part of the
reason was that the field was so specialized that even in the most advanced courses here I would never ever mention the subject.

I was developing a split identity. I was over here teaching introduction and advanced courses in literature and writing and over here I was doing research in an obscure 16th century neo-Latin poet. Fascinating stuff. Stimulating. Exciting to know that no one else had really ever cracked it and it was really pretty good stuff. But there was no bridge. There was no way legitimately in the most advanced courses that I teach in the Renaissance I could ever bring in what I was doing over. I said, 'bag it.' No way, I won't do that. I won't play that game. I preferred then to define professional growth with other activities.

Some saw these assignments as broadening and career developing. One characteristic of these universities was the importance placed on the committee structure. A history teacher said it this way:

The faculty around here places high value on the committee structure. We like to think of this as a college run by the faculty, not by the administration. Therefore the whole committee system and related structures have considerable value in most faculty's minds. If you are going to get ahead here you have to do a lot of committee work. You have to be very active. If you hold yourself up, if you are a good teacher and you hold yourself up and do a lot of scholarly work and do nothing in the university service zone you won't get ahead as fast. You've got to do the other too.

Participants spoke of non-teaching assignments such as a valued committee post, as a reward. There was a point where such "rewards" diminished one's effectiveness and may have even moved one away from the classroom. One participant said it this way:

If you care, if you really want to get involved, the opportunities to immerse yourself totally are so
great in a small college that the difficulty is that you get yourself so mired in the non-teaching that you don’t have the time to do the things that you wanted to do on the teaching side.

A teacher who made the move into an administrative assignment shared the need to develop and to increase income. He said:

How does a faculty member at an institution like this stay fresh, manage to feel a sense of progress above and beyond those promotions every seven years or so? Well it may be that [moving into] administration is the way...

Through the new expertise...I suspect I’m becoming more marketable. It is sad to say but true that I was not becoming more marketable by doing what the university had hired me to do and paid me to do because I was doing the same thing over and over again and not enhancing my credentials enough along the way...

How do you enable a person like that to feel that he or she is developing? I don’t know, but I felt the need to expand and to develop and the need to make some more money...frankly are what lead me into [the administrative assignment].

A number of participants were moved into part and full-time administrative assignments through this very process. It became clear that an institution which said it valued teaching was really rewarding those who were working themselves out of teaching.

One participant had a concern for administration’s attitudes about the retention of good and effective teachers. She believed institutions like hers must be built around those who had come to see the college as one in which to serve for a lifetime. She observed a
reluctance on the part of senior administrators to persuade those who were getting offers from other schools, to remain, to be told they were needed. She raised the possibility that smaller institutions may have been reluctant to ask for such loyalty because they had little with which to compete in any bidding process. She stated:

I feel very strongly that this is the kind of institution that ought to be saying loud and clear, "We’re an institution for a lifetime--if you want to give us your lifetime." It is not an institution that ought to view itself as a way station to something else; and I feel very strongly about that because of some good people that have left recently. I think we ought not give the feeling that this is a place that you can stay a while, but if you really want to go, if you really want to develop to your utmost--you have got to go somewhere else--because I don’t think that is true. I think you can stay here and develop whatever you want to develop with a very few exceptions in certain areas.

This teacher also implied that absolute loyalty was assumed and when another option was considered by the faculty member, this was regarded as a violation of this loyalty, and even of the mission of the college, in some ways diminishing the value of the person in the eyes of a less-than-secure administration.

Only one of the four schools in this study had a well defined formal faculty development program, and that one was not being operated at its optimum designed effectiveness, according to faculty members teaching there. While there was no evidence that such programs made a difference in the development of good and effective
teachers, it seemed to be a sign for these teachers of a commitment the institution had to their development.

A participant spoke about the need for time and funding to do experimental and developmental work. He seemed very positive about a small stipend given to encourage this kind of effort:

I would like to see some more release time for people to involve themselves in more professional development. It is very difficult to do an experimental type of course. We are doing some things like that right now in our freshman humanities class, and so to do a little bit different type of things takes an awful lot of training. It takes a tremendous amount of work to get a new course in shape and so for example, this summer the dean gave a small stipend of $200 for everybody in the humanities team to work through the summer to coordinate things of that nature...

Absence of formal programs in faculty development were not of enormous concern for teachers in the three institutions where there was none. Some, however, questioned the absence of open and active participation and concern for the quality of classroom work. Some reported no tradition of open classrooms where colleagues could casually and regularly sit in on sessions taught by other teachers. "We need to develop a tradition or policy of classroom visitation as a normal part of living collegially," said a teacher of humanities who also directed an institute for teaching excellence. Some saw evaluations of teachers as ineffective because teaching was being done in an atmosphere of relative isolation.
While these concerns about evaluation were being voiced at least one other participant considered the alternatives, and much preferred the process being handled within the faculty. He said, "I would much rather put my professional future in the hands of a less-than-perfect evaluation system managed by teaching colleagues, than to turn it over to some remote administrator."

**THE MEANING AND QUALITY OF THE CONNECTIONS BETWEEN FACULTY AND CENTRAL ADMINISTRATION**

Each institution included in this study had its own unique quality of relationships between faculty and central administration. The nature of relationships described by participants ranged from "excellent, open positive, pleasant and supportive," to adversarial.

Each of the participants included in this study had some negative comments about faculty-administration relationships. Most negative feelings were focused toward senior academic administrators considered to be ineffective, even intrusive, and "no help at all."

When comparing relationships the faculty had with administrators, a participant differentiated these relationships from those he had with teaching colleagues. He said administrators were not considered colleagues in a professional sense. He characterized relationships with administrators as:
...different...not the same kind of trust. With faculty we treat each other—we are friends. With administrators—we are faculty and they are administrators; and in that sense they are not our friends. They are not our colleagues.

Within the three other colleges in the study, the range of feelings was generally more neutral to positive. It was not always clear to the teacher how the connections with administration were important to one's development as a teacher. One professor said, "I'm sure they help, but... I can't tell you how." He went on to say, "Being left alone is probably better than being over-shouldered."

In some institutions there was a line of separation clearly drawn between faculty and administration. Some participants thought some natural tension should and did exist between the two. One participant who had moved by assignment between faculty and administration described this line in his experience when he was asked by the provost to represent the provost's views to the faculty committee which opposed them. By virtue of his position he was assigned, part-time, to the provost's staff. But in the previous term he had been a senior and active member of the committee involved in the confrontation. He had been asked, simply because of a change in roles on the committee to change his views on a major issue. The provost could not understand how this would be a problem for him. This teacher, who chose the word, adversarial,
to describe relationships with administration said of this difficult encounter he had with his provost:

I knew there were interests being promoted by the administration on that committee that were strongly opposed by the faculty which I was on the Academic Policy Committee to represent. [The provost] never understood how I could play both of these roles.

The participant’s statement was somewhat cynical and contradictory. The meaning he wanted to convey was that he felt he was able to do his work in the provost’s office while being consistent with his convictions and loyalties as a member of the faculty. His situation was just one of several which illustrated the dilemma that existed for those who moved from faculty to administration, even on a part-time basis.

Personalities of administrators and their personal styles of operating seemed to have much to do with the quality of the connection with faculty. In one institution the provost was regarded as warm, approachable and resourceful; while the president was considered to be more aloof. One teacher reported the administration offered little or no feedback to faculty and seemed uninvolved in the actual world of teaching.

A participant who had been rather closely involved with administrators through several roles he had served, described his relationships with administrators as "close...I’m heard, listened to...." But he went on to say, "I don’t think they come our way enough."
One teacher described the president, an aggressive and very public figure, as "isolated--distrustful."

Some participants believed they had developed a close relationship with senior administrators which was not indicative of the usual faculty-administrator relationship. In this instance the teacher happened to have been a department chairperson who was not particularly close to some of the faculty in his department. He said he was perceived by some of the faculty in his department as one who took the administration's position on a sensitive matter of considerable controversy.

For the most part the teachers in this study valued a certain amount of autonomy and independence for the faculty. One participant voiced this position:

I love my job...and I particularly love [this university] because I have the sense of being in control of my own destiny there...I can teach the way I wish to. Nobody looks over my shoulder and says I mustn't do this or I mustn't do that.

This teacher went on to say:

The university itself is largely run by faculty, so that educational considerations are uppermost in administrative minds, and that gives me a good sense of being in control too."

It was clear that faculty in this study expected administrators not to have a decisive role in faculty development. For the most part, the profession must do that for itself. Faculty expected those responsible for
raising and managing budgets to provide the resources and support they felt they needed to grow and to do their work.

Three participants did name administrators as significant persons in their development as teachers. In all frankness, one teacher said, "To me, the ideal administrator is one who leaves us alone." Yet he found room to credit administrators for opening doors of opportunity for the teacher's growth. "This place gives me opportunity to go where my research leads me."

The impact of leadership on the development and growth of the faculty member was often thought of as a certain quality of commitment administration had and with which they conducted themselves. One teacher said he had a president who was committed to educational excellence. He felt that over time such a commitment translated into a healthy, growing place in which effective teaching could thrive, especially when it was a commitment supported by policies and actions.

A teacher of psychology pointed to feelings in describing the difference an administrator as an educational leader could make in the development of good teaching on his campus:

*If you feel valued, and if you feel heard, and if you feel understood, I think that there's a general motivation and optimism about the future of your institution and the future of your place in the*
institution that’s conveyed by these people. Sure, I think it makes a difference....

Our president had been here long enough. I think he realized that....

We desperately needed this change in leadership and not because [the president’s] leadership was ineffective. It was ineffective in ways—as all leadership is. I would be in the same position, but we need that breath of vitality that someone brings in who says, "I have some new ideas that I want you to work on and I want to find out about you." It’s kind of a marital relationship where people begin to take each other so much for granted and a new relationship gives you the chance to talk about yourself again and to clarify yourself. I think we need that. I think we need to discover where we are with some new administrators.

The hopefulness of these feelings indicated a sense that administrators could make a difference in the development of places where teachers could thrive and develop.

AREAS WHERE ADMINISTRATION INTERSECTED WITH FACULTY TO MAKE A CONTRIBUTION TO FACULTY DEVELOPMENT

Participants in this project felt creating a setting where educating could happen was the responsibility of both the faculty and administration. While one participant distinguished short-term responsibilities from long-range ones, naming administration as primarily responsible for long-term establishment and maintenance of the educating setting, he quickly acknowledged that the faculty must insure their own renewal. In support of these views, and in response to his profile based on the
transcription of an interview with him, he wrote the following:

It is the administration’s responsibility to help faculty find the "middle ground", to provide opportunities for reflection, renewal by faculty. Financial support for these efforts is important, but the administration attitude [emphasis his] towards faculty development is the crucial ingredient. Knowing that the moral support of the President/Provost/Deans/ chairs are behind you can make a tremendous difference.

Another participant offered insights into the structural nature of the cooperation needed to create an educating setting:

I think I and most faculty would say that the initiative lies with the Provost and the Academic Dean, but that however good or bad their ideas, however energetic they may be, they couldn’t succeed without a lot of hard work and cooperation from the academic policy committee, which is one of the two or three most important standing committees of the faculty. Ultimately, the responsibility lies with the administration, if by that you mean who is there to initiate and evaluate educational proposals, etc., but the faculty governs the norm here so strongly that those academic leaders could not succeed if they did not work effectively with this one particular committee.

As administration contributed to the development of a setting conducive to relatively independent scholarly and didactic work in an environment which encouraged a high level of student contact, healthy collegial support, and an openness to the wider scholarly community and indeed the wider world, it contributed to the satisfaction, personal development and effectiveness of the teacher.
A faculty member among the participants in this study recognized as an educational leader contributed his insights into the role administrators could play in development of the faculty, while reserving credit for the faculty themselves:

I really do not think the leadership, for what has happened, has been because of the president or the provost. I do think, however, that they have done what they have done well, they have allowed it to happen, and they have encouraged it to happen. They just haven’t as it were, headed it. I think there’s a very important discrimination to be made there. I mean I do not attribute our academic strengths in some respects to their leadership. But on the other hand, the willingness to go out and hire the best faculty is their decision. So indirectly certainly, they have infused this faculty with people with ideas, and they have fertilized, nurtured the academic environment. That’s in every sense to their credit.

Many felt it is the administration that was responsive to the needs and concerns of teachers which helped to make good teaching happen. In one of the universities where some major tension or conflict had existed between faculty and administration, one participant said administration did have a contribution to make to the development of good and effective teachers, but offered this caution:

...all that it would take to destroy the whole thing is for an administrator, for example, to, you know, pass out such rewards as he has on what looks like a one score bias basis. There may be little enough reward but so long as those things are done with some eye to what you say, people are usually satisfied. If the worst teacher on campus was known to have gotten the biggest raise of all, then you are going to have some real cynicism....  [If] an
administrator...took it upon himself to be the, essentially, the overseer of all that went on in the classroom, in our context, I think that would be very disruptive.

Conflicts on the campus and tensions between faculty and administration were factors generating these comments:

That is one of the prices you pay for a small college teaching environment. I wish it were less intrusive and less distracting because I know when we had the...incident [with the fraternity] up here on the hill and the press screamed over the [campus] incident, I knew that my teaching went down. You can't get up. You've got too many faculty to talk about, too many committees to get poked into, too much of this and that; some things gonna give. Your teaching gives.

Some faculty pointed to times when there had been a lack of institutional direction as a time of weakness in administrative leadership. This vacuum in leadership was filled by the faculty, and particularly at the departmental level. This seemed to have brought with it a certain preoccupation with things other than teaching and the development of the teacher. A participant in a university with a tradition of strong faculty leadership made the point:

With a strong departmental base program, which as I suggest happened to us historically through lack of leadership earlier in the late 60's and early 70's, we need that strong center that in a way we've not had. So there's been kind of an ad hoc kind of arrangement.

When asked to identify the educational leader of their institution, the following were the persons mentioned and the number of participants naming each:
The array of ways educational leaders should or do lead was as varied as the number of respondents to this issue. This is a list of their responses:

Good hiring—hiring known persons

Correcting problems

Supporting—opening opportunities to teachers

Leading through developing policies

Creating a climate for growth
  - Revitalize the dialog
  - Deal with burnout
  - Take initiative for the faculty [with trustees, etc.]

Developing rewards

Rescuing faculty members in trouble

Offering trusted counsel—access

Believing in the persons of the faculty

Offering a sense of direction, and with some energy

Investing belief in the promising teacher

Giving a sense of future. Telling teachers how important it is that they remain at that institution.

Offering a conscience—a standard

Supporting what is growing
  - Supporting what a promising person wants to do.
Supporting the work of teaching over other scholarly demands

Sponsoring and facilitating growth in the faculty member, sharing in his or her life, stimulating the process by possibility thinking.

Demonstrating a commitment to faculty development through implementation and support of developmental policies.

Faculty perceived the educational leader to be in a position to support what was growing and promising. The educational leader could create an environment where excellence was expected and where growth could thrive. An administrator who was an educational leader could facilitate at both the personal and institutional levels some of those things needed and wanted by a teacher for effective teaching work.

One participant described the kind of support he would wish for all faculty, and the kind he felt he was getting which was not always available to others:

I think it's important that the leader know what the person's doing, first of all...not just through the annual report that the faculty member sends in through his department chairman. Now, I don't know whether a provost can know what 140 faculty members are doing or not.... Maybe that's an impossible task, particularly if you want him to prepare the budget and interview all the new candidates that are being brought in and all those things provosts have to do. But I would hope that he knows...something about what they want to do in the classroom. I don't think that's been true. I would guess most faculty would say, "The provost doesn't know and the president doesn't know what I'm doing." But that's not true for me, you see.... So I don't think it's an even...thing.
This same professor offered an illustration of an opportunity where administrators could have been contributing to the development of a young faculty member, but were not doing so:

I have a young faculty member, a woman—Ph.D.—Married.[sic] She has two small children....She's had a hard way to go. She's here, she comes in with a small child, she's finishing her dissertation; she's never taught before when she gets to [this university]—you know, [her graduate school] doesn't train any of their people to teach, unfortunately—So she's getting her first classroom experience here....She has needed a lot of support. I don't think the president or the provost has ever said "boo" to her. I think it all comes from members of the department, from the chair.

Areas of policy considered important to these teachers in the development of good and effective teachers, as previously mentioned, included sabbatical leaves; tenure, promotion, retention and evaluation; recognition and rewards based on merit; maintaining the position of teaching as the primary mission of the institution; offering salaries and benefits which reflected commitments to teaching at a level of excellence; broadening the opportunities for personal and professional growth; offering a climate which protected academic freedom and a fair amount of autonomy for faculty; supporting a committee structure which was not unduly burdensome and which enriched both the university and the individual who served on the committee; and a commitment to retooling of faculty when change was required.
Faculty members included in this study wanted to have a relationship with central administration which included a knowledge on the part of the administration about what the faculty member was doing professionally.

This relationship with administration presented what one participant described as a paradox:

It's kind of a paradox. This is a faculty which prides itself on a long tradition of faculty governance, but expects the administration to take the initiative. It wants strong educational leaders. It wants to have nearly the power to veto their initiatives if they don't like them, but they want the leadership to come from the top.

PATTERNS OF TEACHER PERSPECTIVES

Analysis of the data finally revealed certain patterns in the perspectives of these teachers. While there was a high degree of agreement among the participants concerning each of the areas discussed here, there was considerable variety in the way each of the participants discussed the various areas and the way those areas were valued. Some of the views were strongly and independently expressed, while others were agreed to without much support, more as an assent than a conviction. Nevertheless, there was enough commonality to warrant the claim that the patterns are valid in the collective perspective of the participants.

For purposes of this report, patterns are presented in the form of two summary categories. The first has to do with expectations. Participants held certain
expectations for the culture in which they worked. They had expectations for their work of teaching and for their students. They held expectations for colleagues, for administration, and for educational leadership. The second category reflects the meaning participants were making of the connections which existed between teachers and central administration. Before commenting on the issue of connections and their meaning, we will discuss several categories of expectations.

Cultural expectations

The decision to teach in the culture of the small, independently funded liberal arts college was one participants made over other options. With one exception, they were pleased with the choice and would make the same decision again, given the opportunity. The exception was the teacher who found that world to be too small, and who felt he had outgrown such a closed situation.

Participants had knowledge of other settings, and had their own educational experiences including teaching, in some instances, in other kinds of settings. They were pleased to be in the world of the small college, even with its limitations.

Within the culture of the small college, the teachers expected a climate characterized as more personal, even intimate. They wanted professional relationships to be
cooperative and supportive, noncompetitive and collegial. They wanted the college to be an open place where they could participate in a wider sense of community.

These teachers wanted the climate to be maintained through effective management and leadership in such a way as to enhance the public image and standing of the institution within the professional community of the wider academic world. They wanted the college to be of a strength and character sufficient to attract and hold a quality faculty, and recruit the highest quality students.

Work Expectations

Expectations concerning the work of teaching were realistic, yet hopeful. For the most part, participants accepted the fact that they would move from the highly specialized orientation that characterized their preparation in graduate schools, to the more generalized activities of undergraduate liberal arts teaching. At the same time they expected to remain professionally connected to their academic fields.

Teachers expected to contribute to the mission of the college, which they understood to include excellence in teaching in the classroom, but also education of a specific clientele and service to a supporting community. The clientele might be students of a particular religious
The supporting community might include surrounding populations or a region from which students are drawn. It may include the supporting church community. There was an understanding among the teachers about these broad areas of the college’s mission and an expectation that the goals of such a mission should be met.

Expectations regarding the role of research in the various colleges were mixed and depended on the interests of the individual teacher and the role research was expected to play in the teacher’s work. A struggle to balance the demands of teaching with other scholarly work was common to all the participants. On balance, they expected the work of teaching to have a higher priority than other work and expected this priority to be confirmed in evaluation processes which have to do with hiring, retention, tenure and promotion decisions.

These teachers expected to become as effective as possible in teaching, and to be evaluated on the basis of classroom work and those activities related directly to teaching.

Participants expected the campus to be oriented to growth and development of the teacher, not only through programs, but also through innovative opportunities of a curricular nature, such as integrative studies programs, and non-curricular activities such as international travel programs for study and service.
Teachers expected freedom. They described this need both in terms of the issue of academic freedom, and also in terms of the climate or culture created and maintained. They fully appreciated the need to be a part of the institution. At the same time they expressed a need to have a high degree of independence to do their scholarly work, to set and work at goals for teaching within the classroom, to evaluate the work of their students, and to pursue their preparation and other scholarly activities in the kind of leisurely pace which is useful in creative endeavors. While they wanted an openness to participate with other teachers in classroom activities and considered an open classroom to be of benefit to the climate for improving instruction, they did not want their domain to be invaded by any authority higher than their own, as the master of the classroom.

Stability was an expectation spoken of by teachers who had passed through changes in senior administrators and reductions of enrollments and resources. They also expected stability for their careers. Prolonged career instability was brought on for some by years of waiting for tenure decisions. For others, forced turnover of younger faculty members due to a stagnant enrollment and a highly tenured faculty became a concern. They saw excellent younger faculty members denied permanent contracts and turned out because older, and in some cases weaker, faculty were
tenured and the department was unwilling or unable to increase the number of tenured faculty members.

Faculty members expected their need for study and research leaves to be honored with policies which would promote their renewal and growth. Sabbatical leaves were expected as the institution’s investment in keeping its faculty current.

Teachers expected commitment of teaching colleagues to excellence in teaching. They expected colleagues to be current and to lift the quality of education campus-wide. They were eager for the community to be supportive and collegial, with openness to allow the disciplines to enrich each other. They wanted to have a community open for developing policies, working in committees and sharing in classroom work.

Expectations for Administration

Expectations for administration were held within the context of the unique character of the way faculty regarded administration. To some they were close friends. To others they were those distant landlords of the campus who also controlled the flow of students and resources. None of the participants seemed to have a collegial feeling for administrators. Individually, they were often highly regarded and considered friends. As an entity in the campus culture, however, they were "not one of us." In this
context, then, these were the expectations which emerged from data regarding administration.

Faculty expected administration to do their jobs effectively. That included bringing stability and direction to the campus. Administrators were expected to acquire the needed resources, to manage them well, and to give the support needed for the educational enterprise.

Administrators were perceived to have a major role in developing and giving rewards to faculty. Teachers recognized as excellent and effective in their work wanted those rewards which recognized superior effort and effectiveness, and which was differentiated from lesser effort. This expectation was a hope and an issue unresolved on the campuses included in this study.

Administrators were expected to represent the interests of faculty to the important constituencies and controlling bodies of the colleges. Teachers also expected and hoped their careers and their work would be valued by administrators and that valuing would be expressed and represented by administration to various publics. Administrators were perceived to be in a position to hire and retain faculty. It mattered to participants that this role be managed with the highest of competence and with fairness.

Leadership was an expectation teachers had for administration. They wanted administrators to lead by
example; to embody excellence, commitment to quality
education and to other held values of the institution. They
also expected that all leadership would not reside in
administrators, but that some would be with the faculty, and
much would be shared leadership.

Expectations for Educational Leadership

Finally, participants held expectations concerning
educational leadership. In each institution of the study,
educational leadership was either present and clearly
identified, or it was absent and sorely missed. Educational
leadership was expected to lead. It was expected to bring
innovation with stability. It was expected to speak for the
faculty and to represent faculty’s major interests.

Educational leadership was expected to pay attention to
the vitality of the institution as a growing place. It was
expected to set the pace in excellence of visionary
commitment, in teaching, in caring about educational goals,
in maintaining the strength of the culture.

Attitude and mood were important components of
educational leadership. Leaders were expected to create a
climate conducive for growth of the whole community. They
were expected to have the ability to get the important
things done; to open doors for faculty development; to
orient new members of the community; and to remove barriers
to growth and effective work of teachers. Teachers expected
a renewed and renewing leadership. They expected the system of the culture to have appropriate ways of replacing persons who have become ineffective in the leadership at the time when they need to be replaced.

The dominance of certain personalities who have filled the offices of president and of chief academic officer created certain models, reactions and expectations for these roles. Since three of the four institutions studied were experiencing or had just gone through changes at the senior administration level, expectations were being expressed on those campuses as a matter of general and open discussion. Even on the fourth campus, senior faculty members had vivid memories of changes and development of persons in these roles.

Presidents were expected to be personal in style, and knowledgeable of and supportive of faculty. They were expected to have a winning and effective public life and image and to be active off campus. If they were effective in bringing resources to the campus while maintaining an effective leadership presence, their prolonged absences from the daily life of the college were expected and understood. If they appeared to be isolated, authoritarian, heavy handed, or pompous, they were resented.

Provosts or persons serving as the highest academic administrator were expected to be advocates for the faculty. They were expected to be knowledgeable about the teaching
process and of those who do it. They were expected to be resourceful for the faculty and to develop a sense of quality in academic affairs. They were thought to be in possession of information about individual faculty members which would allow them to intervene and to do some rescuing when a teacher was in trouble or was having major problems of a professional nature.

Presidents and provosts were expected to have to win the respect and loyalty of faculty through their commitment, competence and performance. Integrity with warmth and openness was important. At the same time administration was expected to keep its distance from those things which were considered to be within the sole domain of the faculty.

While a few teachers expressed concern for the decisions being made by boards of trustees particularly on the election of a president or hiring of a provost, there was less talk about the role trustees play in shaping the campus community and controlling its direction. The call for stability, spoken about often, essentially covered this subject. These teachers wanted stability. While they had a vital interest in the overall direction of the college they found the autonomy within their work which to some degree isolated them from wider institutional issues, as long as the college was maintained around its basic mission and was reasonably stable. Participants' silence on board actions and on institutional control can be understood as a
willingness that the board fulfill its role as long as the institution was well managed and educational concerns were fully considered. Teachers did expect administrators to represent their concerns to the board.

Issues Avoided

Participants were silent about their own career ambitions. Given the fact that they were considered to be top teachers in their colleges, often serving in key committee and department roles, they centered their discussions around teaching. Even those who held part-time or temporary administrative assignments always spoke of the primary role of their life as that of teaching. If they were moved out of full-time teaching to fill administrative roles, they assumed they would eventually return to the classroom. Ambition to become a provost, dean or president was never entertained in discussions of this inquiry, an inquiry which did look at leadership issues and which did offer opportunity for such ideas to be raised.

It may be that faculty felt they had little direct control over such career options, or that pursuit of such interests was thought to be pursued only with great discretion, making it a subject about which faculty could not comfortably converse. More than one participant said, "I wouldn't have that job." All had opinions about how those administrative jobs ought to be performed. The whole
idea of ambition beyond the classroom was a matter about which there was little or no discussion.

There was no apparent concern for the place liberal arts institutions have in the world of higher education. All the schools in the study have been affected by cutbacks and by trends toward more vocation-oriented educational programs. Nevertheless, the place of the church-related liberal arts college in the community of institutions of higher education was not an apparent concern for these teachers. There was a concern for attracting better students to their colleges, and there was a note of pride where this was being accomplished. No one seemed concerned that liberal arts colleges were losing their place of significance in higher education.

Silences of participants may have been meaningful in ways not considered here, but every opportunity was given to these teachers to express widely ranging perspectives, and probing questions were employed to explore the many inferences, gestures and other non-verbal expressions which became apparent in the interview sessions. It was certainly impossible to ensure that all non-verbal clues were gathered by this researcher, but every reasonable attempt was made to understand and to explore the widest measure of such meanings. What was not said by teachers was overshadowed by the free spirit with which the most open of communications was exchanged and was noted here.
Making Meaning of the Connections

The importance of the connection between highly regarded teachers in this study and central administration was the second message emerging as a key factor from the data. This connection was important for the development of these teachers. In many ways, direct and indirect, the relationship between administrator and teacher influenced the teacher's career development. The connection was involved in hiring, in supporting and advancing the teacher. Along the way, doors were opened or closed. The connection was involved in those career-altering decisions. While some teachers did not feel they needed such involvements, on reflection, the connection had the power to make some difference in a teacher's career.

Teachers found meaning in a shared leadership with central administration. When this shared leadership was effective, things happened to the culture of the campus which enhanced and enriched the life and work of the teacher. An example of this point was the willingness of central administration to allow a department chairperson to protect the time and energies of a new young faculty member from wider demands of the campus, and heavy teaching loads so he could complete his Ph.D. and become acclimated to college teaching. The climate was there for such a decision. Support for that kind of shared authority
resulted in the development of a faculty member now recognized as one of the best in the institution.

When the shared leadership broke down or was not as effective, the vacuum created a change of agenda and direction, and was felt even in the classroom. A participant pointed to the time when central administration was not exerting effective leadership. This was the beginning of a movement of leadership to the departments. While she felt generally good about that move, she acknowledged that the centrality of leadership for the whole institution suffered, and momentum was lost.

These good and effective teachers have survived low moments in the quality of the connection with administration, and have known when it was at a high, benefiting all. They have wanted a good and effective administration and have been willing to share the educational leadership.

Connections have meaning for the teacher as they maintain the culture. Faculty and administration make up the most present and permanent part of the culture. Students, outside publics and even trustees and sponsors are at some distance from those connections most critical to the creation and maintenance of the culture. A certain connected faculty and administrative body is permanent, even though personalities change. As a working, dynamic alliance is formed, faculty can gain the freedom and support, and
even considerable motivation to develop and to do effective work.

Administration was perceived to be in the position to initiate the connection and to bring to it an attitude which affirmed the importance of the teacher in the enterprise. When the connection was distant and ineffective for the development of good teaching, it was perceived that administration chose to have it that way.

SUMMATION OF FACULTY PERSPECTIVES ON CONNECTIONS WITH CENTRAL ADMINISTRATION.

Faculty members in this study named sabbatical leaves and other opportunities to expand teaching and scholarly tools, and to keep in touch with a wider world, as important to their professional development. They wanted central administration to respect their need for professional growth, and to offer support for growth opportunities. They valued an institutional commitment to promote, retain, support and reward the good and effective teacher on some basis which truly differentiated. Faculty wanted rewards that offered unique professional benefits.

Teachers in this study valued institutions that invited a wider, more holistic contribution from the faculty to the whole educational enterprise. They wanted the administration to value and preserve an educating community that emphasized teaching as primary, through policies on hiring, retention, evaluation, rewards and recognition.
These teachers wanted the institution to be arranged in such a way as to differentiate good and effective work. They wanted stability within the institution, and the funds necessary to do excellent work. They wanted not to be preoccupied with external matters to the extent that classroom and other teaching work was impaired. They wanted to be supported and encouraged, but not controlled. They wanted a vital community of cooperation, one which fostered openness of communication, a freedom to interact and to innovate around teaching goals. They wanted some help in balancing the demands of non-teaching assignments, such as committee work, and heavy classroom loads with the need to also remain active in other areas of scholarship.

To one degree or another some of these values are the very distinctions which characterize the universities included in this study. Where these values were not present, they became the wishes these participants had for changing their colleges.

What was described here was a humane, vital community built around the mission of teaching and constructed on the best of traditions of respect for that work and for those who do it.

For the most part, the participants of this study felt they were the fortunate ones who were teaching at truly fine institutions. Because they were recognized by their peers and others as among the good and effective teachers on
their campuses, their perspectives on what had contributed to their growth should matter to those who are responsible for the development of places which can nurture such persons. Their perspectives on the role of central administration in the growth and development of good and effective teachers was the primary focus of this study.
SUMMATIONS: THE MEANING OF CONNECTIONS

Knowing what matters to good teachers, what it takes to make them effective in their work, how they have been affected by the culture of the campus in which they do their work, and what is important to them about their relationships with those who give leadership to their institutions, should matter to those who care about excellence in teaching. The central question for this study was asked of teachers considered to be good and effective in their work. It was asked of them because they are the best and most important source of the information.

The purpose of this study was to learn something about the meaning and quality of the connections good and effective teachers have with central administration in the small liberal arts colleges in which they work. It was the intent of this inquiry to gain some insight into those things central administration has done, those things they have caused to happen, those conditions they have sponsored or allowed to exist, which enhanced or inhibited the professional development of good and effective teachers.
The question is a worthy one, because there are many excellent teachers working in small liberal arts colleges, and their work is so vital to the mission of those institutions. It is a worthy one because connections matter, and because the quality of those connections teachers and administrators have with each other form much of the culture of the community in which they do their important work of educating. It is commonly understood, and often stated, that teaching is the primary mission of the liberal arts college, taking precedence over other activities within the common purposes of higher education. The other activities usually mentioned are research and service. While these activities are present in almost all liberal arts institutions, they are not given the emphasis that is assigned to teaching. Consequently, those who teach, and especially those who carry on the work at a standard of recognized excellence are most important persons in this enterprise.

During a period when many demands are being made on the limited resources of these colleges, and when change is occurring in the society affecting all her institutions, including higher education, it is important to have a sense of those things which truly matter. Teachers are certainly among those few most important parts of the college worthy of such concern.
A retired president of a liberal arts college compared the college to an ecological system in which some things are always in the process of dying so that other things can be born. Bauman's assertions (1987) that these changes are not being managed rapidly enough in the liberal arts sector, further enhances the need for educational leaders to know what elements of the educational system are most important and must be preserved. Excellent teachers certainly deserve this vital attention.

The study is important to teachers who are clearly eager to do effective work, and who are willing for their work and their professional needs to be understood. If connections have been important to the good and effective teachers of this study, they may in fact be important to all teachers who wish to be effective in their settings, and certainly to teachers in small liberal arts colleges. The teachers participating in this inquiry demonstrate such a willingness to give priority to questions about their development and their work by their ready and eager cooperation in this and other studies. They are certainly among those who want to remain vital in a profession which has complex demands, promises deeply satisfying personal rewards, and limited professional compensations.

This research is important to those teachers who are considered to be truly excellent teachers by persons in a position to judge quality teaching. These fine teachers
want their values and goals for their work perpetuated and supported in an environment which will bring the very best of their talents to the tasks they consider immanently worthy. The effective classroom teachers want to stay in the classrooms, and are wanting to understand how they can exist, advance, remain current and flexible in their demanding work. It is also reasonable to assume that good and effective teachers who find they are operating in a setting in which they are meaningfully connected with central administration would like those serving as administrators to know how their actions are affecting the development of the teacher.

The question for this inquiry is useful to those new teachers and aspiring students who want to understand as much as possible about the way the really good teachers do their work, how they get along, and what is really important for them in the world of the college. If they could understand some of the value connections have been to the development of good and effective teachers, their own development might also benefit from this knowledge. Maintaining important relationships is both a skill and a commitment.

The inquiry is particularly important for those educational leaders, central administrators, trustees and sponsors of higher education within the liberal arts sector, who want to contribute to excellence in teaching, and who
are interested in the perspectives of those who are doing that work well. It is important as it provides insight into those meanings connections have for the establishing and maintaining of a culture conducive to the development of good and effective teachers, and a teaching environment which supports the growth of the able people who are a part of that culture.

Of course, the question is a worthy one because it is a question which has grown out of the researcher's own concerns for contributing to the culture which keeps good and effective professionals alive in their work, fulfilled in their tasks and focused on worthy missions. The question is an important one for the researcher because of an interest in developing the sensitivities and skills necessary to bring leadership to those institutions, like the small liberal arts college, in which professionals of various disciplines and with various needs for support and professional growth, can thrive in their life and work. The research is important to the researcher because he believes relationships are of infinite value and deserve to be understood as fully as possible.

It is hoped that those who also share a concern for effective teaching and those who do that important work, can also benefit from an inquiry in which the question has been responsibly and systematically asked, and where the insights are presented with a degree of clarity and completeness.
The style of the reporting, using thick descriptive data is offered to help potential users of the research to more adequately judge the relevance of this study to their concerns.

Because the question concerned good and effective teachers and their perspectives about the meaning and usefulness of their connections with central administration, a naturalistic methodology was the only reasonable way to approach the inquiry. Questions had to be asked. Answers had to be probed, developed at some depth, and reconsidered in a dialogical and open manner in order to gain insight into feelings and attitudes, indeed, perspectives of the teachers.

Once the good and effective teacher was identified and agreed to participate, the approach was to conduct an in-depth interview with the participant. Transcriptions of the discussion were made and systematically analyzed, gleaning collected units of thought which became the data. The process allowed the insights from those data to be clarified by further contact and feedback. The study was given depth and trustworthiness, adding to the understandings, by repeating that process with a number of teachers who also understood something about the meaning of the focus of the inquiry.

Analysis followed a process called the constant comparative method (Glaser and Strauss, 1967), which
required instances of insight to be identified as data, categorized and commingled with other instances of similar insight until those categories were complete and no other available data could be included. Then the categories were compared and allowed to merge when appropriate, giving another layer of the picture the study sought to understand. In a very practical way, the data was permitted to speak for itself as those instances of insight became the illustrations and examples of the categories of which they were a part. Finally, and at another level, it was within the researcher that synthesis also took place. In the process of working with the data, patterns began to emerge which were expressed in written form and which make up the heart of this report. The presentation of this study, then, is also a part of the process of analysis (Lincoln and Guba, 1985).

It was the goal of this study to allow the perspectives of the teachers to be presented as naturally and as faithfully as they were discovered in the natural setting. Therefore, participants were quoted extensively. Validity and accuracy of insights was secured from participants through confidential profiles returned to participants and upon which they wrote comments and in other ways communicated their feelings about the material being analyzed. Since anonymity was promised and assured to participants for themselves and their colleges, allowing
them the freedom to share their perspectives, all the
details available to the researcher which would have
violated this promise of anonymity were not included here.

Sherman, et al., (1987) presented five characteristics
of excellence in teaching gleaned from the major research in
the area, to which they added the factor of experience.
All six characteristics were clearly present in the work of
all the participants in this study. Enthusiasm, clarity of
presentation, preparation and organization, stimulating
classroom experiences, and a sound knowledge base were
reported on and reflected in the data gathered about the
teachers in this study.

One factor which collects several if not all of these
characteristics became apparent enough to the inquirer to be
checked out and confirmed. In one way or another, and
beyond the natural style of personality of each teacher,
these participants either claimed or made evident the fact
that they were actors in their work. They performed. They
portrayed not only the content but the process of learning.
Several participants admitted to having acting experience.
Others saw teaching as their moment "on stage." When asked
what was the part of teaching which he considered to be his
specialty, one teacher answered, "Show time. Definitely the
classroom..."

Even persons with an apparent natural shyness found a
way to take on the roles and perform with effectiveness in
the classroom. While it is unclear what this notion means for connections within their college situation, it is a clue to what seems to be a common thread in associating all the participants as effective teachers. It may also give some insight into what the classroom means as an attractive place of work for the individual teacher quite apart from other issues, events or conditions on the campus. The classroom as a "stage" with its inherent autonomy appears to have been a kind of shelter providing the teacher some isolation from other stresses which may have been a part of the wider campus community.

With these words of summary, then, the report will conclude with a presentation of the emerging outcomes, a statement on the meaning of the connections teachers have with central administration, and suggestions for further research related to the subject of this study.

**Emerging Affirmations about Connections**

The meaning of connections teachers have with central administration, from teacher perspectives, has been organized into seven groupings. They are presented here as affirmations which have emerged from the data.

1. Teachers believe connections with central administration have helped in their development. While some participants could not be specific, many could, and all agreed that those who serve in the highest administrative
positions are in key roles to support and even sponsor the development of the good and effective teacher.

2. The connections teachers have with central administration in small liberal arts colleges are at the core of the culture of those colleges. Under the best of circumstances, when able persons are effectively filling central administrative roles, the culture is enhanced and seems somehow tuned to growth for all who are a part of such a community. While the culture of the college is organized in ways which have been described in the past as organized anarchy (Cohen and March, 1974), with its special challenges inherent in a system made up of many relatively independently functioning professionals, it can more helpfully be understood as a culture. Connections do exist and they do matter. Independence and interdependence are both important.

3. Leadership is expected from an effective administration. When it is absent, when a void exists in the effective exercise of leadership within central administration, that leadership will in all likelihood move into the faculty.

The style of the leadership is important to the teacher. A more personal style is preferred to the autocratic and remote approaches which once characterized leadership in private institutions of higher education (e.g., B. Clark, 1970).
Teachers expect roles of faculty and administration to be separated. Administrators can be good friends, but usually not colleagues.

A shared leadership is also assumed to be in the college's best interest from the perspective of the teacher. Some educational leadership can reside in the faculty. Initiatives which begin at the faculty level can be effective ones. Where mutuality of respect has led to a high level of communication and cooperation, the location of the educational leadership is not given high visibility, and conflicts and differences are seen as useful in bringing about the best of decisions within a reasonable level of trust.

4. The basic orientation of the small college, and especially during a time of retrenchment, and in an era when consumerism is a major issue, has moved toward the student as consumer. While this development is understandable at one level, at another level, and toward the core of the culture of the college, there must be established a balanced faculty orientation. Faculty are a permanent part of the structure of the college culture, changing and dynamic as they may be. If their interests and developmental needs are not a high priority of the institution in which they do their work, the student, the consumer, will eventually suffer the loss. Revitalization and long-term developmental
changes are also more likely to sustain when they are invested within the more permanent aspects of the culture.

5. From the teacher's perspective, it is the faculty which is most essentially the face of the college which must be presented to the various publics of the institution. The teacher is in that formative and leading position close to what happens of an educational nature which is truly central to the mission of the college. This is not to say that administration does not have a public and external relations role to play. Such a role was given high priority by teachers and others who considered the essential roles of the president. It is to say that the culture and the mission of the college will be better served when it is commonly acknowledged that it is the work of teaching which is truly at the heart of the higher education enterprise.

6. Teachers want to be rewarded. They want rewards which differentiate and which express the value the college places on teaching. Such rewards are not considered by participants in this study to be given in adequate ways by the colleges represented in this study. One suspects such rewards are absent from the policies and practices of most liberal arts colleges. This need is often considered in the context of discussions about merit pay, or the need to leave classroom teaching and take an administrative position to increase income.
All the rewards do not have to be monetary. Opportunities can be given to teachers which relate directly to their growth and which recognize their unique and excellent teaching work, and which are received as rewards. Examples given by participants include support for special study projects, consideration in assigning courses to be taught, a valued committee assignment, and simple human contact and recognition from those who are in senior levels of leadership.

Advancement into administrative posts is the only avenue offered by many colleges to teachers for any significant increases in levels of compensation. Many participants felt excellence in the classroom was rewarded by increased committee loads and other non-teaching assignments which became burdens on their teaching work, and which were even considered by some to be negative rewards for their good work. Colleges which wish to keep their most capable teachers in the classroom will have to attach some rewards to those commitments.

Salaries in privately funded liberal arts colleges are perceived by teachers to be significantly below the level of salaries in public universities. This difference is one professors are willing to accept, within a certain range. However, the career needs must be considered and the gap cannot be permitted to widen.
7. The most important aspect of faculty development is not a program. It is a commitment and a philosophy, even an attitude, within the college where teachers thrive and grow in effectiveness. The components of faculty development as a part of the culture include:

- Strong, effective administrative leadership.
- Effective educational leadership, some of which resides in the faculty.
- Models of effectiveness within the faculty and within the administration.
- Educational leaves for renewal, retooling, and staying current.
- Support for faculty to remain professionally connected within their disciplines.
- Rewards for the things the institution says it values.
- In general, an expectation which becomes a tradition; supported, demonstrated, articulated, protected and defended, by the whole of the institution, and especially the educational leadership.

Opportunities for the Small College

The opportunity within the small college sector of higher education is to create and maintain a culture in which those who are gifted to teach and those who are able to learn can find a richness of relationship within the context widely inclusive of all entities of the campus. The
opportunity to open such a culture to the wider world is demonstrated by the ability of the teachers of this study both to learn from and contribute to that wider world as they have encountered it. Most of the participants in this study have made significant scholarly contributions beyond the boundaries of their campuses.

Initiative for creating such a setting has been taken both by faculty and by administrators. It has occurred during times of change in senior leadership and during challenges brought on by changes in the external world. Having a vision for such a community seems to be the place to begin. Creating a climate in which the vision can be shared is the work of educational leadership. Those who do that work will provide a truly great resource for those who live in the learning communities and those who pass through them.

What we have seen in a teacher's perspective of those connections between good and effective teachers and central administration is a picture of a unique relationship which can be useful in developing the culture in which people thrive. The quality of the connection can make a difference in the effectiveness of the people who work in that community.

Some very good teachers have developed and do their work in spite of breakdowns in the connection. However, it does make a positive difference when people from central
administration care about the mission of effective teaching and seek to understand those who want to grow in that work.

**Areas for Further Study**

This study touched just one perspective. It looked at a phenomenon from but one point of view, important as that perspective is. Many other areas of study become obvious as the boundaries of this inquiry have been established.

Questions which remain unresolved and which emerge in minds of teachers and educational leaders need to be explored. Among them is the issue of rewards that differentiate between truly excellent and only mediocre work in teaching. The question of rewards needs to be further qualified to express the true values of the college and her mission, rather than rewards which ignore or contradict those values.

The possibilities of the notion of a shared educational leadership are open questions which deserves study.

The basic research question for this study could be looked at from the perspective of the administrator, as well as the student. Replication of the study comparing the experiences of other teachers in other colleges would further enhance the body of knowledge represented in this study.

The impact which changes in presidents and chief academic officers have on the connections teachers have with
central administration is another area available for research.

Further inquiry into the processes which could enhance the quality of the connection between teachers and central administration, could be an extension of this study.

Other methods and combinations of methods as approaches to the same research question might prove to be fruitful. One might utilize a case study method, or combine the interview approach with survey techniques.

The study could be further enhanced by broadening the inquiry to include a wider representation of participants and schools.

Conclusions

In many ways what has been presented here through the experiences and perspectives of a few effective teachers is a vision of a community whose participants are thriving because quality relationships have formed meaningfully and usefully to express the values of the culture. The culture is embodied in the good teachers, the administrators, and in the values held and expressed through the community’s life. A style of leadership is emerging through institutions which pay attention to these cultural issues. Such a leader is more concerned with lines of communication than lines of authority. An attitude of respect for and a positive belief in those who do the essential work of teaching and
encouraging learning, can be resident in the administrative leadership without weakening control or giving up the lead in setting institutional direction.

The highly educated, self-motivated, independently operating professional who works in an environment with other such professionals, and who works in a diversity of disciplines, technologies and pedagogical approaches, can respond to the basic human interest invested in them on the part of administrative leadership. The small liberal arts college is a community whose character is conducive to such meaningful contact.

Resources will never be endless. Periods of change in a world driven by such uncontrollable factors as birth rate and economic shifts, will place demands on the decision-makers which are not always comfortable. Yet within such a world there will always be opportunity to bring people together around a mission immanently worth doing, the pursuit of which is growth-producing in itself.

Connections matter. Relationships are important, especially as they relate to the need to grow. Partnerships in the educating enterprise can be formed across the lines of hierarchical structures of the past to bring all the participants into a community where productive and able people thrive and do their good work. The best of the good and effective teachers represented by participants in this
study have paid a high price personally and professionally to be a part of such a connected community.
APPENDIX A

Sample Letter to Recommenders
September 5, 1984

Dear ______________:

Thank you for your willingness to offer recommendations of possible subjects for my research in the area of faculty development.

I am seeking to identify persons on the __________________ University faculty who would generally be regarded as outstanding teachers. They may be from any of the academic areas and may be suggested by whatever criteria seems important to you.

I will be seeking recommendations from a number of sources to select possible subjects for whom there is general agreement that they do fit the category of persons considered to be outstanding in the whole spectrum of teaching functions.

The enclosed form has space only for five names. If you think six or seven are likely to be considered in that category feel free to add names on the back of the form.

Your recommendations will remain confidential.

Thank you so much for offering your suggestions for my research.

Sincerely,

James L. Edwards
Doctoral Candidate

Enclosures (2)
APPENDIX B

Sample Recommendation Form
SUBJECT RECOMMENDATIONS:

INSTITUTION: _________________________________ DATE:___________

RECOMMENDER:_______________________________ PHONE:__________

POSITION:_______________________________

OTHER QUALIFICATIONS:_____________________________________

FIVE PERSONS IDENTIFIED AS OUTSTANDING TEACHERS IN THIS INSTITUTION:

1. NAME:_______________________________ PHONE:__________

_______________________________

POSITION/AREA_______________________________

2. NAME:_______________________________ PHONE:__________

_______________________________

POSITION/AREA_______________________________

3. NAME:_______________________________ PHONE:__________

_______________________________

POSITION/AREA_______________________________

4. NAME:_______________________________ PHONE:__________

_______________________________

POSITION/AREA_______________________________

5. NAME:_______________________________ PHONE:__________

_______________________________

POSITION/AREA_______________________________

ANOTHER RECOMMENDER NAMED:

________________________________________ PHONE:__________

________________________________________
APPENDIX C
Sample Letter to Prospective Participant Teachers
Dear ___________:  

I am a doctoral candidate doing research for a dissertation under the advisement of Dr. Donald P. Sanders of the faculty of Educational Policy and Leadership at The Ohio State University. The research I am doing concerns effective teachers, their professional work and relationships within liberal arts colleges. The research design involves interviewing a number of teachers in liberal arts colleges. Faculty members, present and former students and administrators have recommended persons whom they consider to be good and effective in their work of teaching. You have been recommended as an appropriate person for possible inclusion in the study.

Your participation would involve approximately one-and-one-half hours for an interview session which would take place in your office or in another suitable place on your campus. The session will be taped and a transcription of the interview will be made for further study. Confidentiality for both the participant and the college will be assured. A follow-up interview may also be helpful at a later time. Participation in the project is completely voluntary.

It is our hope that this study might contribute to our understanding about how liberal arts colleges might become more supportive of effective teaching. The perspective of good teachers is essential to such an understanding.

I will be calling you by phone in the next few days to offer more information about the project, and to schedule an interview with you, should you decide to participate.

Thank you for your thoughtful consideration.

Sincerely,

James L. Edwards  
Doctoral Candidate  
Educational Policy and Leadership  
The Ohio State University
APPENDIX D
Interview Guide
Interview Guide

1. GENERAL - UNIVERSAL

1.1 What's it like to teach in a place like this?

1.2 What do you feel have been the important factors in your personal professional growth and development as a teacher?

1.3 How would you describe your progress in your career as a teacher?

Events?

Persons?

Arrangements, circumstances?

1.4 Who have been the significant persons in your career development?

How have they helped?

How have they hindered?
2. THE FUNCTIONS OF TEACHING

2.1 In what kinds of activities have you found most satisfaction as a teacher?

Classroom interaction?

Research?

Student contact?

2.2 What do you feel makes you good at your teaching craft?

2.3 What are some of the things you feel you have had to overcome to be effective at your work?

2.4 What makes teaching particularly satisfying here?

2.5 What makes teaching particularly difficult here?

3. SETTINGS

3.1 What are some important aspects of the best setting in which you have worked as a teacher?

3.2 Who is responsible for the creation of the educational setting here?

3.4 How do you feel settings have affected your development as a good teacher?
4. LEADERSHIP

4.1 Who is the primary educational leader of your college?

How would you describe that person’s style of leadership?

4.2 How would you say your career as a teacher has been affected by educational leaders?

Administrators?

4.3 Do educational leaders affect career development of the good teacher?

How?

Positive / Negative?

4.4 What role do you wish them to play in the development of good teachers?
5. **POLICIES**

5.1 What are some of the policies in colleges where you have taught, which have been important in your career development?

- Advancement
- Support
- Tenure
- Continuing education
- Leaves / Sabbaticals

5.2 Have policies permitted or required your participation in college life beyond traditional teaching roles?

How important is this participation in your career development?

5.3 What changes in policy do you feel may be important to the development of good teachers and good teaching?
5.4 How do you feel your teaching has been affected by general educational policies of your college?

Class size

Teaching load

Curriculum design and changes

Evaluations

6. CONNECTIONS WITH ADMINISTRATION

6.1 How would you describe the kinds of connections you have had with administration in your college?

6.2 Have these connections or relationships with administration been important to your development as a good teacher?

How?

6.3 What works in these connections?

6.4 What importance do you give to these connections?

6.5 How has administration protected you from other important publics as you try to do your work of teaching?

Buffering?
6.6 Is academic freedom an important issue for you? How is it assured?

7. RELATIONSHIPS

7.1 How would you characterize relationships within your college?

7.2 What about relationships with administrators? How do you characterize them?

8. PERSONAL GROWTH

8.1 What was your motivation to become a teacher?

8.2 Have there been stages or turning points in your career? When? Who or what seemed to make the changes?

8.3 What were some of the actions of administration which have had an impact on your growth as a teacher?

8.4 How have you experienced the support of administrators in your career development or personal growth?
8.5 How does the college communicate to you that they value you as a good teacher?

8.6 Did administration's actions have any influence on your development as a teacher?

What?

9. OTHER CONCERNS:
APPENDIX E

Sample Letter Requesting Member Check
Dear ____________:

Enclosed is a confidential copy of a profile prepared to reflect some of your perspectives. It is based largely on the interview I did with you some months ago, as a part of research I am doing through the Department of Educational Policy and Leadership at The Ohio State University. The goal of this brief paper is to give to persons interviewed in the project some feedback on what I heard and ask for any comments to clarify some of these views and perspectives.

This paper will not be used in any direct way in the dissertation. Your identity will be removed from the original and all copies. Your institution will not be identified. Data gathered will be used in collective ways. Your name is used for the writing of this paper only to make the copy more personal. You have my permission to reproduce this paper for your personal use if you find it to have any value to you.

Please do the following:

1) Read the paper.
2) Make marginal notes. Feel free to be as brief or as extensive as you like. Use the back of pages, or attach comments.
3) Return the paper in the envelope provided.

Your cooperation and the generous giving of your valuable time will make it possible for me to complete the analysis phase of the research and finish the dissertation in the next few months. I will be most grateful if you can return the paper with your comments in the next few days.

Should you have questions, please contact me at my office, 451-8745; or home, 457-3638.

Sincerely,

James L. Edwards
Doctoral Candidate
Educational Policy and Leadership


Walsh, G.V. (1972). One in Five Made Us Think. Improving College and University Teaching, 20, 153-55.


