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Personnel Management: An Analysis of the Application of Instruments in the Selection of College Faculty Members

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PERSONNEL MANAGEMENT:

AN ANALYSIS OF THE APPLICATION OF INSTRUMENTS

IN THE SELECTION OF COLLEGE FACULTY MEMBERS

by

Daniel H. Smith

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April

1993

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ABSTRACT

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ABSTRACT

This dissertation focused on the significant administrative function of college faculty selection. The purpose of this study was to provide help for administrators of small colleges who desire to select faculty who will readily and consistently establish meaningful interpersonal relationships with students both in and outside the classroom.

The first two hypotheses in this descriptive research predicted that two professionally produced instruments for assessing personality (The Taylor-Johnson Temperament Analysis and the Minnesota Teacher Attitude Inventory) would identify potential faculty with the above stated characteristics. Academic deans and faculty from eighteen small colleges in North America participated. Computer analysis of the data included the T test and multiple regression.

However, the statistical results did not substantiate the hypotheses. It is not possible to make a recommendation of valid instruments to college administrators of the basis of this study.

A third hypothesis predicted that there is no objective, uniformly consistent process of faculty selection in small colleges. A detailed questionnaire was prepared relating to various aspects of the process of faculty selection. This was sent to all the colleges in North America accredited by the American Association of Bible Colleges (N= 90). There was an 86% return of this survey. This significant return provided data that clearly substantiated the third hypothesis. There is no objective,

uniformly consistent process of faculty selection in the colleges that participated in the study. In fact, there is strong evidence that there is no consistent procedure even within a given institution.

Several summary observations from the data in this questionnaire are: (1) The participating colleges place greater emphasis on teaching skills than on research, writing and publishing. (2) They definitely are concerned about faculty personality factors that have to do with interpersonal relationships, yet only 8% of the colleges who participated use instruments regularly to objectify personality assessment during the faculty selection process. (3) The responses to the item "absolutely must have..." regarding qualifications of prospective faculty yielded a surprising number of variables in the light of the many characteristics common to the responding colleges.

This dissertation includes a number of interpretive observations based on the research data. It concludes with a series of recommendations to administrators of small colleges who desire excellence in their faculty selection process.

The literature search concluded that virtually nothing has been done in research focusing on faculty selection in small colleges. However, over 200 sources of information and related research are included in the bibliography. Most of these sources are professional journals.

CHAPTER I

INTRODUCTION

The pressure for survival on small, private colleges has become intense in recent decades. While this is not the only period of American history in which the existence of small, private colleges has been threatened,[1] administrators in these colleges are faced with difficult issues in the concluding decade of this century and beyond the year 2000.

One of the major factors in this present struggle is that of a declining college-age population. In 1979 the number of eighteen-year-olds in the United States was over four million. In 1992 there were a million fewer, a decrease of more than 25 percent in a thirteen year period.[2]

It should be noted that in spite of this dramatic decline in traditional college-age population, as of 1986 the total enrollment in undergraduate institutions had slightly increased. Only a slight increase will continue to characterize higher education enrollment through the year 2000.[3] This increase is largely due to the fact that colleges have been looking farther afield for students as they recruit more part-time students and older adults.[4]

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[1]Janice S. Green and Arthur Levine and Associates, <u>Opportunity in Adversity</u> (San Francisco: Jossey-Bass Publishers, 1985), p. 8.

[2]Ibid., p. 8.

[3]Statistical Abstracts of The United States, U.S. Bureau of the Census, 1992 (112th Edition) Washington, D.C. 1992, p. 139.

[4]Hunter M. Breland, Gita Wilder and Nancy J. Robertson, <u>Demographics, Standards and Equity: Challenges in College Admissions</u> (American Association of Collegiate Registrars and

Colleges are working much harder at recruitment, and budgets for recruitment have increased by 64 percent since 1980.[5] This increase is more than double the compounded inflation rate for the same period.

In these circumstances, college administrators must give priority to those factors that attract and retain students. While this has always been true, it is particularly vital in these decades when the demographics of traditional college-age population continue in decline.

As administrators focus on attraction and recruitment of students, one of the main factors is the recommendation of satisfied alumni.[6] It would appear that small colleges would have a distinct advantage over larger institutions in this matter of satisfaction as reflected in alumni attitudes. When the number of persons for a given setting exceeds the opportunities for active interpersonal participation, a significant percentage of students are frustrated.[7]

Admissions Officers, The American College Testing Programs, The College Board, Educational Testing Service, National Association of College Admission Counselors, 1986), p. 1.

[5]Ibid., p. 1.

[6]Emmaus Bible College Alumni Survey (Oak Park, IL: 1977).

[7]E. T. Pascarella, "Students' Affective Development Within the College Environment," Journal of Higher Education 56 (November/December 1985): 657.

Small colleges in particular pride themselves as places where meaningful involvement with other people is the norm.[8] Pascarella notes that as institutional size decreases, the student enjoys a more psychologically manageable setting in which opportunities for social integration are enhanced.[9] He also concludes that "institutional size generally, though indirectly, inhibits the impact of college."[10] It would appear that many individuals who choose to attend small colleges do so because of the prospect of personal relationships in that setting.

A number of studies focusing on the impact of relationships in college experience point toward the significant factor of faculty and faculty/student relationships. Menges points out that when college students talk about experiences that have been especially satisfying (or dissatisfying), relationships with the professors emerge as a significant factor. Students mention the teacher's interest in students or respect and consideration for students more often than the teacher's interest in the subject matter.[11]

Again, it would seem that smaller colleges would have a natural advantage. Feldman and Newcomb note:

> The conditions for campus wide impacts appear to have been most frequently provided in small, residential, four-year colleges. These conditions probably include

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[8]Robert J. Menges and others, "Practical Ways to Build Student-faculty Rapport," Liberal Educator 22 no. 2 (Summer 1986): 145.

[9]E. T. Pascarella, "Students' Affective Development," 657.

[10]Ibid., 658.

[11]Robert J. Menges, "Practical Ways To Build".. 146.

relative homogeneity of both faculty and student body together with opportunity for continuing interaction, not exclusively formal, among students and between students and faculty.[12]

Although 24 years old, this view still applies.

Menges notes that

colleges have long been aware that student-faculty interaction, within the classroom and without, enhances educational impact. Small schools in particular pride themselves as places where involvement with other people is the norm.[13]

Various studies show that a number of significant dimensions of profitable student experience can be enhanced by more extensive and personal contact with the faculty both in and outside the classroom. These dimensions of student experience include social and academic integration that leads to institutional commitment.[14] When students perceive their social life as related to academic life, they have a stronger identification with the institution. When faculty relationships are viewed as social as well as academic, this integration is enhanced.

College persistence is also affected.[15] Students tend to continue on in the same institution more predictably when there is more personal contact with faculty.

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[12]K. Feldman and T. Newcomb, <u>The Impact of College on Students</u> (San Francisco: Jossey-Bass Publishers, 1969), 331.

[13]Menges, "Practical Ways to Build"..145.

[14]E. T. Pascarella and P. T. Terenzini, "Patterns of Student-faculty Informal Interaction Beyond the Classroom and Voluntary Freshman Attrition," <u>Journal of Higher Education</u> 48 (September-October 1977): 541.

[15]Ibid., 549.

In addition, personal and intellectual growth are enhanced.[16] Students function better academically in situations where they feel that they are known personally and known by faculty.

The general pattern of student behavior is also enhanced by personal contact with faculty.[17] Meaningful relationships at this level appear to have a distinctly positive effect on the conduct of students.

The social-emotional climate of the classroom is influenced in a positive way also.[18] A more relaxed and enjoyable atmosphere is desirable by both faculty and students.

Finally, students' psychological and physical involvement in the institution is greater when there is more extensive and personal contact with faculty.[19] The long-standing goal of maintaining a low faculty/student ratio as an indicator of quality education speaks for the continuing validity of the above observations.[20]

Two summary statements may be made at this point to highlight the issue at hand. First, increased institutional size generally,

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[16]Ibid, "Practical Ways to Build"..147.

[17]R. Alberti, "Influence of The Faculty on College Student Character," Journal of College Student Personnel 13 (January 1972): 22.

[18]W. W. Cook and others, "Significant Factors in Teachers' Classroom Attitudes," Journal of Teacher Education 7 (January 1956): 279.

[19]E. T. Pascarella, "Students' Affective Development," 657.

[20]Manual, American Association of Bible Colleges, 1992: 25.

though indirectly, inhibits the impact of college on the student.[21] Second, increased institutional size negatively affects student-faculty non-classroom contact."[22]

Unfortunately, however, the advantages that seem to be inherent in smaller colleges are not always realized. Pascarella points out that generational and organizational status differences, with the sanctions of professional roles, press on faculty to designate large portions of their non-classroom time as off-limits to students.[23] A number of other factors influence the degree of faculty student interaction. Entering personal characteristics of students and entering career dispositions of students are included in these factors.[24] In addition, the extent to which faculty are rewarded for research and consultation, the nature and location of faculty office facilities, prevailing social and political climate, and expectations among students concerning accessibility of faculty also relate to the extent of faculty student interaction.[25] Because of these factors, comparatively few students will take

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[21]Ibid. 658.

[22]E. T. Pascarella, "Student-Faculty Informal Contact and College Outcomes," Review of Educational Research 50 (Winter 1980): 563.

[23]Ibid., 547.

[24]Ibid., 560.

[25]L. Feinburg, "Faculty-Student Interaction: How Students Differ," Journal of College Student Personnel 13 (January 1972): 24.

initiative to interact with faculty in an informal, non-classroom setting.[26]

Administrators who desire the benefits of extensive and effective faculty student contacts will note such statements as: "The scope and depth of faculty interaction with students is, to a large degree, based on individual faculty preference."[27] A faculty member "may need to extend himself more actively to certain students if he truly feels there is value in the practice of student-faculty interaction; otherwise some students will never come to experience it."[28] Feinberg also notes that "basic and enduring personality attributes may play a great role in student-faculty interaction."[29]

Research Questions

The perspective taken in this research is that of an administrator of a small college who faces a number of faculty applications with the intent to select individuals who will be inclined to establish significant and effective relationships with students both in and outside the classroom. Some applicants for faculty positions have little if any experience in college

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[26]Ibid.

[27]M. Ormander, "The Other Side of Student-faculty Relationship," Community and Junior College Journal 51 (Spring 1981): 15.

[28]Feinberg, "Faculty-Student Interaction.."27

[29]Ibid.

teaching. Some desire to move from present teaching positions into new settings.

Major research questions have been developed to give direction to this study:

1. Can references from faculty applications be depended upon to yield accurate information on this issue?

2. Is it possible to predict with a measure of accuracy which applicants will more consistently and effectively establish quality relationships with students?

3. What sources of help are available to the administrator making choices of individuals who will consistently establish quality relationships with students?

4. Are there any instruments that will assist the administrator in the selection process?

5. Are these instruments valid as predictive devices in this context?

These administrative concerns are most significant. They provide a basis for this research project and at the same time point up the importance of the study.

Overview of Methodology

Two criterion groups of faculty were established in the following manner: sixteen small (under 1500 students) Bible colleges were chosen (under 400 full-time equivalent, over 400 FTE, Northwest, Southwest, Midwest, South, Southeast, and Northeast). Bible colleges were chosen because of the interest of the

researcher and the anticipation of assistance in obtaining data. The academic deans or chief academic officers were personally contacted by phone and later by mail to secure their assistance. They were asked to designate four to six from their faculty who, according to faculty evaluation procedures and student evaluation of faculty (a) characteristically establish and maintain a state of harmonious relations with students both in and outside the classroom; are seen as helpful and are "well-liked" by students (b) four to six from their faculty who have these qualities to a low degree; they frequently experience problem relationships with students and have little contact with students outside the classroom. (Participating colleges are listed in the appendix.)

Each one of these faculty members was reported by the CAO of the college by name or code on a Likert-type scale[30] of 1-5 (1= consistently has conflict or no informal relationships with students, 2= often has conflict or has few informal relationships with students, 4= often has harmonious, outside the classroom contact with students, 5= consistently has harmonious, outside the classroom contact with students). The total number of faculty in this study was 90. Individuals did not know the nature or basis of their selection, and all were assured that no use of data would be made beyond the analyses of this study.

The CAO'S contacted were sent copies of two instruments and personal data sheets for each faculty member they had identified.

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[30]A Likert-type scale was designed for this study. A sample of this scale is included in the Appendix.

(A copy of the personal data sheet is included in the appendix). The two instruments used were (1) Minnesota Teacher Attitude Inventory and (2) Taylor-Johnson Temperament Analysis. The deans then gave these instruments to the faculty members involved in the study, along with the personal data sheet. Upon completion these were returned for analysis. (A summary of the results of this research will be sent to each dean who assisted.)

The Minnesota Teacher Attitude Inventory (MTAI) is published by the Psychological Corporation.[31] It was chosen for these reasons: First, the stated purpose of the instrument was that of predicting the type of teacher pupil relationships the individual will maintain in the classroom. Second, although it was standardized primarily on elementary and secondary level teachers, limited studies using the instrument with college faculty have indicated no significant problems.[32] The Manual reports reliability (split-half, Spearman Brown) of 0.88 to 0.93.[33]

The Taylor-Johnson Temperament Analysis (TJTA) is published by Psychological Publications, Inc.[34] This instrument is used in

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[31]Walter W. Cook, Carroll H. Leeds and Robert Callis, <u>Minnesota Teacher Attitude Inventory</u> (New York: The Psychological Corporation, 1951).

[32]Bernadine Fong, "Community College Instructors' Attitudes and Their Relationship to Student Attrition," (Ph.D. Diss., Stanford University 1983), 24.

[33]Cook, Leeds and Callis, <u>Minnesota Teacher Attitude Inventory</u> 14.

[34]R. M. Taylor and L. P. Morrison, <u>Taylor-Johnson Temperament Analysis Manual</u> (Los Angeles: Psychological Publications, Inc., 1977).

identifying key factors in interpersonal relationships. The specific reason why it was chosen for this research is that the "ideal" profile was established by a consensus of professional educators in describing the "Composite Profile of the Ideal Young Teacher."[35] The Manual reports reliability (split-half) ranging from 0.71 to 0.86 on the nine scales.[36]

The statistical analysis involved the following:

(a) Extreme group design. A two-group "T" test with MTAI scores.

(b) A two-group "T" test with the TJTA:

  (1) A point-by-point comparison of each of the nine scales treated as a separate test.

  (2) Combine: scales 1 and 2, 3-5, and 6-9 into a common mean and compare by groups.

(c) A multiple regression analysis with each of the nine TJTA scales, the MTAI scores and other personal data.

(d) A level of confidence of 0.05 or better will be considered significant.

Hypotheses

Three hypotheses were the basis for this study.

(1) There is a significant positive relationship between faculty members who experience positive relationships with students and high scores on the MTAI.

(2) There is a significant positive relationship between faculty who experience positive relationships with students and the Composite Profile of the Ideal Young Teacher on the TJTA.

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[35]Ibid., 23. These professional educators were supervisors of elementary teachers, and were involved in certifying elementary teachers in Pennsylvania.

[36]Ibid., 18.

(3) The majority of small private Bible colleges do not have an objective, uniformly consistent process of faculty selection.

Hypothesis #1 was accepted if the "T" test indicated a level of 0.05 or better.

Hypothesis #2 was accepted if the "T" test of at least half the scales on TJTA indicates a level of 0.05 or better and/or the combined scales show a level of 0.05 or better.

Hypothesis #3 was accepted if the responses of colleges included in the questionnaire survey indicated less than 50% have a faculty selection process that is objective and uniformly consistent.

Specifics of Methodology

The rationale for the design of this research is found in a summary of the issues presented in Chapter 2. Small colleges are under pressure for survival in the 1990's. It appears that one of the major, if not the major reason students choose to enroll in a small college is their desire for personal relationships in the academic setting; they do not want to be "just a number." To survive, small colleges will need to specialize in the thing that attracts students to them--close interpersonal relationships with significant people on campus. This situation includes faculty members as the primary significant people in the eyes of students. Many advantages to the student result from establishing informal interpersonal relationships with faculty members. These advantages are increased interest in studies, less drop out pressure, clearer

and more timely career choices and a more positive attitude toward the academic institution and experience.

However, not all students experience satisfactory interpersonal relationships with faculty outside the classroom, or even inside the classroom in some instances. There are many possible reasons for this failure, but the inclination and attitude of faculty toward informal contact with students is a key variable. Therefore, when an administrator of a small college looks at a folder of faculty applications it is natural to ask which will be so inclined. Is there any help for the administrator who desires to make faculty choices with a clear expectation that the individual chosen will relate well with students informally? How can an administrator identify such individuals among many applicants?

If there were an instrument designed to assess the personality of individuals with informal interpersonal relationships in view, this would be the choice. Such an instrument has been constructed and validated at the elementary and secondary levels. This instrument is the Minnesota Teacher Attitude Inventory. While it has never been validated for use at the college level, it was hoped that it would function at the college level as it is designed to function at lower academic levels.

In reviewing the construction of the Taylor-Johnson Temperament Analysis it was noted that the "ideal" personality pattern in this instrument designed to get at compatibility was first established by a consensus of college and university faculty

who supervised college students in their teaching practicum experience. When a number of professionals was asked to plot the profile of an ideal classroom teacher on the TJTA report form, it was striking to note how similar their answers were. This personality "picture" was chosen by the test constructors for the ideal they would present to the users of their test. For the purpose of this study, it was concluded that this "ideal" personality pattern, in its total perspective or in several of its major dimensions, would be a useful instrument to assist college administrators in faculty selection if it could be validated for such purpose through research.

Design

Chief academic officers (CAO'S) in 16 small colleges were contacted and asked to assist in this project. Each was asked to do the following confidentially for the purpose of this research only: First, choose four to six faculty members in their college who consistently establish positive interpersonal relationships with students outside the classroom, are well liked and are rated positively in student evaluations of faculty. This group was designated as group 2. Second, choose four to six faculty who do not have the above quality to a significant degree. They are not characteristically involved with students outside the classroom and not sought out by students. This group was designated as group 1. The CAO was asked to report choices (1) and (2) on a Likert-type scale. A sample of this report form will be found in the appendix.

Third, administer the MTAI and TJTA to each faculty member and also get each to complete a personal data form. A sample of this form is found in the appendix. Fourth, return these completed data forms with completed answer sheets for analysis in this study. CAO's from sixteen colleges responded positively, and a list of participating colleges is found in the appendix.

At this point it would be well to point out that the colleges involved in this study are all accredited by the American Association of Bible Colleges.[37] This is a professional accrediting association that is fully recognized by the Council On Postsecondary Accreditation.[38] Many of the colleges are also regionally accredited. They range in size from fifty to fifteen-hundred students. Geographically they are found all over the United States and Canada.

Because cooperation of the chief academic officer of a number of colleges would be basic to the collection of data for this study, the groundwork for this project was laid by submitting the dissertation proposal for this study to the Research Commission of AABC. The letter accompanying this submission and the letter of response and approval are found in the appendix. When contact was made with the CAO of the colleges involved, the approval of the Research Commission of AABC was included as a part of the appeal for their assistance.

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[37]American Association of Bible Colleges. P.O. Box, Fayetteville, AK   .

[38]The Council on Postsecondary Accreditation, One Dupont Circle, N.W., Washington D.C. 20036.

Initial contact with the CAO of the participating colleges was made by phone. Those who agreed to assist (17) were then sent a follow up letter spelling out the nature of the assistance needed. A copy of this letter is found in the appendix. A number of the personal data forms for all participating faculty and a sufficient number of booklets and answer sheets for both tests were sent along with this letter. All of the colleges that gave initial verbal agreement to participate did respond except one. A tragic and fatal automobile accident involving both students and faculty caused such upset on one campus that the CAO declined to participate with regret.

A slight problem was experienced with the MTAI. When a quantity of test booklets and answer sheets was ordered from the Psychological Corporation,[39] their response stated that materials for this instrument were not available. In fact, the MTAI was out of print temporarily. It was necessary to request permission to duplicate sufficient copies of the booklet and answer sheet for this study. A copy of the letter of request to do this and a copy of the letter of permission from the Psychological Corporation are included in the appendix.

The Questionnaire

A number of statements in the literature examined noted the lack of system and objectivity in the selection of college faculty.

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[39]The Psychological Corporation, 555 Academic Court, San Antonio, Texas 78204.

In fact, one was left with the feeling that this is a "sacred cow" that researchers have avoided. Thus an additional hypothesis was added in the study. This hypothesis was, "small private colleges do not have an objective, uniformly consistent process of faculty selection." The second part of this study related to this hypothesis. It was necessary to construct a survey form relating to the process of faculty selection and get responses from a significant number of small colleges. A copy of this survey form is included in the appendix. Endorsement of this part of the study was also sought from the Research Commission of AABC. A copy of the affirmative response to this request is also found in the appendix.

The endorsement of the research commission of AABC for this questionnaire was helpful. It was sent to all ninety colleges on the accredited list of AABC. Seventy seven were completed and returned (86% response rate.)

Of all the items on this survey one is directly related to this dissertation study. This is the item:

"Use of any instruments to assess various qualities.."

"If so, which instruments?.."

Limitations of the Study

First, the research data were collected at only fifteen (15) institutions.

Second, these institutions are all private Bible colleges.

Third, the sample is comprised of only ninety (90) faculty members.

Fourth, CAO's of the participating colleges indicated that they had dismissed faculty members who did not relate well to students.

Fifth, these faculty members are primarily conservative, evangelical Christians.

Sixth, the methodological design involved the professional judgement of academic deans in evaluating faculty members.

Seventh, the survey did not distinguish between selection of junior and senior faculty.

Finally, the data are presented and analyzed by a single interpreter.

As a result of these limitations, the following points are made:

First, because the data are gathered at relatively small Bible colleges, generalizations are not applicable to all institutions such as public or liberal arts.

Second, because middle-class Caucasians are the primary contributors to the study, generalizations may not be made for minority or ethnic faculty and student-faculty interactions at extremely upper or lower class institutions.

Third, because the research methodology involved voluntary response of administrators and faculty during a brief period of time (six months), the type of data gathered is confined. Extensive correlative tables or longitudinal data cannot be known.

Fourth, because only one researcher is analyzing the data, no protection is given that the interpreter's bias will not influence the findings.

Definition of Terms

Clarification of terms germane to the present study are described here.

Bible college: A post-secondary institution of higher learning that offers Biblical Studies (Bible and Bible-related) courses as a major to all students. A college minor may be offered in a number of other subjects or fields. There is a significant emphasis on preparation for Christian service both vocationally and avocationally. All Bible colleges involved in this study are accredited by the American Association of Bible Colleges.[40]

Small college: A post-secondary institution with fewer than 1500 full-time students.

Quality Relationships: Faculty/student relationships in which faculty members have positive influential interpersonal relationships with students both in and outside the classroom.

Organization of Subsequent Chapters

The content of Chapter I describes the problem of the study and presents a description of the design and methodology used. In Chapter II the literature related to the study is reviewed. A presentation and analysis of data are found in Chapter III. In

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[40]American Association of Bible Colleges, P.O. Box 1523, Fayetteville, AR 72702.

Chapter IV, a summary of the study, discussion of results, and appropriate conclusions, recommendations and suggestions for future research are presented.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this study is to identify and to analyze the faculty selection process used by administrators of small colleges and to identify instruments that may be helpful to them in accomplishing this significant task. Quality relationships with students, both in and outside the classroom, are not always achieved, and selecting individuals who will effectively and characteristically establish such relationships is of primary importance.

The review of literature is organized under the following headings: (1) crisis in small colleges, (2) faculty and student relationships, (3) classroom atmosphere and faculty function, (4) interaction outside the classroom, (5) faculty evaluation, (6) faculty interpersonal characteristics, (7) patterns of faculty selection, (8) research precedents, (9) summary.

Crisis in Small Colleges

It is not difficult to demonstrate the fact that a combination of factors has led to a time of crisis in the function and existence of small colleges. Discussion about the closing or merger of colleges is common among educators. This fact is discussed in Chapter I of this study, but several additional issues should be brought into focus at this point.

First, college enrollment rates do not depend solely on the size of the usual college-age population.[41] Significant numbers of students have been drawn from segments of the population that have not traditionally produced college students. To exploit and maintain these sources of students will require great efforts to (1) develop and implement effective recruitment policies and procedures, and (2) increase the availability of student financial aid.[42]

Demographics, however, continue to be of major concern. Dr. K. Patricia Cross of the Harvard Graduate School of Education said, "It seems clear that there are not enough young students of traditional college age (18-24) to go around to all of the colleges now in existence."[43] In greatest jeopardy are small, non-selective, low-endowment, private institutions for traditional-age college students.[44]

Increased concern about the quality and desirability of faculty also becomes a vital issue. In a recent study over 400 college presidents were involved in research to point out the most significant issues likely to confront colleges in the next three to five years. Factors relating to survival were high, with attracting

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[41]Arthur Levine and Associates, Shaping Higher Education's Future (San Francisco: Jossey-Bass Publishers, 1989): 139.

[42]Ibid. 35.

[43]K. Patricia Cross, "Adult Education in the Twenty-first Century," Journal of Adult Training (Fall, 1988): 4.

[44]Levine, Shaping Higher Education's Future 168.

and retaining qualified faculty members rating near the top on the list.[45]

Quality and desirability of faculty are also recognized to be an issue from the perspective of the student. It has been noted that as institutional size decreases it presents the student with a more psychologically manageable setting in which opportunities for social integration are enhanced.[46] Nevertheless, the kind of intensive, informal contact with faculty that is considered optimum is experienced only by a minority of students in a majority of academic institutions.[47]

Faculty and Student Relationships

An important area of consideration in this study is that of relationships between faculty and students. Life experience and informal observation seem to indicate that those who teach have a profound influence on those who are taught. Obviously, such influence is either positive or negative. Virtually everyone in an education-oriented society has had the experience of relationships with teachers that either attracted or repelled him or her from the

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[45]Larry D. Adams and John N. Mangieri, "The Presidents: Priorities for the Future," Educational Record 71, 1 (Winter 1990): 77.

[46]E. T. Pascarella, "Students' Affective Development Within The College Environment," Journal of Higher Education 56, 6 (Nov/Dec. 1985): 657.

[47]E. T. Pascarella, "Student-Faculty Informal Contact and College Outcomes," Review of Educational Research 50, 4 (1980): 547.

whole educational setting. Research focusing on this issue gives helpful insight.

In an environment where professors are often the only non-student adults with whom students interact on a regular basis, professors are increasingly called upon to enter into informal relationships with their students. It is within the context of these relationships that much of a student's personal and professional development occurs.[48] It is important to note that while the focus of this work is on informal as well as formal contact, not all kinds of contact produce consistently positive results. Faculty/student contact that focuses on intellectual and related academic interests produces even more positive results than purely social interaction.[49]

Emphasis on excellence in the academic world has become a virtual necessity. Yet in spite of this and a professed concern for the welfare of the individual college student, indifference still characterizes the efforts of many faculty members. This neglect is found even in those who advise students as a recognized part of their formal responsibility. Such indifference or neglect may result from a number of factors such as: lack of time, students perceiving advisors as serving the school rather than the students,

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[48]J. R. Markos and S. Erkut, "A New Role for Professors," The College Board Review 118, (Winter 1980-81): 3.

[49]Ibid.

low priority of student contacts in administrative reward structure, and lack of training in relevant skills.[50]

A number of studies have demonstrated other values of good faculty/student relationships outside the classroom. These values include increased social integration,[51] increased college persistence and institutional commitment,[52] academic integration and concern for academic issues,[53] and professional and intellectual stimulation of both faculty and student.[54]

In addition to the inclination and commitment of faculty members, several other factors influence the degree and quality of informal faculty/student contact. These factors include entering characteristics of students, entering career dispositions of students, and institutional size.[55]

Gaff, as far back as 1973, indicated that informal faculty/student contact is unlikely to occur unless faculty and students are brought together in at least one course, and they are

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[50]C. W. Johnson, "Faculty Advising of Students: Important, Neglected, Some Alternatives," College Student Journal 13 (Winter 1979): 328.

[51]E. T. Pascarella and P. T. Terenzini, "Patterns of Student-faculty Inventory" 541.

[52]Ibid. 549.

[53]J. Gaff, "Making A Difference: The Input of Faculty," Journal of Higher Education 44 (1973): 616.

[54]Ibid. 617.

[55]R. Wilson, L. Wood, and J. Gaff, "Social-Psychological Accessibility and Faculty-Student Interaction Beyond the Classroom," Sociology of Education 47 (1974) p. 82.

more commonly the result of being associated in two or more courses.[56]

In the current setting of focusing on the outcomes of the educational experience, perhaps the most significant research has to do with the measured results of quality faculty/student relationships outside the classroom. Outstanding among these results are: (1) students significantly more certain of career or vocational choice, (2) general satisfaction with college, (3) positive levels of intellectual and personal development, (4) positive levels of creative development, and (5) positive academic performance.[57]

Cross summarizes these results by noting that as faculty establish an increasingly significant quality relationship in the student's social environment, the more likely the student is to be influenced by the faculty's attitudes and other socializing variables.[58] Pascarella, Terenzini and Hibel give a summary perspective of the significance of faculty/student informal relationships,

> findings lend additional support to the general contention
> that informal, nonclassroom settings are particularly rich in
> their potentialities for faculty influence on students

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[56]Gaff, "Making A Difference" 618.

[57]Pasceralla, 1980, "Student-faculty Informal Contact." 551-553.

[58]K. Patricia Cross, "Adult Education in the Twenty-first Century," 18.

attitudes, values and, perhaps, even behaviors during college.[59]

Classroom Atmosphere and Faculty Function

The initial and most extensive point of contact between student and faculty will, of course, be in the classroom. It is there that the student is not only exposed to the direct, professional influence of the teacher in content and understanding, but also to the attitude and disposition of the faculty member. It is interesting to note that those who did research on student/faculty relationships during the notable years of campus unrest and anti-establishment attitudes in North America (late 1960- early 1970) raised questions about the effective nature of such contact. For example, Gaff wrote "faculty members are not major influences in the lives of students."[60]

Most researchers, however, indicate that the faculty/student influence is very significant, and affects a number of vital aspects of the academic setting including the gathering and evaluating of information, the dissemination of information, the making of decisions affecting the institution and all of its people and the development of personal relationships.[61]

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[59]E. T. Pasceralla, P. T. Terenzini, and J. Hibel, "Student-faculty interactional Settings and their Relationship to Predicted Academic Performance," Journal of Higher Education 49 (Sept/Oct 1978): 461.

[60]Gaff, "Making a Difference" 606.

[61]P. C. Smith, "Faculty-student Interaction and Student Learning," Improving College and University Teaching 24 (1976): 28.

Many students want to know what faculty members' values are. Smith concluded that students are looking for a chance to participate in what many academicians have always held as a university ideal: faculty-student dialogues about issues relating to changes in thinking, feeling, and behavior which have influence, not only on future actions of the student in some job, but on the total growth and development of the student as an individual.[62]

Some groups of individuals will more readily seek informal contact with faculty. These include older students, students with higher grades and males.[63] Whatever may motivate students, the attitude displayed by the faculty member will be a major factor in setting the foundation for voluntary interaction initiated by the student. Of great interest to the administrator is the observation that the attitude factors in view here are not related to matters such as the age at which the individual started teaching. Messerschmidt found that the age at which part-time and full-time instructors started teaching had no effect on instructors' attitude toward students.[64]

In fact, research indicates that length of teaching experience and course work in education had no effect on the attitude of full-

[62]Ibid. 27.

[63]R. B. Bausell, and A. J. Magoon, "Extra-class Interactions with Instructions," Improving College and University Teaching 24 (1976): 55.

[64]D. H. Messerschmidt, "A Study of part-time Instructors in Vocational-Technical Education among Community Colleges in Michigan," (Ph.D. Diss., Michigan State University, 1967), 86.

time instructors toward students.[65] In attempting to get over this attitude barrier researchers have made a number of suggestions. These include a range of possibilities beginning with a suggestion box at the back of the classroom for thoughts, questions or concerns. The high tech approach to this need would be the use of on-line computer conferences and a requirement for students to log on several times a week at terminals located in residence halls and libraries. The professor can log on to his or her own terminal and thus "talk" to students.[66]

Faculty basically set classroom atmosphere, and it is natural that administrators in small colleges will be interested in selecting faculty who are inclined to establish positive interpersonal relationships with students.

Interaction Outside the Classroom

Menges gives a concise overview of the vital importance of faculty-student interaction outside the classroom. He says,

> Faculty members who have the greatest impact on students, according to testimony of students and colleagues, engage in significantly more interaction with their students outside the classroom. Students who show the greatest personal and intellectual growth are those who, outside of class, discuss a wide variety of issues with their teachers and who also work closely with teachers in a variety of ways.[67]

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[65]Ibid. 71.

[66]C. J. Hosley, "How To Get Reactions From Students in Big Impersonal Lecture Classes," Chronicle of Higher Education 33, no. 34 (May 6, 1987): 18.

[67]R. J. Menges and others, "Practical Ways to Build Student-faculty Rapport," Liberal Educator 72, no. 2 (Summer 1986): 147.

Meaningful interaction with students outside the classroom may be viewed from the perspective of the individual faculty member or from the institutional perspective. While there is value in the efforts of an individual faculty member, there is even more value in a setting in which the institutional atmosphere is one of open interaction. Gaff notes that faculty influence "appears more profound at institutions where association between faculty and students is normal and frequent."[68] In such a setting students find teachers receptive to unhurried and relaxed conversations outside of class.

To speak of the value of such contacts does not imply that such an atmosphere is accomplished without difficulty. Research has demonstrated that a haphazard, catch-as-catch-can approach to interaction between students and faculty is of questionable value.[69]

In establishing interaction with students a significant issue is individual faculty inclination. However, generational and organizational status differences, with the sanctions of professional roles, put pressure on faculty to designate large portions of their non-classroom time as off-limits to students.[70] The peripatetic pattern of teaching such as that which

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[68]Gaff, "Making a Difference" 606.

[69]R. Alberti, "Influence of the Faculty on College Student Character," Journal of College Student Personnel 13 (January 1972): 22.

[70]Pascarella, 1980, "Student-faculty Informal Contact" 547.

characterized ancient teachers like Socrates is exceedingly difficult to duplicate in the late twentieth century!

Effective informal contact between faculty and students is not only limited in a haphazard setting, but it is also limited by the content of the intercommunication. It has been demonstrated that informality is of value, but the most influential informal contacts between students and faculty appear to be those which extend the intellectual content of the formal academic program into the student's nonclassroom life.[71]

Not all such effective informal contact is simply the allocation of faculty time for out-of-class interaction with students. It has been noted above that certain types of students more readily take initiative to seek this informal interaction. Yet it has also been demonstrated that the same value is found, for example, in tutorial and guidance services for academically desperate students.[72]

While most studies that have focused on the value of informal interaction between faculty and students relate to the general spectrum of students, it has been specifically determined that such value is specifically observable in certain areas of student life and experience. One of these areas is that of the freshman experience. Pascarella and Terenzini found the frequency and strength of student-faculty informal relationships make a significant contribution to variations in extrinsic and intrinsic

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[71]Menges, "Practical Ways to Build" 150.

[72]Bauswell and Magoon, "Extra-class Interactions" 53.

freshman year educational outcomes, independent of the particular aptitudes, personality dispositions and expectations which the student brings to college.[73] Another area of student experience in which there is particular value is in honors-level education. It has been demonstrated that "faculty-student relationships outside of formal learning contexts is crucial to excellence in honors-level education."[74]

To conclude and summarize this section of literature search on interaction outside the classroom it should be noted that at least five factors can be impacted by student-faculty informal interaction. These are: (1) academic achievement, (2) satisfaction with college, (3) intellectual and personal development, (4) persistence and low attrition, and (5) career and educational aspirations.[75]

Faculty Evaluation

The subject of faculty evaluation is a major dimension of academic life at any level. It is not within the scope of this research to focus on the subject in any extensive way. However, since it has already been noted that some faculty are more inclined than others to cultivate informal contact with students outside the

[73]E. T. Pascarella and P. T. Terenzini, "Student-faculty Informal Relationships and Freshman Year Educational Outcomes," Journal of Educational Research 71 (March-April 1978): 188.

[74] D. R. Tacha, "Advising and Interacting Outside the Classroom," New Directions for Teaching and Learning 25 (March 1986): 61.

[75]Cross, "Adult Education" 17.

classroom, there are several observations that should be included here.

Some would contend that because of professional and generational factors, for most students social and informal contacts with peers will comprise most or all of the informal social dimension of student college experience. A "major finding" of research, however, is that the peer group aspect of student life does not generally support the manifest educational function of the university.[76] Without the valued exposure to faculty at the informal level, student experience would be decidedly lacking.

It appears that the campus unrest of the early 1970's occasioned a major movement into research in the area of student-faculty informal interaction at the college level. Many feared what appeared to be an erosion of academic authority because colleges and universities seemed to have abandoned their central task of providing effective education. Many faculty turned away from teaching; students spurned thinking in favor of feeling and acting; administrators sat idly by while the above changes took place.[77]

Up to that point colleges and universities had operated to some degree _in loco parentis_. In search of detached objectivity in the confusion, faculty members felt somewhat ambivalent and feared

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[76]Smith, "Faculty-student Interaction" 27.

[77]Gaff, "Making a Difference" 605.

that close association hindered the academic process and objective evaluation of student performance.[78]

However, those troubled years motivated a variety of concerns with evaluation. Of particular interest in this study is the evaluation of faculty by students, since student perception of faculty is basic to seeking informal contact outside the classroom. Two significant findings are appropriate to note here. First, the general opinion among university students is that professors who request student evaluation need such evaluation less than do those professors who do not request it.[79] Second, a number of characteristics of those faculty who do invite student contact outside the classroom has been identified by both students and colleagues. These are:

1. Preferred teaching over research.

2. Frequently named students who were enjoyable to teach.

3. Made conscious efforts to generate interesting classes.

4. Talked with students about contemporary issues.

5. Were not more liberal.

6. Were not significantly different in age from faculty who did not have this quality.

7. Overtly expressed an interest in interacting with students outside the classroom.[80]

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[78]Smith, "Faculty-student Interaction" 30.

[79]R. H. Mueller, P. J. Roach and J. A. Malone, "College Students' Views of Characteristics of an 'Ideal' Professor," Psychology in the Schools, 8 (1971): 162.

[80]Gaff, "Making a Difference" 608.

For many educators, as well as students and parents, there remains the expectation that the faculty member will be a role model with an influence on students beyond the realm of imparting intellectual data. Particularly for those institutions whose educational goals are more broadly concerned than simply the inculcation of knowledge or career preparation, the conception of faculty member as a role model for students will have both conceptual validity and educational usefulness.[81] This observation from Pascarella and Terenzini was based on research in secular institutions. One would anticipate this concept to be even more common in Bible Colleges.

A summary of this brief focus on faculty evaluation may be made with the following statement from Pascarella:

> Those faculty most accessible to students beyond the classroom appear to have an interrelated set of norms, assumptions and values about the process of teaching, learning, and student development of which frequent informal contact with students outside of class would seem to be a natural extension.[82]

Interpersonal Skills and Interests of Faculty

"The scope and depth of faculty interaction with students is, to a large degree, based on individual faculty preference."[83]

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[81]E. T. Pascarella and P. T. Terenzini, "Informal Interaction with Faculty and Freshman Ratings of Academic and Non-Academic Experience of College," <u>Journal of Educational Research</u> 70 no. 1 (Sept/Oct. 1976): 39.

[82]Pascarella, 1980, "Student-faculty Informal Contact" 562.

[83]M. Oramaner, "The Other Side of Student-faculty Relationships," <u>Community and Junior College Journal</u> 51 (Spring 1981): 15.

Attempts have been made to identify circumstantial factors in the matter of faculty-student informal contact. These include factors ranging from the nature and location of faculty office facilities to the prevailing social and political climate in the culture at large.[84] Yet studies relating to faculty interacting with students seem primarily to identify "basic and enduring personality attributes" as basic to this desirable function.[85] If faculty members do not extend themselves actively to certain students, many of them will never come to experience the value of quality relationships developed outside the classroom.

This awareness leads to such statements as "all institutions educating teachers must continue to give great attention to the personality of prospective teachers."[86] Positive personality factors will be expressed in respect for and interest in students.[87] Teachers that were rated highly by their peers and students responded to student verbal contributions with criterion-based praise, used student ideas in class, and offered

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[84]L. Feinberg, "Faculty-Student Interaction: How Students Differ," Journal of College Student Personnel 13 (January 1972): 24.

[85]Ibid. 27.

[86]W. W. Cook, and others "Significant Factors In Teachers' Classroom Attitudes," Journal of Teacher Education 7 (January 1956): 279.

[87]J. Q. Easton and others, "National Study of Effective Community College Teachers," Community/Junior College Quarterly of Research and Practice 9 no. 2 (1985): 155.

encouragement after effort.[88]   Specific studies relating to interaction between students and faculty outside of the classroom indicate the following characteristics invited such interaction: (1) a faculty member's intellectual discipline, (2) regard for education as an interactive process between teacher and learner, (3) classroom attitude and behavior which overtly invites student participation, (4) faculty giving clues as to their accessibility through teaching practices and attitudes,[89] (5) faculty interested in students' personal lives and development, and (6) faculty perception of students' characteristics with positive personal regard.[90]

This section is summarized with a conclusion from Pascarella and Terenzini, "Faculty who are frequently sought-out by students beyond the classroom give clear cues as to their social-psychological accessibility for such interactions through their in-class teaching behaviors."[91]

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[88]C. Y. Phoenix, "A Study of the Verbal Classroom Interaction Patterns of Selected High-and low-rated Teachers at Medgar Evers College," Community Review 6 no. 2 (Spring 1986): 14.

[89]R. Wilson, L. Wood, and J. Gaff, "Beyond the Classroom" 90.

[90]J. Snow, "Correlates of Faculty-student Interaction," Sociology of Education 46 (1973): 497.

[91]E. T. Pascarella and P. T. Terenzini, "Student-faculty Informal Contact and College Persistence: A further Investigation," Journal of Educational Research 72 no. 2 (Nov/Dec 1978): 218.

patterns of Faculty Selection

Since the faculty are at the heart of an academic institution and its educational function, one might assume that there are clear and precise patterns established for faculty selection in higher education. However, a careful look indicates that this is not so. In a study of the faculty selection process in 34 Presbyterian colleges involving several hundred faculty, Barlow concluded the following. (1) Faculty selection completely ignored any factor of training to teach. In fact, most college faculty selected had no training to teach. (2) The procedure of selection was considered inadequate. (3) In the final analysis the personal judgment of one or a few administrators was the deciding factor.[92]

In this same study several general characteristics were observed that may be considered a "pattern." These included: (1) a majority of appointees were young persons who held the degree, but had no previous experience as teachers in higher education; (2) some contacts seemed to come through college placement services, but most by chance acquaintances and occurrences; (3) the second part of the process involved interviews, visits to the campus and direct communication. No adequate procedure was generally followed. (4) Highly personal judgements of the social and personal characteristics of individuals largely determined the outcome of the faculty selection process. Yet (5) new appointees

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[92]L.L. Barlow, "Faculty Selection in Colleges Related to the United Presbyterian Church," (Ph.D. Diss., Colombia University, 1966) 280. These were Presbyterian Colleges with four year programs granting at least a bachelors degree.

reported the selection process as pleasant, uncomplicated and capably handled.[93]

One would expect that standards of accreditation alone would require written, orderly statements describing this vital process of faculty selection. In another study, however, McBride concluded that no significant difference was found between junior colleges having a written statement regarding faculty selection and those not having such a statement.[94] Of the few who have done research in the area of college faculty selection, several have become aware of what is commonly called "the Old Boys Network" in faculty selection. One such researcher notes that the Old Boys Network is the underlying significant force in college faculty selection. He examines the operation of this network which heavily depends on personal opinion and preferences. He suggests alternatives for the improvement of college education.[95] This network of colleagues appears to be more characteristic of selection of senior faculty members than junior faculty members.[96]

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[93]Ibid.

[94]G. F. McBride, "A Policy-capturing Model Relating to Faculty Selection in Nine Junior Colleges," (Ph.D. Diss., University of Texas at Austin, 1968).

[95]Roper, Dwight, "The Waning of the Old Boy Network: Placement, Publishing and Faculty Selection," Improving College and University Teaching 28 no. 1 (Winter 1980): 17.

[96]Caplow, Theodore and Reece J. McGee, The Academic Marketplace, New York: Basic Books, 1958:82,85.

One important study relating to faculty selection in large colleges and universities was done in the 1950's.[97] In a more recent study Delores Burke concluded that the process of faculty selection in large colleges and universities in the 1980's followed several basic patterns.[98] Included are the following:

(1) The search process is still extremely time-consuming, but it is viewed as an essential part of the job of senior faculty and department heads.

(2)   The search is public knowledge. Advertisements are characteristically placed in professional journals.

(3) Searches generate hundreds of candidates. (The 1950's study indicated few candidates were generated by searches.)

(4) Recruitment committees were used.

(5) The written work of candidates was read.

(6) The personal interview was the pinnacle of the search.

(7) The entire faculty participated in hiring decisions in 82 percent of the institutions; faculty committees accounted for the remaining 18 percent.

It is notable that in a major published work reporting on the above cited study by Burke[99] no mention was made of the use of instruments of assessment in the process of relating faculty in large colleges and universities.

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[97]Ibid.

[98]Burke, Delores L., "Disposable Goods or Valued Resource: Appointment and Termination of Assistant Professors", (ED281471) Presented to the Association for the Study of Higher Education, San Diego, February 14-17, 1987: 5.

[99]Burke, Delores L., A New Academic Marketplace. Connecticut: Greenwood Press, 1988.

One is tempted to conclude that the issue of college faculty selection is somewhat of a "sacred cow" in small colleges. Few seem willing to kick this sacred cow, and moving into the place of power in decision in faculty selection is highly attractive.

Letters of recommendation or written references also play a role in faculty applications. While letters of recommendation are viewed positively by some,[100] there is significant tendency "on the part of most judges" to disagree with or question the value of letters of recommendation at this level.[101] Some have noted a tendency, particularly in small colleges, to hire a local or readily available person. Since breadth of life experience is of value in college teaching, this hiring of a local person tends to increase the insularity and provincialism of an institution.[102]

One would expect that if careful and consistent patterns of selection for college faculty are to be found, they would be found in institutions with a clear religious foundation since such institutions place great emphasis on maintaining their doctrinal distinctives in the academic process. However, in a study involving 200 major Protestant colleges, Meeth found that (1) patterns of faculty selection were not uniform; (2) few Protestant colleges have carefully thought out religious criteria

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[100]Lewis, Lionel S., "University Teaching and The Assessment of Merit", Teaching-Sociology, v.12 N1, Oct. 1984 p. 37.

[101]Y. Rim, "How Reliable are Letters of Recommendation?" Journal of Higher Education 47 no. 4 (July/August 1976): 444.

[102]W. G. Butt, "Criteria for Staffing the Small College," Community College Review 3 no. 2 (Sept. 1975): 53.

for faculty retention and selection, and, (3) Protestant colleges with a majority of trustees denominationally selected tend to apply more rigid religious standards in faculty selection.[103] An analysis of the research indicates that this citation from 1964 is applicable to the present situation.

It might also be assumed that in situations where department heads in a college or university make the basic selection of faculty, the process will be more careful and consistent. However, in a study of department chairpersons and faculty selection, Quick concluded several important things. The study of the role of the chairperson in faculty selection is more neglected than that of any other university administrator. Inherent stress is brought to bear on the chairperson as he actually participates in faculty selection. There is great need for training department chairpersons in faculty selection. At the time of his research in 1966, Quick noted that there were no such training programs for departmental chairpersons in America. In addition there are few if any sources to which a chairperson may turn in order to become aware of patterns which should be developed in faculty selection.[104]

Research Precedents

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[103]L. R. Meeth, "Religion in Faculty Selection and Retention in Protestant Colleges," (Ph.D. Diss., Colombia University, 1964).

[104]W. R. Quick, "The University Department Chairman: His Role in Patterns of Faculty Selection, Promotion and Termination" (Ph.D. Diss., Indiana University, 1966).

The literature was searched for both research on faculty selection at postsecondary level and on the use of instruments in faculty selection. Very little information is available.

Reflecting on research in faculty selection in the early 1970's and before, Gaff notes that there are many general assumptions, but "many researchers state little has been written on the subject."[105] In a 1988 article, Eustace presented a discussion of common practices in and literature about college faculty recruitment and selection and concludes that little has been written about the process or issues, great reliance is put on personal judgement, and each institution controls the selection process exclusively.[106]

This absence of research in the area of recruitment and selection of college faculty is surprising in the light of the fact that college presidents, in reacting to the question about the most significant issues facing colleges in the 90's have indicated that attracting and retaining qualified faculty is high on the list of top priority.[107] In a discussion of the need to teach college level faculty how to teach, Alfonsi notes that higher education institutions of all kinds are interested in the improvement of instruction, but virtually all of the attention is focused on

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[105]Gaff, "Making a Difference" 605.

[106]R. Eustace, "The Criteria of Staff Selection: Do They Exist?" Studies in Higher Education, 13 no. 1 (1988): 88.

[107]L. D. Adams and J. N. Mangieri, "The Presidents: Priorities For The Future" Educational Record, 71 no. 1 (Winter 1990): 77.

development of existing faculty, not on recruitment and selection.[108] Tracy speaks of the desperate need for developing a faculty recruitment and selection procedure at the college level.[109]

Much has been done to develop and utilize psychological and personality instruments. The use of these has become common in elementary and secondary schools, clinics, counseling programs—even business and industry in personnel selection. However, with the exception of a few experimental scales, the development and use of instruments in selection of college faculty "have been largely ignored at the postsecondary level."[110]

It has been noted already that two instruments were chosen for this dissertation research. The Minnesota Teachers Attitude Inventory was chosen because it was constructed for a function at the elementary and secondary level very similar to the purpose of this research:

> The MTAI is designed to measure those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships and indirectly how well satisfied he will be with teaching as a vocation.[111]

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[108]A. Alfonsi, "Teaching Professors to Teach," New York Times (Education Summer Survey, August 18, 1985): 33.

[109]S. J. Tracy, "Finding the Right Person and Collegiality," College Teaching 34 no. 2 (Spring 1986): 60.

[110]Bernadine Fong, "Community College Instructors' Attitudes" (Ph.D. Diss., Stanford University, 1983), 18.

[111]W. W. Cook, C. H. Leeds and R. Callis, Minnesota Teacher Attitude Inventory (New York: The Psychological Corporation, 1951) 3.

Over five hundred studies have employed the MTAI since its publication.[112] None of these relate directly to college faculty. Although the MTAI was designed for use with elementary and secondary school teachers, there is some evidence that it could be employed with teachers of adults. Chappell and Callis attempted to demonstrate that the MTAI is a valid predictor of teacher-student relations in adult level classes. They administered two forms of the MTAI to Naval instructors: the original form and an experimental form. The experimental form contained modifications of some of the terminology used. Words like "child" or "pupil" were changed to "student." The modifications seemed to make little difference as the scores from the two forms correlated 0.91. For all practical purposes, the authors felt the forms were equivalent. However, they found no correlation between Naval instructors' MTAI scores and the criterion variables used to validate the MTAI: students', observers', and supervisors' ratings of the instructors. It should be noted that the Naval instructors perceived themselves as trainers and not teachers. These instructors had only a high school education, one which is not comparable with what is required of professional teachers. Therefore, the sample of Naval instructors does not really seem to be equivalent to college teachers, though both are teachers of adults.[113]

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[112]O. K. Buros, ed., The Eighth Mental Measurement Yearbook, Highland Park, N.J.: The Gryphon Press, 1978: 1:508-11.

[113]T. L. Chappell and R. Callis, The Efficiency of the Minnesota Teacher Attitude Inventory for Predicting Interpersonal Relations in a Naval School, Columbia: University of Missouri, (1954).

The Taylor-Johnson Temperament Analysis, a personality test, is essentially a set of standardized questions designed to quantify or measure certain personality traits. It was designed to focus particularly on personality traits which are especially important and influential in interpersonal relationships.[114] Certain of the scales on this instrument are considered predictive, indicating potential for, or the likelihood of success in certain situations or circumstances.[115] While the test constructors did not include college teaching in the suggested "certain situations" they did include leadership.[116]

At least 42 studies have employed the TJTA.[117] None of these relate to college faculty. At this point it is important to note that in the construction of this instrument not only teachers were involved but also Directors of Student Teaching.[118]

Since this literature search did not discover any other research on the subject of using instruments to assist college administrators in faculty selection, several faculty members at Loyola University of Chicago suggested personal consultation with

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[114]R. M. Taylor and W. L. Morrison, _Taylor-Johnson Temperament Analysis Handbook_, (Los Angeles: Psychological Publications, Inc., 1987), 147.

[115]Ibid.

[116]Ibid.

[117]J. C. Conoley and J. J. Kramer, eds., _The Tenth Mental Measurements Yearbook_ (University of Nebraska Press, Lincoln, 1989) 813.

[118]R. M. Taylor and L. P. Morrison, Manual 19.

individuals who would have extensive knowledge of this field. Phone interviews were conducted with the following:

1. Dr. Patrick Babin, Training Resources Services, University of Ottawa, Ontario, Canada.

2. Dr. Michael D. Oliff, Assistant Professor of Operations Management, University of South Carolina, Columbia, South Carolina.

3. Dr. Donald J. Willower, Professor, College of Education, Pennsylvania State University, State College, Pennsylvania.

None of these individuals knew of any research directly related to this present study.

In conclusion, since there appears to be no precedent studies in the application of instruments in the selection of college faculty members who would be inclined to good interpersonal relationships with students outside the classroom, and since no instruments have been standardized and published to accomplish this goal, it has been necessary to choose instruments that have a close relationship to this goal. In this research the hypotheses required a validation study—an attempt to validate instruments for a purpose different from that which was in the mind of the constructors of the instruments.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Ninety faculty members from fifteen small colleges participated in the first part of this study. By professional judgment of the chief academic officers, these faculty members were placed in two groups. One group characteristically established good interpersonal relationships with students in and outside the classroom, were well liked and sought out. This group is identified as group 2 in this study. This is the positive or desirable faculty characteristic. The other group lacked these qualities to a significant degree, and had little informal contact with students outside the classroom. This group is identified as group 1 in this study. This is the negative or undesirable faculty characteristic. Each of the faculty members took both instruments used in this study, the TJTA and the MTAI.

MTAI

The MTAI yields a single score. The extreme group design was used in analyzing the results of this test. A two-group "T" test was used with the MTAI scores and the two groups of faculty. The results are shown in figure A.

MTAI Results

FIGURE A MTAI Results								POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE		
MTAI RAW	GROUP	NO. OF CASES	MEAN	STD. DEV.	STD. ERROR	F VALUE	2-TAIL PROB.	T VALUE	DEG. OF FREEDOM	2-TAIL PROB.	T VALUE	DEG. OF FREEDOM	2-TAIL PROB.
	1	27	-5.5926	16.211	3.120	1.72	0.140	-0.93	75	0.356	-1.01	66.29	0.318
	2	50	-1.2400	21.231	3.003								

Analysis

Hypothesis #1 was: There is a significant positive relationship between faculty members who experience positive relationships with students and high scores on the MTAI.

The manual for the MTAI gives interpretive instructions indicating that higher scores are more desirable because they identify teachers that have better rapport with students.[119]

Scores may range from a -85 to +118.[120] Attention is called to the mean scores on figure B. Both groups of teachers (1 and 2) in this research have mean scores that are negative. Group 2, the better teachers in this study, had a mean score of -1.24. Group 1 had a mean score of -5.59. The higher score of group 2 was anticipated. However, it is still in the minus range, and with a spread of scores as great as the MTAI allows, the 4.35 difference in the mean scores of the two groups seems insignificant. Note also the 2-tail probability in figure B is 0.14, far from the 0.05 level of significance.

Figure B indicates that data in this research relating to the MTAI scores of the two groups of teachers did not yield results showing a significant difference in the two groups. Hypothesis #1 was not substantiated by this research.

TJTA

The TJTA yields separate scores for nine scales. A copy of the revised profile for the presentation of these scores is found in the appendix. The nine scales are: (A) Nervous--Composed, (B) Depressive--Light-hearted, (C) Active-social--Quiet, (D)

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[119]Cook, W., Leeds, C. and Callis, R., Minnesota Teachers Attitude Inventory., Manual. The Psychological Corporation, New York, N.Y. P.4

[120]Ibid., P.8,9

Expressive-responsive--Inhibited, (E) Sympathetic--Indifferent, (F)

Subjective--Objective, (G) Dominant--Submissive, (H) Hostile--

Tolerant, and (I) Self-disciplined--Impulsive. The statistical

analysis of the data for this research consisted of a two-group "T"

test with each of the nine scales treated as a separate test. The

results of this two-group "T" test are shown in figure B.

TJTA Results

							POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE		
FIGURE B													
TJTA Results													
TJTA VAR.	GROUP	NO. OF CASES	MEAN	STD. DEV.	STD. ERROR	F VALUE	2-TAIL PROB.	T VALUE	DEG. OF FREEDOM	2-TAIL PROB.	T VALUE	DEG. OF FREEDOM	2-TAIL PROB.
1	1	29	8.5172	6.390	1.187	1.28	0.430	0.70	79	0.486	0.68	52.19	0.502
	2	52	7.5577	5.637	0.782								
2	1	29	4.4828	4.306	0.800	2.63	0.007	-1.24	79	0.220	-1.41	78.10	0.163
	2	52	6.2500	6.979	0.968								
3	1	29	30.3103	5.190	0.964	2.54	0.010	1.75	79	0.085	1.98	77.80	0.051
	2	52	27.3462	8.270	1.147								
4	1	29	32.0345	5.500	1.021	1.13	0.732	-0.52	79	0.602	-0.53	61.19	0.596
	2	52	32.7308	5.858	0.812								
5	1	29	31.6552	5.394	1.002	2.19	0.027	0.00	79	0.999	0.00	75.99	0.999
	2	52	31.6538	7.990	1.108								
6	1	29	7.1034	5.722	1.063	1.52	0.193	0.19	79	0.852	0.18	48.77	0.861
	2	52	6.8846	4.647	0.644								
7	1	29	26.0690	5.378	0.999	1.62	0.173	0.91	79	0.367	0.97	70.00	0.335
	2	52	24.7308	6.837	0.948								
8	1	29	7.9310	6.469	1.201	1.39	0.307	0.22	79	0.828	0.21	50.57	0.836
	2	52	7.6346	5.495	0.762								
9	1	29	26.6552	9.744	1.809	1.22	0.535	-0.04	79	0.965	-0.04	53.41	0.966
	2	52	26.7500	8.838	1.226								

Analysis

Hypothesis 2 was: There is a significant positive relationship between faculty who experience positive relationship with students and the composite profile of the Ideal Young Teacher on the TJTA.

The TJTA yields a score for each of nine factors or variables. The number in the left-hand column of figure A identifies these variables.

Variable 1 is the <u>Nervous</u>--<u>Composed</u> reading.[121] High numbers show a nervous tendency. Low numbers show a composed tendency. The constructors of the test indicate it is acceptable to be in the 0-50 percentile range (raw score 0-13). This is the composed end of the scale. Note on figure A that the mean score of group 1 (less desirable group) was 8.51 and the mean raw score on group 2 (more desirable) was 7.55. The 2-tail probability of the "T" test on variable 1 was 0.43, but the separate variance estimate was 0.50, far from the 0.05 level of significance. That is, this research did not produce scores on the Nervous--Composed variable that showed a significant difference in the two faculty groups.

Variable 2 is the Depressive--Light-hearted reading. High numbers show a depressive tendency. Low numbers show a light-hearted tendency. The constructors of the test indicate it is acceptable to be in the 0-45 percentile range (raw score 0-8). This is the light-hearted end of the scale. Note on figure A that

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[121]The data for this interpretation is taken from Taylor-Johnson Temperament Analysis Manual, page 39.

the mean raw score of group 1 was 4.48 and the mean raw score of group 2 was 6.25. The more desirable group of teachers actually had a lower raw score reading on variable 2. The 2-tail probability of the "T" test on variable 2 was 0.007. This is a significant difference statistically. However, with less than 2 points difference in the mean (on a range of 40 points), only a 2.6 point difference in the standard deviation, and a separate variance estimate of 0.16, these figures, along with the inverse group reading indicate no practical significance. That is, this research did not produce scores on the Depressive--Light-hearted variable that showed a practically significant difference in the two faculty groups.

Variable 3 is the Active-social--Quiet reading. High numbers show an active-social tendency. Low numbers show a quiet tendency. The constructors of the test indicate it is acceptable to be in the 35-100 percentile range (raw score 26-40). This is the active-social end of the scale. Note on figure A that the mean raw score of group 1 was 30.31 and the mean raw score of group 2 was 27.34. The more desirable group of teachers had a lower raw score on variable 3 also. The 2-tail probability of the "T" test on variable 3 was 0.01. The separate variance estimate was 0.051.

This is a significant difference statistically. However, with only 3 points difference in the mean and an inverse group reading ("better" group has lower mean), the results indicate no practical significance. That is, this research did not produce scores on the

Active-social--Quiet variable that showed a practical difference of significance in the two faculty groups.

Variable 4 is the Expressive-responsive--Inhibited reading. High numbers show an expressive-responsive tendency. Low numbers show an inhibited tendency. The constructors of the test indicate it is acceptable to be in the 50-100 percentile range (raw score 28-40). This is the expressive-responsive end of the scale. Note on figure A that the mean raw score of group 1 was 32.03 and the mean raw score of group 2 was 32.73. The 2-tail probability of the "T" test on variable 4 was 0.73, and the separate variance estimate .59, far from the 0.05 level of significance. That is, this research did not produce scores on the Expressive-responsive--Active variable that showed a significant difference in the two faculty groups.

Variable 5 is the Sympathetic--Indifferent reading. High numbers show a sympathetic tendency. Low numbers show an indifferent tendency. The constructors of the test indicate it is acceptable to be in the 50-100 percentile range (raw score 30-40). This is the Sympathetic end of the scale. Note on figure A that the mean raw score of group 1 was 31.65 and the mean raw score on group 2 was identical, 31.65. The 2-tail probability of the "T" test on variable 5 was 0.02

This is a significant difference statistically. The separate variance estimate was 0.99. However, with a mean identically the same for both groups and only a 2.6 point difference in standard deviation, the indication is no practical significance. That is,

this research did not produce scores on the Sympathetic--Indifferent variable that showed a practical significant difference in the two faculty groups.

Variable 6 is the Subjective--Objective reading. High numbers show a subjective tendency. Low numbers show an objective tendency. The constructors of the test indicate it is acceptable to be in the 3-60 percentile range (raw score 0-14). This is the objective end of the scale. Note on figure A that the mean raw score on group 1 was 7.10, and the mean raw score on group 2 was 6.88. The 2-tail probability of the "T" test on variable 6 was 0.193, and the separate variable estimate 0.86, far from the 0.05 level of significance. That is, this research did not produce scores on the Subjective--Objective variable that showed a significant difference in the two faculty groups.

Variable 7 is the Dominant--Submissive reading. High numbers show a Dominant tendency. Low numbers show a submissive tendency. The constructors of the test indicate it is acceptable to be in the 35-95 percentile range (raw score 20-32). This is the dominant end of the scale. Note on figure A that the mean raw score of group 1 was 26.06, and the mean raw score on group 2 was 24.73. The 2-tail probability of the "T" test on variable 7 was 0.17 and the separate variance estimate 0.33, far from the 0.05 level of significance. That is, this research did not produce scores on the Dominant--Submissive variable that showed a significant difference in the two faculty groups.

Variable 8 is the Hostile--Tolerant reading. High numbers show a hostile tendency. Low numbers show a submissive tendency. The constructors of the test indicate it is acceptable to be in the 0-50 percentile range (raw score 0-10). This is the tolerant end of the scale. Note on figure A that the mean raw score of group 1 was 7.93, and the mean raw score on group 2 was 7.63. The 2-tail probability of the "T" test on variable 8 was 0.30, and the separate variance estimate 0.83, far from the 0.05 level of significance. That is, this research did not produce scores on the Hostile--Tolerant variable that showed a significant difference in the two faculty groups.

Variable 9 is the Self-disciplined--Impulsive reading. High numbers show a self-disciplined tendency. Low numbers show an impulsive tendency. The constructors of the test indicate it is acceptable to be in the 40-95 percentile range (raw score 20-34). This is the self-disciplined segment of the scale. Note on figure A that the mean raw score of group 1 was 26.65, and the mean raw score on group 2 was 26.75. The 2-tail probability of the "T" test on variable 9 was 0.53, and the separate variance estimate 0.96, far from the 0.05 level of significance. That is, this research did not produce scores on the Self-disciplined--Impulsive variable that showed a significant difference in the two faculty groups.

In summary the statistical analysis of the data produced in this research by administering the TJTA to college faculty did not produce results to substantiate hypothesis #2.

personal Data

A "T" test was conducted relating the two groups of teachers with the personal data in four categories: age, years of teaching experience, post-secondary hours of study in education and post-secondary hours of study in psychology. Although the personal data does not relate directly to the hypotheses in the research, the results are shown in Figure C:

FIGURE C													
Personal Data													
								POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE		
VAR.	GROUP	NO. OF CASES	MEAN	STD. DEV.	STD. ERROR	F VALUE	2-TAIL PROB.	T VALUE	DEG. OF FREEDOM	2-TAIL PROB.	T VALUE	DEG. OF FREEDOM	2-TAIL PROB.
AGE	1	29	48.7241	8.908	1.654	1.12	0.720	2.10	78	0.039	2.06	55.71	0.044
	2	52	44.5294	8.434	1.181								
YRS. TEACHING	1	29	16.6897	8.341	1.549	1.38	0.364	1.02	79	0.309	1.07	66.13	0.287
	2	52	14.4808	9.791	1.358								
HRS. IN ED.	1	29	38.2759	58.101	10.789	3.64	0.000	0.96	79	0.341	0.81	36.77	0.422
	2	52	28.8654	30.471	4.226								
HRS. IN PSY.	1	29	12.7241	16.477	3.060	2.72	0.006	-0.50	79	0.616	0.58	78.38	0.566
	2	52	15.5192	27.187	3.770								

Analysis

Figure C gives the results of the analysis of personal data from individuals in the two groups of teachers in this research. An analysis of the data was made, assuming that some element of

personal data may indicate a significant difference between the more and less desirable teachers. The variables in personal data are shown in the left column of figure C.

With regard to age, group 2, the better teachers, had a mean age of 44.52. Group 1 had a mean age of 48.72. The better teachers were on the average younger. The difference of 4.2 years is not great, and the 2-tail probability in the "T" test was 0.72, with the separate variance estimate 0.04.

The variable of number of years of teaching experience yielded statistically insignificant data. The difference in the mean of group 1 and 2 was only 2.2 years, and the 2-tail probability was 0.36, (separate variance estimate 0.28) far from the 0.05 level of significance.

The data relating to the number of college and graduate hours of study in education for the two groups are notable. Group 2, the better group had a mean of 28.86 hours, while group 1 had a mean of 38.27. This difference is the very reverse of what may normally be expected. The 2-tail probability is very significant, 0.000, but the separate variance estimate was 0.42. Such a mixed reading, along with an inverse group reading, should be considered insignificant.

The variable of number of college and graduate hours of study in psychology indicates that group 2 had a mean of 15.51 hours and group 1 a mean of 12.72. The better teachers averaged more hours in psychology courses. The 2-tail probability figure is 0.006, but the separate variance estimate was 0.56. Since, however, the

difference in the mean of the two groups is 2.79, less than one three hour course difference, the practical significance of this difference may well be questioned.

In summarizing the data in Figure C, the personal data from all the teachers included in this study fail to indicate anything of practical significance to administrators.

Data were collectively analyzed in a multi-value regression. Four multivariate tests of significance were made (Pillais, Hotellings, Wilks and Roys). The results indicated that the significance of F ranged from 0.164 to 0.173. Such results are far from the 0.05 level of significance.

A multiple regression analysis was accomplished with each of the nine TJTA scales and the MTAI scores with other personal data. Only three variables were identified within the 0.05 level of significance. They are:

measure number and description	variables	sig T
1 nervous--composed	gender	0.0399
8 hostile--tolerant	hours in psychology	0.0326
9 self-discipline--impulsive	gender	0.0040

Interpretation

Note that the multiple regression analysis did not produce statistically significant results relating to the two groups of teachers as such. In other words, this regression analysis did not yield data to substantiate hypotheses 1 and 2. The three

significant scores shown above do not contribute directly to this study for the following reasons.

First, the significant regression analysis results for the Nervous--Composed/gender and self-discipline/gender variables are somewhat in keeping with that which the constructors of this test report. They give a different chart for men and women to be used for converting raw scores to percentile for interpretation.[122] On the Nervous--Composed scale the female raw score of 13 is 50 PR, while the male raw score for 50 PR is 10. On the Self-disciplined--Impulsive scale the female raw score of 25 is 50 PR, while the male raw score for 50 PR is 27. The differing response of males and females is thus conveyed in different raw score/percentile tables in the TJTA manual.

Second, the Hostile--Tolerant/hours in psychology variables also show a significant "T" (0.0326). In this study, faculty with more hours of study in psychology are more tolerant. This finding alone may be important to an administrator who chooses to use the TJTA in the process of faculty selection. However, as noted earlier in this chapter, in an analysis of the Hostile-Tolerant scale (#8), there was no significant relationship between scores on this scale and either group of teachers. Conclusion: <u>the multiple regression analysis</u> did not substantiate hypotheses 1 and 2.

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[122]A Taylor-Johnson Temperament Analysis, P.31,32.

Questionnaire

The second part of this study was accomplished through the questionnaire sent to all 90 of the colleges in AABC. The questionnaire focused on the process of faculty selection. Seventy-seven colleges responded. A list of responding colleges is found in the Appendix. The basic results are as follows:

Recruitment and Selection of College Faculty

Name of Institution: __Summary__

Information given by: (Title) _____

On the following pages a number of issues regarding recruitment and selection of faculty are presented. Our purpose is to gather information on the factors and process from administrators who are responsible for the selection of college faculty. Your cooperation is greatly appreciated.

Factors in evaluating Applicant

Academic Background:

	Not Significant	Minimum Significance	Sometimes Significant Sometimes Not	Significant	Great Significance
Bachelor Degree	1	3	7	8	47
Master's Degree		1		14	58
Doctorate		2	10	28	29
Institution where degree(s) earned			13	50	11
Research done as a student	3	5	28	18	2
Letters of recommendation		6	11	42	21
Reference Interviews	2		13	31	32
Experience in Teaching		1	9	50	16
Experience in working in the Field		1	6	51	15
Publishing of articles, books, etc.	1	21	33	11	1

Agreement with major theological position of your college

	Not Significant	Minimum Significance	Sometimes Significant Sometimes Not	Significant	Great Significance
Bible faculty				5	70
Other faculty			5	13	55

Agreement with every detail of your doctrinal statement

	Not Significant	Minimum Significance	Sometimes Significant Sometimes Not	Significant	Great Significance
Bible faculty			3	10	60
Other faculty			8	22	43
Affinity with the mission of your college				9	66

Personality:

	Not Significant	Minimum Significance	Sometimes Significant Sometimes Not	Significant	Great Significance
How candidate "comes across" in interview..likeable, open, convictions, etc.			1	45	28
Collegiality			4	40	30
How candidate relates to college-age people			1	32	42
Moral quality..lifestyle				5	70

Do you require faculty to sign a pledge?
(re: Lifestyle, No movie attendance, etc.)

Yes ☐   No ☐   29 yes, 43 no

Use of any instruments to assess various qualities .None - 35.

	Not Significant	Minimum Significance	Sometimes Significant Sometimes Not	Significant	Great Significance
	4	7	6	5	1

If so, which instrument(s)?
_____

Proce ss in evaluating Applicant

How contacts with candidates are made:

	Never	Seldom	Sometimes	Often	Always
Applications received		5	22	33	14
College/Seminary placement services	11	24	27	11	2
AABC listings	21	27	19	7	
Denominational listings	26	21	15	6	2
Advertise through media	19	24	18	7	2
Faculty recommendation			22	43	4
Administrative recommendation . .		1	12	54	6
Other _____					

Procedure and decision within the Institution

	Never	Seldom	Sometimes	Often	Always
One person interviews and decides . .	49	3	1	2	2
Who? (Title)_____					
Several interview, concur, decide .	4	2	2	16	46
Administrator(s) only involved	29	11	10	8	2
Existing Faculty involved	3	3	18	10	40
Board involved	9	6	4	2	47
Student(s) involved	23	14	19	11	4
Speak in Chapel	11	17	25	11	4
Teach one or more classes	10	16	22	11	8

Other Procedures (Specify) _____

_____

Absolute, minimum standard or requirements are:

_____

_____

_____

Thank you for completing this questionnaire.
Please return in the envelope provided to:
Daniel H. Smith
Emmaus Bible College
2570 Asbury Road
Dubuque, Iowa 52001

Analysis

It is important to note that in this study, out of the 77 responding colleges only 6 (8%) indicated that the use of instruments had significance or great significance in their process of faculty recruitment and selection. When asked to indicate which instruments were used, most indicated no consistent pattern of use. The instrument named more than any other was the TJTA--one of the instruments used in this dissertation study. Four (4) respondents indicated using the TJTA. No other instrument was named by more than one institution. Other instruments named were: Minnesota Multiphasic Personality Inventory Indicator, Myers-Briggs student evaluation forms and college-developed instruments.

Of the write-in "other" responses no more than 2 were identical in either the contact or decision area. Those named were: Trustees, other Bible College people, achievements in ministry, Inter-Cristo, recommendation from other Deans, alumni and friends of the college and professional society listings.

The final item on the survey was open-ended. It was, "Absolute, minimum standard or requirements are:.." A number of one time responses to this item were given. These responses included: adequate background for college teaching, able to relate to college age, Bachelor in practical fields, M. Div. in Bible, team player/able to work with others, committed to local church, high regard for Bible College education, solidly evangelical, sound marriage/family, potential, ministerial experience in Bible courses, openness for professional growth, expertise in field, 18

graduate hours in teaching field, advanced course work, desire to serve, openness to evangelize and contribute to the life of the college.

There were, however, six responses that were made by a number of colleges:

minimum or absolute standard	number of responses
member of affiliated church*	8
lifestyle*	9
ability to teach/communicate	17
evidence of Christian commitment*	32
agree with doctrine and philosophy of college*	45
M.A. degree	51

Four of the above responses are clearly related to the religious nature of the colleges in this study. They are: member of affiliated church, lifestyle, evidence of Christian commitment and agree with doctrine and philosophy of college.

The other two repeated responses merit comment. To see that a number of colleges consider "ability to teach/communicate" an absolute standard in faculty acquisition is not surprising. Presumably administrators at any level of education will be committed to the logic that teachers should be able to teach. Since the agency (AABC) that accredits all the colleges involved in this study makes an M.A. degree in one's primary teaching field a minimum requirement, it is not surprising that a number of colleges hold the same standard in faculty selection.

The accumulation of faculty evaluations from chief academic officers plus personal data sheets and completed answer sheets for two instruments from each faculty member involved yields a significant body of data. As indicated earlier in this chapter, the tests of significance were accomplished with the research hypotheses in view. The interpretation of data in this chapter is structured around the three hypotheses in this study.

Hypothesis #1

Hypothesis #1: There is a significant positive relationship between faculty members who experience positive relationships with students and high scores on the MTAI.

Attention is called to Figure A.

MTAI Results

FIGURE A MTAI Results													
							POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE			
MTAI RAW	GROUP	NO. OF CASES	MEAN	STD. DEV.	STD. ERROR	F VALUE	2-TAIL PROB.	T VALUE	DEG. OF FREEDOM	2-TAIL PROB.	T VALUE	DEG. OF FREEDOM	2-TAIL PROB.
	1	27	-5.5926	16.211	3.120	1.72	0.140	-0.93	75	0.356	-1.01	66.29	0.318
	2	50	-1.2400	21.231	3.003								

Figure B gives the results of the "T" test for the two groups of faculty members with the raw scores on the MTAI. Observing the significant figure on the right-hand column it is apparent that

0.318 is far from the 0.05 level of significance. Even though this same instrument was standardized on secondary and elementary teachers to identify those who had positive relationships with students, this research did not substantiate the same at the college level. Hypothesis #1 was not substantiated by the results of this research.

The fact that the statistical results of this research do not substantiate hypotheses #1 and #2 does not negate the importance of making faculty selection at the college level a matter of great care and wise procedure. The teaching-learning process is at the heart of higher education; the relationships between faculty and students are at the heart of the teaching-learning process; the selection of faculty who have both the interest and disposition to establish good interpersonal relationships with students must therefore be considered vital in the perspective of the college administrator.

Hypothesis #2

Hypothesis #2: There is a significant positive relationship between faculty members who experience positive relationships with students and the composite profile of the Ideal Young Teacher on the TJTA.

It is important to note again that faculty members involved in this study were divided into two groups according to the evaluation of the chief academic officers. Group #2 was the "ideal" group. That is, these were the individuals who were judged to have

consistently positive interpersonal relationships with students on the informal level both in and outside the classroom. According to hypothesis #2 it was anticipated that group #2, in contrast to group #1, would show a statistically significant correspondence with the "ideal" profile on the TJTA. In test terms, it was anticipated that on the various scales in the TJTA the ideal teacher would be more composed than nervous, more light-hearted than depressive, more active-social than quiet, more expressive-responsive than inhibited, more sympathetic than indifferent, more objective than subjective, more dominant than submissive, more tolerant than hostile, and more self-disciplined than impulsive. Attention is called again to Figure B.

TJTA Results

	FIGURE B											
	TJTA Results											

							POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE		
TJTA VAR.	GROUP	NO. OF CASES	MEAN	STD. DEV.	STD. ERROR	F VALUE	2-TAIL PROB.	T VALUE	DEG. OF FREEDOM	2-TAIL PROB.	T VALUE	DEG. OF FREEDOM	2-TAIL PROB.
1	1	29	8.5172	6.390	1.187	1.28	0.430	0.70	79	0.486	0.68	52.19	0.502
	2	52	7.5577	5.637	0.782								
2	1	29	4.4828	4.306	0.800	2.63	0.007	-1.24	79	0.220	-1.41	78.10	0.163
	2	52	6.2500	6.979	0.968								
3	1	29	30.3103	5.190	0.964	2.54	0.010	1.75	79	0.085	1.98	77.80	0.051
	2	52	27.3462	8.270	1.147								
4	1	29	32.0345	5.500	1.021	1.13	0.732	-0.52	79	0.602	-0.53	61.19	0.596
	2	52	32.7308	5.858	0.812								
5	1	29	31.6552	5.394	1.002	2.19	0.027	0.00	79	0.999	0.00	75.99	0.999
	2	52	31.6538	7.990	1.108								
6	1	29	7.1034	5.722	1.063	1.52	0.193	0.19	79	0.852	0.18	48.77	0.861
	2	52	6.8846	4.647	0.644								
7	1	29	26.0690	5.378	0.999	1.62	0.173	0.91	79	0.367	0.97	70.00	0.335
	2	52	24.7308	6.837	0.948								
8	1	29	7.9310	6.469	1.201	1.39	0.307	0.22	79	0.828	0.21	50.57	0.836
	2	52	7.6346	5.495	0.762								
9	1	29	26.6552	9.744	1.809	1.22	0.535	-0.04	79	0.965	-0.04	53.41	0.966
	2	52	26.7500	8.838	1.226								

Figure A presents the "T" test analysis of the scores of the two groups of teachers on each of the nine variables of the TJTA. It was hoped that the data would yield results significant to the 0.05 level or either the 0.01 level. The "T" test results are shown in the right hand column. Note that only for one of the TJTA variables (#3, the Active-Social in contrast to Quiet) is there a statistically significant result. However, as noted earlier in the analytical statements, the better group of teachers (#2) had a lower mean raw score--the reverse of what it should be according to the constructors of the test.[123]

Accordingly, it is not possible to identify significance in the 0.051 figure on variable #3.

Hypotheses #2, however, anticipated a significant reading in all nine of the TJTA scales. According to this research project none of the nine showed a significantly similar reading to the "ideal" profile. The conclusion must then be reached that hypothesis #2 was not substantiated by the results of this research. It is not possible to recommend the use of the TJTA to administrators who are looking for some instrument to help them identify prospective faculty members who will establish good inter-personal relationships with students outside of the class.

It might be useful to build a case for recommending the TJTA as a helpful instrument for administrators to use in faculty selection on the basis of the validation processes in the

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[123]Taylor-Johnson Temperament Analysis Manual, P.8.

construction of the test.   This dissertation research, however, does not support such a recommendation.

Hypothesis #3

Small private colleges do not have an objective, uniformly consistent process of faculty selection.

As indicated in chapter three, this hypothesis necessitated a second dimension of research.   A questionnaire was prepared and sent to all 90 of the colleges in the AABC.   77 were returned with responses (86% response rate).

First of all, only 8% of the responding colleges ever use any evaluation instruments in the process of faculty selection.   It should be noted that not all of these used such instruments regularly or consistently.   In the light of widespread use of instruments for the selection of key personnel in business and industry as well as in elementary and secondary levels of education the non-use of instruments at the college level is notable.

The fact that no instrument has been produced and standardized for this purpose is important.   It must also be noted that there has apparently been insufficient expressed need for or interest in such an instrument to lead to efforts to produce one.

A second interpretive observation is in order here.   Of the few who used instruments, four indicated that they had used the TJTA. This is the only instrument named by more than one institution.   This fact supports the reasoning that led to the

choice of the TJTA for this research. It also gives a basis for recommending the use of the TJTA in the process of faculty selection based on the validation process in producing that instrument.

Interpretive comments are in order in response to summary figures for other items in the survey form. First, it is notable that a very high percent responded that in evaluating a faculty applicant, the institution where the applicant's degrees were earned was of significance or great significance (79%). It would be interesting to know how such level of importance to administrators in Bible Colleges compares to the attitude of administration in colleges in general on this point. Perhaps the importance of where advanced degrees were earned is a reflection of the strong commitment to a clear evangelical doctrinal position on the part of the colleges involved in the survey.

At the same time little significance was placed on the nature of graduate research done by candidates for faculty in these colleges. Disregarding candidates' research, along with a neutral reading on the issue of published articles and books, seems to reflect a greater emphasis in these colleges on the teaching role of faculty than the research and publication role. The heavy emphasis on previous teaching experience (86% said significant or great significance) seems to bear out this observation.

Nearly 100% of the colleges responding said that agreement with the doctrinal position of the college was significant or of great significance. Yet there was some reduction in this

expectation in the case of candidates for faculty in fields other than Bible. The necessity of agreement with the mission of the college was virtually as high as agreement with the doctrinal position. Perhaps the nearly 100% reading on the importance of agreement with the mission of the college reflects either the strong emphasis that the AABC makes on mission statement or a unique perspective of Bible colleges. In its determination to remain an accrediting agency fully approved by the Council On Postseconday Accreditation and the U.S. Department of Education, AABC has communicated a strong emphasis on the mission statement of each accredited institution.[124] Such an emphasis not only requires a stated mission, but also an adequate communication of the mission of the college to its constituency and a knowledge of and support of the mission statement by faculty and staff.

In responses related to personality of the candidate for a faculty position, it is apparent that personality factors are very significant. Personality factors relate to how the individual "comes across" in interviews and general collegiality as well as to how the candidate relates to college-age people. Yet note that only 8% place significance on the use of instruments to evaluate the personality of candidates. Apparently interviewers place a great confidence in their ability to assess personality in the interview context.

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[124]Manual, American Association of Bible Colleges, Fayetteville, AR (1991)

One more evaluative comment may be in order based on the results of responses to items in the area of personality. Attention is focused on the question relating to the requirement of signing of a pledge on the part of faculty. Typical pledges for faculty in Bible Colleges involve lifestyle issues such as: signed agreement to attend church, abstain from alcoholic beverages, abstain from movie attendance, and abstain from smoking. In most institutions of higher learning such a thing would be considered a violation of academic and personal freedom. Yet 38% of the institutions responding to this survey still require faculty to sign a pledge relating to lifestyle, participation in amusements, etc.

At this point attention is focused on the section of the survey that relates to how contacts are made with candidates for faculty positions. As one would expect, many contacts begin by receiving an application from an individual. Significantly few utilize placement services, denominational listings and the media. However, recommendation by other faculty and recommendation by administrators appear to be the most significant source of contact (often or always responses= 61% and 78%, respectively). Such a high percent of contacts that reflect personal acquaintance would appear to substantiate the impression some have that Bible colleges are a "closed" group.

In responding to items relating to the <u>procedure and decision of faculty selection</u> within the institution, the participating colleges reflect great diversity. Written comments indicated that

even within a given institution the procedure is not always the same. Thus hypothesis #3 in this research project is clearly substantiated by these responses.

First of all, faculty selection is rarely a decision by one person. Only 5% said often or always. Yet even 5% seems like a very high figure in the context of current patterns of thought relating to college administration.[125] The general pattern reported did involve the function of several individuals in the process of interview and decision. 81% responded that such is their pattern of selection. 65% indicated that present faculty are often or always involved in the selection process. 64% indicated that the board of trustees is often or always involved.

Another important feature of the responses relating to the procedure and decision of faculty selection has to do with the involvement of students in this process. Only 16% said that students are often or always involved, while 48% said they are seldom or never involved.

It may be of interest to note that one of the simplest things that may bring additional factual input into the process of faculty selection is having the candidates teach one or more classes and then evaluate their performance. This method is very common in a number of areas, such as the selection of a pastor by a church. But the responses of the colleges that participated in this survey

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[125]Burke, Delores L., "Disposable Goods or Valued Resource: Appointment and Termination of Assistant Professors:, op cit, p. 7.

were that only 25% follow this pattern often or always; 34% said seldom or never.

Interpretive comment is in order relating to the final item on the survey form. It was an open-ended item, "Absolute, minimum standard or requirements are..." As may be expected in a write-in item like this, a variety of responses were given. These responses were cataloged and grouped. Most responses were made by only one institution. However, as indicated in the data report earlier in this chapter, six responses were made by ten or more colleges. Four of the six are related to the religious nature of the colleges in AABC. The absolute requirement of: membership in an affiliated church, lifestyle, evidence of Christian commitment and agreement with the doctrine and philosophy of the college, would be usual to such institutions. In fact, it is surprising that only 12% placed lifestyle in the category of essential since 38% still require faculty to sign a pledge. Given the evangelical commitment of the AABC colleges, it is even more surprising that only 42% considered evidence of Christian commitment to be an absolute essential in faculty. An even higher percent (58%) considered agreement with the doctrine and philosophy of the college to be essential. The open-ended nature of a write-in item removes the possibility of comparing these last two answers, but it is possible that they should be considered to be expressing the same standard, the latter more explicit than the former but containing it.

Interpretive comments are in order relating to two of the frequently mentioned "minimum or absolute standard" responses.

First, 22% said that ability to teach/communicate was an absolute necessity in faculty selection. This relatively low figure seems to highlight the observation that most college faculty have no training to teach. They are "content" people, highly knowledgeable in a given field but may be poor communicators and poor teachers. For administrators to have such a low priority on the ability to teach or communicate may perpetuate a weakness in higher education.

The second frequent response to note here was the "M.A. degree" as minimum or absolute standard. 66% of the responding colleges wrote this response in. It is the most frequently given "absolute standard." As indicated earlier in this chapter, such a response is not surprising in the light of the fact that the AABC states in its published accreditation criteria that having an M.A. degree in one's teaching field is a minimum standard.[126] However, only recently has the AABC stated that an M.A. degree in one's primary teaching field is an absolute, and many of the colleges in this study would not have been aware of this standard at the time they responded to the survey.

In the light of the data produced in the survey relating to procedure of a number of colleges in faculty selection, it is concluded that hypothesis #3 is substantiated. Small private colleges do not have an objective, uniformly consistent process of faculty selection. Recommendations for improving this condition will be given in Chapter Four.

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[126] Manual, American Association of Bible Colleges, Fayetteville, AR (1991) 26.

Interviews

Three individuals were recommended as authorities by Loyola University faculty to consult regarding the use of instruments in college faculty selection.

Dr. Patrick Babin
Training Resources Services
University of Ottawa, Ontario Canada

Dr. Michael D. Oliff
Assistant Professor in Operations Management
University of South Carolina,
Columbia, South Carolina

Dr. Donald J. Willower
Professor, College of Education
Pennsylvania State University
State College, Pennsylvania

Interviews were conducted by phone with each of the above. None was able to identify instruments designed for college faculty selection. Each of the three indicated that use of instruments in the process of selecting college faculty is rare. Dr. Willower, who has done extensive work in construction and validation of test instruments expressed some interest in the construction of an instrument to provide help for college administrators in selecting faculty.

Summary

Information gathered in this research through a search of the literature (Chapter II) and through descriptive research involving academic deans in small colleges, faculty taking tests, surveys regarding faculty selection in small colleges and statistical

analysis of data (Chapter III) leads to the following summary statements.

The rationale behind this research is well substantiated by the literature. Faculty members that establish meaningful relationships with students both in and outside the classroom make a major, positive contribution to the academic experience of students. Such faculty are vital to the health, and perhaps survival of small colleges. It is logical that college administrators will seek faculty of this caliber, and assistance in this selection process would prove vital. Valid instruments could provide such assistance, but none has been validated for this purpose. Little has been done by way of research on the subject of college faculty selection in small colleges.

Two hypotheses concerning the use of two instruments (Taylor-Johnson Temperament Analysis and Minnesota Teacher Attitude Inventory) were stated. The hypotheses predicted that the TJTA and MTAI might prove valid for the college administrator to use in screening faculty applicants in search of those who would naturally and consistently establish positive interpersonal relationship with students both in and outside the classroom. Statistical analysis of data failed to substantiate hypotheses #1 and #2.

A third hypothesis focused on the lack of objective, uniformly consistent procedures of faculty selection in small colleges. Analysis of data produced in a survey of a number of small colleges substantiated this third hypothesis.

CHAPTER IV

SUMMARY,

CONCLUSIONS,

RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

One major aspect of the responsibilities of key administrators in small colleges is the selection of faculty. This is the beginning point of all personnel management and must be carried out carefully in light of institutional mission and objectives as well as the welfare of students served by the institution. Many dimensions comprise the life of a small college, and they include such things as housing, food service, buildings and grounds upkeep, recruitment, community relations and more. But nothing is more central or crucial than the teaching-learning process that finds its focal point in the student-teacher relationship. Here is truly the heart of an academic institution and its primary function.

One of the chief reasons why individuals choose to attend a small college is the desire for significant relationships with people, and that includes relationships with faculty members. Smaller institutions should have an advantage over larger institutions in this, but even in the small college setting a significant number of students do not experience meaningful relationships with faculty. In the present struggle for survival among small colleges it is vital for administrators to focus on those factors that make the college attractive. Without a doubt, the prospect of meaningful interpersonal relationships with faculty

members will be very important to a significant percent of college-bound individuals.

Not all highly-educated individuals are inclined to relate readily and effectively to students on a personal level. Given the maturity level of an applicant for a college faculty position, changing the individual's personality to be more inclined and skilled in interpersonal relationships is not a realistic goal for an administrator. If one wants the attractive advantages of the atmosphere created by a faculty made up of individuals who will readily and extensively establish positive relationships with students both in and outside the classroom, then concern must be focused on the faculty selection process. It is more realistic to select faculty with this inclination and skill than to change people who lack it.

Summary

PERSONNEL MANAGEMENT:
AN ANALYSIS OF THE APPLICATION OF INSTRUMENTS
IN THE SELECTION OF COLLEGE FACULTY MEMBERS

An administrator of a small college looks at a folder of faculty applications with the desire to focus on this quality of ease in establishing good interpersonal relationships with students. How can the administrator identify such individuals among the applicants? Are there any instruments that will assess or identify this quality in individuals?

This dissertation research attempted to identify instruments that would be useful to administrators for the above stated purpose. Two possible instruments were chosen, (Minnesota Teacher Attitude Inventory and Taylor-Johnson Temperament Analysis), and a descriptive research design was established.

Three hypotheses were stated:

(1) There is a significant positive relationship between faculty members who experience positive relationships with students and high scores on the MTAI.

(2) There is a significant positive relationship between faculty who experience positive relationships with students and the Composite profile of the Ideal Young Teacher on the TJTA.

(3) Small private colleges do not have an objective, uniformly consistent process of faculty selection.

Two criterion groups of faculty were established in the following way: Chief Academic Officers (CAO's) in 16 small colleges were contacted and asked to assist in this project. Each was asked to do the following: First, choose four to six faculty members in their college who consistently establish positive interpersonal relationship with students outside the classroom, are well-liked and related positively in student evaluations of faculty. Second, choose four to six faculty who are not characteristically involved with students outside the classroom and are not generally sought out by students.

The CAO was asked to report choices for the above groups on a Likert-type scale. In addition, each CAO was asked to administer the MTAI and TJTA to each faculty member and also get each to

complete a personal data form.[110]   The forms and completed tests
were analyzed for this study in the following way:

  (a) Extreme group design. A two-group "T" test with the MTAI
      scores.

  (b) A two-group "T" test with the TJTA:

      (1) A point-by-point comparison of each of the nine scales
          treated as a separate test.

      (2) Combine: Scales 1&2, 3-5, and 6-9 into a common mean
          and compare by groups.

      (3) A multiple regression analysis of test data and
          ingredients of personal data.

  (c) A level of confidence of 0.01 was considered very
      significant and a level of 0.05 significant.

A second dimension of this study related to a third hypothesis
which stated that small private colleges do not have an objective,
uniformly consistent process of faculty selection. A questionnaire
was prepared which dealt with various possible aspects of faculty
selection.[111]   This was sent to all the colleges accredited by
AABC.

Conclusions

  1. The instruments used in this research (TJTA and MTAI) did
not identify the college faculty members who have better
interpersonal relationships with students.

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[110]See Appendix for a sample of the personal data form.

[111]A sample of this questionnaire is included in the Appendix.

2.   The faculty selection process in the small colleges surveyed is irregular and subjective.

Recommendations

1) <u>Administrators should develop a complete list of qualities sought in faculty members</u>.

A high percent of the colleges involved in this study placed teaching ahead of research and writing when faculty functions are given.   However, almost none of the same colleges use personality assessment instruments or other objective means of identifying personality qualities in applicants that would lead to significant impact on the teaching process.   In fact, little attention has been given to the fact that most college faculty members have had no formal teaching or preparation in teaching methods or dynamics.   At the elementary and secondary levels of teaching a significant amount of course work in psychology and education is required for certification.   In addition, supervised experience in teaching is required.   Is there logic in the practice that after the 12th grade level something considered so important up to that point is suddenly all but forgotten?

At the college level a number of elective courses are included in the total curriculum plan for any given student.   If college teachers are not well-liked and sought-out by students, elective classes will be small or taken as a necessity just to fill needed hours of work.   Neither of these

responses is desirable to the administrator. On the other hand, if such a teacher is given required courses to teach class numbers will be greater, but student welfare, attitude and performance will be negatively affected. In a time when attracting and retaining students are of paramount concern to the administrator of small colleges, having faculty members that attract students with good interpersonal relationships as well as wealth of knowledge cannot be overlooked.

2) <u>Administrators in small colleges should consider using one of the good available "tests" of personality in the process of faculty selection</u>.

Several professionally produced instruments for assessing personality factors are readily available. The fact that this research did not yield a statistically significant basis for predicting the usefulness of the two chosen instruments for the purpose of college faculty selection should not negate the validity of a number of available instruments. Several factors in this study may have led to limitations or extraneous variables. Any of the limitations stated in chapter one may be included. The number of individuals in this study was significantly limited. Reliance on the professional judgment of chief academic officers in identifying the two groups of teachers may have been a negative factor.

Certainly the use of the TJTA should be included for consideration. It is a widely-used instrument, which was produced with extensive validation studies.

3) <u>The production of an instrument specifically designed to assist college administrators in selecting faculty who will be more inclined to establish meaningful relationships with students should be undertaken</u>.

It is very much within the realm of possibility to consider the development and production of an instrument specifically for the purpose of aiding administrators in the selection of college faculty with desirable personality factors. This recommendation is strongly supported by two facts apparent in the results of this research. First, college administrators who completed the questionnaire indicated that personality factors in a prospective faculty member are of great importance in the process of selection. Second, the responses to the questionnaire clearly indicated that in the colleges involved in the survey, teaching skills and expertise were more important considerations for faculty than writing and publishing. In the light of these two facts it is a wonder that sufficient pressure has not been expressed that would lead to the production of a specific instrument for this purpose.

4) <u>The practice of having a candidate for a faculty position teach one or more classes under evaluation should be a regular part of the selection process</u>.

In spite of the great importance placed on teaching skills and expertise by administrators involved in the process of college faculty selection, only 25% employed the process of having a candidate teach one or more classes and evaluating their performance on campus. Particularly in the Bible college setting there are a number of ways in which a prospective faculty member can be so utilized and observed. Not only can the individual be worked into a regular classroom situation as a visiting lecturer but also possibly used as a resource person presenting material to special on-campus groups, such as Student Missionary Fellowship. Even the exposure of the individual as a chapel speaker or seminar leader in special student programs can give administrators opportunity to see how the person will relate to students.

5) <u>Administrators who place a high priority on finding faculty members who relate well to students should seek input from previous teaching settings summarizing the evaluation of the candidate by former students</u>.

Survey results in this research also indicated that in most colleges responding, students were not involved in the process of faculty selection. Philosophies of leadership or administration affect this issue, and it is not surprising that there is great variation of thinking on this matter. However, there is a way of positively utilizing student input in the selection process, at least for those who have had some college teaching experience. There is a strong emphasis now

for colleges to have classes of students complete evaluation forms at the conclusion of a course of study. Invariably a segment of such evaluation focuses on the performance of and impressions made by the professor.

One realizes that student recommendation is fraught with all of the weaknesses of personal preferences, but the potential for helpful input is great enough to recommend that college administrators include student evaluation in the selection process.

6) <u>Administrators in small colleges should include the use of available information sources and appropriate advertising channels in making a search for faculty</u>.

It is desirable that the administrative search for college faculty have a breadth or scope if quality is really vital. This research indicated, however, that few institutions utilized available sources for broadening the scope of the search for faculty. Searches could include sources such as placement offices in colleges, seminaries and universities. Also included may be the listings of AABC[112] or the Christian College Referral Service.[113]

7) <u>The apparent lack of an orderly process consistently followed in faculty selection should be replaced by a selection process that includes</u>:

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[112]American Association of Bible Colleges, P.O. Box 1523, Fayetteville, AR 72702.

[113]Christian College Referral Service, Wheaton College, Wheaton, IL 60187-5593.

a. Determination as to who leads the selection process.

b. Determination as to what individuals or groups will also participate in the process. This may include other administrators, faculty, department heads, search committee[114] and/or board of trustees.

c. Determination of the order in which the above groups or individuals will be involved.

d. Establishment of a list of qualifications specifying those which are essential requirements and those that are desired, but not mandatory.

e. Preparation of a position description for faculty members, together with a supporting faculty manual or handbook.

f. Preparation of a salary schedule and a description of other benefits for a given position.

g. Utilization of every valid source of contacts, including files of applications, college/seminary placement services, professional listings, faculty, alumni and administrative recommendation.

h. Utilization of one or more instruments for personality assessment.

i. Requests for meaningful references.

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[114]Literature indicates a trend to utilize search committees in faculty selection as well as searches for key administrators. Note particularly: Bromert, J.O. "The Role and Effectiveness of Search Committees" AAHE Bulletin, April 1984, p 7-10.

j. Include on-campus exposure and observation in the classroom and in other student/staff contact opportunities.

k. Designation of a small, competent group to be responsible for the final decision process.

Suggestions for further study

1) Re-structure and repeat the research in this dissertation, at least using the TJTA and perhaps another personality-type test. Part of the design may include drawing the two faculty groups from faculty in large colleges or universities[115] that have formal faculty faculty evaluation procedures rather than basing the selection and grouping of faculty on the professional opinion of CAO's.

2) Develop and validate an instrument similar to the MTAI, but directing the language and content to the post-secondary level of academic life.

3) Develop and assess the effectiveness of various means of encouraging college faculty to cultivate skills of establishing informal relationships with students in and outside the classroom. This may

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[115]Several of the CAO's who participated in this dissertation research indicated that they had consciously replaced faculty members that did not relate well to students. Most said that they found it difficult to identify several of their faculty for group A - the group that lacked the quality of good interpersonal student relationships.

include seminars, in-service sessions, content
of faculty handbook, inclusion in job or
position description of faculty, focal point
in appraisal and review sessions, posting of
appropriate reminders in faculty lounges, etc.

4) Plan and carry out research designed to identify
the important ingredients in the more successful
faculty advisor programs at the college level.

This research document concludes with a final appeal to
administrators in small colleges to get the very important process
of faculty selection out of the realm of inconsistent and
subjective procedures into that which is planned, consistent and as
objective as possible. To survive and provide excellence in
college education for students, small colleges must achieve and
maintain a high priority on positive faculty/student relationships.

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Interview (Phone):

Babin, Patrick, Training Resources Services, University of Ottawa, Ontario, Canada.

Oliff, Michael D., Assistant Professor of Operations Management, University of South Carolina, Columbia, South Carolina.

Willower, Donald J., Professor, College of Education Pennsylvania State University, State College, Pennsylvania.

Survey:

Emmaus Bible School Alumni Survey, Emmaus Bible School, 156 N. Oak Park Blvd., Oak Park, IL, 1977.

Organizations:

American Association of Bible Colleges, P.O. Box 1523, Fayetteville, AR 72702.

Christian College Referral Service, Wheaton College, Wheaton, IL 60187-5593.

The Council on Postsecondary Accreditation, One Dupont Circle, N.W., Suite 305, Washington, DC 20036.

The Psychological Corporation, 555 Academic Court, San Antonio, TX 78204.

APPENDIX

LOYOLA UNIVERSITY OF CHICAGO

SCHOOL OF EDUCATION

*Water Tower Campus * 820 North Michigan Avenue, Chicago, Illinois 60611 * (312) 670-3030*

November 8, 1988

Mr. Daniel Smith
3127 Arbor Oaks Drive
Dubuque, Iowa 52001

Dear Mr. Smith:

Your dissertation outline has been read and approved by your adviser,
Dr. Heller, and by Drs. Bailey and Townsend. The three readers
approved your outline. It is therefore considered as approved by
the School of Education. I am enclosing xerox copies of the voting
sheets for your consideration. Please confer with your adviser
regarding them as well as the manual of style to be used for the
preparation of your dissertation.

The School of Education faculty and staff wish you success as you
proceed with your research.

Sincerely,

Kay Smith
Assistant Dean

THE PSYCHOLOGICAL CORPORATION

555 ACADEMIC COURT, SAN ANTONIO, TEXAS 78204-2498
TELEPHONE: (512) 299-1061   TELEX: 5106015629 TPCSAT   FAX: (512) 270-0327

October 5, 1988

Daniel H. Smith
Emmaus Bible College
2570 Asbury Road
Dubuque, Iowa   52001-3096

Dear Mr. Smith:

I have this date received a letter from your faculty sponsor concerning your dissertation research. While the letter does not specifically endorse your project, it does request copies of the Minnesota Teacher Attitude Inventory for your use; therefore, I must assume that M. Heller approves of your project.

In order to protect the combined usefulness of the test, and as a responsible test publisher, we have the right, and more importantly, the responsibility, to maintain the security and integrity of our tests. Consequently, we cannot allow items or portions of the test to be bound in, stapled with or microfilmed with your dissertation. Samples of the test may be bound, but actual test items cannot and must be referred to by page and/or item number as stated in the test.

We will gladly grant permission for use and reproduction of the test for you research project only if the above restrictions will be adhered to. Please sign and return a copy of this letter to me for my files and forward a copy of your dissertation when it is completed so that I may retain a copy in our library. If you have any questions regarding the above please contact me directly.

Sincerely,

Christine Sauer
Supervisor
Rights and Permissions

UNDERSTOOD AND AGREED

Daniel H. Smith   10/10/88
_____
Name   Date

HARCOURT BRACE JOVANOVICH, INC.

January 11, 1989

Dr. Randall E. Bell
American Association of Bible Colleges
P.O. Box 1523
Fayetteville, AR 72702

Dear Dr. Bell,

I am writing to you to request that the Commission on Research consider my
dissertation project for approval. Enclosed you will find a copy of my
dissertation proposal. This has been approved by Loyola University.

You will note that this proposal calls for data obtained with the
assistance of academic deans. I have contacted 15 deans who have agreed to
assist me. The material was in their hands in early October. I now have
half of the responses needed and anticipate the rest of the responses
within this month.

As a result of my research related to college faculty recruitment and
selection I find that (1) little has been written about the process or
issues, (2) great reliance is put on personal judgment, and (3) each
institution controls the selection process exclusively.

I am preparing a questionnaire relating to the process and issues in
faculty selection. I would like to send this to all AABC colleges. If
this could go out with a covering letter indicating Commission on Research
approval I may get a better response. I should also mention that because
of timing factors I may need to send the questionnaire in February even if
the Commission has not acted on my request.

Please convey my request to the Commission on Research. Thank you for your
assistance in this.

Sincerely in Christ,

Daniel H. Smith
President

DHS/bg

enclosure

February 13, 1989

President Daniel H. Smith
Emmaus Bible College
2570 Asbury Road
Dubuque, IA 52001-3096
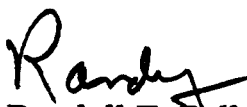
Dear Mr. Smith:

This is to acknowledge your letter of January 23 and the enclosed
materials related to your dissertation project. Please pardon me for
this delayed response due to my heavy travel schedule recently.

The proposal has been circulated to and given endorsement by the
AABC Research Commission. Enclosed is an endorsement letter for
your use.

I hope this letter is helpful to you in sending out the questionnaire.
May the Lord's blessing be with you in your study for the benefit of
Christian higher education.

Sincerely,

Randall E. Bell
Executive Director

jm

Enclosure

*P.S. Please note the suggestions for your
questionnaire submitted by one of the members
of the Commission. I hope they are helpful.*

MEMORANDUM

TO: AABC Member Colleges

FROM: Randall E. Bell, Executive Director   *REB*

SUBJECT: Dissertation Project of Daniel H. Smith

DATE: February 13, 1989

On behalf of the AABC Commission on Research, I am writing to encourage your participation in the dissertation project of Daniel H. Smith who serves with Emmaus Bible College. Enclosed are self-explanatory materials relating to the study.

I believe that Mr. Smith's project, "Personnel Management: An Analysis of the Application of Instruments in the Selection of College Faculty Members" will be helpful to the entire Bible College Movement. The Research Commission has reviewed and voted to endorse the study, which meets the conditions specified for endorsement.

We are grateful for your participation in such research. We thank you in advance for your cooperation with this endeavor.

jm

October 11, 1988

D_____
_____
_____
_____

Dear Colleague:

Several weeks ago I spoke to you by phone requesting your
assistance in my research for a doctoral dissertation. Thank you
for your willingness to help. I fully expected to send this
material to you in early September. However, the process of
gaining permission from the Psychological Corporation to make
copies of one of the enclosed instruments (now out of print) took
longer than I expected.

Let me refresh your memory regarding the research and the
assistance I need. My dissertation title is: Personnel
Management: An Analysis of the Application of Instruments in the
Selection of College Faculty Members. I am seeking to determine
whether either or both of the enclosed instruments (TJTA and MTAI)
or part of one (TJTA) will differentiate between college faculty
who characteristically establish and maintain a state of harmonious
relations with students; are seen as helpful and "well-liked" by
students, and college faculty who have these qualities to a low
degree.

My request of you is: (1) Based on your faculty evaluation
procedures, both formal and informal, you identify four to six of
your faculty who consistently have positive student relationships
and four to six who experience some conflict or less harmonious
relationships. Please indicate these on the evaluation sheet with
the Likert-type scale. Note that this information will be kept
confidential. No individuals or institutions will be identified in
the study. Individual faculty members should not know of your
evaluation. If you are concerned about confidentiality you may use
"code names." In such a case these "code names" should be placed
on the "tests" taken so that the answer sheets can be kept in the
proper category. (2) Please enlist the involvement of all the
faculty you identify in (a) completing the individual data sheet
and (b) taking the two "Tests" enclosed. The booklets are re-
usable. Your will have enough answer sheets for all but may need
to re-use the booklets. These may be self-administered and do not
need to be timed. Please keep data sheet and answer sheet together
for each individual. Please return this material to me by first-
class mail. A self-addressed envelope with return postage is
included.

As I extend my warm thanks to you for your help I ask you to convey
my sincere thanks to each faculty member for his or her
participation in the project. When the study is complete I will

send a summary of the research and results to you, hoping it will be helpful to you as an administrator.

I realize that you and your faculty members are busy. Along with my expression of appreciation I would ask you attempt to get this material back to me by the end of this month of October. If you have questions about this project, please feel free to call me.

May the rich blessing of God rest upon you and your strategic service for His glory. And may the continual challenge of a vital role in Christian higher education be your daily experience.

Sincerely,

Daniel H. Smith
President

January 17, 1989

Dr. Edward Palm
Academic Dean
Hobe Sound Bible College
P.O. Box 1065th Avenue
Hobe Sound, FL 33475

Dear Dr. Palm:

I am writing to you as a member of the Commission on Research of the
American Association of Bible Colleges. Dr. Randall Bell, Executive
Director of AABC has recommended this action to me.

Enclosed you will find a copy of my dissertation proposal as submitted to
and now approved by Loyola University of Chicago. I seek the approval of
this research project by the AABC Commission on Research.

In the process of research I have developed the need for a step in
information gathering not mentioned in the proposal. I plan to send a
brief questionnaire relating to the recruitment and selection of faculty to
all AABC-accredited institutions. No doubt the percent of response in
completing this questionnaire would be greater if I could indicate approval
by the Commission on Research.

Dr. Bell has suggested that you as a committee act on this and indicate
your response to him by mail. At the conclusion of this letter is a
provision for your vote. Please consider this matter, indicate your
response and mail it to Dr. Bell with the envelope provided.

If you have questions about the research, please feel free to contact me.
Thank you for your response to this request. May the blessing of God
rest upon you and your ministry.

Sincerely,

Daniel H. Smith
President

DHS/bg

enclosures

cc: Dr. Randall E. Bell

January 13, 1989

Dr. Randall E. Bell
American Association of Bible Colleges
P.O. Box 1523
Fayetteville, AR 72702

Dear Dr. Bell:

Thank you for your phone call and interest in my research. At your
suggestion I have sent a copy of my dissertation proposal with a covering
letter (copy enclosed) to each member of the Commission on Research.

I did take the liberty to call Dr. Albert Hiebert. It seemed that the
courtesy of talking with him as chairman of the Commission would be proper.

I will wait for your communication indicating the response of the
Commission. However the decision falls I appreciate your willingness to
expedite this step in the research project.

Sincerely in Christ,

Daniel H. Smith
President

DHS/bg

enclosures

**american
association of
bible colleges**

1523 ● Fayetteville, Arkansas 72702 ● 521-8164

MEMORANDUM

TO: AABC Member Colleges

FROM: Randall E. Bell, Executive Director   *REB*

SUBJECT: Dissertation Project of Daniel H. Smith

DATE: February 13, 1989

On behalf of the AABC Commission on Research, I am writing to encourage your participation in the dissertation project of Daniel H. Smith who serves with Emmaus Bible College. Enclosed are self-explanatory materials relating to the study.

I believe that Mr. Smith's project, "Personnel Management: An Analysis of the Application of Instruments in the Selection of College Faculty Members" will be helpful to the entire Bible College Movement. The Research Commission has reviewed and voted to endorse the study, which meets the conditions specified for endorsement.

We are grateful for your participation in such research. We thank you in advance for your cooperation with this endeavor.

jm

NAME_____

Thank you for your participation in this research. This personal
information will be used only in this study for statistical analysis.

Name of College_____

Name of Faculty Member_____

                          Age_____ Sex_____

          Department_____

No. of Years Teaching_____

Highest Earned Degree_____

Number of undergraduate and graduate hours in education

                          _____

Number of undergraduate and graduate hours in psychology

                          _____

FACULTY EVALUATION

Name of Institution_____

To: Academic Deans

Please use this form to submit your evaluation of faculty involved in this study. THIS MATERIAL WILL BE TREATED WITH STRICT CONFIDENTIALITY. No individuals will be named in the study. This form will not be available to anyone other than the researcher. You may use or assign "Code Names" if you prefer. It is essential, however, that such code names be on the "Test" forms as well. Thank you for your assistance.

FACULTY/STUDENT RELATIONSHIPS

1 = Consistently has conflict
2 = Often has conflict
3 = Occasional conflict, generally tolerant
4 = Often has harmonious relationships
5 = Consistently has harmonious relationships

Faculty Name	1	2	3	4	5

February 24. 1989

Dr. Knofel Staton
Pacific Christian College
2500 E. Nutwood Avenue
Fullerton, CA 92631

Dear Colleague,

Greetings in the Name of our Lord Jesus Christ.

I write to you requesting your assistance. I am involved in dissertation
research dealing with the issue of faculty recruitment and selection. The
enclosed brief questionnaire is designed to gather information from
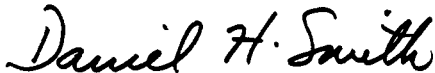individual institutions.

Very little research and writing has been directed toward faculty
selection in colleges. It is hoped that this study will result in helpful
data for college administrators.

The Commission on Research of the American Association of Bible Colleges
has endorsed this research. No details about individual institutions will
be published.

Please give your assistance by insuring that the key person involved in
faculty selection in your institution completes the enclosed questionnaire
and returns it to me in the envelope provided.

Thank you for your response. May the blessing of God rest upon you and the
institution in which He has given you presiding responsibility.

Sincerely in Christ,

Daniel H. Smith
President

DHS/Dg

enclosure

Recruitment and Selection of College Faculty

Name of Institution: _____

Information given by: (Title)_____

On the following pages a number of issues regarding recruitment and selection of faculty are presented. Our purpose is to gather information on the factors and process from administrators who are responsible for the selection of college faculty. Your cooperation is greatly appreciated.

Factors in evaluating Applicant

	Not Significant	Minimum Significance	Sometimes Significant Sometimes Not	Significant	Great Significance

Academic Background:

	Not Significant	Minimum Significance	Sometimes Significant Sometimes Not	Significant	Great Significance
Bachelor Degree					
Master's Degree					
Doctorate					
Institution where degree(s) earned					
Research done as a student					
Letters of recommendation					
Reference Interviews					
Experience in Teaching					
Experience in working in the Field					
Publishing of articles, books, etc.					

Agreement with major theological position of your college

	Not Significant	Minimum Significance	Sometimes Significant Sometimes Not	Significant	Great Significance
Bible faculty					
Other faculty					

Agreement with every detail of your doctrinal statement

	Not Significant	Minimum Significance	Sometimes Significant Sometimes Not	Significant	Great Significance
Bible faculty					
Other faculty					
Affinity with the mission of your college					

Personality:

	Not Significant	Minimum Significance	Sometimes Significant Sometimes Not	Significant	Great Significance
How candidate "comes across" in interview..likeable, open, convictions, etc.					
Collegiality					
How candidate relates to college-age people					
Moral quality..lifestyle					

Do you require faculty to sign a pledge?
(re: Lifestyle, No movie attendance, etc.)

Yes ☐   No☐

	Not Significant	Minimum Significance	Sometimes Significant Sometimes Not	Significant	Great Significance
Use of any instruments to assess various qualities					

If so, which instrument(s)?

Proce ss in evaluating Applicant

How contacts with candidates
are made:

	Never	Seldom	Sometimes	Often	Always
Applications received					
College/Seminary placement services					
AABC listings					
Denominational listings					
Advertise through media					
Faculty recommendation					
Administrative recommendation . .					

Other _____

_____

_____

Procedure and decision within
the Institution

	Never	Seldom	Sometimes	Often	Always
One person interviews and decides . .					
Several interview, concur, decide .					
Administrator(s) only involved					
Existing Faculty involved					
Board involved					
Student(s) involved					
Speak in Chapel					
Teach one or more classes					

Who? (Title)_____

Other Procedures (Specify) _____

_____

Absolute, minimum standard or requirements are:

_____

_____

_____

Thank you for completing this questionnaire.
Please return in the envelope provided to:
Daniel H. Smith
Emmaus Bible College
2570 Asbury Road
Dubuque, Iowa 52001

Colleges Participating in Faculty Testing

Bethany Bible College

Emmaus Bible College

Fort Wayne Bible College

Freewill Baptist Bible College

Grace College of the Bible

Lancaster Bible College

Miami Christian College

Moody Bible Institute

Multnoma School of the Bible

North Central Bible College

Pacific Christian College

Philadelphia College of Bible

San Jose Bible College

Toccoa Falls College

Washington Bible College

Western Baptist College

Colleges Responding To The Survey

Alaska Bible College

American Baptist College

Appalachian Bible College

Arizona College of the Bible

Atlanta Christian College

Bethany Bible College, N.B.

Bethany Bible College, CA

Boise Bible College

Calvary Bible College

Canadian Bible College

Central Bible College

Central Christian College of the Bible

Cincinnati Bible College

Circleville Bible College

Clear Creek Baptist Bible College

Colorado Christian College

Columbia Bible College

Criswell Center for Biblical Studies

Crichton College

Dallas Christian College

East Coast Bible College

Emmanuel Bible College

Emmanuel College

Emmaus Bible College

Eugene Bible College

Florida Christian College

Fort Wayne Bible College

Free Will Baptist Bible College

Friends Bible College

God's Bible School and College

Grace Bible College

Grace College of Bible

Great Lakes Bible College

Johnson Bible College

John Wesley College

Kentucky Christian College

Lancaster Bible College

L.I.F.E. Bible College

Lincoln Christian College

Miami Christian College

Mid-American Bible College

Minnesota Bible College

Moody Bible Institute

Multnomah School of The Bible

North American Baptist College

Nebraska Christian College

North Central Bible College

Northeastern Bible College

Northwest College

Ontario Bible College

Ozark Christian College

Pacific Christian College

Piedmont Bible College

Practical Bible Training School

Puget Sound Christian College

Reformed Bible College

Roanoke Bible College

St. Louis Christian College

St. Paul Bible College

San Jose Bible College

Southeastern Baptist College

Southeastern Bible College

Southwestern Assemblies of God College

Southwestern College

Tennessee Temple University

Toccoa Falls College

Trinity Bible College

United Wesleyan College

Vennard College

Washington Bible College

Western Baptist College

Western Pentecostal Bible College

William Tyndale College

Winnipeg Bible College

APPROVAL SHEET

The dissertation submitted by Daniel H. Smith has been read and approved by the following committee:

Dr. M. P. Heller, Director
Professor
Educational Leadership and Policy Studies
Loyola University of Chicago

Dr. Max A. Bailey
Associate Professor and Chairman
Educational Leadership and Policy Studies
Loyola University of Chicago

Dr. Barbara K. Townsend
Associate Professor
Educational Leadership and Policy Studies
Loyola University of Chicago

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

April 30, 1993
Date

_____
Director's Signature