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Milo A. Rediger: A Narrative Study on Leadership and Collaboration as Academic Dean

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MILO A. REDIGER: A NARRATIVE STUDY ON LEADERSHIP

AND COLLABORATION AS ACADEMIC DEAN

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Abstract

Little research has explored academic leadership, more specifically the academic deanship. This narrative study examined the leadership of Dr. Milo A. Rediger as an academic dean and dean of students—unique positions to hold concurrently. Rediger leveraged his position to promote collaboration between student and academic affairs in an effort to produce seamless student learning. This study delved into Rediger's personal characteristics that defined his leadership as described by participants who knew him personally, as well as sought to understand how Rediger utilized his position to influence cross-campus relationships, resulting in high-quality, holistic education for students. As a result, this research led to the development of a model for academic leadership in addition to implications for professionals in both academic and co-curricular leadership roles who value seamless (i.e., holistic) student learning.

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Chapter 1

Introduction

"Milo A. Rediger . . .became the single most influential person at Taylor during the generation after 1945 . . .Even before 1965, when Rediger became the twenty-fourth president, he often exerted greater influence than did the president."
(Ringenberg, 1996, p. 149)

Undoubtedly, one of the most respected figures in Taylor University history is Milo A. Rediger. He led a life of devoted faith, fearless leadership, passionate influence, and gracious consideration for others. Rediger believed not simply in the redeeming nature of education but in the holistic nature by which education could change an individual, a community, a nation, and the world for the better. Specifically, he viewed holistic development as the crux of Taylor University:

> Here is Taylor's first great task: to develop students as "whole persons" – intellectually, culturally, spiritually and physically and to challenge them to live redemptively in response to the challenge of Christ and in tune with the precepts of historical Christianity. (Rediger, 1968, p. 4)

Rediger truly stands as a unique academic leader worth exploring.

Many words describe various points in Rediger's life: son, musician, student, revivalist, husband, father, dean, and president. Perhaps one of the most fascinating and esteemed roles Rediger played, however, came in his work as dean (Hill, 1983). In this position, Rediger sought to change the attitudes and relations between academic and students affairs in hope of creating a more prestigious learning environment for students

with care as a primary concern (Ringenberg, 1996). Rediger's deanship at Taylor

University left a legacy of leadership dedicated to excellence in both profession and life.

Collaboration

Distinctively, Rediger's counter-cultural approach to collaboration among various

stakeholders of the university manifested itself most clearly in his deanship. Generally,

student affairs, or often referred to as student development, offices felt the pressures of

restructuring, prioritization, and evaluation as they "typically have less status and power

than other areas of college and university administration" (Dalton & Gardner, 2002, p.

40). However, Rediger embraced an alternate framework at Taylor University. Instead,

Rediger (1972) saw "the properly functioning university [as] a catalyst, not a cataclysm.

In this context we seek a healthy, purposefully functioning community where ideas are

aired and shared in a spirit of respect between faculty and students" (p. 21). Through this

perspective, Rediger labored diligently to create an exemplary higher education system

that promoted equality among colleagues (e.g., academic and student affairs) while

supporting the seamless learning of students. Acting as dean of students and academic

dean, Rediger saw both sides of a historically opposing continuum (Ringenberg, 1996).

As an example of Rediger's efforts to bring different stakeholders of the Taylor

campus together, he began the Trustee-Faculty Conference in 1964. "The purpose of the

conference is to provide an opportunity for trustees and teachers to become personally

acquainted with each other" (Rediger, 1964, para. 1). Rediger valued the opportunity for

the entire Taylor community to build relationships: "Close acquaintance between trustees

and teachers encourages better education for students" (Taylor University, 1964). By

1966, the annual conference included students (Taylor University, 1966). As a leader,

Rediger strove to give all voices of the campus community equal attention—trustees, faculty, students, and administration—and to ensure the collaborative presentation of all perspectives (Taylor University, 1968).

Leadership

Serving as a professor, academic dean, and the president of Taylor University, Rediger led a life not only of success and leadership but also one of spiritual direction and passion for students and their personal development. Throughout his time at Taylor, Rediger sought to increase the academic rigor of the university, involve students in the institutional governance process, and better the Upland community's perception of Taylor University (Ringenberg, 1996).

Rediger believed that college came first in the life of a student—academics stand as the primary concern. However, he also saw the Christian faith as a vital component to student success. As a university leader, Rediger continually prioritized the concept that "Taylor is people," encouraging the building and maintenance of community on campus (Rediger, 1978). Additionally, he urged the Taylor constituents:

> You have to change a lot to stay the same . . . . I used to say this to myself and to
> our faculty people, I said if you're as good of teacher now as you were ten years
> ago, it's because you've changed a great deal in the meantime. (Rediger, 1978)

Rediger embraced change for the sake of improving the community, education, and Christian values.

Purpose of the Research

Little research has explored academic leadership from the perspective of the deanship. Adding further interest to Rediger's case, his deanship included both academic

and student affairs' roles (Ringenberg, 1996). Thus, this study explored his deanship and leadership in pursuit of discovering what exactly made Rediger so successful, renowned, and respected among his colleagues—enough to leave a legacy remembered forty years later. By examining Rediger's deanship, the researcher hoped to conceptualize a model of leadership implementable at other institutions, improving both the collaborative efforts among colleagues and student learning.

Research Questions

This study sought to answer the following research questions:

1. What leadership characteristics made Rediger successful in promoting and implementing seamless learning?

2. How did Rediger use his position as academic dean to influence the relationship and collaboration between academic and student affairs?

Chapter 2

Review of the Literature

"People are more important than paper and policy; caring is better than manipulation; serving is better than power. In fact those who desire power should not have it; those who have it will not enjoy it; those who enjoy it will abuse it. Delegation is essential, the delegation must be respected, and accountability must be required."
(Milo A. Rediger, as cited in Ringenberg, 1996, p. 154)

Acting as a dean for nearly twenty years, Rediger developed and implemented visions of collaboration between academic affairs and student affairs (Hill, 1983). As primarily an academic leader, Rediger sought to improve the quality of education Taylor University students received. Additionally, his position included serving as the dean of students, a role he utilized to enact change, such as including students in decision-making regarding academic and conduct policies via campus government. Through his academic deanship and his desire for coordination between academic and student affairs, Rediger arguably stands as a model for academic leadership (Ringenberg, 1996).

Milo A. Rediger

Dr. Milo A. Rediger was born in 1913 to a devoted Mennonite family from whom he developed high religious values. Growing up on an Ohio farm, Rediger memorized Scripture while he worked, practiced guitar and music composition in his spare time, and enjoyed singing with his older sister, Amanda. With a love for music and his Christian faith, Rediger aspired to become a preacher. However, hard times during the Depression

years made college a financial improbability. Furthermore, Rediger's family did not support his desire to attain higher education due to their religious values (Hill, 1983).

In 1935, at the age of twenty-two, Rediger decided to attend college. He first enrolled at Marion College and eventually transferred to Taylor University, where he graduated. Becoming involved in several revival meetings, youth conferences, and pastoral positions, Rediger developed even more passion for sharing his faith. Rediger's time at Taylor kindled his love for higher education and college students, creating a foundation for his later return to Taylor (Hill, 1983).

On July 30, 1939, Rediger married Velma Vernier. The couple then moved to New York where Rediger began seminary. In just three years, Rediger finished both his master's degree and residency for his doctorate at New York University. While Rediger was in New York, Taylor president Robert Stuart came to visit him, asking Rediger to return to Taylor to teach. Rediger and Velma happily consented (Hill, 1983).

For the first two years as a Taylor faculty member, Rediger directed what is now considered student affairs in addition to his teaching. In 1945, Rediger became Dean of the University. "Milo's goal was to lead Taylor from an academic level of good quality to excellence, and to an equal quality of spiritual vitality" (Hill, 1983, p. 87). Rediger strove to make Taylor University an institution of excellence and pushed for students to become more involved in governance and policy. Rediger's efforts came to fruition on March 26, 1947, when Taylor University gained accreditation (Hill, 1983).

Despite great success as dean, Rediger soon realized President Meredith did not fully appreciate his academic leadership. Disagreements over Taylor's academic governance led Rediger to step down as dean in 1948 and return to teaching full-time.

However, the ambiguity between Meredith and Rediger regarding administrative power did not end. In 1950, Rediger and several other prominent faculty left Taylor due to dissention with the presidential administration. Consequently, Rediger became the Dean of the College at the University of Dubuque in Iowa (Hill, 1983; Ringenberg, 1996).

In 1952, new Taylor president Evan Bergwall sought out Rediger and the other faculty who resigned two years prior, asking them to return to Taylor. Rediger once again accepted the deanship, and the Rediger family moved back to Indiana (Hill, 1983).

When B. Joseph Martin vacated the presidency in 1965, Taylor University named Rediger the twenty-fourth president. Martin left over dissention with both Taylor University and the Upland community. Following the destruction of H. Maria Wright Hall, the main administration building, by a tragic fire, Martin had pushed to see Taylor University relocated. Florida and Fort Wayne had both been large contenders, but due to extensive upgrades and changes to the Upland community including a new water and sewage system, school system, and interstate highway system, the Taylor University Board of Trustees decided to remain in Upland. From the beginning of his presidency, Rediger worked tirelessly—and successfully—to change the "town and gown" perception between the Upland community and Taylor University. He remains highly respected for his efforts in creating a more harmonious community in the 1960s and 1970s (Ringenberg, 1996).

In 1975, Rediger left the presidency for the chancellorship, only to return as the twenty-sixth president of Taylor from 1979-1981 (Hill, 1983; Ringenberg, 1996). From 1981 on, Rediger became recognized as president emeritus until he died on October 18, 1988 (Hill, 1983; Taylor University, n.d.).

Academic Deanship

Rediger emerged as an academic visionary during his deanship at Taylor

University. According to Ringenberg (1996),

> As dean − and later as president − he sought to create a learning climate in which
>
> the philosophical premise was that "all truth is God's truth, and the Christian does
>
> not fear it − nor is he afraid of where it will lead him." (p. 152).

Similarly, Rudolph (1990) wrote, "To an extent, the deans were an effort to maintain

collegiate and human values in an atmosphere of increasing scholarship and

specialization" (p. 435). A deeper appreciation of Rediger's diverse campus influence

comes most clearly through an understanding of the historical and operational context of

the academic deanship role.

Despite these overarching thematic responsibilities, long has a cloud of ambiguity

surrounded the role of the academic dean (Wolverton, Wolverton, & Gmelch, 1999).

Gmelch, Wolverton, Wolverton, and Sarros (1999) stated, "The academic deanship is the

least studied and most misunderstood position in the academy" (p. 717). The academic

deanship includes the following titles: dean, academic dean, dean of the faculty, provost,

dean of academic affairs, and academic vice chancellor (American Academy of Arts &

Sciences, 1886; Mobberly & Wicke, 1962; Sensing, 2003; Tucker & Bryan, 1988).

Mobberly and Wicke (1962) argued, "The dean's work undoubtedly sprang from the

evolving registrar's functions" (p. 17), signifying the growth and expansion of the

university following the Civil War.

Prior to the 1860s, primarily the president, treasurer, and librarian completed all

of the administrative duties in a university (Rudolph, 1990). However, a need for an

academic supervisor and a student conduct manager emerged from the combination of the

expanding curriculum, increasing student enrollment, and diversifying need for new

student services (Mobberly & Wicke, 1962; Rudolph, 1990). Harvard paved the way in

1870 with the creation of a dean of faculty position fulfilled by professor Ephraim

Gurney, expanding the administrative team. As the dean, Gurney alleviated the

president's disciplinary responsibilities, in addition to teaching (American Academy of

Arts & Sciences, 1886; Brubacher & Rudy, 1997; Caple, 1996; Nuss, 2003; Sensing,

2003). Rudolph (1990) wrote, "The American college dean was a first response to the

inevitable tendencies of the organization institution: he was the human touch" (p. 459).

As the development of institutional administration continued, the role of the

academic dean expanded. In 1890, LeBaron Briggs became Harvard's dean, but the role

split between academics and student affairs, including personal counseling (Brubacher &

Rudy, 1997; Caple, 1996; Nuss, 2003; Sandeen, 2004). The role of the dean altered

further when the dean of student affairs position transitioned into gender-specific roles.

For example, Thomas Arkle Clark became the first dean of men at the University of

Illinois around the turn of the century (Bloland, 1991; Nuss, 2003). Tucker (1984) wrote,

"In the 1890s the first deans were appointed to whom curricular and disciplinary

authority was gradually delegated. Academic deans became chief personnel officers for

the faculties, and deans of men and deans of women assumed responsibilities for student

services" (p. 27). Thus, the turn of the century revealed an increase in deanship

positions, making the deanship fairly universal (Gould, 1964).

Functions of a dean. Over time, the specific tasks and functions of an academic

dean have increased, decreased, expanded, and narrowed. Sensing (2003) succinctly

stated, "From the beginning, differing views concerning the range of roles and responsibilities expected of the academic dean has prevailed in institutions of higher learning across the country . . ." (p. 6). As an institution's needs varied, the function of the dean shifted to fulfill those responsibilities.

In the 1920s, Reeves and Russell (1929) described thirteen various functions of the college dean. Some examples include direction of all academic activities, policy advising and creation, oversight of pedagogy practices, budget development, academic welfare of students, course management, discipline, and representation of the university at various functions (Mobberly & Wicke, 1962). By the 1960s, these functions, among others, divided into five areas of responsibility: objectives and campus tone, personnel, curriculum, student welfare, and institutional research (Mobberly & Wicke, 1962).

Today, deans possess a similar task list but with more emphasis placed on management. "Increasingly, the vision of the dean as a quiet, scholarly leader has been replaced by an executive image of the dean as politically astute and economically savvy" (Gmelch et al., 1999, p. 718). This managerial focus expanded a dean's duties to include focusing on the college mission and goals, delegating tasks to faculty, budgeting, setting academic priorities, and working closely with those in administrative and faculty leadership, including the college president (Tucker & Bryan, 1988). The dean has been described as a dove (i.e., peacekeeper), dragon (i.e., warding off threats), and diplomat (i.e., advising and encouraging others) among his or her various roles (Gmelch et al., 1999; Tucker & Bryan, 1988). As such, he or she must balance between functions, resulting in role conflict amplified by role ambiguity (Wolverton et al., 1999).

In a study, Wolverton et al. (1999) found that role conflict and ambiguity affect a dean's job satisfaction, stress level, perceived effectiveness, and commitment to the institution. In specific reference to role conflict, the researchers wrote,

> In the academic anatomy of institutions of higher learning, deans provide the delicate but crucial backbone of university decision making. They, more than any other academic administrators, link central administration with academic departments. On the one hand, they serve as extensions of the presidency (through the provost); on the other, they are regarded by many as extensions of faculty. And, herein lies the bind. (p. 80)

The dean acts as both the president's trusted associate and the faculty's supervisor, causing tension, at times, between the administrative role and the academic role (Mobberly & Wicke, 1962). While the president delegates tasks to the dean, the dean delegates tasks to the faculty; thus, "The demands of the deanship require that they undertake a conscious evaluation of their priorities" (Wolverton et al., 1999, p. 100). The balance between authority regarding academic programming, financial constraints, and authority over curricular and disciplinary issues still remains in flux (Mobberly & Wicke, 1962). Unfortunately, researchers believe such ambiguity does not prove truly effective; "Managing details, putting out fires, and continually operating in a crisis mode create a situation that does not necessarily lend itself to either true leadership or scholarship" (Gmelch et al., 1999, p. 733).

Research demonstrates, due to its complexity, the role of the academic dean requires a high degree of leadership, flexibility, and collaboration in order to prove effective. As dean, Rediger exhibited these traits and sought to specifically address

collaborative efforts between student affairs and academic affairs in order to increase institutional prominence. Specifically, Rediger established the annual trustee-faculty-student conference to promote collegiality among all Taylor members. Furthermore, he effectively communicated the need for the university to work together to make Taylor a leading institution, achieving accreditation and constructing new academic buildings (Ringenberg, 1996).

Student Affairs and Academic Affairs Collaboration

> *"The academic affairs and student affairs relationship is increasingly of primary importance for the small college dean."* (Colwell, 2006, p. 65)

History of student affairs. When Harvard's LeBaron Briggs became dean in 1890, his role conceptualized the office of student affairs to maintain the goals of the college (Brubacher & Rudy, 1997; Caple, 1996; Nuss, 2003; Sandeen, 2004). In the early years, faculty and administration handled student affairs' work (Bloland, Stamatakos, & Rogers, 1994; Colwell, 2006; Frost, Strom, Downey, Schultz, & Holland, 2010; Kellogg, 1999). However, as the student affairs concept expanded and became specialized, a disconnect developed between it and academic affairs (Bloland et al., 1994; Frost et al., 2010; Kellogg, 1999). In discussing the late 19th century into the early 20th century, Caple (1996) wrote,

> From the beginning, "student affairs" was charged with the growing responsibility for life on the campus, up to but not including the classroom, which was the domain of the faculty and "academic affairs." In the years to come, the result would be a very real difference in the way student affairs and academic affairs approached learning outcomes for students. The dualistic die was cast. (p. 195)

Thus, the struggle to collaborate emerged from a growing separation of the two entities.

Foundational documents. In 1937, the American Council on Education (1937) published the landmark document, *The Student Personnel Point of View,* outlining the tasks and roles of student affairs. Even as early as this important document, discussion concerning the need for student affairs to coordinate with instruction personnel (i.e., academic affairs) arose, stating, "Instructors should be encouraged to call to the attention of personnel workers any students in their courses who could profit by personnel services" (American Council on Education, 1937, p. 6). The document was readdressed in 1949, further emphasizing the need for collaborative efforts: "If faculty and students and faculty and administration work closely together in achieving common objectives, curricular and cocurricular, the learning of socially desirable processes is thereby enhanced" (American Council on Education, 1949, p. 4).

In the 1960s, the Council of Student Personnel Associations in Higher Education (COSPA) suggested a need existed for student affairs to change relationships with faculty in order to better achieve student learning (Caple, 1996; Straub & Vermilye, 1968). Again in the 1970s, Brown (1972) called for college faculty to change their perspective and become more involved in the holistic development of their students with an urgency to examine the congruency between university goals and student outcomes (Caple, 1996; Evans, Forney, Guido, Patton, & Renn, 2010). Finally in the 1980s, a real focus emerged on collaborating between academic and student affairs (Bloland et al., 1994; Kellogg, 1999). Nevertheless, researchers in the 1990s still called for a student affairs' "need for a much closer working relationship with faculty . . ." (Caple, 1996, p. 201).

Collaborative atmosphere. Different higher education programs lend themselves to more apt collaboration, including first-year programming, orientation,

living-learning communities, assessment, and service learning (Frost et al., 2010; Kellogg, 1999; Kezar, 2005; Philpott & Strange, 2003). Through academic and student affairs collaborative partnerships, research has demonstrated, student acclimation to the institution, engagement, student learning, academic and career decisions, and overall college experience increase or are bettered (Cabrera et al., 2002; Elkins Nesheim et al., 2007). Nevertheless, "They [collaborative partnerships] require developing and maintaining a shared vision for the purposes of the partnership program and a shared understanding of what is important—and what is not—about student learning and about working together" (Whitt et al., 2008, p. 248).

Student and academic affairs must share the same vision and goals, be committed, have a positive attitude, respect and understand one another, and communicate in order to create a seamless learning environment (AAHE, ACPA, & NASPA, 1998; Cabrera et al., 2002; Jackson & Ebbers, 1999; Kellogg, 1999; Kezar, 2003; Kuh, Kinzie, Schuh, Whitt, & Associates, 2005; Sandeen, 2004). One scholar equated the relationship to this dynamic: "Forming a collaborative relationship among student affairs and academic disciplines could be likened to interdisciplinary teaching, a direct connection between disciplines and specialties" (Picklesimer, 1999, p. 58). While, historically, student affairs' role has focused on holistic student development, they must reach out to faculty and engage them in upholding whole-person education, including student learning and personal development (Caple, 1996; Kuh, Lyons, Miller, & Trow, 1995; NASPA, 1987).

Barriers to collaboration. "Student and academic affairs are today two separate and distinct entities in most American colleges and universities" (Colwell, 2006, p. 54). Unfortunately, the research reveals many barriers preventing effective collaboration

between student and academic affairs, most often relating to structure and culture (Kezar, 2003). Better collaboration necessitates moving from a bureaucratic structure to an organizational one (Kezar, 2005). Obstacles to address and overcome in this move include physical distance, time constraints, lack of opportunities, perpetuated culture of division, and lack of incentives (Jackson & Ebbers, 1999; Philpott & Strange, 2003).

Additionally, "More than a few joint efforts between academic and student-affairs staff have failed because of poor communication or an inability to look beyond traditional status differences between academic and student affairs personnel" (Sandeen, 2004, p. 31). Often, a culture of divide endures between academic and student affairs that must be torn down. Faculty have traditionally been viewed as prominent "thinkers" and student affairs staff as lowly "doers" (Philpott & Strange, 2003). Furthermore, Philpott and Strange (2003) stated, "Faculty collaborators often projected visions of academic learning, while student affairs collaborators created detailed maps of how to get there" further emphasizing the cultural divide (p. 84). Clearly, change must happen to overcome these barriers in order to best service college students.

Organization and principles of good collaboration. Out of the seven determined principles of good practice in student affairs, NASPA relates two to collaboration (Kellogg, 1999). In a study by Kezar (2003), leadership (98%) proved the number one strategy to facilitate collaborative change among faculty and student affairs. Kuh and colleagues (2005) further confirmed this finding by stating, "The commitment to building shared responsibility for student success begins with leadership" (p. 157). All stakeholders must become involved and take action to increase student learning (AAHE, ACPA, & NASPA, 1998). Organizational features such as the mission and philosophy of

the institution, networks, prioritization from senior-level staff, and learning help facilitate

the collaborative process related to learning outcomes, while both the philosophy of the

institution and campus networks still need alteration and alignment with the institutional

mission to enable effective collaboration (Kezar, 2005, 2006). Strong relationships and

networks prove crucial to enacting strong collaboration, allowing for individuals to

understand environmental context (i.e., culture) better, keep student learning the focus,

and engage in effective assessment (Blimling & Whitt, 1998; Whitt et al., 2008).

> **Involvement and engagement.** Student affairs and academic affairs working

together becomes vital to increasing student involvement and engagement and, thus,

student retention and completion (Astin, 1999; Kuh, Cruce, Shoup, Kinzie, & Gonyea,

2008). "Faculty members in partnership with student affairs professionals and other staff

familiar with culture-building strategies can work together to fashion a rich, engaging

classroom experience that complements the institution's academic values and students'

preferred learning styles" (Kuh et al., 2008, p. 557). Through involvement, students

become invested, leading to higher persistence and an overall better college experience

(Astin, 1999; Kuh et al., 2008). Various settings, such as the academic classroom and the

residence halls, contribute to the learning environments that promote student

involvement, that is, whatever engages them physically and psychologically (Astin,

1999). Higher levels of involvement and engagement reflect better quality relationships,

stronger academic performance, and better interactions with faculty and staff (Carini,

Kuh, & Klein, 2006).

> **Student Learning Imperative.** In the 1990s, the ACPA (1996) published a

document entitled *The Student Learning Imperative*, urging student affairs professionals

to prioritize creating "conditions that enhance student learning and personal development" (p. 118). This pivotal document rekindled the antiquated idea that student and academic affairs must collaborate in order to focus effectively on whole-person development and how out-of-class experiences contribute to their learning (ACPA, 1996; Seidman & Brown, 2006). Beyond traditional ideas of student affairs' work, ACPA (1996) called for student affairs offices to ensure resources were properly allocated, staff members were highly qualified, and assessment(s) data informed and improved practice.

Seamless learning environment. Following ACPA's *Student Learning Imperative* document, scholar George Kuh (1996) revolutionized thought and practice regarding student learning with his "seamless learning" concept—experiences both in the academic setting and outside of the traditional classroom seamlessly connected and contributed to the individual's overall growth and development as a person. No longer did this invisible barrier exist between academics and everything else. However, Kuh (1996) recognized the necessity for change in order to implement this new thinking effectively across college campuses, such as shifts in organization, culture, collaboration, and terminology. The students, faculty, and administration all need to have clear expectations of and for each other in order to create a seamless learning environment (Crafts, First, & Satwicz, 2001).

Through academic affairs and student affairs collaboration, a seamless learning environment can be achieved, heightening the college experience and increasing student engagement and learning. Rediger sought to create this collaborative environment, particularly exemplified through his efforts to unite students, faculty, and staff through the institutional governance process. Specifically, he altered faculty committees to

include administration and students, giving the group power to initiate policies relating to all areas of campus life (Ringenberg, 1996). Furthermore, "the student organization became a legislative body," allowing students to actively participate in governance (p. 154). Rediger truly desired for all Taylor constituents to have a voice in determining the direction of the university.

Academic Leadership

Much research has described business leadership, but little has directly addressed higher education leadership. Many argue this lack results from the complicated organizational structure of institutions of higher education and the complexity of governance (Bensimon, Neumann, & Birnbaum, 1989). While no current research has conceptualized a model of leadership from Rediger's legacy, other leadership theories and models exist to provide a conceptual framework.

Theories and models. Academic leaders set the vision for the faculty and empower others to succeed. Through a focus on teamwork, academic servant-leaders partner with others, coach, and delegate according to individuals' strengths (Blanchard, 2010). Strong academic leaders model the way, set the direction through facilitation, inspire and encourage others, build community, reflect, challenge and assess existing practices, develop skills, respect differences, and enable others to succeed (Bolman & Gallos, 2011; Davis, 2012; Gardner, 1987; Kouzes & Posner, 2003; University of California, Irvine, 2008; Wolverton & Gmelch, 2002). Through self-reflection and learning from others, academic leaders reframe ideas and practices for improvement (Bolman & Gallos, 2011). Additionally, in working closely with others, academic leaders must hold a high level of emotional intelligence and self-awareness (Goleman,

1995; Greenockle, 2010). "It is arguable that the ability to understand and relate to others becomes as important as knowledge and experience" (Greenockle, 2010, p. 266). Thus, emotional and relational skill development proves essential.

Various conceptual theories and frameworks depict leadership within an organization. Theories such as trait, power and influence, behavioral, contingency, and cultural/symbolic have been used to label various forms of leaders (Bensimon et al., 1989). Bolman and Deal (1984) described four specific frames in which individuals approach leadership from their distinct perspective: structural, human resource, political, and symbolic. Bolden, Petrov, and Gosling (2007) added developmental as a fifth dimension of academic leadership. Exploring these frames further, Bensimon et al. (1989) added, "Effective leaders are seen as those who can simultaneously attend to the structural, human, political, and symbolic needs of the organization, while ineffective leaders are those who focus their attention on a single aspect of an organization's functioning" (p. 65). Furthermore, Davis (2012) described five specific models of higher education leadership: autocratic, bureaucratic, laissez-faire, transactional, and transformational. Of these models, the literature has emphasized moving higher education academic leadership from transactional to transformational.

Transactional leadership is characterized by its similarity to a business exchange, which bases rewards and punishments on performance. However, transformational leadership provides vision for colleagues, builds mutual trust and respect, inspires, and promotes critical thinking through mentoring and coaching. Collaboration becomes valued and encouraged, and delegation proves essential in order for all to work toward a shared purpose (Astin et al., 2000; Bass, 1990). Bass (1990) wrote, "Transformational

leaders inspire, energize, and intellectually stimulate their employees" (p. 19), thus, promoting a more collegial working environment.

Well-known for their situational leadership model, Hershey, Blanchard, and Johnson (2001) divided the relationship of task and behavior into quadrants. Based on the combination of a high- or low-level task and high or low relationship quality, the leadership style is distinguished by the situation. For example, with a high-level task and a low quality relationship, the leader "tells" his or her supervisee actions to take. However, with a low-level task and a high quality relationship, all individuals "participate" in the shared decision-making. Thus, the model of leadership is based on the situation (Hershey et al., 2001; Schermerhorn, 1997).

Research has demonstrated that few models of higher education leadership, especially academic leadership, exist. Abundant theories surround what characteristics business and academic leaders should exhibit, but few develop a working model that specifically address higher education, particularly the deanship.

Conclusion

Milo A. Rediger dedicated his professional life to improving Taylor University as an academic institution as both dean and president, promoting student affairs work as equal with other areas of administration, and cultivating a student affairs office ahead of its time. Following Rediger's retirement in 1975, this comment was made: "It was better for Taylor to have Dr. Rediger than to have been given $10,000,000" (as cited in Ringenberg, 1996, p. 172). Clearly, Rediger's colleagues had great respect and admiration for him as an academic leader and saw his passion for integrating faith (i.e., student affairs) with learning (i.e., academic affairs) in order to provide a high-quality,

Christian liberal arts education to students. Thus, while evidence for Rediger's value of

collaboration and leadership presents itself, little research or explanation has been derived

from how he utilized his position as dean to effectively accomplish these objectives.

Furthermore, no leadership model for academic deans exists in the literature, providing

an opportunity to analyze and disseminate the narrative of Rediger's deanship. This

research study sought to address both of these gaps in the literature through exploring

first-hand accounts of Rediger's deanship.

Chapter 3

Methodology

Approach and Design

To explore well Rediger's deanship, collaboration between academic and student affairs, and leadership characteristics that promote seamless learning, this study utilized a qualitative approach. More specifically, a narrative design guided the methodology, as exploring Rediger's position as dean drove the research. Creswell (2012) described narrative as research that "focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual" (p. 502). Furthermore, this narrative was expressly a personal experience story, as an examination of Rediger's deanship posed as a single episode in his life story (Creswell, 2013). The institutional structure, context, and collegial nature of Taylor University during a specified time period allowed for the intimacy of a narrative design to delve into the unique dimensions of Rediger's collaborative efforts and leadership as dean.

Context

Since this research covered Rediger's periods of deanship (1945-1948, 1952-1965), considering the context of Taylor University during that timeframe provided a more holistic and accurate perspective when interpreting the research results. As 1945 signified the end of World War II, the following decades saw astronomical growth in

terms of enrollment, facilities, and staff in higher education due to the GI Bill

(Ringenberg, 1996). In the 1944/1945 school year, 159 students attended at Taylor

University. Twenty years later, the enrollment increased to 1,050 (p. 135). Similarly, the

number of full-time faculty rose from 24 in 1945, to 57 in 1961, and 95 in 1967 (p. 169).

During this period of growth, many extensive building projects on Taylor's campus came

to fruition, including men's and women's residence halls, a dining hall, and an academic

building (Ringenberg, 1996).

Regional accreditation by the North Central Association of Colleges and

Secondary Schools occurred on March 26, 1947, standing as arguably one of the most

influential events occurring during this time period. Dean Milo Rediger and president

Clyde Meredith eagerly made the journey to Chicago, successfully defending the

accreditation application. Following Taylor's accreditation came a period of building

institutional prominence and academic prestige (Ringenberg, 1996).

In addition to enrollment increases and accreditation, Taylor experienced

increases in economic factors as well. In 1945, the tuition and annual cost to attend

Taylor was $170 and $495, and $800 and $1500 in 1961, respectively (Ringenberg, 1996,

p. 152). Ringenberg (1996) noted that some of the highest salaries in 1945 stood around

$2,200, and the median salary in 1964 was $6,900 (p. 152). Additionally during this time

period, Taylor employees received insurance and retirement benefits. Thus, "by the

1970s the college [Taylor] was no longer a 'poor man's school.' " (p. 152).

In January 1960, Taylor's administration building, H. Maria Wright Hall,

tragically burned down. Following this devastating loss, president B. Joseph Martin

considered moving Taylor's campus to Fort Wayne, Indiana. The extensive talks on

relocating precipitated hurt relations between the town of Upland and Taylor University. The projected "town-gown" atmosphere changed for the better following Rediger's rise to the Taylor presidency (Ringenberg, 1996). Thus, understanding the context of Taylor University during Rediger's deanship provided deeper meaning to the chronological and cultural factors of this research. In light of this historical context, qualitative interviews benefitted this study as participants shared first-hand experience with Rediger through the personal lens of institutional culture.

Participants

Conducting purposeful sampling of participants allowed for the attainment of a variety of perspectives and the achievement of saturation. The researcher selected a total of eight participants from three ascribed areas: academia (3), student affairs (3), and administration (2). Examining these three areas encompassed the dimensions of professional contact Rediger had as dean and provided for a more comprehensive and holistic study of his deanship through unique university perspectives. Participants were intentionally selected based on reputable connectedness to Rediger, categorical appropriateness (i.e., employed at Taylor University in academia, student affairs, or administration), and ability to speak to Rediger's professional goals and leadership qualities (see Table 1).

Table 1

Participants by Area

Participant	Relation to Dr. Rediger	Current Position
Academia		
Dr. William Ringenberg	Colleague	Taylor Faculty Emeritus, History Department
Dr. Tom Jones	Colleague	Taylor Faculty, History Department
Dr. Alan Winquist	Colleague	Taylor Faculty, History Department
Student Affairs		
Lowell Haines	Student	Lawyer, private firm; Taylor President-Elect
Walt Campbell	Colleague	Retired
Dr. Chip Jaggers	Colleague	Retired
Administration		
Dr. Eugene Habecker	Student	Current Taylor University President
Dr. Jay Kesler	Student	Taylor University President Emeritus

Instruments

Archival documents (e.g., letters, speeches, reports) informed the interview

protocol, inquiring about Rediger's character, leadership, accolades, involvement, vision,

and legacy. The researcher collected data through semi-structured interviews with

purposefully sampled participants. Due to the nature of narrative research, purposeful

sampling permitted selection based on the relationship of the participant to the researched

individual (Creswell, 2013). Moreover, a semi-structured interview gained breadth and

depth in this research, as participants could share unique anecdotes and observations of

Rediger through personal interaction with him. The researcher asked all participants six

general questions, followed by four questions based on individual positional perspective (i.e., academia, student affairs, or administration).

Procedures

Prior to beginning the study, the researcher obtained IRB approval and conducted a pilot of the protocol to test the instrument. With IRB approval secured, the researcher contacted potential participants via email, providing a brief statement about the nature of the research, explaining why he had been selected as a potential participant, and asking if he would consent to an interview. If the subject consented to participating in the study, the researcher responded with potential interview times and asked if the participant had a preference for a quiet meeting place. The researcher and participant then coordinated a meeting time and mutually agreed upon location.

At the interview, the researcher explained the informed consent document, asking for the participant's signature to continue his interview. The researcher also asked for permission to disclose the participant's name for use of identifiable quotes. If the participant consented to doing so, he added his initials to the informed consent.

The researcher audio-recorded the interviews, which each lasted approximately thirty to sixty minutes. The researcher utilized the interview protocol to guide the conversation (see Appendix A). However, the semi-structured nature allowed for the participant to share his most outstanding memories of Rediger without hindrance. Once the interview concluded, the researcher transcribed the audio recording and kept the audio recordings and interview transcripts confidentially on the researcher's personal computer. The researcher destroyed the audio recordings following the conclusion of the study.

Analysis

After transcribing the interviews, the researcher coded the transcripts for major themes and subthemes, identifying three major themes from three frameworks (Creswell, 2012). The researcher then implemented triangulation to ensure the validity of the interpreted interview statements and themes (Creswell, 2012). From the emergent themes, the researcher developed a model for academic leadership based on the researcher's interpretation of collected and analyzed data.

Summary

Through a narrative exploration of Rediger's deanship, an insight was achieved of a specific academic dean's success in leading collaborating efforts and building relations between academic and student affairs. Participants spoke first-hand as to Rediger's character and ideas, as well as provided further institutional context from a variety of perspectives. Through the processes of transcribing and coding, the researcher identified themes that contributed to Rediger's success and legacy. Additionally, this study offered a model of academic leadership based on the specific illustration of Dr. Milo Rediger at Taylor University during the post-World War II generation (Ringenberg, 1996).

Chapter 4

Results

There is that sense that he has this potential that's greater than even being a dean . . .Milo was always this guy that people were turning to. When we're in a crisis. And Milo's this guy, like Burt Ayres, who in those times of crises, the Board of Trustees will turn to. And the faculty will turn to for leadership.
(Dr. Tom Jones)

The collected data emerged through three frameworks: Dr. Milo Rediger's (1) personhood, (2) values, and (3) actions resulting from his personhood and values. Three major themes emerged within each framework, resulting in nine major themes with several sub-themes.

Personhood

The first framework, personhood, depicts Rediger's character as described by the participants. This framework readily describes Rediger's cognitive attributes and those elements of his personhood most readily conveyed on a personal basis. In describing Rediger's personhood and character, Dr. William Ringenberg reflected,

> He had respect as a fine teacher. Always did. And he was respected for fairness, and speaking carefully – not off the hip. And respecting intellectual honesty. He was a person of personal integrity. He had the bearing of someone who was worth listening to and worth hearing. All those things in combination gave him a statue that people would tend to defer to.

Participants described Rediger as a man of decorum and reservation, conservative and modest, and one who led by example. Through examining this perspective of personhood, three major sub-themes materialized: (1) intellectual, (2) integrity, and (3) mutual respect (see Table 2).

Table 2

Personhood Framework Themes

	No. of Part.	Total	Presidents	Student Development	Academic Faculty
Personhood					
Intellectual	7	87.50%	50.00%	100.00%	100.00%
Philosopher	6	75.00%	50.00%	66.67%	100.00%
Teacher	4	50.00%	50.00%	33.33%	66.67%
Integrity	7	87.50%	100.00%	100.00%	66.67%
Mutual respect	8	100.00%	100.00%	100.00%	100.00%

Intellectual. Seven participants referred to Rediger being an intellectual as an important aspect of his character. Rediger thought carefully and deeply about issues as a scholar-practitioner. "He was an academic," stated Dr. Jay Kesler, President Emeritus. Being both a philosophy scholar and a teacher contributed to the way Rediger thought about and perceived the academic institution. Six participants described Rediger as a thinker. His reflective, soft-spoken manner displayed deep intellectual thought. That manner of intellectualism also proved evident in his teaching.

Four participants reflected intently on Rediger's teaching. Ringenberg said, "He was a fine teacher himself, widely respected in philosophy and Bible . . . . He was more a thinking teaching scholar. And a good one . . . . No question he was the academic leader of his time." Connecting Rediger's intellectual spirit as a scholar and a teacher to his leadership abilities, current Taylor President Dr. Eugene Habecker stated, "One of the

things that I would say marks an effective leader is demonstrated competence. And [Rediger] was very competent as a professional. As a scholar, he taught before he was ever academic dean, so he was [competent]." Thus, members of the Taylor community saw Rediger as an adept, intellectual, academic leader.

Integrity. The theme of integrity developed through participant emphasis on Rediger's humility, decisiveness, and deliberateness in his thinking and speaking. Seven participants noted Rediger's integrity as an important aspect of his personhood. Mr. Lowell Haines described Rediger as "really warm," "dignified," "wise, thoughtful, gentile," and "a prince of a person," communicating a sense of likability.

Mr. Walt Campbell emphasized Rediger's integrity in his relationships:

If he was involved with somebody, he was committed to them relationally as well. He was a man of integrity. Dr. Rediger—if he gave you his word, it's steel. That's one of his strengths. His integrity. He would never go back on his word.

Rediger's integrity and humility in his relationship with Kesler appeared quite evident and impactful. Kesler saw Rediger as a wise teacher and humble example to imitate:

Dr. Rediger, neither he or I ever used the title "doctor" . . .he would never sign his name "Dr. Milo Rediger" . . .He said, "There's two kinds of pride. One is the opposite of humility. That's very bad. The other's the opposite of shame. That's very good."

Other participants also commented on Rediger's wisdom and how they deeply admired and respected what Rediger shared.

Participants also stressed Rediger's steadiness of character. Jones stated, "Consistency was a hallmark of [Rediger's] life as a professor, as a dean, and as a

president. It was this steady, thoughtful, respectful, consistent life of a Christian engaged

in higher education that you always saw with Milo." Additionally, Habecker commented

on Rediger's ability to maintain his poise amidst chaos: "I mean, he was calm. He may

have been like the duck with the legs going like crazy under the water, but above the

water he communicated a sense of quiet confidence." Even engulfed in the busyness of

campus, Rediger remained consistent in his interactions with others.

Mutual respect. All eight participants discussed Rediger's respect for others, as

well as others' respect for him. Haines commented, "He didn't demand respect. He

deserved respect." Furthermore, participants remarked on Rediger's priority of listening

to other's ideas and opinions. Campbell described how Rediger's respect for others

impacted his interactions on Taylor University's campus:

> He respected everybody—the cleaning ladies, the maintenance people, the dean—
>
> I mean, he'd treat everybody the same. And I think that's why people loved him
>
> so much . . .Dr. Rediger wanted everybody to be heard . . .Everybody was
>
> important to Dr. Rediger.

Because of Rediger's visible respect for others, "the faculty respected him," stated

Habecker and Campbell. Regardless if he agreed or not, participants described Rediger

as respectful of others' ideas, furthering the faculty and staff's admiration of him.

Respect and trust became evident to faculty and staff through Rediger's spirit of

collaboration and delegation. He trusted his supervisees to manage and implement their

specified work. Dr. Chip Jaggers detailed that Rediger saw his role as administrator to

create conditions for "people [to] flourish and prosper," further emphasizing Rediger's

belief in trusting people to do their work well.

Respect for Rediger extended beyond his Taylor University colleagues. According to Ringenberg, "[Rediger] developed a fine reputation among other colleges in Indiana, the small college network . . . . he had instant credibility among his academic dean and presidential peers in the state." Furthermore, Rediger gained a spirit of reverence among students. Dr. Alan Winquist reflected, "The attitude that students had towards him was a great respect. I mean, nobody ever called him 'Milo,' . . . . most people saw him as Dr. Rediger." Thus, Rediger had distinguished himself as a person of character worthy of the highest respect from not only the Taylor community of faculty and students but also colleagues at other institutions.

Values

Participants described Rediger as a man of deep values with a strong commitment to those values. Particularly, Rediger's faith, students, and community were of utmost importance to him and his work as an academic leader at Taylor University (see Table 3).

Table 3

Values Framework Themes

	No. of Part.	Total	Presidents	Student Development	Academic Faculty
Values					
Faith	8	100.00%	100.00%	100.00%	100.00%
Students	7	87.50%	100.00%	100.00%	66.67%
Campus involvement	6	75.00%	100.00%	66.67%	66.67%
Trust	5	62.50%	100.00%	66.67%	33.33%
Personal-ness	5	62.50%	100.00%	66.67%	33.33%
Community	6	75.00%	100.00%	66.67%	66.67%
Taylor	5	62.50%	100.00%	33.33%	66.67%
Upland and Marion	4	50.00%	100.00%	33.33%	33.33%

Faith. Rediger's Christian faith appeared evident to all eight participants, who noted it as an important value distinctive to his leadership. Winquist said, "[He] had a deep Christian faith," and Jaggers recalled, "[He] had a very strong moral compass." Additionally, Jones remembered Rediger's value of his faith in relation to his vocation: "[Rediger] always looked at being a leader as part of a calling . . . . he had a deep appreciation for higher education in general . . . . But he always looked at being a leader, and particularly at a Christian college, as being a calling." Several participants reflected on how the importance of Rediger's faith contributed to his focus on the integration of faith and learning, as well as holistic student development.

Students. Seven participants emphasized Rediger's value of students as a pivotal pillar to his leadership. He did not simply encourage students but challenged them to think as well, producing more enriching learning experiences. Jones captured this idea:

> Milo demonstrated repeatedly that he was no rubber stamp. He expected students to think, to think clearly, and to be able to make their arguments cogently . . . . And so it was in that way an enlightened leadership . . . . the bottom line was he was constantly encouraging students to think, to be engaged, to develop clear ideas, and then to present those ideas through the structure . . . . he expected you to work through that structure as part of the learning process.

Rediger clearly wanted to create an environment in which students felt guided to think, plan, and learn through experience.

Campus involvement. Drawing on this conceptual value of students, six participants discussed how Rediger advocated for students to become involved in the

administrative processes on Taylor's campus, for example, as members on faculty

committees. Kesler described the uniqueness of this posture:

> At that time in history, students on committees was not a very common thing.
>
> But Taylor was, especially among Christian colleges I think, Taylor was kind of a
>
> leader in that. Dr. Rediger was very much the kind that felt that we ought to have
>
> this student view on committees.

Similarly, Campbell stated, "Dr. Rediger always made sure that students were on all the

committees . . . . that was kind of a prestigious thing, for students to be a part of

educational policies committee." Furthermore, Habecker recalled that Rediger began to

include students on various committees during a "pretty tumultuous time" nationwide

between faculty and students in the 1960s:

> Dr. Rediger sensed that faculty-student tension and I think really wanted to get
>
> ahead of it. And part of his strategy was to put students and faculty on the same
>
> committees. Which is a tradition that still carries on here at Taylor.

Thus, Rediger valued the student voice on faculty committees and the governance

process that worked to make changes and improve the institution.

> *Trust.* In addition to providing a student voice in campus governance, five

participants also noted that Rediger prioritized communicating his trust in students. As a

student himself, Habecker recalled, "There was a very high level of trust by the

administration of students." As such, Habecker described Rediger's implementation of

volunteer chapel based on an honor system. It offered a sign of relinquishing

responsibility to the student, not the administration. Jaggers commented,

[Rediger] had a grasp that if you're going to create responsible citizens in the world, you better start treating them like adults now . . . . So that idea that we are not going to be legalistic, we're just going to put forth the principles that are so good and so solid that you're going to want to follow them. And I'm going to trust you to follow them. He would articulate that.

Rediger cared for students in that he desired to create adults by giving students responsibilities, as adults would have.

Personal-ness. Relationships appeared quite important to Rediger, especially relationships with students. Five participants commented on Rediger's personal-ness in taking the time to get to know students. Habecker shared, "He called me in [to his office] and he shared with me his dream for the Taylor of the future . . . .That personal-ness, that real interest in students, was something that marked his presidency." Revealing his passions with his students emanated from Rediger's value of students as individuals and as a community.

Community. An outpouring of Rediger's focus on relationships came in his commitment to building and maintaining a strong sense of community—both at Taylor and in the Upland/Marion communities. Six participants mentioned this commitment as a distinguishing mark of his administration. Five participants referred directly to the Taylor community, and four participants demarcated his value of the Upland and Marion communities.

Haines said, "[Rediger] loved Taylor," and his visibility on campus evidenced this care to the participants. He valued the people of Taylor and, as Jones put it, "was deeply committed to that sense of community." Rediger's love for Taylor spilled out to, or from,

his love of the Upland and Marion communities, so much that this deeply intellectual, educated man changed his formal speech patterns to bridge the gap and become more accepted by the surrounding communities. Campbell personally witnessed this change:

> He was so committed to community . . . . he wanted Taylor to be a part of Grant county. It was essential—so important to him . . . . And he was very much a part of Marion and Upland. I mean he was always a person who put his "i-n-g's" on the end of a word . . . . for Upland people, he changed that. That's pretty significant. To me, it showed his commitment to relate to the Upland people.

Kesler also saw this change in Rediger's speech patterns as a significant step away from the formality and loftiness of the academic world to the more personable realm of the rural community:

> Dr. Rediger, pronounced his "g's." You were going. You were doing. You were walking. When he began to become not just the academic, but became the communicator with rural Indiana, he began to be "walk'in, talk'in, go'in." He actually developed a diction for rural Indiana, which I don't know if anybody else in the world saw it, but I saw it. And I found it to be both humorous and profound.

Participants emphasized this speech pattern change in Rediger as a sign of humility—not pride or a demeaning action. Rather, to become considered a member of the Upland and Marion communities proved so important to him, Rediger changed his pronunciations to be seen as such. He did not want his profession or position to prevent him from living as an "ordinary" man in a rural community.

Actions Shaped by Personhood and Values

Rediger's personhood and values definitively shaped his actions as both an academic dean and president of Taylor University, as participants have described. Through his prioritization of academic excellence, focus on whole-person education, and future-mindedness as a visionary, Rediger cultivated the development of Taylor University into the institution it is today (see Table 4).

Table 4

Actions Framework Themes

	No. of Part.	Total	Presidents	Student Development	Academic Faculty
Actions					
Academic excellence	8	100.00%	100.00%	100.00%	100.00%
Prioritization	8	100.00%	100.00%	100.00%	100.00%
High-quality faculty	8	100.00%	100.00%	100.00%	100.00%
Intellectual openness	5	62.50%	50.00%	66.67%	66.67%
Commitment to Christian mission	6	75.00%	100.00%	33.33%	100.00%
Whole-person education	8	100.00%	100.00%	100.00%	100.00%
Student Development as faculty	7	87.50%	50.00%	100.00%	100.00%
Integration of faith and learning	6	75.00%	50.00%	66.67%	100.00%
Classroom without walls	5	62.50%	50.00%	100.00%	33.33%
Visionary	7	87.50%	100.00%	100.00%	66.67%
Buildings	6	75.00%	100.00%	100.00%	33.33%
Communication of vision and principles	4	50.00%	50.00%	33.33%	66.67%

Academic excellence. All eight participants stressed Rediger's focus on building Taylor University as a first-rate institution. Winquist commented, "I think he is, looking back now, . . . [a] very important person in getting Taylor recognized academically." Several participants mentioned Rediger's efforts to help Taylor become accredited during

his deanship years as an example of his passion for academic excellence. Primarily, as Ringenberg reflected, "Milo Rediger still saw the school as a teaching institution," as opposed to a research institution. Through prioritizing academics, hiring high-quality faculty, encouraging intellectual openness, and remaining true to the Christian mission, Rediger worked to develop a strong academic focus at Taylor.

Prioritization. Academics held a high priority for Rediger. Kesler concluded, "He was trying to bring Taylor away from kind of a Bible school image to a true, academic institution . . . . he is the intellectual background at Taylor . . . . he believed deeply in the liberal arts, and he *is* Taylor University." Similarly, Habecker stated, "[Rediger] really pushed hard for academic excellence . . . [and] was committed to true academic excellence." Rediger truly believed in making academics the priority of the institution. Thus, one way to accomplish this effort was through hiring first-rate faculty.

High-quality faculty. Again, all eight participants recounted Rediger's efforts to hire high-quality faculty in order to improve the academic culture of the institution. Jaggers remembered Rediger hiring "tremendous faculty members who bought into his academic leadership because they thought, '. . .this guy is out to change the world'."

Several participants described the shift in credentials represented on Taylor's campus as Rediger hired new faculty members. Ringenberg described this change:

A better faculty meant more faculty that were thoroughly trained, which often times translated into a Ph.D. or something equivalent. And to get more of those better-trained people, you're going to have to pay them more. And to pay them more, you're going to have to raise tuition. And gradually in that process, Taylor evolved into a more expensive school.

Thus, the move to hire more qualified faculty members had implications on the student population of the institution. Ringenberg went on to describe how Taylor began as "a college for the poor boys and girls of Methodism" but gradually shifted to accept a greater number of "students from more affluent families who could afford the higher tuition." Nonetheless, participants felt the hiring of high-quality faculty served as an important mark of Rediger's efforts to prioritize academic excellence.

   Intellectual openness. In addition to hiring strong faculty members, Rediger saw intellectual openness as an important component to academic excellence, as five participants mentioned. Intellectual openness, according to participants, meant engaging varying viewpoints and differing theologies. First, Rediger viewed academic freedom as an avenue in which faculty members could create this openness. Second, he desired for Taylor to encourage students to pursue God's Truth through the liberal arts.

   Winquist recalled, "[Rediger] would never ever tell a department which courses to teach or how to teach courses. He was a man who believed in academic freedom . . . . Every department could decide on its own curricula and there was never any censorship." Due to Rediger's trust in the faculty, Winquist felt he could personally explore topics that challenged student's thinking, beliefs, and perspectives in order to create deep learning that led to a discovery of God's Truth. Winquist said, "[Rediger] felt the more you delved into an issue, that you can see God's hand at work there and that we should not shy away from academic excellence." Rediger did not fear allowing the faculty to challenge the students through different viewpoints.

   Furthermore, Rediger worked to create an intellectually open culture across campus. Ringenberg reflected on Rediger's expressed reasoning for this openness:

> You don't hold to the views you do, the Christian worldview, simply because you haven't examined the alternatives. You're intellectually honest . . . . you look at everything. Including views you haven't grown up with, and you seek out the best . . . . don't be afraid of truth, the pursuit of truth. Follow it where it takes you . . . . the pursuit of truth is the pursuit of the mind of God.

Rediger did not shy away from exploring different beliefs and exposing students to beliefs deemed unbiblical. Jones described Rediger as having a "fearlessness in regard to posing questions that are hard and difficult . . . some which cannot be answered definitively in the course of a lifetime. But posing them without the fear that by posing the questions, somehow God will be threatened." However, Rediger's willingness to engage secular viewpoints did not negate his commitment to Taylor's Christian mission.

Commitment to Christian mission. While Rediger made efforts to introduce students to new, perhaps secular, viewpoints to culminate the idea of a liberal arts education, six participants commented on Rediger's concentration on remaining true to the institution's Christian mission. With the changes Rediger made through his work to develop Taylor into a first-rate academic institution, Ringenberg referred to Rediger's "commitment to deep Christian values" as a stronghold that never wavered during that transitional period. Moreover, Habecker discussed how Rediger communicated his commitment through his writings:

> [Rediger] dramatically enhanced academic rigor while preserving the spiritual rootedness and student focus at the same time. And I think the Anchor Point document was really a brilliant statement that illustrates how he did that. I mean, it kept Taylor, Taylor.

Habecker also referred to another one of Rediger's documents—"Changing a Lot While Staying the Same"—as a further example of how Rediger thought about and expressed his ideas regarding the Christian college mission.

However, participants appeared adamant in conveying Rediger's priority of academic excellence did not take precedence over his whole-person education and development philosophy. Ringenberg articulated,

> Sometimes when people talk about whole-person education, it can be a downgrading or a relative down-grading of academic learning. That would not be a part of Milo Rediger's thinking or acting. He held the highest respect for academic learning . . .it's not a zero-sum game. It doesn't have to be less of one if it's more of the other. He'd say get the academic learning right and then add to it.

Thus, whole-person education became an important theme established from Rediger's actions and stemming from his personhood and values.

Whole-person education. Along with Rediger's actions to make academic excellence a priority at Taylor University, all participants pinpointed his focus on whole-person education as one of his platforms for change. Describing Rediger as a "revolutionary thinker" in terms of whole-person education, Haines reflected, "I think Milo was the guy who saw the impact of whole-person experience very early. Long before other people did. And actually put that thought into writing . . . . he was in many ways the founder of Taylor's whole-person philosophy." Campbell further described Rediger's emphasis in education as encompassing "the whole student" and not just the academics. Through this perspective, Rediger worked to create conditions in which the holistic student approach would become better served.

Student Development as faculty. Seven participants explicitly mentioned Rediger giving faculty rank and status to Student Development members, which Haines described as "unheard of in those days"; but the action proved "so consistent with Milo's philosophy and so inconsistent with most everybody else's philosophy at that time," it captured significant attention.

With this change in status and position came opportunities for Student Development people to become represented on academic and faculty committees and an increase of responsibilities and qualifications. Ringenberg saw this "upgrading student development along with upgrading the whole effort" as a way ". . . to more completely realize this whole-person education philosophy." Student Development work did not simply provide student services. Rather, it played a full part of the educational mission at Taylor University. Haines recounted,

> I always felt . . . a sense that we were not just service providers, but that we were
>
> educators . . . . That comes from a new institutional philosophy. And the only
>
> person that I know that had that philosophy at that time was Milo Rediger. And
>
> so he's vitally important to what became—recognized as just one of the finest
>
> student development programs, secular or Christian, in the country.

As strongly as Rediger felt about academic excellence, participants described his just-as-strong feelings toward whole-person education and student development.

Integration of faith and learning. As a component of educating the whole student, six participants described Rediger's deep commitment to integrating Christian faith and learning. Winquist said, "He really wanted Taylor students to be both strong Christians but also very academically oriented." Similarly, Campbell characterized

Rediger as "Intellectually active. And biblically strong . . . extremely biblical in the midst of academic pursuit." Rediger saw faith and learning intertwined and passionately desired to attend to that at Taylor. Jones stated,

> [Rediger] was deeply committed to the idea that the life of the mind and the life of the soul were meant to be intermingled. And so Taylor was to be that kind of a place. So everything he did as dean and then as a president, and before then as a professor, was finding ways to combine the two. And helping students to understand that they're not separate.

Jones further reflected, "What drives [Rediger] really is that Taylor is a place where students should be intellectually challenged, they should be soulfully challenged, and they should be equipped to go out as disciples and live the Great Commission." Thus, Rediger's reasoning for integrating faith and learning to become part of the whole-person education philosophy he held stemmed from his personal faith and value of learning.

Classroom without walls. As participants described Rediger's value on both academic learning and holistic student development, inevitably participants explained his view of the college experience as a "classroom without walls." Five participants distinctly talked about Rediger's view that learning should not remain confined to an academic classroom. Jaggers explained,

> [Rediger's] core tenant was that learning is holistic. So here you have a brilliant theologian academic who says that it's everything. It's the spiritual, it's the academic, it's the physical. I hate to use the phrase "ahead of his time" because it sounds like he was born at the wrong time . . . . So basically he understood this philosophy of education that said "It's everything. It's in class, it's out of class."

Thus, the actions Rediger took to facilitate whole-person education—giving Student Development professionals faculty rank and status, integrating faith and learning, and encouraging learning beyond the walls of the academic classroom—promoted a holistic, liberal arts approach to higher education.

Visionary. Rediger proved a man of action, consistently looking forward to the future for the betterment of the institution and the students it served. Campbell said Rediger "always had a vision." Furthermore, Jones described Rediger's capabilities as both a financial visionary and competent academic leader:

> He's an academic who understands a business model, but is not controlled by the business model. He sees the university as being a university first. With responsibility to be a good steward of its resources. And who understands the importance of efficiency, but is not controlled by efficiency.

As a visionary for Taylor University, Rediger focused resources and energy on his dreams for the physical campus of Taylor as well as communicating his vision and principles well to the community. Seven participants marked Rediger's vision for the future Taylor as a hallmark of his leadership.

Buildings. Six participants quickly reflected on the number of building projects completed by Rediger during his administrative time at Taylor University. Haines stated, "He took Taylor, which really was a fledging little place out in the middle of nowhere, and made remarkable progress in a short period of time." Participants alluded to an irony that a conservative, reserved man could prove so business-savvy and crafty in obtaining the monetary resources and collaborating closely with the Knowlton Construction Company in order to accomplish the vast number of building projects that he did.

Habecker said, "[Rediger] was decisive," attempting to answer the positive reception and

acceptance of the significant change, particularly in physical structure, underway during a

tumultuous time for Taylor University. In addition to Rediger's decisiveness,

participants noted his ability to communicate his vision for the future of Taylor.

  Communication of vision and principles. Four participants distinctly discussed

Rediger's ability to share his vision and principles effectively. He inspired through his

words and could impassion people to share his ideas and values. Jaggers described

Rediger's ability to reiterate his principles as an important aspect of his leadership:

> The core tenets—what it is, why it should exist, what it does, what it
>
> accomplishes in the educational experience—he could articulate the core . . .
>
> Understood and articulated it in the mid '60s. Fifty years ago. Before Student
>
> Development as a profession as we know it even existed. So, what has happened
>
> is his grasp of the issue is what the world became. But he was there before the
>
> world. And always, always, it was in all his speeches . . . who we are and what
>
> we should be and where Taylor's coming from and how we fit in the world.

Thus, participants saw Rediger as an excellent communicator and an inspiration ahead of

his time, who could effectively engage the audience around him to see his perspective.

Conclusion

> Clearly, Dr. Rediger deeply impacted the life of each participant. Jaggers shared,
>
> [Rediger] grasped that which no one else was grasping. He could articulate it like
>
> a teacher. He could explain it, but what made him the visionary is that he was
>
> able—it wasn't just teaching people what he thought—he was able to inspire them

in life-changing, institutional-changing, culture-changing ways, and I'm one of those. I am in higher education because of Milo Rediger.

Several other participants affirmed Rediger's influence on his life, whether as a student, colleague, supervisee, dean, or president. His passion and principles proved contagious, reaching all corners of campus. Consequently, Rediger's personhood, values, and actions as an institutional leader at Taylor University impacted the university's approach to facilitating seamless student learning through collaboration between the academic realm of campus and student development.

Chapter 5

Discussion

He was widely respected as an academic dean. He said one time "I'd rather be an excellent academic dean than a mediocre president." So he had some apprehension about whether he could do as well as president as he could as academic dean.
(Dr. William Ringenberg)

Dr. Milo Rediger profoundly impacted the students, academic faculty, student development faculty, and future presidents of Taylor University. By examining Rediger's position as academic dean, his influence on student development and academic affairs collaboration, and his leadership characteristics that promoted seamless student learning, higher education professionals can look in-depth at how Rediger's personhood, values, and actions culminated to exemplify a leader worth remembering and emulating.

Discussion

Little research explores the role of the academic dean. This study offered a more in-depth glimpse into the role through the lens of Rediger and his uniqueness in sharing the roles of both academic dean and dean of students (Gmelch et al., 1999; Rediger, 1996). Existing literature has argued the evolution of a dean from "a quiet, scholarly leader" to "executive image . . . as politically astute and economically savvy" (Gmelch et al., 1999, p. 718), but Rediger proved the two images are not mutually exclusive.

Leadership characteristics. Rudolph (1990) posited the deanship's role as tasked with "maintain[ing] collegiate and human values in an atmosphere of increasing

scholarship and specialization" (p. 435). As the results demonstrated, Rediger achieved

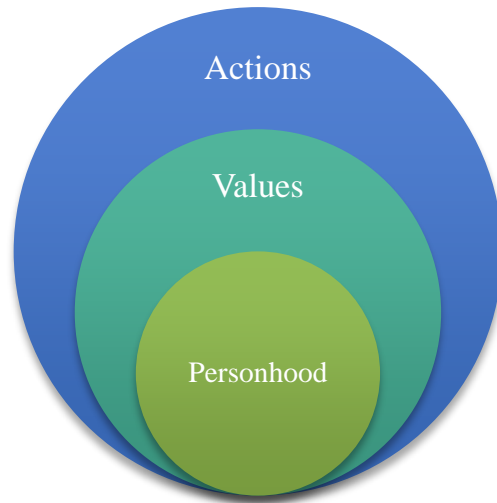this outcome in his leadership through three various frameworks (see Figure 1).

Figure 1. The three frameworks.

    Personhood. Participants shared elements of Rediger's personhood that

contributed to viewing him as an exceptional leader. As an intellectual man of integrity

who had mutual respect with colleagues, Rediger appeared an individual worth following

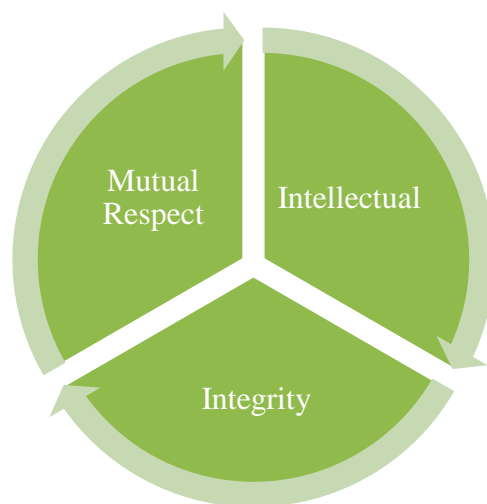(see Figure 2). However, Rediger's example reveals more foundational concepts.

Figure 2. The three themes of personhood.

Leaders worth following remain life-long learners (i.e., intellectuals); they seek to grow continuously in their understanding of their discipline, leadership, and life. Individuals revered Rediger because he thought deeply and carefully and expressed his wisdom through teaching. An academic leader does not simply consume but also produces knowledge and thought for others to ruminate.

Integrity stands as an essential component to any leader. Just as Rediger embodied integrity, so should all academic leaders. On blocks of humility, honesty, intentionality, and consistency, the keystone of character rests.

Mutual respect grows out of integrity. A leader who respects those colleagues around him or her will become respected. Without mutual respect, a leader cannot work toward effective collaboration with colleagues, an essential objective of an academic dean. Rediger exemplified respect and found himself effective in working toward promoting collaborative, cross-campus relationships beneficial to the institution, faculty and staff, and students alike. Thus, Rediger's personhood represents elements of an academic leader essential to effectiveness and admiration.

Values. In addition to an individual's personhood being important to his or her effectiveness as a leader, the person's values prove equally crucial. Rediger's value of his personal faith, students, and community provide imperative lessons on the values leaders hold that prove important to their followers (see Figure 3).
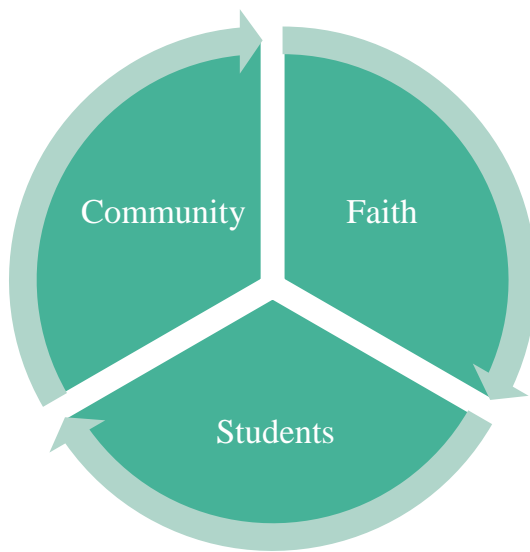
Figure 3. The three themes of values.

While Rediger was noted for his Christian faith, the idea that he upheld the value of his beliefs remains foundational. Others respected his strong morality and how his beliefs permeated everything he did as a leader, only further emphasizing his integrity. The connection between a person's integrity and a commitment to his or her beliefs brings personhood and values together.

As an institutional administrator, Rediger's value of students evidences the very epitome of learner-focused education. Educators should challenge their students as Rediger did—not simply provide them with facts. The value Rediger placed on growing students through developing their thinking is a hallmark of a strong, committed leader.

Leaders are not inward-focused people. Rather, leaders seek to build relationships all around them, both in their workplace and the surrounding community. Rediger saw the critical nature of building communities around him and, in so doing. brought various communities together for a common good (Ringenberg, 1996). Leaders bring people together, as opposed to separating them into categories.

Actions. Leaders allow their personhood and values to shape their actions. For Rediger, doing so meant promoting academic excellence and whole-person education, and envisioning the future (see Figure 4). Depending on a leader's personhood and values, their actions may become shaped differently; but indeed they should embody the pursuit of excellent academic leadership, involving the aforementioned two themes.

Figure 4. The three themes of actions.

Academic leaders undoubtedly prioritize excellence in education. Just as Rediger sought to hire high-quality faculty, expressed intellectual openness, and held a high commitment to Taylor University's mission, so should other leaders seek out these qualities and characteristics in their own respective institutions in order to promote academic distinction (Hill, 1983).

For his time, Rediger held a somewhat unique reverence for holistic student development. However, this devotion allowed him to promote and implement seamless student learning both in the curricular and co-curricular settings (Kuh, 1996). Rediger valued student development professionals as faculty and believed in the integration of the

co-curricular with the curricular, challenging others to see the benefit(s) of the holistic approach to learning. As time passes, irrefutably attending to the student as a whole person proves a priority and necessity of today's college campuses and academic leaders.

Many leaders are described as "visionary," but Rediger clearly exemplified this distinctive. Not only did he have a tangible vision for where to lead Taylor University in terms of physical buildings, but also Rediger had the notable ability to express his vision of the university's potential to others. The key for leaders is clear communication and articulation to a broader audience, provoking others to join his or her vision for the future—a vision that challenges, changes, and charges the university spirit.

Positional influence. Rediger provided an example of a strong academic leader who others saw as worth following, respecting, and memorializing. The point lies in the fact that he portrayed respected consistency in his personhood, held true to his values, and acted in accordance with both. These characteristics made him not only an excellent leader but successful in promoting and implementing seamless student learning.

Rediger used his position to influence cross-campus relationships in favor of seamless student learning by valuing students, articulating his principles well to others, promoting student development and whole-person education, and committing to academic excellence. He brought the vision to Taylor University of how various parts of the institution, curricular and co-curricular, can work together in favor of developing excellent student leaders. Rediger leveraged his position to evoke change and build momentum for the forthcoming era of holistic student learning, just as the greater public began to call for the consideration of doing so (Caple, 1996; Evans et al., 2010; Straub &

Vermilye, 1968). Through the spirit of his personhood, values, and actions, a framework

for exemplary academic leadership emerges.

Implications for Practice

  Rediger's professional life and leadership capabilities provide a strong framework

for implementation. Through his example, practitioners can gain lessons of effective

leadership training, mindful hiring practices, essential collaboration efforts, and the

necessity of establishing institutional priorities.

  Arguably, Rediger's example provides a strong starting point for training

practitioners in the field of academic leadership. By examining each component of

Rediger's model of leadership (i.e., personhood, values, and actions), practitioners can

develop their own understanding of what comprises his or her character, what he or she

values as important in life—work or personal life—and what actions he or she will take

as the manifestation of both personhood and values. Through self-reflection, stronger

academic leadership is achieved (Bolman & Gallos, 2011).

  Rediger's distinction as a leader reveals institutions should remain mindful when

hiring, as it is important to find candidates who possess strong leadership qualities; are

visionary; and adhere to, support, and promote the institutional mission. However,

positive change can look different but foundationally will uphold the mission of the

university, contribute to the campus culture and community, and enact change for the

betterment of the students it serves. Rediger's example of both challenge and support

provides a significant reference to a balance between similar- and different-minded

administration in order to educate students holistically and excellently.

Collaboration held Rediger's primary focus, and, as this study reveals, great work can come from strong cross-campus relationships. Institutions must determine why these relationships prove effective, however, in order for them to become effective. They must ask, "What do we hope to or stand to gain from collaborating with each other?" Additionally, mutual respect between stakeholders must be present. Rediger valued student development employees so highly he granted faculty status to staff members. Institutions must answer, "To what extent are staff and faculty members valued? Valued as equal partners?" Only when these questions are honestly and competently answered can effective collaboration take place for the benefit of the institution, administration, faculty, staff, and students.

Priorities look differently for each institution of higher education. However, all professionals would likely deem priorities crucial to establish and work toward achieving. Rediger held a vision of what the potential future Taylor University and tirelessly worked toward his goal for the university. Every institution must define what it is about, such as teaching, research, or holistic development. By determining the focal point of the institution, priorities can be established. Envisioning the future and moving in a specific, pre-determined direction as a unit should become the aim of every institution that desires to improve in academic excellence, seamless student learning, and collaborative spirit.

Implications for Research

Examining Rediger's academic leadership provokes additional questions and opportunities for further research related to his work in both the academic and student affairs realm. Rediger stands as one example of an academic leader for his time; other deans and deanship positions remain to be investigated and explored, offering the

opportunity to compare this study of Rediger to other individuals in somewhat similar positions during a similar time period. An examination and analysis surrounding institutional culture, organizational structure, and personhood, values, and actions of other individuals could provide meaningful comparative work to this study of Rediger.

As this study took a narrative approach to Rediger's deanship, a further study take a more in-depth approach to his presidency from an administrative perspective. A focused comparison of the two positions might shed interesting light on how academic leadership characteristics specifically differ based on role within the university context, as this study combines the two.

In addition to comparing Rediger's academic leadership roles to each other, it may be prudent to survey and compare how other roles in the university contributed to building strong cross-campus relationships. As Rediger was revered for his leadership skills in bringing the whole campus together, other individuals with the same recognition merit study and analysis to provide further affirmation to this study on Rediger.

As with all people, Rediger's personhood was undoubtedly impacted by his upbringing. As this study found, Rediger's faith proved of utmost importance to him. Future research and study might examine Rediger's Mennonite heritage and how that particular denomination's history and doctrine influenced Rediger's philosophy as an educator and as a human being (Hill, 1983).

Limitations

This research provides a foundational framework of what contributes to good leadership. However, some limitations need to be taken into consideration.

First, this research attempted to delve into Rediger's deanship years. However, due to the gap in time between Rediger's years as dean to this study, a great number of potential participants are deceased, resulting in interviewees who have a less-direct connection to Rediger's deanship specifically. Furthermore, due to the longevity of Rediger's tenure at Taylor University, both in academics and administration, participants most likely recalled the end of Rediger's career, his presidency. Nonetheless, participants affirmed Rediger's personhood, values, and actions as unchanging.

Second, the researcher acknowledges the pool of participants lacked in racial and gender diversity. However, this lack of diversity can be viewed as a reflection of the nature of higher education at the time of Rediger's deanship (i.e., the 1940s-1960s) and an accurate picture of individuals who worked closely with Rediger.

Third, the participants all held Rediger in high regard, perhaps not providing the fullest or most complete picture of Rediger's deanship. No participants mentioned any negative thoughts or ideas toward Rediger or his administration as dean. Thus, the viewpoint(s) and scope of the research may remain limited.

Last, caution must be taken when attempting to generalize Rediger's personal characteristics found in the study to all leader types. The study took place at a small, private, faith-based liberal arts institution in the Midwest, and one must consider Taylor University's environmental setting if applying these results to other institutional leaders.

Individuals possess unique characteristics that contribute to his or her leadership style. This thought must be noted when discussing good leadership, specifically as an academic dean. As this research demonstrates, Rediger stood as simply one individual whose personal characteristics led to notable academic and institutional leadership.

Conclusion

Milo A. Rediger truly proved a remarkable man. His leadership, administration, kindness, character, and legacy leave a story worth telling and worth emulating. Rediger cared deeply about students, his colleagues, and Taylor University, desiring to hire high-quality faculty to teach students holistically at a university that prided itself on excellence. As Jones recalled, "I think he believed that the most important lessons are those that a student learns by taking the theory—taking the knowledge into a real world situation—and putting it into practice." Thus, in his wake, practitioners and researchers are left with Rediger's example, fostering ideas of cultivating strong leadership, valuing cross-campus collaboration, and benefitting from examining the past to inform the present and the future. In pondering Rediger's story, this narrative on leadership and collaboration provides thoughts and reflections to stimulate considering what the office of the academic dean could and should exemplify.

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Appendix A

Interview Questions

Semi-Structured Interview Protocol

Demographic information:
- Position (current/former)
- Connection with Rediger (Academic Faculty, Student Development, Presidential)

Questions:
- What were Rediger's leadership strengths?
- How did he use those strengths to promote holistic student learning?
- Did you see ways Rediger work to collaborate between academic and student affairs acting as both academic dean and dean of students?
- In what ways did you see Rediger's value of student learning exhibited?
- How did he use his position as academic dean to influence and build strong cross-campus relationships (i.e., academic and student affairs)?
- Did Rediger's work as academic dean seem to contribute to his appointment as president, in your opinion? If so, how?

Questions, position-specific:
- Academic Faculty
  - How were you encouraged to collaborate with student development?
  - How did Rediger lead or encourage you in educating students holistically?
  - What kind of an academic leader was he? What were his defining characteristics?
  - How were his values and goals evident?
- Student Development Faculty
  - How were you encouraged to collaborate with academic affairs?
  - How did Rediger lead or encourage you in educating students holistically?
  - What kind of a student development leader was he? What were his defining characteristics?
  - How were his values and goals evident?
- Administrative/Presidential
  - What aspects of Rediger's legacy have impacted you, as a Taylor president?
  - How was Rediger an effective university leader?
  - What were some of his goals for the university?
  - How did he work toward achieving those goals?

Appendix B

Informed Consent

Milo A. Rediger: A Narrative Study on Leadership and Collaboration as Academic Dean

You are invited to participate in a research study of Milo Rediger's deanship. You were selected as a possible subject because of your personal and/or professional relationship with Milo Rediger. We ask that you read this form and ask any questions you many have before agreeing to be in the study.
Britney Graber is conducting this study for her MAHE thesis project.

STUDY PURPOSE
The purpose of this study is to explore how Rediger used his position as academic dean to influence the relationship and collaboration between academic and student affairs, as well as determine what leadership characteristics made him successful in promoting and implementing seamless student learning.

NUMBER OF PEOPLE TAKING PART IN THE STUDY:
If you agree to participate, you will be one of 6 subjects who will be participating in this research.

PROCEDURES FOR THE STUDY:
If you agree to be in the study, you will do the following things: participate in an audio recorded semi-structured interview for approximately 30-60 minutes.

RISKS OF TAKING PART IN THE STUDY:
While on the study, the risks are: discomfort and anxiety. The risks of completing the interview include possible loss of confidentiality. While be interviewed, you can tell the researcher that you feel uncomfortable or do not care to answer a particular question. The likelihood of experiencing these risks is minimal.
There also may be other side effects that we cannot predict.

BENEFITS OF TAKING PART IN THE STUDY:
The benefits to participation that are reasonable to expect are providing others with personal insight of Milo Rediger, contributing to the development of an academic leadership model, and participating in communicating Taylor University's history.

ALTERNATIVES TO TAKING PART IN THE STUDY:
Instead of being in the study, you have the option not to participate.

CONFIDENTIALITY
Efforts will be made to keep your personal information confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if

required by law. Your identity will be held in confidence in reports in which the study may be published, unless you provide permission below, and databases in which results may be stored. The researcher alone will have access to the audio recordings, unless you determine to sign a release form to allow your interview to be stored in the Taylor University archives. The audio recordings will be stored on the researcher's personal computer and will be destroyed at the conclusion of the study, after the MAHE thesis has been defended and approved.

Organizations that may inspect and/or copy your research records for quality assurance and data analysis include groups such as the study investigator and his/her research associates, the Taylor University Institutional Review Board or its designees, the study sponsor, Skip Trudeau, and (as allowed by law) state or federal agencies, specifically the Office for Human Research Protections (OHRP) etc., who may need to access your research records.

USE OF IDENTIFYING INFORMATION
Due to the personal nature of this study, it would be an asset to the research to be able to provide identifiable quotes from your interview. If you would like to give the researcher permission to identify you with your quote, please initial below.
I give permission for my name to be identified with what I say in my interview:

_____(initial)

*You may choose to provide permission at the conclusion of your interview.

COSTS
Taking part in this study may lead to added costs to you or your insurance company. You or your insurance company will be responsible for any and all costs related to participating in this study.

PAYMENT
You will not receive payment for taking part in this study.

COMPENSATION FOR INJURY
In the event of physical injury resulting from your participation in this research, necessary medical treatment will be provided to you and billed as part of your medical expenses. Costs not covered by your health care insurer will be your responsibility. Also, it is your responsibility to determine the extent of your health care coverage. There is no program in place for other monetary compensation for such injuries. If you are participating in research which is not conducted at a medical facility, you will be responsible for seeking medical care and for the expenses associated with any care received.

CONTACTS FOR QUESTIONS OR PROBLEMS
For questions about the study or a research-related injury, contact the researcher Britney Graber at 319.217.1828 or britney_graber@taylor.edu, or the research supervisor Skip Trudeau at sktrudeau@taylor.edu, or Sue Gavin with the Taylor University Institutional Review Board at ssgavin@taylor.edu or 765.998.5188.

VOLUNTARY NATURE OF STUDY
Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty or loss of benefits to

which you are entitled. Your decision whether or not to participate in this study will not affect your current or future relations with Taylor University.

SUBJECT'S CONSENT
In consideration of all of the above, I give my consent to participate in this research study.
I will be given a copy of this informed consent document to keep for my records. I agree to take part in this study.

Subject's Printed Name: _____

Subject's Signature: _____ **Date:** _____

Printed Name, Person Obtaining Consent: _____

Signature, Person Obtaining Consent: _____ **Date:** _____