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An Analysis of the Internal Organizational Structure of the Educational Branches of Selected Bible Colleges

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AN ANALYSIS OF THE INTERNAL ORGANIZATIONAL STRUCTURE

OF THE EDUCATIONAL BRANCHES

OF SELECTED BIBLE COLLEGES

By

Jay Courtney Fernlund

A Dissertation Presented to the Faculty of the School of Education

of Loyola University of Chicago in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

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1978

DEDICATION

This study is dedicated to my wife, Ethel, who first suggested the subject and whose love, understanding and assistance sustained me throughout its accomplishment.

ACKNOWLEDGEMENTS

VITA

The author, Jay Courtney Fernlund, is the son of Eric Fernlund and Lillian (Calvin) Fernlund. He was born June 20, 1933, in St. Paul, Minnesota.

His elementary education was obtained in the public schools of Boston, Massachusetts, and secondary education at the Boston Christian High School where he graduated in 1951.

In September, 1951, he entered Bethel College, St. Paul, Minnesota, and in June, 1953, received the degree of Associate of Arts. Following one year of additional study at the Moody Bible Institute of Chicago, he entered the University of Minnesota and received the degree of Bachelor of Science with a major in education in June, 1956.

In September, 1956, he enrolled at the Northern Baptist Theological Seminary, Oakbrook, Illinois. In June, 1963, he was granted the Bachelor of Divinity degree and in June, 1965, he was awarded the Master of Theology degree.

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CHAPTER I

INTRODUCTION

Bible Colleges have given training to over half of all Protes-
tant missionaries from North America as well as to thousands of minis-
ters and evangelists including Rev. Billy Graham. Although of com-
paratively recent origin, the Bible College movement has come of age
in terms of student enrollment and accreditation. The latter is in-
dicated by the recent elevation of the American Association of Bible
Colleges to equal membership with regional accrediting associations
on the new Council on Postsecondary Accreditation and the former by
the fact that four schools in the 69 member Association have enroll-
ments exceeding 1,000 and one exceeds 2,000.[1]

The increase in enrollment is calling for a change from the
simple president and academic dean kind of structure to one where
other persons serve administratively under the dean in the academic
segment of the organization. What titles such persons should have,
what personal qualities are needed, and what should be included in
job descriptions are some of the questions that need answering.

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[1]American Association of Bible Colleges, Annual Report, 1975

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A. Problems

The purpose of this study is to propose changes in the organizational structure of the educational branches of Bible colleges that will facilitate the achievement of their educational goals. The study is an effort to summarize problems of and solutions to administrations of rapidly growing schools. The application of findings in educational theory present organizational structures and the implementation and testing of the results through a reorganization at Moody Bible Institute provide a master plan for other schools. Finally, the study is designed so that administrators of Bible Colleges can gain understandings applicable to their own situations and needs. It is hoped that the analyses and strategies contained here will receive wide implementation on the Bible College scene.

B. Need for the Study

What are some of the indications that the previously mentioned problems actually exist among Bible colleges? From two "pioneer" schools in the 1880's, Nyack Missionary College and Moody Bible Institute, the movement has grown to nearly 250 schools in the United States and Canada.[2] The 59 schools which are members of the American Association of Bible Colleges enroll nearly 25,000 full-time students.[3] There is evidence, however, that additions to administrative structure have not kept pace

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[2]Safara A. Witmer, Education with Dimension, (Manhasset, NY: Channel Press, Inc., 1962), p. 15. (Hereafter referred to as Education With Dimension).

[3]American Association of Bible Colleges, Annual Report, p.4

with this rapid growth in enrollment and the accompanying increase

in complexity of programs and offerings. At the Moody Bible Institute,

for example, the enrollment has grown from 900 to 1,300 students and

the number of faculty members has nearly doubled since the last addi-

tion to the educational hierarchy was made in 1959.[4]

If administration consists of determining an organization's

purposes, directing its internal affairs toward the attainment of those

purposes and obtaining both material and moral support for the process,

then this weakness in Bible College administrations is of great con-

sequence.[5] To form and develop young Bible College students into func-

tioning ministers, missionaries and Christian workers, nothing less can

be acceptable than what Carver and Sergiovanni term "optimal organiza-

tional health."[6]

Miles has shown that an adequate organization must have well

developed structures to sense when problems exist, to decide what

solutions are possible, to determine which solution is best, to imple-

ment the solution and to evaluate its effectiveness.[7] Many present

day Bible College administrations are not responding quickly or thor-

oughly enough to urgent problems because growing enrollments foster

poor organization or lack of sufficient staff or both.

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[4]*Ibid.*, p. 4.

[5]John Walton, *Administration and Policy Making in Education*
(Revised ed.; Baltimore: The Johns Hopkins Press, 1959), p. 207.

[6]Fred D. Carver and Thomas J. Sergiovanni, *Organizations and
Human Behavior* (New York: McGraw-Hill Book Co., 1969), p. 1.

[7]Matthew B. Miles, *Planned Change and Organizational Health*
New York: McGraw-Hill Book Co., 1969), p. 236.

In addition to enrollment growth and the need for problem-solving capability, another factor calling for this organizational analysis is the rapidly increasing complexity of modern educational administration. The administrator no longer simply enunciates policies and makes decisions. He now has a mediating and coordinating role requiring a large amount of consultation with students, faculty, board members and the general public.[8] Research must be done to insure that organizations have adequate management information systems and procedures that can be used to respond quickly to urgent needs.[9]

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[8]Paul L. Dressel and Associates, Institutional Research in the University (San Francisco: Jossey-Bass Inc., 1971), p. 9.

[9]Ibid., pp. 9, 15.

C. Sources of Information and Procedure

The basic methodology was case-studies of five member schools
of the American Association of Bible Colleges all of which have enroll-
ments of over 600 full-time students. Although case studies were made
of five schools in all, Moody Bible Institute received special emphasis
because it has a unique place in the Bible College movement and the
results of such a study could have wide application to similar schools
around the world. Witmer writes that "The outstanding success of Moody
Bible Institute has influenced greatly the Bible Institute movement.
Certain features of its program . . . have been copied by numbers of
other institutions."[10] Dr. Wilbur M. Smith, a prominent Protestant
scholar, is quoted by Getz as follows: "One would not say that the
Institute has simply kept abreast of the times. It has taken its place
at the head of all similar institutions, offering a leadership that has
been trusted and followed for decades."[11] Getz, the leading historian
of the Moody Bible Institute, states that "Moody Bible Institute has be-
come known around the world as the 'mother' of numerous other similar
institutions . . . It has set the pattern for many other schools which
prepare Christian leaders."[12]

The steps taken in each case-study, as outlined by Good, Barr

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[10]Witmer, p. 37.

[11]Gene A. Getz, MBI: The Story of Moody Bible Institute, (Chicago:
Moody Press, 1969, p. 11.

[12]Ibid., p. 21.

and Scates[13] were as follows:

    1. Data gathering to determine the inadequacies of the
        administrative structure of the educational branch
        of each school in terms of neglected or duplicated
        services.

Personal visits to the schools under study were made by the in-
vestigator. A series of diagnostic interviews were held with present
members of the academic organizational structure of each school. The
interviews emphasized the organizational chart of the Institute and
their position, roles in policy determination, and responsibilities
within that chart. Careful study of interviewing techniques in Good[14]
were undertaken before attempting the first interview.

Sources for the data compiled also included official documents
such as the school catalog, faculty handbook, organizational chart,
policy manual, and the most recent self-evaluation study prepared for
the accreditation association. A questionnaire was sent to the chief
educational administrators of the selected schools under study. Areas
investigated in the questionnaire included titles and positions in the
hierarchy, decision making powers, the number and position of subordi-
nates reporting to each level of authority and the responsibilities of
each position.

The historical development of the administrative organizational
chart in the educational branches of American Bible Colleges was sur-
veyed to provide background for the proposed study. Special attention

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[13]Carter V. Good and Douglas E. Scates, The Methodology of
Educational Research, (New York: Institute of Public Administration,
1937). p. 336.

[14]Carter V. Good, Introduction to Educational Research,
(New York: Appleton-Century-Crofts, 1963), p. 285-299.

was given to trends in enrollment, faculty acquisitions and the

development of job descriptions for the academic administrators.

2. Data gathering to determine the causes or circum-
stances associated with inadequate administrative
practices in the educational branch of each school.

At this point the study was guided by definite hypotheses as to

what the most probable causes of inadequate administrative practices

are. These hypotheses have been developed through the preliminary

analysis of professional literature outlined in this proposal. They

served as a means of giving direction to this study. The content and

sequence of the hypotheses follow the administrative model called

POSDCORB developed by Gulick and Urwick.[15]

a. Planning. Generally, Bible College administrators do
not perceive the distinction between officers responsi-
ble for planning and officers responsible for imple-
menting plans within their academic structure.

b. Organizing. Delegation is the principle of administra-
tive practice given lower than average rank priority
among organizational responsibilities of Bible College
administrators.

c. Staffing. There is a significant difference of
opinion among Bible College administrator's opinions
that the number of staff members (and not administrators)
should be increased when larger enrollments produce
heavier administrative work loads.

d. Directing. No general agreement exists among Bible
College administrators that a span of control larger
than seven produces inadequate administrative results.

e. Co-ordinating. Bible College administrators generally
give communication the lowest rank priority of factors
affecting the co-ordination process within administra-
tion.

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[15]Luther Gulick, Papers On The Science of Administration
(New York: Institute of Public Administration, 1937), p.13.

    f.   Reporting. There is a significant difference of opinion between Bible College administrators that levels of administration should be kept to a minimum to facilitate the reporting function of administration.

    g.   Budgeting. Bible College job descriptions for administrators generally do not indicate responsibility for budgeting but simply list duties of the position.

    3.   The presence or absence of these probable causes of inadequate administration at each college was determined by examination of the college's documents, the results of the questionnaire and the results of the personal interviews with the chief academic administrators.

To form a theory of causation for inadequate administration a taxonomic study of the academic structure of each college was undertaken through the three methods listed in section 1 of Procedure. The use of three methods aided in ensuring that the data are comparable, objective, reliable and specific for the purpose of analysis.

First, a thorough examination of the official, published documents was made. These materials, including job descriptions and manuals, revealed patterns of delegation and numbers of line and staff personnel.

Second, the questionnaire was carefully analyzed using the method indicated below. Data concerning the perception of administrators' roles in the organization were categorized into the seven major functions of any executive organization as outlined by Gulick and Urwick in the POSDCORB model.

Third, the results of the personal interviews held with academic officers at each school was studied to determine the accuracy of their responses in the written questionnaire and to discover if areas are mentioned which, while they were outside the scope of the written questionnaire, merit attention and investigation. In this way, the personal interviews provided a means of ascertaining the reliability of question-

naire results as well as giving opportunity for examination of issues wider than those covered by the questionnaire.

The responses to questionnaire items were categorized using a modified Likert scale with perceptions indicated by agreement (Example: "I am responsible to plan in this area" or "I should be responsible to plan in this area but am not"), Disagreement ("I am not responsible to plan in this area" or "I am responsible to plan in this area but should not be"), and Undecided.[16]

The summary of these expressed perceptions from each college were then compared by the investigator with principles of effective administration according to current theory and research in education to discover specific areas of weakness at each college. This comparison was organizaed under the POSDCORB model to ensure that all areas of administrative behavior were examined. The POSDCORB model is well suited for this study even though it is not educational in origin since Walton has shown that administration can be separated from the education functions of the organization and is essentially the same in all organizations.[17]

The choice of the POSDCORB administrative model[18] is the result of careful study of the problem to be examined in the case studies of administrative structures. Since the study is to be an analysis of form and structure more than an analysis of attitudes, the POSDCORB model

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[16]Helen Walker and Joseph Lev. Statistical Inference, (New York: H. Holt Co., 1953), pp. 81-108.

[17]Walton, p. 41

[18]Gulick, p. 13.

has a distinct advantage over such models as Nomothetic-Idiographic
(Getzels and Guba), Theory X and Theory Y (McGregor) or the Leadership
Behavior Description Questionnaire (Halpin).

Hill and Kerber have listed four conditions a research model
must meet to be suitable for use in a given study. The basic require-
ment for a research model is the one to one correspondence needed be-
tween elements of the model and the function to be studied (isomorphism)
in which certain structures common to both are preserved.[19] Secondly,
an analog model or a model employing a representation of one system to
identify elements in the one under study, must be a familiar system.[20]
Thirdly, there must be a sufficient number of corresponding factors
in the model and the function under consideration to fulfill the pur-
pose of the study. Lastly, although a model cannot reproduce all the
properties of the area to be investigated, certain structures or rela-
tionships must be preserved if the model is to be fairly representative.[21]

The investigator has concluded that the POSDCORB model meets
these requirements for his study.

First of all, the POSDCORB model provided an isomorphic rela-
tionship to academic structure in selected Bible colleges. The POSDCORB
model was developed by Gulick and Urwick in response to the necessity
for a division of work coordination among people engaged in a complicated

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[19]Joseph Hill and August Kerber, Models, Methods, and Analytical
Procedures in Education Research (Detroit: Wayne state University Press,
1967,) p. 14.

[20]Ibid., p. 15.

[21]Ibid., p. 17.

organization.[22] Although the model has been largely applied to city and federal governments and was used by Gulick in his position on the President's Committee on Administrative Management, its elements of planning, organizing, staffing, directing, co-ordinating, reporting and budgeting bear a one to one correspondence to similar functions in an educational organization.[23]

Secondly, POSDCORB, as an analog model, is a familiar system. It is a statement of the work of the executive area in government or business that is readily recognized as a pattern widely followed in our culture. The terms describing the functions occur in connection with almost any organized activity, including the military.[24]

Thirdly, and most importantly, the POSDCORB model best served the purpose of the study because there are a sufficient number of corresponding factors between it and the organizational structures of selected Bible colleges. The POSDCORB model outlines the functional elements of a chief executive. Each of these elements corresponds to an activity normally performed by an educational officer in a Bible college. Each element also corresponds to a duty which such an offi-cer may delegate to a subordinate depending on the size and complexity of the organization. It is precisely the purpose of the dissertation to determine if the increased size of selected Bible colleges (particu-larly Moody Bible Institute) requires delegation and subdivision of these administrative functions.[25]

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[22]Gulick, p. 3

[23]Ibid., p. 13.

[24]Ibid.

[25]Ibid., p. 14.

Lastly, structures and relationships vital to investigation are preserved when the POSDCORB model is applied to academic administrations of Bible colleges. The POSDCORB model retains the functions of the chief administrator in his office though many may be delegated to staff assistants and this relationship obtains in Bible colleges. In the POSDCORB model, the functions of directing and co-ordinating are normally reserved for the chief executive himself though other functions may be delegated to others in a complex organization and this is true of Bible college academic administrations.[26]

The investigator believes the POSDCORB administrative model to be admirably suited to the proposed dissertation subject. He has designed a questionnaire made up of the POSDCORB functional elements which can identify an academic officer's responsibility within each area, his perception of who is or should be responsible for activities within that function and his own performance of the function in relation to Bible college administration.

    4. At Moody Bible Institute causes of inadequate administration were adjusted by application of remedial measures outlined in educational theory and research.

Alternative, remedial measures uncovered by the study of other Bible colleges and educational literature which may solve the problem of inadequate administration were implemented at Moody. Where these recommendations included the establishment of additional administrative positions, titles, accountability patterns, and job descriptions were provided.

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[26]Ibid.

5. A remeasurement of Moody Bible Institute academic organization structure was made to determine the effectiveness of the corrective measures applied.

To answer the questions as to whether or not an alternative chosen to remedy the problem of inadequate administration resulted in constructive change and whether or not other factors caused the change, a retesting of the academic structure at Moody was undertaken. Those alternatives shown to be effecting desirable changes towards solving the problem of inadequate administration were adopted.

CHAPTER II

REVIEW OF THE LITERATURE

Numerous studies have been made in the general area of organizational structure in terms of job responsibilities, personnel selection, motivational forces, bureaucratic tendencies, and other aspects. These studies can be related to the present situation in Bible college administrations where pressures of growing enrollments and expanding programs may be taxing the existing administrative capabilities. Some of the findings of authorities and the results of research studies in these areas will be reviewed in this chapter.

A. Characteristics of Hierarchical Organizations

In the formal sense, an organization is a group of people which performs a particular task which is sanctioned by the society where it operates. Griffiths has shown that every organization has the following characteristics; members who are visible to society, who work together for organizational goals and who have a means of replenishing the organization with materials and workers.[1]

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[1] Daniel E. Griffiths, "Administrative Theory and Change in Organizations," Educational Administration and the Behavioral Sciences, ed. Mike M. Milstein, and James A. Belasco (Boston: Allyn and Bacon, Inc.,)1973, p. 161.

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The guidance and supervision of these processes is the task of administration. The function of administration is, "The actualization and the operationalization of authority within complex organizational systems for the pursuit of particular objectives."[2] In other words, administration is "the process of directing and controlling the activities of the members of an organization."[3] This function is accomplished in American educational administrations largely through hierarchical systems which have the following characteristics:

1. Hierarchical organizations have similar structural relationships:

The events of the Industrial Revolution provided the catalyst for the rationalistic analysis of organizations.[4] The rationalistic approach led to a form of idealized bureaucracy known as scientific management in America around the turn of the century. Its principal spokesman, Frederick W. Taylor, differed from the classical conception of bureaucracy by emphasizing practical efficiency through specific relationships within the structure of organizations. Assuming that men were motivated by economic gain, Taylor studied organizations in terms of increasing output. His emphasis on efficient management has affected most hierarchical organizations including those in education.[5]

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[2]William G. Monahan, Theoretical Dimensions of Educational Administration (New YOrk: MacMillan Publishing Co., 1975), p. 1

[3]Griffiths, op. cit., p. 161.

[4]Monahan, op. cit., pp. 17, 18.

[5]Herbert M. Kliebard, "Bureaucracy and Curriculum Theory," Freedom, Bureaucracy, and Schooling, (Washington, D. C.: Association for Supervision and Curriculum Development, 1971), pp 76-78.

A bureaucratic organization cannot only be economically effi-
cient, it also is rational and, therefore, has a persistent form that
can be depended upon. Normally, a bureaucratic organization offers a
wider range of products to those it services and a larger scope of
opportunities to its employees. In addition, a hierarchical structure
generates a sense of security to those involved in its existence.[6]

Five basic structural relationships are found in an bureaucra-
tic organizational structure: a hierarchical system in which an offi-
cial in a higher office controls and guides one in a lower position,
specialization of functions so that workers are selected because of
their competence in performing special tasks, prescription of rights
and obligations attached to each position, maintenance of files and
records of significant decisions to establish policy guides insuring
predictability, and establishment of behavioral rules from the policy
guides.[7]

Whether one is speaking of a vast federal government agency or
neighborhood elementary school, these structural relationships are
similar.

2. Hierarchical organizations have similar administrative
patterns.

Since structural relationships of organizations are similar,
administration is also similar in such familiar organizations as the
state, the church, the army, industry and the school. Like the other
large groups, the school has the challenge of coordinating large numbers

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[6]Herbert Stroup, Bureaucracy in Higher Education (New York:
The Free Press, 1966), pp. 8, 9.

[7]Willard Lane, Foundations of Educational Administration
(New York: The MacMillan Co., 1966), p. 6.

of persons to achieve its objective. Owens and Steinhoff support the

application of a hierarchical administrative pattern to education in the

following terms:

> "There is empirical evidence to support the common
> sense view that the hierarchical authority structure
> generally found in schools and school systems and the
> manifestation of that authority through the equitable
> application of rules are not totally dysfunctional in
> schools. Indeed, since the essence of organization is
> coordinated effort, the existence of well-defined
> policies, careful delineation of responsibilities, and
> clear-cut procedural rules appear to provide the parti-
> cipants with confidence that they know what to expect
> and how to deal with the organization . . . the clear
> delineation of authority and rules permits (members)
> to know how to influence school policy."[8]

It is simply not possible for a large enterprise having as

many different functions as a school to operate effectively unless it

has a formal structure and a system of line management adequate to

carry out its tasks.[9] A system of bureaucratic rules has value by pro-

viding job guidelines and preventing ambiguity of roles for workers.[10]

In his study of the organizational patterns of fifteen selected middle

schools, Hughes found that all but one principal favored the vertical -

bureaucratic distribution of authority within their school.[11]

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[8]Robert G. Owens and Carl R. Steinhoff, _Administering Change in Schools_, (Englewood Cliffs, N. J. Prentice-Hall,Inc. 1976), pp. 31,32

[9]Nicholas J. Demerath, Richard W. Stephens and R. Robb Taylor, _Power_, _Presidents_ and _Professors_, New York, Basic Books, 1967), p. 216.

[10]Wilmer S. Cody, "The Administrator looks at His Practice."
p. 216 _Freedom_, _Bureaucracy_, and _Schooling_, (Washington, D. C. Association for Supervision and Curriculum Development, 1971), p. 101.

[11]Dean Hughes, "Organizational Patterns of Western Pennsylvania Middle Schools, Role and Role Conflict as Perceived by their Principals," (unpublished doctoral dissertation, Northwestern University, 1974), p.75.

Hughes concluded that the consequences of their attitude included routinization of tasks and standardization of objectives.[12] Line authority provides information to the positions inside an organization so that orders may be issued. Thus, the hierarchy serves the function of legitimatizing and structuring interpersonal relationships of authority within the organization.[13]

Of course, there are some distinctive characteristics of schools that set them apart from other organizations and these characteristics have implications when changes are proposed in administration. Schools are people-changing organizations like the family, church, and social agencies. Schools also have numerous, ambiguous and even conflicting goals. Schools are organized so that teachers, working apart from one another, have little dependence on one another and tend to be semi-professionals within a bureaucratic organization.[14] Nonetheless the administrative pattern of the school hierarchy is similar to the administrative structure of other hierarchical organizations.

3. Hierarchical organizations have an administrative structure that can be extracted for purposes of analysis.

The rational model of organizations is an attempt to show that administration in any organization has certain rational functions such as planning, organizing, coordinating, evaluating, delegating and controlling. Such functions compose a leadership role that is superimposed

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[12]Ibid.

[13]James G. Anderson, Bureaucracy in Education, (Baltimore: The John Hopkins Press, 1968), p. 113.

[14]Owens and Steinhoff, op. cit., pp. 31, 32.

on the organization to facilitate the pursual of its goals.[15] It

follows, then, that administration as a function can be abstracted

from the other parts of an organization and its nature is essentially

the same in any organization. Thus, its elements can be clearly

identified and cause-effect relationships can be tested through the

hypothetical method.[16]

Since the school is in fact an organization, it shares the

rational functions listed above with all other organizations and ad-

ministrative theory that can be applied to the business of education.[17]

The line and staff organizational structure is still the dominant

method of looking at educational administration, especially on the

college level.[18]

Unfortunately, the positive characteristics of the hierarchical

system which make it useful for coordination and study have negative

connotations also.

> 4. Hierarchical organizations restrict the group
>   decision-making.

A school's work is normally coordinated in a central office re-

presenting centralization, rules, and impersonality. Centralization

results in the rationality of a bureaucracy since the office has author-

ity to make final decisions which are then passed to subordinates

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[15]Lane, op. cit., p. 6.

[16]John Walton, Administration and Policy Making in Education
(Baltimore: The Johns Hopkins Press, 1959), p. 42.

[17]Matthew B. Miles, "Planned Change and Organizational Health:
Figure and Ground," Organizations and Human Behavior, ed.
Fred D. Carver and Thomas J. Sergiovanni (New York: McGraw-
Hill Book Co., 1969), p. 236.

[18]Richard R. Perry and Frank W. Hull, The Organized Organization,
(Toledo, Ohio, University of Toledo, 1971), p. 98.

through a chain of command delineated on a formal organizational chart. Rules are the extension of this authority into the routine of every day work. Impersonality is protected by careful record keeping and published handbooks which make individuals expendable to the organization. Impersonality aids discipline since, through a job description, the office and its duties are separated from the person and his preferences.[19] Smith's study of the organizational structure of the school system in the city of Chicago revealed that the persons responsible for implementing decisions in the central office clearly saw advantages of efficiency in the bureaucratic arrangement.[20] Admittedly, group decision making was adversely affected by this arrangement.[21]

Relationship within a line and staff structure are based on the assumption that the staff is willing to function outside an authority structure and that the line will welcome and accept staff contributions. In fact, this is often not the case. Instead, there is conflict between line and staff officials due to the basic differences in the roles each group plays.[22] The conflict is heightened in today's unionized environment where the hierarchy of positions within an educational organization is tightly controlled by union regulations. The professional teacher wants freedom and autonomy, but the bureaucratic structure re-

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[19]Lane, op. cit., pp. 184, 185.

[20]Richard Smith, "An Analysis of the Present Status and Historical Development of the Chicago Public School District Superintendency." (Unpublished doctoral dissertation, Northwestern University 1970), p. 97.

[21]Ibid.

[22]Lane, op. cit., p. 270.

stricts group decisions to insure success in terms of the bureau-
cracy's goals.[23]

If workers within a bureaucracy feel alienated and begin to
resist the system, the hierarchy's power to control it will be threaten-
ed because superordinates are greatly dependent upon subordinates to
achieve the organization's desired goals. Although the administrator's
role is to apply the rules impartially to all, he is vulnerable to the
strong opinions of his subordinates. Thus either a conflict results be-
tween the counter interests or the administrator develops a personal re-
lationship with his subordinates as a defense. Conflict is expecially
true of schools where there is an inevitable clash between professional
autonomy and bureaucratic authority.[24]

    5. Hierarchical organizations restrict the growth of
       job satisfaction.

A typical, formal organization contains a host of workers who
are bored with their work and frustrated in their personal aspirations
for achievement and self-fulfillment. Standardization in industry, for
instance, has often destroyed the interest of the workman in his work
and standardization in education could cause the same result.[25]

Stratification satisfies the one who reaches the top but not
those on the bottom. And, since positions become more limited the higher
a person goes, many must fail in order that one may receive the promo-

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[23]Wilmer S. Cody, "The Administrator Looks at His Practice."
Freedom, Bureaucracy, and Schooling, p. 99.

[24]Owens and Steinhoff, op. cit., pp. 28-30.

[25]Kliebard, op. cit., p. 83.

tion.[26] Hage, in his Axiomatic Theory of Organization, has shown
that the above characteristics of hierarchical organizations may be
formed into variables related to each other as formal characteristics
independent of time, culture or organizational objective.[27] In any
organization, the higher the proportion of jobs participating in de-
cision making, the greater the production per year.[28] The higher the
proportion of jobs that have detailed job descriptions, the less cost
per unit of output per year.[29] And, the greater the difference in
income and prestige among jobs within the organization, the greater
the production.[30]

Hage analyzes the negative characteristics of formal, hierar-
chical organizations in the following propositions: The greater the
differences in income and prestige among jobs, the lower the satis-
faction with working conditions and the higher the rate of turnover in
job occupants.[31] Also, the greater the difference in income and
prestige among jobs, the lower the adaptiveness in terms of numbers of
new programs and techniques per year.[32]

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[26]Jerald Hage, "An Axiomatic Theory of Organizations," Organi-
zations and Human Behavior, ed. Fred D. Carver and Thomas J.
Sergiovanni (New York: McGraw-Hill Book Co., 1969), p. 95.

[27]Ibid., pp. 91-94.

[28]Ibid., p. 93.

[29]Ibid.

[30]Ibid.

[31]Ibid.

[32]Ibid.

In summary, the very characteristics of formal, hierarchical organizations which make them productive and efficient cause serious internal problems which hinder job satisfaction and innovation. These positive and negative effects can be identified and evaluated in almost any type of human organization, and must be considered when proposing changes in organizational structure.

B. Relationship of Organizational Growth to Administration Growth

One of the major trends in society today is bureaucratic growth. Along with other institutions, education is becoming much more specialized, departmentalized and differentiated concerning goals, programs, buildings and personnel.[33] Carlson found that with the expansion of an organization, the administrative component becomes larger and larger in terms of the percentage of people employed in the organization. In other words, administration normally grows at a faster rate than the growth rate of the activity administered.[34] There are clear reasons for this phenomenon.

1. A growing organization demands stronger direction.

Effects of organizational growth relate to leadership patterns. Lane reports a study showing that with expansion of activities, demands upon the leader's role become more numerous, tolerance for a leader-centered guidance of the organization rises, and the group becomes more bureaucratic.[35]

Walton shows that the overriding reason for administrative growth is the increase in size and complexity of an organization.[36]

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[33]Harry J. Hartley, "Santayanan-Weberian Reason in Administration," Explorations in Educational Administration, ed. A. R. Crance, A. R. Thomas, (New York, Crane, Russak and Co., 1973), p. 279.

[34]Carlson, op. cit., p. 44.

[35]Lane, op. cit., p. 328.

[36]Walton, op. cit., p. 43.

Brown's study found that the formation of new goals and the genera-
tion of additional resources within any organization results in new
administrative positions.[37] Management is important in any organization
but its importance increases as the organization's size increases.
Increases in school size, for instance, can easily result in a reduc-
tion of the quality of instruction.[38] Management that effects an in-
crease in the level of individual participation in the instructional
process can transfer the educational advantages of the smaller school
to the larger one.[39]

The structure of management, therefore, should be the subject
of careful analysis to assure its effective functioning.[40] Regular,
systematic, analysis of administration should be as common in education
as it is in any other type of organizations.[41]

Stroup says:

> Bureaucracies are called into being whenever there are
> tremendously large social functions to be performed. The
> intermeshing of a complex economic order with features of
> freedom and control calls for bureaucratic arrangements. . .
> Its continuancy is assured on the grounds that no other
> kind of social organization can take its place and do its
> work as effectively. With all its faults, it still is the
> one national, dependable way of meeting big social functions.[42]

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[37]Daniel J. Brown, "Organizational Mobility of Educational admini-
strators." (Unpublished Doctoral dissertation, University of Chicago,
1972,)pp. 2, 3.

[38]W. J. Campbell, "School Size: Its Influence on Pupils"
Explorations in Educational Administration, ed. W. G. Walker, A.R.Crance
and A. Ross Thomas (New York, Crane Russak and Co., 1973) p. 41.

[39]Campbell, op. cit., p. 44.

[40]Ibid., p. 31.

[41]Ibid., p. 38

[42]Stroup, op. cit., pp. 5, 6.

2. A growing organization generates a greater variety of
    activities.

Organizational growth causes an increase in variety, speed and
urgency of what goes on within an organization.[43] Growth in numbers of
administrators has come, historically, when enrollments have increased
or the school has been pressured to examine its operations. Increase
in administration size is also encouraged by adopting a business-like
method of operation and accepting administrative organizational theory.[44]

Criticism of administrative growth often neglects to consider
the many-faceted, pressing needs of a growing organization. Research
and development activities, necessary in our complex society today, are
essentially administrative in character. The development and implementa-
tion of procedures to cope with large numbers of problems associated
with materials and personnel must be the responsibility of administra-
tion.[45]

In addition, a growing organization must maintain its health,
that is, its ability to both function effectively and to develop into a
more fully functioning system.[46] Improvement of the state of the organi-
zation's health must be the goal of organizational change so that the
structure will not simply survive in its environment but will continue to
adequately handle challenges over long periods of time.[47]

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[43]Walton, op. cit., p. 43.

[44]Perry and Hull, op. cit., pp. 22, 23.

[45]Lane, op. cit., pp. 9, 10.

[46]Miles, op. cit., p. 225.

[47]Miles, op. cit., p. 231.

3. A growing organization produces an increased
    number of indirect tasks.

Carlson found through testing that expansion of the adminis-

trative hierarchy in organizations is not directly tied to the rate

of growth in the quantity of items produced or, in the case of schools,

in enrollment.[48] The reason for the production of increased indirect

tasks is the sociopsychological fact that every individual who is part

of a group wants attention. This desire for status with peers en-

courages the development of indirect tasks within each specialty. The

number of these tasks, it is observed, tends to increase even though

the ultimate number or quality of the products is actually declining.[49]

Another factor in the production of indirect tasks is that or-

ganizational demands require additional administration, which, in turn,

makes the organization more complex and in need of further administra-

tion.[50]

Walton describes this phenomenon as follows:

The increase in the co-ordinating activity brought on by
an increase in the size and complexity of the organization augments
the number of activities to be co-ordinated. . . Or, in the words of
Parkinson's Law, administrators create work for one another.[51]

New positions like these in administration, created to relieve adminis-

trative pressures, itself require the staffing of an office, the

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[48]Carlson, op. cit., p. 47.

[49]Lane, op. cit., pp. 9, 10.

[50]Walton, loc. cit.

[51]Ibid., pp. 101,102.

assignment of space, and the direction of activities in a way that will fit into the organization.[52]

    4. A growing organization requires structural change to maintain its health.

Miles defines a healthy organization as one which has a clear focus on its goals, adequate communication lines, optimal power equalization, proper utilization of its resources, cohesiveness, sufficient innovativeness, adaptability and problem-solving ability.[53]

Unfortunately, it is all too typical of organizations to respond to slow, steady growth and its resulting stress by an over compensatory response in terms of vastly increased administrative growth leading to a collapse of the whole system.[54] What is needed is a careful study and analysis of the situation at the first signs of stress so that adjustments can be made to maintain a health organization.[55]

Effective change management requires more than strategy based on intuition. There must first be an understanding of the process of educational change. Such understanding develops from familiarity with strategies of leadership and organizational politics along with practical experience with change.[56] Secondly, the change manager needs to concentrate on alterations that will have major impact on the organization and will seriously affect how the organization achieves its

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[52]Ibid.

[53]Miles, op. cit., pp. 378 - 382.

[54]Griffiths, op. cit., p. 167.

[55]Miles, Loc. cit.

[56]Baldridge and Deal, op. cit., pp 1 - 3.

goals.[57] Thirdly, the organizational chart must be unfrozen, the change introduced, and the chart refrozen to institutionalize the change and insure its long-range retention.[58]

C. The POSDCORB model of administration

At the end of the First World War, American business had made efficiency an overriding ethic, partly because of the writings of Luther Gulick and Lyndall Urwick. Urwick championed the concepts of responsibility delegation and six-subordinates per superior, making the bureaucratic principle of hierarchical structure even more routine than it had been. Gulick contributed the POSDCORB model of administrative behavior.[59]

The POSDCORB model takes into account the characteristics of hierarchical organizations and can be used to analyze administrative pressures in a growing organization. The model does this since it identifies the principles of coordination and organization needing study whether it is a business, political or educational administration.[60] Gulick and Urwick state that "efficiency is. . . axiom number one in the value scale of administration, . . . the fundamental value upon which the science of administration may be erected."[61]

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[57]Ibid., p. 8

[58]Owens, op. cit., p. 144

[59]Monahan, op. cit., pp. 35, 36

[60]Luther Gulick and Lyndall Urwick, Papers on the Science of Administration (New YOrk: Institute of Public Administration, 1937), page 7.

[61]Ibid., pp. 192, 193

Assuming that efficiency is, in reality, highly important to admini-
stration, the POSDCORB model is well suited to administrative analysis.
The seven functional elements of the model, along with a brief descrip-
tion of each, follow.

1. Planning.

The development of an organization's ability to make high-
quality decisions about its affairs is necessary for the improvement of
the organization's effectiveness.[62] This decision-making ability is one
evidence of organizational health and requires that accepted, achievable
institutional goals be formulated and clarified for the system members.[63]

A major role, therefore, of an administrator is to see that some-
one takes the responsibility of forming specific plans of action. Such
plans of action flow from the prior formulation of a policy.[64] If the or-
ganization is to be effective, there must be a clear separation between
policy formation and administrative action.[65]

2. Organizing.

Organizing has been defined as the arrangement of employees as
they relate to time, space, materials and function so they can perform
their work optimally and without interfering with one another.[66]

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[62]Owens, op. cit., pp. 100, 101

[63]Miles, op. cit., pp. 212, 213

[64]Lane, op. cit., p. 307

[65]Walton, op. cit., p. 53

[66]Ibid., p. 90

Or as Miles states,

> An adequate organization has well developed
> structures and procedures for sensing the
> existence of problems, for inventing possible
> solutions, for deciding on the solutions, for
> implementing them, and for evaluating their
> effectiveness.[67]

To organize any group to fulfill the functions of optimal
production and problem-solving, it is necessary to involve the full
potential of the group's resources and make maximum use of the knowl-
edge and experience of its members.[68] The harnessing of resources can
be accomplished through delegation of responsibility.[69] Without pro-
per delegation, an administrator spends his strength in routine matters
to the degree that he simply does not have the nervous energy or fresh-
ness of mind to lead in the determination of central issues of policy.[70]
The organization, in such a case, is deprived of his leadership in mat-
ters where his qualifications are most needed.[71]

Pax has shown that delegation is among those principles of or-
ganization least applied in educational administrative organizations,
although it is an essential means of accomplishing administrative
tasks.[72]

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[67]Miles, op. cit., p. 235.

[68]C. H. Barry and F. Tye, Running A School (New York,
Schwecken Books, 1973), p. 103.

[69]Ibid.

[70]Algo D. Henderson, Policies and Practices in Higher Educa-
tion, (New York: Harper and Bros., 1960), pp 237, 238.

[71]Ibid.

[72]Robert E. Pax, "An Analysis of Junior College Administrative
Organization" (unpublished Doctoral dissertation, University of Southern
California, 1963), pp. 76, 230, 291.

The failure to apply delegation to organizational demands may be due to the fact that delegation bestows certain powers to the subordinate which a superior seeks to control.[73] In addition, delegation creates a situation wherein the superior's success depends on the work of his subordinate.[74]

The organization should be constructed in a way that breaks down executive action into manageable units so that responsibility is shared.[75] One administrative form that accomplishes the decentralization of authority in larger schools is the apointment of a team of two or three assistant administrators, each delegated responsibility for particular aspects of the school's work.[76]

3. Staffing

Staffing is the administrative responsibility of selecting individuals for positions within an educational organization. For this selection to be appropriate, the educational administrator should have clear understandings of the school's purpose, the specialties needed to contribute to the fulfillment of those purposes, and the qualifications of those who apply.[77] The administrator must also consider that one of the largest production costs to an organization is personnel time. [78]

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[73]Lane, op. cit., pp. 206, 246.

[74]Ibid., p. 245.

[75]Barry and Tye, op. cit., pp 57 - 58.

[76]Ibid.

[77]Walton, op. cit., pp. 97 - 98.

[78]Baldridge and Deal, op. cit., p. 31.

If personnel cannot be obtained because they are unavailable or cannot be afforded by the organization, even the best innovation will fail.[79]

Pax found that additional staff should be the first consideration for an overloaded administrator rather than additional line positions which might tend to produce organizational imbalance.[80]

4. Directing.

The responsibility to direct activities in an organization requires knowledge of its activities and also of their reciprocal relations.[81] The administrator must be able to predict the consequences of acts carried out by his direction.[82]

As organizations grow in complexity, it is increasingly necessary to direct and foresee the results of that direction by the control of a certain number of functions under one administrator. The number of departments under an individual's direction should be in proportion to his ability to supervise them adequately.[83] In other words, there is a practical limit to the number of individuals one administrator can direct. This number, or span of control, was set at five or, at the most, six by Urwick.[84] In his study of nine selected junior colleges in Florida,

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[79]Ibid.

[80]Pax, op. cit., pp. 84, 85, 307, 308.

[81]Walton, op. cit., p. 99.

[82]Walton, loc. cit.

[83]Lane, op. cit., p. 11.

[84]Gulick and Urwick, op. cit., p. 7.
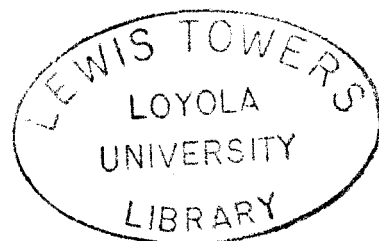
Burnette found that the administrators he surveyed averaged a span of control of 3.89 persons with a progressive increase in the average span as the size of the colleges surveyed increased.[85] These studies show there are realistic horizontal limits to the flow of authority in a hierarchical organization.

5. Coordinating

An imperative need within complex organizations is for co-ordination of activities that have been sub-divided into units to be performed by employees.[86] Specialized activities must be integrated into a consistent program accomplishing the organization's purpose.[87] The need for coordination is no less true in higher education organizations where the administrator's role has changed from policy and decision-making to coordinating activities through consultation with students, faculty, board members and the general public.[88] Unfortunately, the time thus spent makes it difficult for administrators to make quick responses to urgent needs.[89] Coordination often deals with what appears to be trivia, but in actuality, the so-called trivia of an organization are vital to its survival.[90]

Conditions necessary for effective coordination include a proper

[85]Burnette, op. cit., p. 178.

[86]Anderson, op. cit., p. 1.

[87]Lane, op. cit., p. 184.

[88]Dressel, op. cit., p. 9.

[89]Ibid.

[90]Walton, op. cit., p. 113.

structure to facilitate the coordinating process, the authority and power of decision-making on the part of the administrator and communication.[91] Concerning the last condition for effective coordination communication, Miles states:

> In the healthy organization there is good
> and prompt sensing of internal strains;
> there are enough data about problems of
> the system to insure that a good diagnosis
> of difficulties can be made. People have
> the information they need and they have
> gotten it without exerting undue efforts.[92]

Communication, then is vital to adequate coordinative processes within the organization. However, the ease with which communication proceeds upwards or downwards in a hierarchy depends greatly on the content of the message and on the degree to which the message threatens the relationships between the communicators.[93]

6. Reporting.

The reporting function of the administrative process deals with the travel of information upward within an organization.[94] If the organization is healthy, subordinates can communicate with influence to their superior and their superior can do the same to his boss.[95]

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[91]Ibid., p. 114

[92]Miles, op. cit., p. 232.

[93]A. R. Crane, "Communication within a Bureaucratic Organizational Framework," Explorations in Educational Administration, ed W. G. Walker, A. R. Crance, and A. Ross Thomas, (New York, Crane, Russak and Co., 1973) p. 66.

[94]Lane, op. cit., pp. 118, 119.

[95]Niles, op. cit., pp. 232, 233

Participants in the reporting function sense a spirit of collaboration when their reports influence decision making.[96]

If for some reason reporting is blocked in the formal channels, new channels will be established by subordinates which can become status threats to supervisors and vehicles for petty grievances and gripes.[97] Blocking tends to occur with greater frequency the taller the administrative structure becomes since individuals usually are less informed as hierarchical levels increase.[98] Pax found strong agreement among Junior college administrators that the number of administrative levels should be kept to a minimum in relation to an organization's size and complexity.[99]

The minimum number of levels in an organization for effective administration may be determined by weighing the advantages of reducing the span of control by adding another layer of management against the disadvantages of the added difficulties in communication resulting from a taller administrative structure.[100] It should be kept in mind, however, that while strict adherence to a span of control of six or seven may lengthen official channels, it may also

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[96]Ibid.

[97]Ibid., pp. 120, 121.

[98]Ibid.

[99]Pax, op. cit., pp. 70, 118.

[100]Ernest Dale, Planning and Developing the Company Organization Structure, (New York Research Report No. 20, American Management Association, 1959), p. 72.

multiply and open channels of personal communication.[101]

7. Budgeting.

Gulick's final principle of organization, budgeting, refers

to the authority to approve financial plans and/or actual expendi-

tures to implement educational programs. Scientific management of

financial resources in educational organizations is demanded by the

scarcity of funds in many schools.[102] Many programs fail because

they are unrealistic in terms of planning in light of the organiza-

tions' financial resources.[103]

Often, budgets are developed on the basis of expenditures

for on-going school programs with little or no attention to defining

the goals of those programs.[104] In a program approach to budgeting,

the first step is to specify the school's objectives and subdivide

elements.[105] Burnette has shown that administrators' perceptions of

who has the responsibility for initiating and approving departmental

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[101]Lyndall Urwick, Notes in the Theory of Organization,
(New York: American Management Association, 1952), pp. 56, 57.

[102]Baldridge, op. cit., p. 292.

[103]Ibid.

[104]Harry J. Hartley, "Santayanan-Weverian Reason in Administra-
tion." Explorations in Educational Administration, ed. W. G. Walker,
A. R. Crane and A. Ross Thomas (New York, Crane, Russak and Co., 1973),
p. 284.

[105]Ibid.

budgets within the organizations of selected public Junior colleges
in Florida varied widely.[106] The failure to identify those respon-
sible for budgeting may be partly due to his related finding that
job descriptions for administrators in these colleges spell out
duties far more than indicating authority and/or responsibility.[107]

The POSDCORB model, as analyzed above, will be used to iden-
tify and study elements in the educational administrative structure
of the Bible colleges under investigation which may be impeding healthy
organizational growth.

D. Factors Relating to Organizational Change

Katz and Kahn have called systemic change "the most powerful
method of changing a human organization."[108] In his study of a com-
prehensive change of educational systems at a large suburban school
district Williams found that the reorganization promoted positive
attitudes toward the educational program on the part of both faculty
and students.[109]

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[106]Horace J. Burnette, "An Analysis of the Internal Organiza-
tional Structures of Selected Public Junior Colleges in Florida"
(unpublished Doctoral dissertation, University of Florida, 1966), p.32.

[107]Ibid., p. 108.

[108]Daniel Katz and Robert Kahn, Organizational change, Manag-
ing change in Educational Organizations, (Berkely, California,
McCutchan Publishing Cor., 1975), p. 72.

[109]Gerald Williams, "The Effects of Internal School Reorgani-
zation upon Selected Teacher Attitudes, Selected Student Attitudes
and Teacher Morale." Unpublished doctoral dissertation, Northwestern
University, 1972) p. 95.

While the investigator, and to an extent, the initiator of systemic change at Moody Bible Institute is serving as an internal consultant, there are advantages to this arrangement. An insider possesses insight not possible to someone outside the organization because an outsider can easily fail to understand the dynamics of the local situation.[110] In addition, an internal consultant has both an ego-investment to see that his recommendations are carried out and a channel to implement them.[111]

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[110] Baldridge, op. cit., pp. 284, 285.

[111] Ibid.

S U M M A R Y

Characteristics of hierarchical organizations have both positive and negative facets which must be considered in any study of proposed organizational change. There are clear reasons for the growth of administration at a faster rate than that of the organization itself and refusal to recognize this can lead to serious malfunctions in service to its constituency. The review of Gulick's administrative principles reveals areas of important administrative functions on which this study of organizational structure will focus.

CHAPTER III

ANALYSIS AND INTERPRETATION OF THE DATA

The study of five selected Bible College administrations is designed to propose changes in their organizational structure that will facilitate the achievement of their academic goals.

In this chapter, the findings obtained from case studies of five Bible Colleges selected from the sixty-one member schools of the American Association of Bible Colleges are reported and analyzed. The analysis is organized under the case study method and incorporates results of current research in educational administration. Charts and tables which summarized the data obtained from each section of the questionnaire are included.

The steps of the case study method used in the following analysis of Bible College administrations are,

(A).   Data determining inadequacies in the administration of selected Bible Colleges.

(B).   Data determining causes or circumstances associated with inadequacies in the administration of selected Bible Colleges.

(C).   Data determining the presence or absence of probable causes of inadequate administration in selected Bible Colleges.

(D).   Data describing the application of remedial measures at Moody Bible Institute to adjust causes of inadequate administration.

(E).   Data remeasuring the administration of the educational branch of Moody Bible Institute.

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During the period from February through July, 1975, the campuses of the five schools were visited for at least a two day period in each case. A personal conference with the chief academic officer or officers of each school was held, at least one class was attended and students and faculty members were interviewed whenever it was possible to do so. The questionnaire included in the appendix was submitted to each officer with an explanation of its purpose and form and a request for cooperation in its completion. All were returned completed.

By the courtesy of the American Association of Bible Colleges, permission was granted to examine formally constituted and published materials relating to each school. These materials included the report of the most recent Self-Evaluation performed by the College itself and the Self-Evaluation Report written by a committee of the association after an evaluative visit to the school.

For the purpose of the following analysis an adequate administration is defined as one which encourages stability or growth in school enrollment, maintains a faculty-student ratio of no more than one to sixteen, maintains a teaching load of no more than twelve hours per semester and enlists faculty members having an increasing average number of years of post high school training.

(A). <u>DATA DETERMINING INADEQUACIES IN THE ADMINISTRATION
OF SELECTED BIBLE COLLEGES</u>

1. <u>Philadelphia College of the Bible</u>

The Philadelphia College of the Bible is the result of a
merger of the Bible Institute of Pennsylvania founded in 1895 and the
Philadelphia School of the Bible founded in 1914. At the time of this
study it enrolled 628 students who were served by 46 faculty members.[1]

Its campus is located in the center city section of Philadelphia
on both sides of the 1800 block of Arch Street. Its main building of
nine floors houses the cafeteria, classrooms and gymnasium. The appeal
of the campus lies in its proximity to cultural and historical institu-
tions rather than in the buildings and grounds normally associated with
such a school.[2]

The college's organizational plan is indicated in chart A. The
President is the chief administrator but has delegated authority for
the operation of the academic areas and the maintenance of faculty effec-
tiveness, efficiency and morale to the Academic Dean. A Treasurer,
Development Director, and Dean of Students, round out the Administrative
team.

During his visit to the campus, the investigator was impressed
with the location of the school just across the street from the beauti-
ful Center Mall of Philadelphia. Its two main buildings are well main-
tained and furnished. Annual reports submitted by the College to the

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[1]Annual Report, American Association of Bible Colleges, 1975.

[2]Catalog, Philadelphia College of the Bible, 1975, page 21

CHART A

ORGANIZATIONAL CHART OF PHILADELPHIA COLLEGE OF THE BIBLE

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                          ┌──────────┐
                          │ Board of │
                          │ Trustees │
                          └──────────┘
                          ┌──────────┐
                          │President │
                          │  of the  │
                          │ College  │
                          └──────────┘

   ┌───────────┐    ┌─────────────┐   ┌──────────┐        ┌──────────────┐
   │ Treasurer │    │ Development │   │ Dean of  │        │ Academic Dean│
   └───────────┘    └─────────────┘   │ Students │        └──────────────┘
                                      └──────────┘
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| Registrar, Evening Summer and Correspondence School Director | Director of Admissions | Librarian | Director of Christian Service | Director of Five Majors | Chairmen of Six Departments | Director of Recruitment | Director of Communications Center |
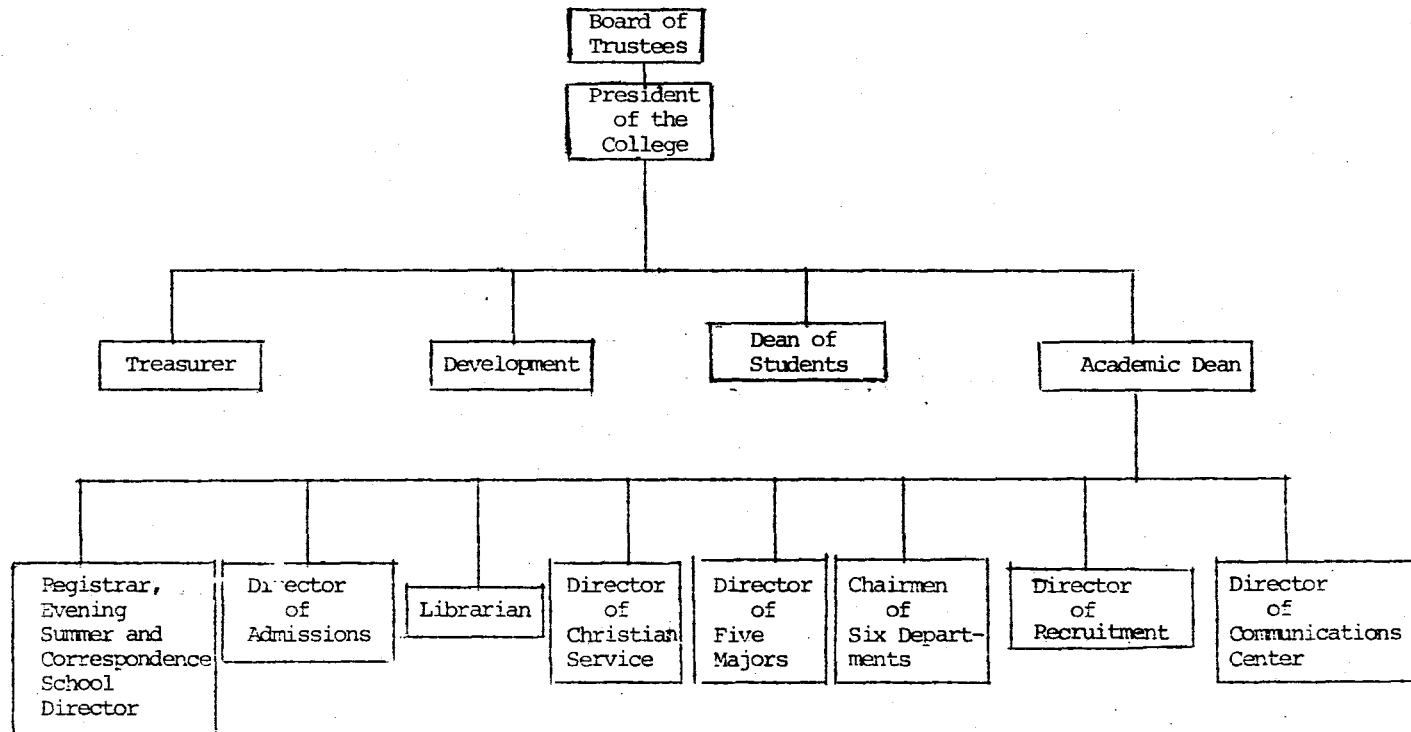
American Association of Bible Colleges indicate that in the last

10 years, enrollment has grown from 555 to 628.[3] The faculty-student

ratio at the College is one to thirteen point six according to the

Annual Reports of the American Association of Bible Colleges. This

ratio compares with the average of one to sixteen point two for the

entire Association[4] and indicates an awareness within the administra-

tion of the positive relationship between low class sizes and effec-

tive student-teacher communication.

At the time of its decennial evaluation by a committee of the

accrediting association, the evaluators reported that,

> the academic dean seems to be especially
> competent and effective in his role. . .
> Internal communication seems to be excel-
> lent. Mutual confidence seems to prevail.[5]

The investigator has also discovered indications of inadequate

administration at Philadelphia College of the Bible. An interview with

one faculty member revealed that no housing information had been pro-

vided or was available when he accepted a teaching position at the

school. He considered the lack of this information to be symptomatic

of a generally careless attitude toward items of faculty welfare.

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[3]Annual Reports, American Association of Bible Colleges,
1966 - 1976.

[4]Annual Report, American Association of Bible Colleges, 1975.

[5]Re-Evaluation Report of the Philadelphia College of the Bible,
American Association of Bible Colleges, 1972, p. 6.

Another faculty member disclosed that it was not uncommon
to be assigned 14 or more teaching hours per semester, although twelve
hours is considered a normal load at most Bible Colleges.[6] This re-
mark was corroborated by the investigator through examination of the
College's most recent self-evaluation report which states that,

> the ordinary teaching load for a full-time
> faculty member ranges between 12 and 14
> semester hours.[7]

Even under the pressure of a limited budget, an effective educational
administration could allocate resources and restructure the curric-
ulum to prevent larger than normal teaching loads.

The average years of faculty post-high school training has de-
creased in the past ten years from 8.5 in 1966 to 8.1 in 1976.[8] This
decrease indicates the possible lack of a strong faculty recruitment
program by the academic administration.

The Accrediting Association evaluators found that the ratio of
Philadelphia College of the Bible graduates on the faculty compared to
graduates from other colleges is over one to three. The evaluating
committee termed this "institutional over-loading and inbreeding."[9]
Further they state:

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[6]Interviews in July, 1975.

[7]Self-Evaluation Report, Philadelphia College of the
Bible, 1972, p. 41.

[8]Annual Report, American Association of Bible Colleges, 1975.

[9]Ibid, page 8.

Many Bible college educators would agree
that Bible college graduates who have taken
further work in other institutions are the
best kind of faculty to recruit because of
their understanding of the philosophy of
the institution and the movement. However,
those graduates would not necessarily have
to be Philadelphia College of the Bible
alumni.[10]

This situation of institutional inbreeding appears to result

from a failure of the college administration to locate or attract a

sufficient number of applicants to the faculty having varied back-

grounds of college training. The high ratio of Philadelphia College

of the Bible graduates to those from other colleges is a limiting

factor in providing students with breadth of understanding in the

various subjects offered. The institutional inbreeding could be

over come by choosing the great majority of faculty members from

schools other than the Philadelphia College of the Bible over a spe-

cified period of time.

The committee of the Accrediting Association evaluating the

college in 1972 also reported that,

some faculty still evidence very trans-
missive and memorization oriented teaching
styles. This is particularly true in Bible
and Theology where teaching in some cases
becomes the memorization of massive prepared
notes which take on verbal form in the class
room.[11]

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[10] Ibid., page 8

[11] Ibid., page 11

The evident lack of attention given to methodological development
of the faculty in workshops and seminars indicates a breakdown in
normal administration - directed in-service training.

2. Grand Rapids Baptist College

Grand Rapids Baptist College was established in 1963 as an
educational arm of the General Association of Regular Baptist Churches.
It became a member of the American Association of Bible Colleges in
1964.

The college is located in Grand Rapids, Michigan, a quiet sprawl-
ing city of 200,000 in western Michigan. Fifty churches of the regular
Baptist denomination are located within a thirty-five mile radius of
the school making its location ideal for contracts between students and
the kind of churches they will some day serve. The college campus
occupies one hundred acres four miles from downtown Grand Rapids. Its
thirteen buildings are separated by broad expanses of green grass and
trees.

The college's organizational chart is found in Chart B. The
President is the chief executive officer of the college and has author-
ity to plan, administer and develop the programs of instructions.[12] The
Dean of the College is the administrative officer responsible for im-
plementing the academic program. An unusual organizational feature is
the administrative committee made up of nine administrators responsible
for the internal affairs of the college.

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[12]Self-Evaluation Report, Grand Rapids, Baptist College,
1973, page 8

CHART   B

ORGANIZATIONAL CHART OF GRAND RAPIDS BAPTIST COLLEGE

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                          ┌──────────────┐
                          │  Executive   │
                          │    Board     │
                          └──────────────┘
                    ┌──────────────────────────┐
                    │       President          │
                    │        of the            │
                    │  College and Seminary    │
                    └──────────────────────────┘

┌──────────┐ ┌───────────┐ ┌──────────┐ ┌──────────┐ ┌───────────┐ ┌──────────┐
│ Director │ │           │ │          │ │  Dean of │ │ Director  │ │  Dean of │
│   of     │ │           │ │ Business │ │   the    │ │   of      │ │   the    │
│ Student  │ │Development│ │ Affairs  │ │ Seminary │ │ Seminary  │ │ College  │
│ Affairs  │ │           │ │          │ │          │ │Ministries │ │          │
└──────────┘ └───────────┘ └──────────┘ └──────────┘ └───────────┘ └──────────┘

┌──────────┐┌─────────┐┌───────────┐┌─────────┐┌─────────┐┌─────────┐┌──────────┐┌─────────────┐┌──────────────┐
│          ││Financial││           ││         ││Chairman ││         ││In-Service││Audio-Visual ││Summer School │
│Admissions││  Aids   ││Recruitment││Registrar││of Three ││Librarian││Director  ││Director     ││Director      │
│          ││         ││           ││         ││Divisions││         ││          ││             ││              │
└──────────┘└─────────┘└───────────┘└─────────┘└─────────┘└─────────┘└──────────┘└─────────────┘└──────────────┘
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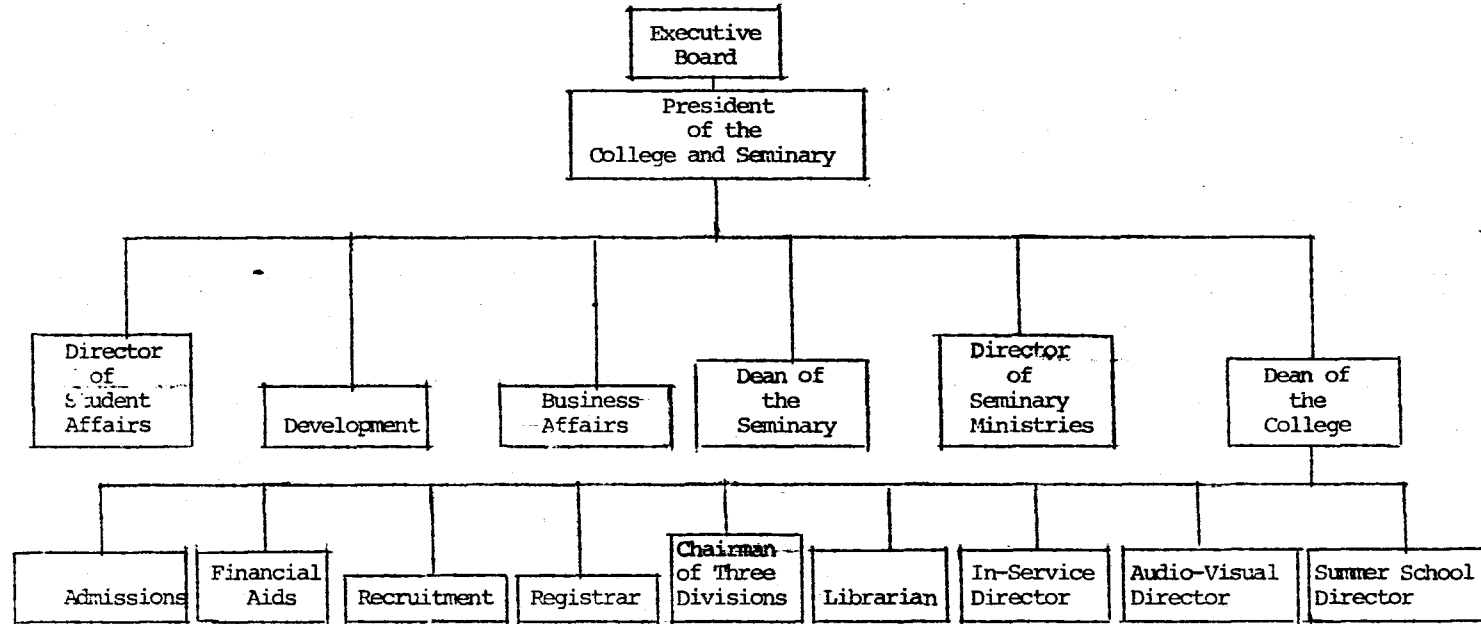
On his visit to the campus, the investigator was pleased to note the excellent quality of the physical facilities. Buildings are uniformally of recent construction and well maintained. The investigator was courteously treated and sensed a spirit of enthusiastic growth.

College enrollment has increased from 375 in 1965 to 784 in 1975.[13] A class attended by the investigator was taught by a well prepared instructor who involved the class in meaningful learning and discussion of the material assigned for that period.

However, careful examination of the college dean's job description revealed the potential for problems in that no less than twenty-nine distinct duties were listed as responsibilities for this position. These ranged from advising the vice-president in matters of college policy to being, ex-officio, a member of all faculty committees.[14]

Fortunately, the chairmen of the divisions of Bible, Humanities and Science are given considerable authority and, therefore, can alleviate some of the responsibilities of the dean. Divisional chairman recommend specific course assignments of teachers in their division and revisions in existing courses. They also assist the dean in recruiting faculty additions, supervise the orientation of new faculty and prepare the annual division budget for recommendation to the dean.[15]

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[13] *Annual Reports*, American Association of Bible Colleges, 1966 - 1976.

[14] *Self-Evaluation Report*, Grand Rapids, Baptist College, 1973, pp. 10, 11.

[15] *Ibid*, p. 12.

In his personal interview with the dean, the investigator's suspicion that the position had more responsibility than could be reasonably fulfilled by one person was strengthened. The dean indicated that his duties were, indeed, numerous and the brevity of time granted for the interview was a clue to administrative pressures he may have felt.

The investigator discovered some clear indications of inadequate administration in his study of published materials of the Accrediting Association and from his discussions with staff members at the school.

The faculty-student ratio, one to sixteen point two for the entire Association, is one to twenty-one point seven at Grand Rapids Baptist College. In addition, the Faculty's average years of post-high school training decreased from seven point eight to six point five from 1966 to 1974.[16] Assuming that faculty-student ratio and years of post high school training are measures of quality, it seems evident that the administration has failed to locate and secure a sufficient number of qualified teachers to provide quality education for the students.

The Self-Study, conducted by the school for its decennial evaluation, showed that 15% of teacher credit hours in 1970 were spent

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[16]Annual Reports, American Association of Bible Colleges, 1966 - 1976.

in classes with more than 50 students enrolled.[17] A personal inter-

view with a faculty member revealed that he had recently taught a

class of over 100 and that even larger sizes were not uncommon.[18]

The presence of these large class sizes implies an administrative

disregard for the conclusion of educational research that increase

in class size adversely affects teacher-student communication.

A further evidence of inordinately heavy faculty responsibil-

ities is the Self-Study's report of teaching load for the school year

of 1971-72. Of the twenty-two faculty members who carried full-time

teaching loads and no administrative duties, four had at least one

semester with 15 hours of teaching assigned and two had at least one

semester of 16 hours.[19] Since the other full time teaching faculty

averaged 12 hours of teaching per semester in the same year, there

appears to have been either a failure of the administration to provide

sufficient teachers to adequately care for the academic program or a

failure to divide teaching responsibilities equally. It is probable

that teacher morale suffered when such a disparity of teaching load

existed.

The Re-Evaluation Report of the College conducted by an evalu-

ating committee of the American Association of Bible Colleges supported

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[17]Self-Evaluation Report, Grand Rapids, Baptist College,
1973, p. 75.

[18]Interview in July, 1975.

[19]Ibid., p. 76.

the investigators findings by the following statement:

> In terms of the number of classes listed for
> the Fall of 1973, the college does not have a
> sufficient number of faculty members either
> part-time or full-time to carry out this
> program. The teaching load of several faculty
> members exceeds the normal limits of 12 semester
> hours.[20]

This unrealistic assignment of teaching hours could easily result in

a breakdown of effective teacher productivity.

Other evidences of inadequate administration at Grand Rapids

Baptist College as pointed out by the evaluators include the fact that

at the time of their investigation the school's Registrar was not

academically prepared for his position, was enrolled for eight quarter

hours at a State University, was scheduled to teach nine semester hours

and served as Director of Admissions and Financial Aids Officer for the

college as well.[21]

An examination of student transcripts by the committee revealed

that "B" was the average grade at the college rather than "C". Specifi-

cally, the grade print-out showed "B" outnumbering "C" by 1103 to 720.[22]

Clear communication to faculty of the definition of "C" as an average

grade could reverse the above situation.

Transcripts were missing from several of the faculty folders on

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[20]Re-Evaluation Report of the Grand Rapids Baptist College,
American Association of Bible Colleges, 1973, p. 12

[21]Ibid., p. 7.

[22]Ibid., p. 8.

file in the academic dean's office. Records also indicated that some faculty were employed as teachers without the receipt in the dean's office of the stipulated letters of references.[23]

The above data are evidence that the administration has been inadequate to deal with significant areas of educational concern at Grand Rapids Baptist College.

3. Central Bible College

The Central Bible College was founded in 1922 by the General Council of The Assemblies of God in the basement of a denominational building housing just two classrooms. Two years later, the present 32 acre campus was purchased and a student body of 132 occupied a new building on that site. Three other schools merged with Central Bible College in 1929, 1953 and 1954 adding to the school's rapid growth.[24]

The college is located near the summit of the Ozark Mountains plateau in Springfield, Missouri, a city of 100,000 in central Missouri. The campus is on the north border line of the city, readily accessible to business places, churches and employment, but sufficiently apart to provide ideal conditions for study. Nine main buildings house offices, classrooms and student activities and also provide dormitory space for the resident students.[25]

The college's organizational plan is shown in Chart C. The Board of Directors carries out its program and controls the school through the President who is the College's chief executive officer. A

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[23]Ibid., p. 13.

[24]Catalog, Central Bible College, 1975, p. 19.

[25]Ibid., p. 20.

CHART C

ORGANIZATIONAL CHART OF CENTRAL BIBLE COLLEGE

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                        ┌──────────────┐
                        │  Board of    │
                        │  Directors   │
                        └──────────────┘
                        ┌──────────────┐
                        │President of the│
                        │   College     │
                        └──────────────┘
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Director of Development	Business Manager	Director of Admissions and Records	Dean of the College

Summer School Director	Chairman of Biblical Education	Chairman of Church Ministries	School for the Deaf	Chairman of General Education	Librarian	Practical Christian Work Director	Audio Visual Director

Extension School	Extension School

unique feature of Central Bible College's academic organization is

the existence of an internal "Board of Administration" composed of

the President, Academic Dean, Director of Admissions and Records,

Business Manager and Director of Development.[26]

During his visit to the campus, the investigator noted a for-

ward-looking spirit among the administrators and enthusiasm over grow-

th in enrollment from 535 in 1965 to 1,139 in 1975.[27] The academic

buildings are, for the most part, modern and well-equipped although

they are somewhat cramped on a small campus. He visited a number of

class sessions and was impressed positively with the quality of teach-

ing observed. His discussions with students indicated a generally

favorable attitude toward the school and the academic administration.

In the last ten years, the faculty's average years of post-high school

training has increased from 6.8 to 7.2.[28] The quality of training was

evidently high enough to attract growing number of students.

An interview with the academic dean, however, uncovered some

serious administrative weaknesses. The primary inadequacy, in the in-

vestigator's opinion, was the lack of counseling opportunities for

students due to the combining of the positions of the Dean of Students

and the academic Dean in one person. Although, the constitution of the

school provides for a Dean of Students, there was no movement to correct

this deficiency in a school of 1,100 students. A part-time counselor

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[26]Self-Evaluation Report, Central Bible College, 1975, p.16.

[27]Annual Reports, American Association of Bible Colleges,1965-76.

[28]Ibid.

assigned to care for student needs also has the responsibility for teaching and computing students' grade point averages. Students contacted by the investigator indicated they had difficulty arranging appointments with the counselor because of his heavy schedule. It would appear that the school's high moral entrance requirements have influenced administrators in their decision to deny students the counselling services found in similar schools.

The interview also revealed that the academic dean had never visited the college's extension campuses since assuming his duties the year before. The dean felt that his preoccupation with the student services normally cared for by a Dean of Students was the reason he was not able to provide regular supervision of the extension program. As a consequence, college credit subjects are being offered at these locations with no supervision of the faculty involved and no local control over content and methodology.

Statistics provided by the American Association of Bible Colleges show that the faculty-student ratio at Central is one to twenty-four point two compared with the association average of one to sixteen point two. Research has shown that the resulting large class sizes adversely affect the teacher-student interaction essential to learning.

The Re-Evaluation Report of a committee of the American Association of Bible Colleges noted two further evidences of inadequate administration. The academic dean reported to the evaluators that any teaching load up to and including sixteen hours per semester was considered normal.[29]

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[29]Re-Evaluation Report of The Central Bible College, American Association of Bible Colleges, 1975, p. 22

The college's Self-Evaluation Report corroborates the findings of the committee in that the full-time teachers averaged a teaching load of 13.9 hours in the fall semester of 1973.[30] In light of the customary effort made by similar schools to maintain a load of twelve hours per semester for regular teaching members of faculty, it appears that sufficient efforts have not been made to enlist faculty in adequate numbers for the school size.

The evaluating committee found only limited encouragement being given to professional growth by way of observation and counsel.[31] The lack of supervision at the main campus parallels a similar deficiency at the extension campuses. The fact that the Academic Dean is responsible for many of the duties normally assigned to a Dean of Students is a contributing factor to the reported lack of sufficient observation and counsel. The lack of a Dean of Students, the faculty-student ratio and the teaching load are evidences of organiational deficiencies.

4. Biola College

Biola College was founded in 1908 as the Bible Institute of Los Angeles. For the first forty-one years of its history the curricula were composed primarily of Biblically oriented courses. In 1949, a serious development of programs of arts and sciences began and the school changed its name to Biola College.[32]

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[30]Self-Evaluation Report, Central Bible College, 1975, p. 44.

[31]Re-Evaluation Report of the Central Bible College American Association of Bible Colleges, 1975, p. 22.

[32]Catalog, Biola College, 1973, p. 18.

Biola is located in La Mirada, California, a residential
community of 28,000, twenty-two miles southeast of downtown Los Angeles.
There are four large instructional buildings housing classrooms, audi-
toriums and offices in addition to the library, cafeteria, student
union, gymnasium, chapel and residence halls.[33] All are of recent con-
struction. Even the casual visitor to the Biola campus cannot help but
be impressed by the excellence of the facilities and the beauty of the
grounds. The college is fortunate to be in a position to combine a long
history of effective Christian education with a spectacular new campus.

The college's organizational chart is found in Chart D. The
President is the chief academic officer but he is served by an academic
dean and, under the dean, two additional academic administrators. A
distinctive feature of this chart compared with the others under study
is the placement of two academic administrators under the academic dean.
The result of this arrangement is an academic leadership team of three
under the President. The administrative work load can be apportioned
to relieve pressures on the academic dean. A non-academic branch under
the president cares for business and public relations matters.

Annual reports submitted to the accrediting association reveal
a growth in college enrollments from 1,166 in 1966 to 2,248 in 1976.
The average years of faculty post-high school training has increased by
1.59 years from 6.91 to 8.50 during the same period of time. The 1.59
years results in a twenty-three percent increase and is the largest in-
crease among the schools under study. The increase indicates that the
administration has actively encouraged faculty members to engage in

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[33]Ibid., p. 19.

CHART D

ORGANIZATIONAL CHART OF BIOLA COLLEGE

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                        ┌──────────────┐
                        │  Board of    │
                        │  Trustees    │
                        └──────────────┘
                        ┌──────────────┐
                        │ President of │
                        │ the College  │
                        └──────────────┘
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| Personnel | Business Administration | Public Relations | Dean of the Graduate School | Dean of the College |

| Summer School Director | Admissions and Registration | Audio-Visual Center | Medical Administrator | Academic Administrator | Academic Administrator | Dean of Students |
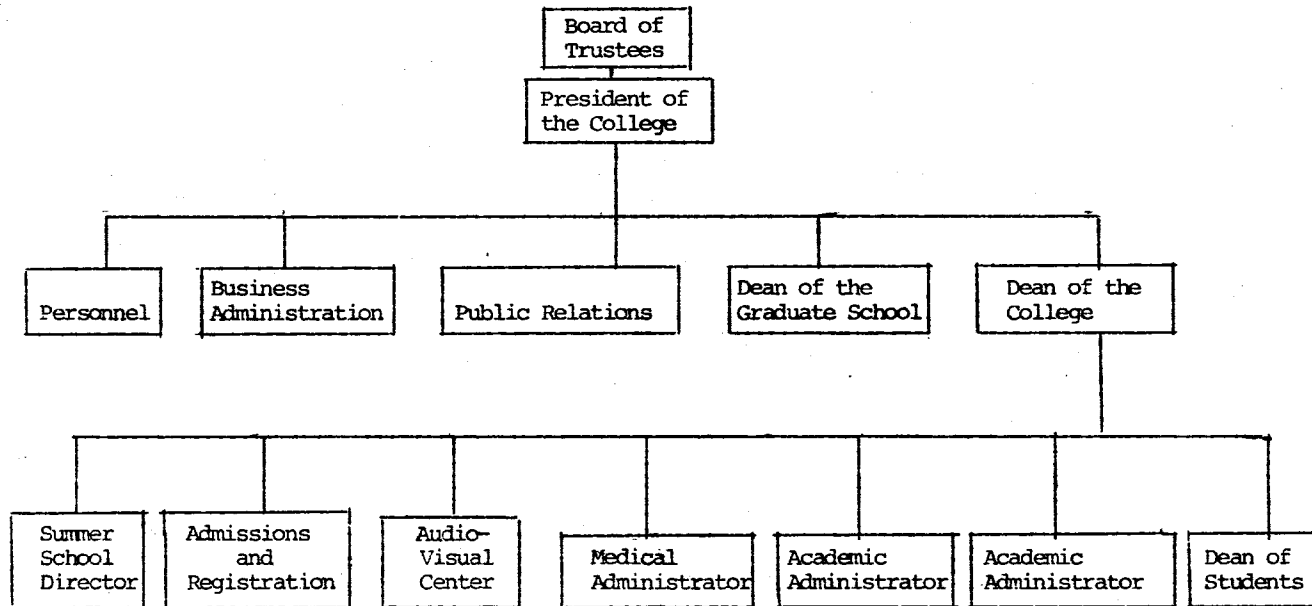
on-the-job training and has also replaced faculty members with those

having more years of academic training. Growth in college enrollment

and years of faculty post-high school training are evidences of a high

quality of education offered at Biola College compared with the other

schools under study.

The faculty-student ratio is one to fifteen point six.[34]This

ratio is below the average of Bible College Association schools and is

an indication of a deliberate administrative policy to keep class sizes

at a number where there is ample opportunity for teacher-student inter-

action.

The investigator did not discover indications of inadequate ad-

ministration at Biola College of the kind or quantity found at the other

schools in this study. In his personal interviews with the academic dean

and the academic administrators, the same questions asked at the other

schools did not reveal pressures of responsibilities that were more than

could be reasonably fulfilled by the respondent. They did not reflect

any major student or academic service that was not being fulfilled be-

cause of lack of personnel in key locations. The college has clear,

current job descriptions. Members of the administrative team were, with-

out exception, positive about the communication channels that obtained

between them and the accomplishment of academic goals.[35] It is apparent

that credit for the above indications of effective administration goes,

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[34] Annual Reports, American Association of Bible Colleges, 1966-76.

[35] Interviews in July, 1975.

in large part, to the organizational structure which incorporates

assistants to the academic dean.

The college's Self-Evaluation Report reflects an administra-

tive organizational change that was made effective in the fall of 1973.

The academic dean's span of control was reduced from thirteen to seven

and the administrative load equalized among the seven positions.[36]

Careful study of the decennial Re-Evaluation Report by a

committee of the American Association of Bible Colleges corroborates

the investigator's findings. The evaluators stated that,

> The governing documents of administration point
> to the competence of the administrators. The Faculty
> Handbook, with its organizational chart, job descriptions,
> outline of faculty qualifications, duties and welfare, is
> a model of administrative excellence. . . Faculty meetings
> concern matters of major importance within the institution
> and keep abreast of educational developments in the world
> at large. . . It appears that communications are good
> between faculty, staff and trustees.[37]

Concerning faculty welfare, the committee of evaluators found

that morale was uniformly high in all members contacted. Salaries

were acceptable and no unsatisfactory tenure and dismissal policies

were observed. Faculty organization was adequate in size, quality and

structure for the needs of the school.[38]

The apparent lack of administrative inadequacies at Biola

College will be considered at the point in the study when causes of such

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[36]Self-Evaluation Report, Biola College, 1974, p. 30.

[37]Re-Evaluation Report of Biola College, American Association
of Bible Colleges, 1974, p. 9.

[38]Ibid. p. 14.

inadequacies are examined.

5. Moody Bible Institute

The origin of Moody Bible Institute must go back to the vision
of one man, Evangelist Dwight L. Moody. As he traveled through Ameri-
ca and Europe in the latter half of the nineteenth century, he saw
that theological schools were not meeting the need for Christian work-
ers who would be trained to meet the needs of the masses of poor people
inside and outside of the established church. He said,

> "I believe we have got to have gap-men; men
> to stand between the laity and the ministers; men
> who are trained to do city mission work."[39]

Moody's school was chartered a year later in 1887. The frist build-
ing was formally opened in 1889 on property at Chicago Avenue and La
Salle Street. Because of its interdenominational nature, funds came
from many groups and all parts of America. Concentrated Bible study,
a special emphasis of the curriculum, attracted and held students in
ever increasing numbers.[40]

Throughout its ninety-year history, the Institute has been
served by six presidents. Dwight L. Moody himself led the school until
his death in 1899. Under his guidance, the school began an emphasis
on teaching fundamentals of the Bible and personal evangelism that has
continued to this day. One of the most important educational ideas

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[39]Martin, Dorothy, Moody Bible Institute; God's Power in
Action, Moody Press, Chicago, 1977, p. 20.

[40]Ibid., pp. 21-24.

practiced by Moody was the "learn-by-doing" method of sending his corps of students into the slums of Chicago.[41]

Upon Moody's death, Dr. R. A. Torrey assumed the presidency. His greatest contribution was to build a resident faculty and an established curriculum for the new school. He also launched the Correspondence and Evening Schools. in 1904, Torrey was succeeded by Dr. James M. Gray who continued as president until 1934. To Dr. Gray fell the responsibility of guiding the Institute through two depressions and a World War. High-School graduation was required for entrance for the first time during the early years of his term.[42] Dr. Will H. Houghton's leadership from 1934 to 1947 was responsible for growth in the school marked by the construction of the main, twelve story administration building in 1938. Following Dr. Houghton's death, Dr. William Culbertson was named president in 1948. The school was strengthened during his term through membership in the American Association of Bible Colleges and the adoption of a degree program. Five major buildings were erected on the campus after a period of critical decision regarding a possible relocation outside of the city. In 1971, Dr. George Sweeting, the present president, assumed the office upon the retirement of Dr. Culbertson.[43]

The college's organizational plan is found in Chart E. While

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[41]Catalog, Moody Bible Institute, 1976, p. 9.

[42]Loc. Cit.

[43]Loc. Cit.

CHART E

ORGANIZATIONAL CHART OF MOODY BIBLE INSTITUTE

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                        ┌──────────┐
                        │ Board of │
                        │ Trustees │
                        └────┬─────┘
                        ┌────┴─────┐
                        │President │
                        │ of the   │
                        │Institute │
                        └────┬─────┘
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Institute of Science	Development	Administrative Services	Investments	General Counsel	Treasurer	Dean of Education

Health Service	Dean of Students	Personnel	Student Council	Moody Aviation	Correspondence School	Dean of Faculty

65
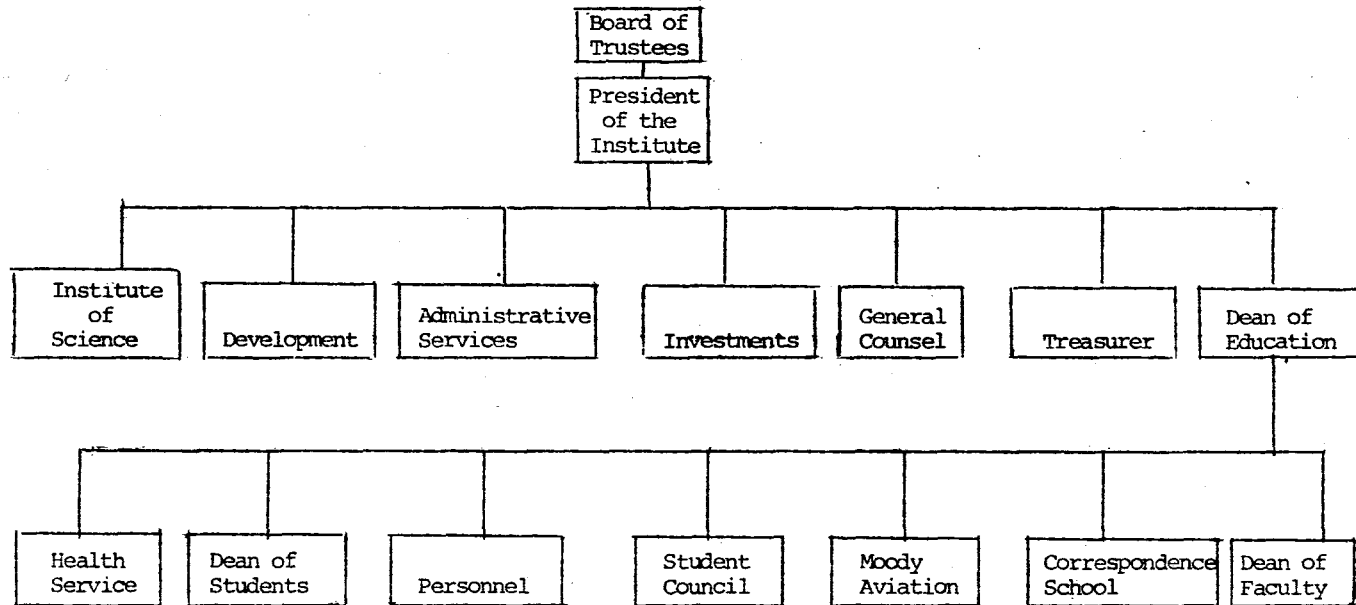
While the president is the chief academic administrator, he has delegated a major share of educational administration to the academic dean since the president also oversees the Institute's publishing hours, radio network, magazine and film production facilities.

Six vice presidents serve under the president and oversee the six branches of the organization. The Development Branch includes eleven radio stations, a magazine with a circulation of 325,000, and a publishing house which sells over 10,000,000 items annually. Administrative Services cares for the mailing and distribution of all Moody products. The Investment Branch oversees Institute investments in stocks, bonds, securities and real properties. The Vice President of Investments also prepares Life income and trust agreements for individuals who wish to have part or all of the interest from such agreements accrue to Moody Bible Institute.

The Institute of Science is the film-producing division of the Institute averaging thirty productions per year. Films and filmstrips from this division have a wide distribution in the armed forces of our country, in industries and in church and church-related organizations. It is estimated that one-half million persons view a product of Moody Institute of Science every day.[44]

The position of Dean of Education, in terms of authority and responsibility, is comparable to that of the president of the other Bible Colleges under study. The position of Dean of Faculty was formed in 1959 to alleviate administrative pressures at that time. The Vice

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[44]1975 Highlights, Moody Bible Institute, 1976, p. 13

President and Dean of Education oversees the Education Branch and supervises managers and directors responsible for the usual student services of teaching staff, health service and the student deans. In addition, he is responsible for the Correspondence School which had 102,000 enrollments in 1975.

An unusual facet of the educational branch is the Missionary Aviation program at Elizabethton, Tennessee. Over fifty students are enrolled in a training school to prepare pilots to transport missionaries over impassable terrain in other countries of the world. A fleet of more than twenty aircraft, including two helicopters, provides the tools for the program.

The Institute's location on four city blocks north of Chicago's loop is ideal for a school where practical ministry to the masses of people is an integral part of students' education. In addition to the administration building already mentioned, the college also has a four-story academic building, a 2100 seat auditorium, a music classroom and office building, a gymnasium and residence halls. Building, hangars and runways for the Missionary Aviation program are located in Elizabethton, Tennessee.[45]

In the last ten years, enrollment at Moody Bible Institute has grown from 987 to 1,312 in the college level program and from 690 (1969) to 1860 (1976) in the adult education Evening School. A degree program, initiated in 1965, now accounts for one-fourth of all Institute graduates annually. A post-graduate Advanced Studies Program, a series of extension

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[45]Ibid., pp. 103, 104.

evening schools and growth in the Correspondence School from 63,789

enrollments (1965) to 112, 123 enrollments (1976) are all developments

of the past ten years.   These changes have occurred with no adjustment

in the number of educational administration positions or responsibil-

ities.[46]   The resulting pressures upon individual administrators have

contributed to conditions detrimental to quality education.   Evidences

of inadequate administration were observed during the study of Moody's

academic structure:

Faculty Training

According to statistics from the American Association of Bible

Colleges the average number of years of post-high school training at

Moody Bible Institute increased four percent from 1966 to 1976.   This

compares with the growth of 23% in the same category at Biola College.[47]

While Moody Bible Institute has the highest average of the schools

under study, the significantly slower rate of growth indicates some ad-

ministrative difficult in attracting quality faculty members, and,

particularly, encouraging the continuing staff to engage in refresher

training.   The apparent failure to provide proper incentives for faculty

to continue their education while teaching appears to be due to a lack

of strong conviction among Moody administrators that in-service training

is necessary for a continued program of quality education.

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[46]Annual Reports, American Association of Bible Colleges,
1966-1976.

[47]Ibid.

Educational Concerns

The most recent self-study conducted by the Institute for the purposes of re-evaluation revealed areas which had not been addressed during the ten years since the previous self-study. A philosophy of education had never been articulated and published for the school, although most faculty members and administrators operated under an unspoken, agreed-upon philosophy.[48] A set of by-laws for the faculty had not been developed.[49] The Institute did not have a system of faculty ranking.[50] When the evaluation team of the American Association of Bible Colleges visited the Institute in 1971, they recommended that these deficiencies be rectified as soon as possible.[51] The obvious reason for the inertia indicated above was the inability of the Dean of Education to spend time in guiding study of these areas due to daily minor but pressing responsibilities.

Administrative Communication

In any administration, there is a necessary amount of faulty communication between administrators and between administration and the faculty. The investigator has been in a position to observe, first-hand, the Institute's educational administration during the recent period of rapid growth in enrollment and expansion in numbers of programs. In

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[48]Self-Evaluation Report, Moody Bible Institute, 1971 p. 6.

[49]Ibid., p. 17.

[50]Ibid., p. 20.

[51]Re-Evaluation Report of Moody Bible Institute, American Association of Bible Colleges, 1971, p. 17, 20.

his interviews with Dean of Education and Dean of Faculty evidences
of a serious breakdown in communications during this time were reveal-
ed. Certain major directives from the academic dean were not carried
out by his subordinates. Two faculty members were assigned new subjects
in the printed schedule without prior notification. Administrators
appeared not to have consulted with each other before public pronounce-
ments of policy in which they obviously differed. The personalities
of the administrators involved was one likely factor in the lapses of
communication. One administrator often failed to write down directives
as an aid to his memory. Both were pressured by a large number of super-
visory responsibilities.

Academic Functions

During the interview, the Dean of Education indicated a number
of areas of his office responsibilities that were not being cared for,
An unusually large amount of unanswered mail sat on his desk or was
piled in a cupboard, some of it more than a year old. The Faculty Hand-
book had not been revised in more than ten years. Much more importantly,
it was apparent from our conversation that a significant area of the
academic dean's responsibility was being neglected due to daily adminis-
trative pressures. The Dean reported that he had little time for develop-
ing or evaluating the educational policies of the school. Policies re-
lating to student affairs, faculty responsibilities and educational pro-
grams needed to be reviewed or initiated but day to day academic busi-
ness did not leave sufficient opportunity to do so. He stated that he
was particularly frustrated with the lack of long-range planning that had

characterized his tenure in office to date. Looking toward possible retirement in five years, he felt that ten and twenty-year goals for the education branch might be his most valuable contribution to the school, but pressures of daily routine and emergencies were preventing any significant involvement in this area.

The data provide evidences that the administration of Moody Bible Institute has been inadequate to give proper attention to important areas of educational concern.

(B.)   DATA DETERMINING CAUSES OR CIRCUMSTANCES ASSOCIATED
         WITH INADEQUACIES IN THE ADMINISTRATION OF SELECTED
         BIBLE COLLEGES

In this step of the case study, the results of the question-
naire are examined to show the extent to which Bible College adminis-
trators' practices and opinions agree with factors which educational
research suggests are causes of poor quality administration.

The immediate concern of the investigator was to use the
questionnaire and to synthesize the data obtained from interviews to
ascertain the actual practice of the respondents and, to a lesser ex-
tent, to secure their opinion of researched principles of administra-
tion.

At this point the study is guided by definite hypotheses re-
lated to the most probable causes of inadequate administration.

1. Planning

Hypothesis a, presented in Chapter 1, reads as follows:

Generally, Bible College administrators do not
perceive the distinction between officers re-
sponsible for planning and officers responsible
for implementing plans within their academic
structure.

As indicated in Chapter II, planning is a primary function of
administration both in sequence and importance. Planning includes form-
ulation of policy as well as structuring possible future administrative
action. Walton has shown that effective administrations maintain a clear
separation between policy formulation and administrative action.[52] This

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[52]Walton, op. cit., p. 53

suggests a prediction that there will be a positive relationship be-
tween evidences of administrative inadequacy and the lack of administra-
tors' understanding of who the persons responsible for planning are.
Therefore, this hypothesis focused on the following question:

> Listed below are areas of planning
> within educational administration
> which may or may not be a primary
> responsibility of your position.
> Please circle this approporiate let-
> ter which best indicates your responsi-
> bility.

As indicated in the questionnaire, the responses that were possi-
ble included "I am undecided about this." If Bible College administrators
generally do not know who formulated plans and policies in these areas
of significant educational concern, the undecided response would be chosen
most often.

The data in Table F indicate that out of 118 responses, 117 or
99.1% were in categories which indicated the respondent clearly knew the
persons responsible for planning and policy formulation. Only one response
indicated indecision and this was in the minor category of commencement
exercises.

In addition, respondents did not generally disagree with the
status quo. Only ten responses, or 8.5%, were in categories indicating
that planning and policy formulation were not being performed by the
appropriate persons in the organization. The hypothesis was not verified.

2. Organizing

Hypothesis b, from Chapter I, was given as follows:

PLANNING AREA	YES	NO	SHOULD BE	SHOULD NOT BE	UNDECIDED
Educational Philosophy	G P_1 P_2 B_3 M_1	B_1 B_2 C	M_2		
Admission Requirements	G B_3 M_1 M_2	P_1 P_2 B_1 B_2 C			
New Student Orientation	M_2	G P_1 P_2 B_1 B_2 B_3 M_1		C	
Curriculum	G P_1 P_2 B_1 B_2 B_3 M_1 M_2 C				
Teacher and Subject Assignments	G P_1 P_2 B_2 M_2 C	B_1 B_3 M_1			
Classroom Scheduling	P_2 B_2 M_2	G B_1 B_3 M_1	C	P_1	
New Educational Programs	G P_1 P_2 B_1 B_2 B_3 M_1 M_2	C			
Teaching Staff Additions	G P_1 B_1 B_2 B_3 M_2 C	P_2 M_1			
In-Service Teacher Training	G P_1 B_1 B_2 B_3 M_2 C	P_2 M_1			
Classroom Construction	B_1 B_2 B_3	G P_2 M_1 C	M_2		
Annual Catalog	P_1 B_1 B_2 M_1 C	G P_2 B_3	M_2		
School Year Calendar	G P_1 B_1 B_3 M_1	P_2 B_2	M_2 C		
Commencement Exercises	P_2 B_3	G B_1 B_2 M_1	C	P_1	M_2
Special Events		G			
Faculty Meetings	G				
Budget	B_2				

KEY: Academic Officers
$P_{1,2}$ Philadelphia College of the Bible
G   Grand Rapids Baptist College
C   Central Bible College
$B_{1,2,3}$ Biola College
$M_{1,2}$ Moody Bible Institute

> Delegation is a principle of administra-
> tive practice given lower than average
> rank priority among organizational respon-
> sibilities of Bible College administrators.

As shown in Chapter II, organizing is a basic function of ad-

ministration by which employees are arranged in terms of time, space

and materials so they can perform their work optimally.[53] It is humanly

impossible for one administrator to fulfill the organizing function alone

in an organization of any size. Delegation of organizational responsi-

bilities is essential to accomplish administrative tasks successfully.

However, Pax found that delegation is among the administrative princi-

ples least applied in educational organizations.[54] If this is so, then

it seems reasonable to expect that administrators of colleges evidencing

inadequate administration give delegation lower than average priority of

importance among organizing principles.

On the questionnaire, respondents were asked the following ques-

tion in order to ascertain the validity or lack of validity of this hypo-

thesis. It was phrased in a form that specified rank of importance rather

than rank of order in which an administrator would apply the principles

when organizing an educational program.

> Listed below are principles of organiza-
> tion which are often practiced within
> administration. Please rank these prin-
> ciples in order of priority of importance
> you give them when organizing an education-
> al program.

The responses are shown in table G. Ranking responses by assigning the

---

[53]Walton, op. cit., p. 53.

[54]Pax, op. cit., pp. 290, 291.

ORGANIZING Principle No.	1	2	3	4	5	6	7	8	9	10	11	12	13
Call meeting P_1		G	M_2		B_2 C		B_3 M_1	P_2 B_1					
Delegate responsibilities		B_1 B_3			Gp^1M^1	P_2B_2 M_2	C					B^2	
Enlist a consultant G C		B_2	P_2				B^1	B^3 M^1 M_2					
Establish goals	B^1 B^3	$P^1P^2M^1$ C		G			M^2		B^2				
Gather information G	P_1 P_2 B_2 M_1 M_2		B^3 C			B_1							
Initiate problem solving			G	B^3 M^2	p^2 B^1	P^1 M^1 C	B^2						
Procedures			M^1	P_1 P_2 B^1 C B_2		B_3	M_2	B_2					
Provide a rationale	C	M_2	P_1 B_1 B_2	M_1	B^3		P_2						
Research & Report Committee	G												
Criteria for Evaluation										B_2			
Time for Evaluation											B_2		

highest value to those in column one and decreasing values to lower

columns, then adding the values within each principle, resulted in the

overall ranking shown in Table H.

Out of eight principles of organization, delegation was ranked

fifth in importance overall. Seventy seven point seven percent of the

respondents ranked delegation fifth to seventh in order of preference out

of eight possible choices. When Biola College which does not have clear

evidences of inadequate administration is omitted from the computation,

the principle is ranked sixth by the remaining schools according to Table

I. The only principles stated in the questionnaire given lower rankings

are, "call a meeting" and "hire a consultant."

The results of the data affirm this hypothesis since all of the

respondents from schools exhibiting indications of organizational weak-

nesses ranked delegation in the lower half of the eight suggested prin-

ciples as shown in Table H. Two Biola College administrators were the

only respondents to rank delegation in the upper half of the given list

and Biola has already been shown to lack characteristics of inadequate

administration.

3. Staffing

Hypothesis C. presented in Chapter 1, read as follows:

> There is a significant difference of opinion
> among Bible College administrators that the
> number of staff members (and not administra-
> tors) should be increased when larger enroll-
> ments produce heavier administrative work loads.

According to Chapter II, selecting individuals for organization-

al positions, or staffing, should be appropriate in terms of line or

TABLE H

ORGANIZING

PRINCIPLES LISTED IN ORDER OF IMPORTANCE
AS RANKED BY ALL RESPONDENTS

Order	Principle
1	Gather information
2	Establish goals
3	Provide a rationale
4	List procedures
5	Delegate responsibilities
6	Initiate problem-solving process
7	Call a meeting
8	Enlist a consultant

TABLE I

ORGANIZING

PRINCIPLES LISTED IN ORDER OF IMPORTANCE AS RANKED
BY RESPONDENTS FROM PHILADELPHIA COLLEGE OF THE
BIBLE, GRAND RAPIDS BAPTIST COLLEGE, CENTRAL BIBLE
COLLEGE, AND MOODY BIBLE INSTITUTE

Order	Principle
1	Gather information
2	Establish goals
3	Provide a rationale
4	List procedures
5	Initiate problem - solving process
6	Delegate responsibilities
7	Call a meeting
8	Enlist a consultant

staff designations.[55] Pax determined that additional line positions added to relieve an over-loaded administrator can easily produce imbalance in the organization. Therefore, staff additions should be the first consideration.[56]

A prediction may flow from the hypothesis that a positive relationship will obtain between administrations that evidence inadequacy and difference of opinion among administrators in those schools that staff positions should be the primary consideration when an overload of work occurs. Therefore, this hypothesis was tested by the following question:

> Listed below are positions or groups
> which may need to be made or filled
> if your student body and teaching
> staff increased in number. Please
> rank the positions in the order of
> priority you would fill them assuming
> they are not made or filled in your
> organization at present.

The data in table J show the results obtained by the questionnaire. The possible responses to this question included an equal number of staff and line positions as choices. Without reference to the priority these administrators would assign to hiring these persons, table J shows that, overall, administrator chose nineteen staff persons (51.3%) and eighteen line persons (48.6%).

The responses were then weighted by assigning the highest value to responses in column one and decreasing values to the lower columns and adding the values within each position. The result was a ranking of the

---

[55]Walton, op. cit., pp. 97, 98.

[56]Pax, op, cit., pp. 307, 308.

STAFFING			1	2	3	4	5	6	7	8	9	10	11		
POSITION															
L	Ass't to President				P_1 B_1										
S	Ad.Sec'y President			C		B_1	B_2	P_2							
S	Ad.Staff President					B_3			P_2						
L	Dean of Education		B_2 C		P_2		B_1								
L	Asst.to D. of Ed.			M_1						B_1					
S	Ad.Sec'y D. of Ed.				B_2	P_2		B_1							
S	Ad.Staff D. of Ed.				B_3	B_2	P_2		B_1						
L	Dean of Faculty		M_2 B_3 M_1												
L	Asst to D. of Faculty			M_2 B_3											
S	Ad Sec'y D. of Faculty		P_2	B_1	M_2										
S	Ad.Staff D. of Faculty		B_1	P_2		M_2									
L	Associate Dean of College		G	B_2											
L	Chairmen		P_1												
S	Registrar			P_1											
	L – Line														
	S – Staff														

priority an administrator would assign to filling positions when confronted with rapidly growing enrollments. Table K shows that the first six additions to the administration in the order administrators ranked them, were evenly divided between line and staff positions.

When the school which has been identified as possessing a high quality administrative structure (Biola College) is omitted from the computation, the results are as follows: Table L reveals that administrators in schools exhibiting inadequacies list an equal number of staff and line positions among their first six choices of positions to be filled. Without reference to priority ranking, table L shows that overall the administrators in this category chose nine staff persons (36.2%) and seven line persons (43.8%).

The data reveal that Bible college administrators do not uniformaly perceive that additional staff positions ought to be the first consideration to avoid organizational inbalance due to addition of line positions. The hypothesis which predicted there would be a significant difference of opinion that the number of staff members (and not administrators) should be increased during periods of enrollment growth was verified.

4. Directing

Hypothesis d, presented in Chapter 1, read as follows:

> No general agreement exists among Bible College administrators that a span of control larger than seven produces inadequate administrative results.

TABLE K

STAFFING

POSITIONS LISTED IN ORDER OF PRIORITY
AS RANKED BY ALL RESPONDENTS

Order	Line or Staff	Position
1	L	A Dean of Education
2	L	A Dean of Faculty
3	S	Additional secretary for the President
4	L	Assistant to the Dean of Faculty
5	S	Additional secretary for the Dean of Faculty
6	S	Additional staff for the Dean of Faculty
7	S	Additional staff for the Dean of Education
8	S	Additional secretary for the Dean of Education
9	L	Associate Dean of Education
10	L	Assistant to the President
11	L	Assistant to the Dean of Education
12	S	Additional staff for the President

TABLE L

STAFFING

POSITIONS LISTED IN ORDER OF PRIORITY
AS RANKED BY ALL RESPONDENTS
EXCEPT THOSE FROM BIOLA COLLEGE

Order	Line or Staff	Position
1	L	A Dean of Faculty
2	L	A Dean of Education
3	S	Additional secretary for the Dean of Faculty
4	S	Additional staff for the Dean of Faculty
5	S	Additional secretary for the President
6	L	Associate Dean of the College
7	L	Assistant to the Dean of Faculty
8	L	Assistant to the Dean of Education
9	L	Assistant to the President
10	S	Additional secretary for the Dean of Education
11	S	Additional staff for the Dean of Education
12	S	Additional staff for the President

The span of control, as shown in Chapter II, is related to
the function of directing in that the number of departments under an
individual's direction should be in proportion to his ability to super-
vise them adequately.   In other words, the directing function cannot
be sufficiently fulfilled when the number of people reporting to an
individual administrator exceeds reasonable limits. Graicunas came to
the mathematical conclusion that a superior could not adequately super-
vise the work of more than five or six subordinates since the combina-
tions of relationships grows geometrically as a staff increases.[57]

Graicunas' conclusion suggests the premise that a positive re-
lationship will exist between an administrator's failure to perceive
seven persons as the reasonable limit to an officer's span of control
and evidences of inadequate administration in his school. The follow-
ing question was asked under "Directing:"

> Listed below are persons who may, or
> may not, report to you directly, Please
> circle the appropriate letter which best
> explains your relationship and/or opinion
> in this area.

Tables M through Q show the results of this section of the questionnaire
combined with information gained by the investigator's interviews and
examination of each college's current organizational chart. The six ad-
ministrators who were chief academic officers of their respective col-
leges averaged a span of control of 11.1 persons reporting to them on a

---

[57] Seckler-Hudson, Catheryn, Processes of Organization and
Management, Washington, D. C., Public Affairs Press, 1948, pp. 50, 51

TABLE   M

SPAN   OF   CONTROL

ACADEMIC DEAN OF PHILADELPHIA COLLEGE OF THE BIBLE

```
                          ┌──────────────┐
                          │  Academic    │
                          │  Dean        │
                          └──────┬───────┘
                                 │
 ┌─────┬───────┬─────────┬───────┴────┬─────────┬──────────┬──────────┐
```

| Chairmen of six Departments | Directors of five Majors | Registrar, Evening and Correspondence School Director | Librarian | Practical Christian Work Director | Director of Development | Director of Admissions | Registrar |

86
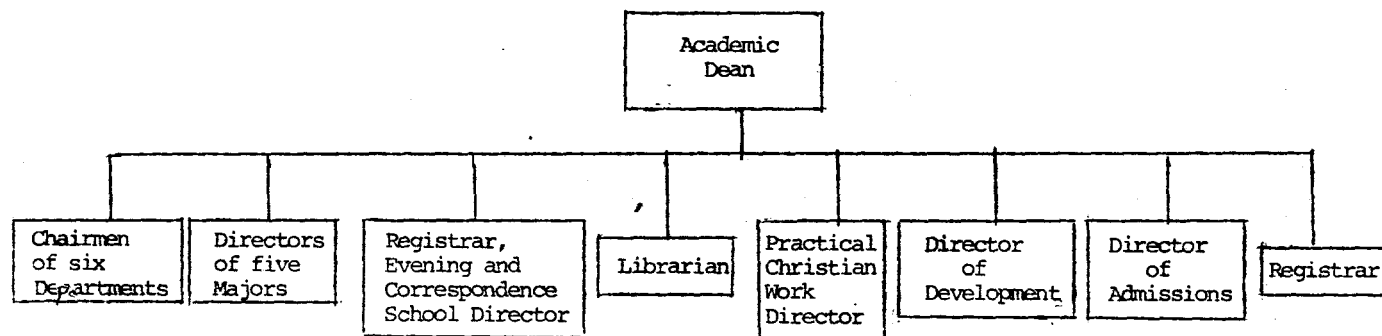
TABLE N

SPAN OF CONTROL

ACADEMIC DEAN OF GRAND RAPIDS BAPTIST COLLEGE

```
                          ┌──────────┐
                          │ Academic │
                          │   Dean   │
                          └──────────┘
```

| Chairmen of three Divisions | Audio-Visual Director | Admissions Director | Director of Recruitment | Director of In-Service Training | Director of Financial Aids | Librarian | Registrar | Director of Summer School |
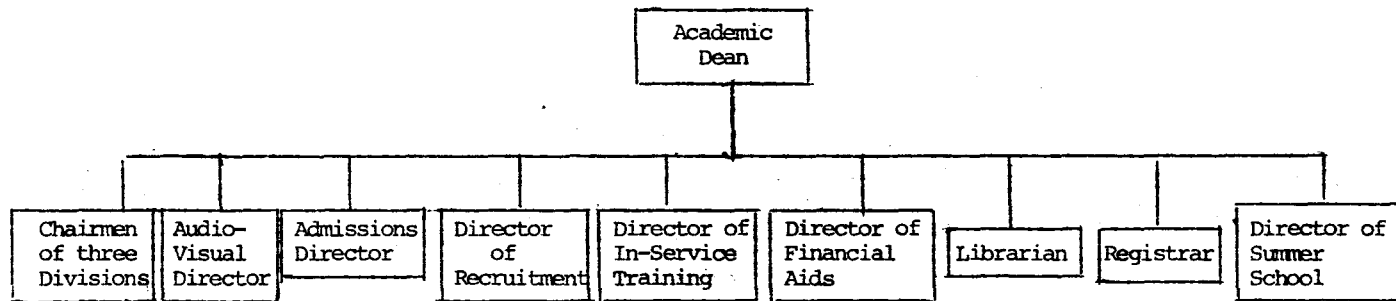
TABLE O

SPAN OF CONTROL

ACADEMIC DEAN OF CENTRAL BIBLE COLLEGE

```
                              ┌─────────────┐
                              │  Academic   │
                              │    Dean     │
                              └──────┬──────┘
                                     │
   ┌────────┬─────────┬─────────┬─────────┬─────────┬─────────┬─────────┬─────────┬─────────┬─────────┐
┌────────┐┌────────┐┌────────┐┌────────┐┌─────────┐┌───────┐┌─────────┐┌─────────┐┌─────────┐┌─────────┐
│ Summer ││Practical││ School ││Librarian││Extension││ Audio ││Extension││Chairman ││Chairman ││Chairman │
│ School ││Christian││for the ││         ││ Schools ││Visual ││ School  ││   of    ││   of    ││   of    │
│Director││  work   ││ Deaf   ││         ││         ││Center ││         ││ General ││Biblical ││ Church  │
│        ││Director ││        ││         ││         ││       ││         ││Education││Education││Ministries│
└────────┘└────────┘└────────┘└────────┘└─────────┘└───────┘└─────────┘└─────────┘└─────────┘└─────────┘
```
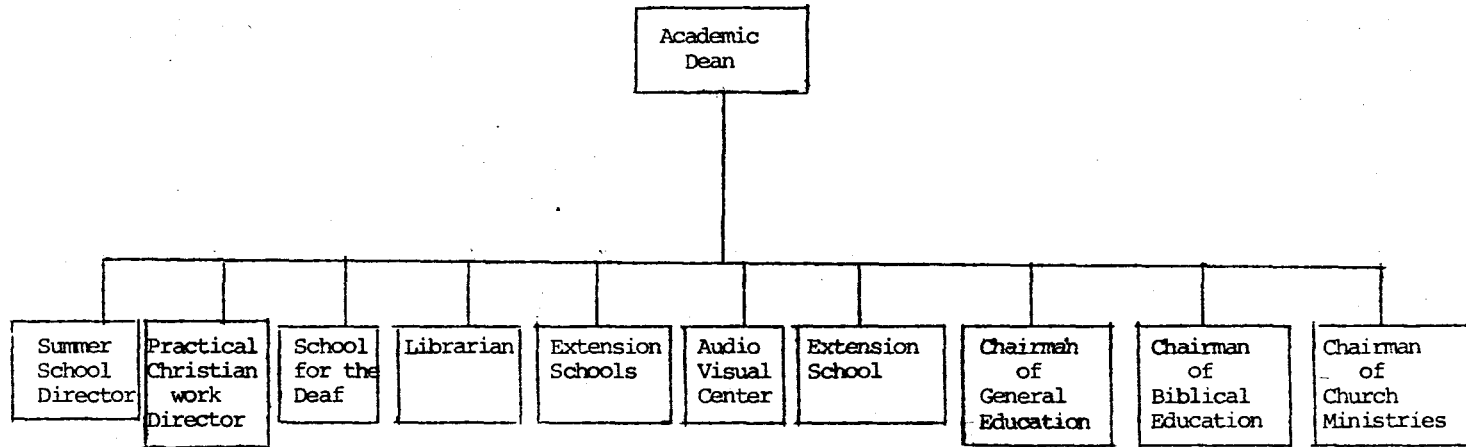
TABLE   P

SPAN OF CONTROL

ACADEMIC DEAN OF BIOLA COLLEGE

```
                        ┌─────────────┐
                        │  Academic   │
                        │    Dean     │
                        └─────────────┘
```

Audio-Visual Center	Dean of Students	Summer School Director	Academic Administrator	Academic Administrator	Medical Administrator	Admissions and Registration
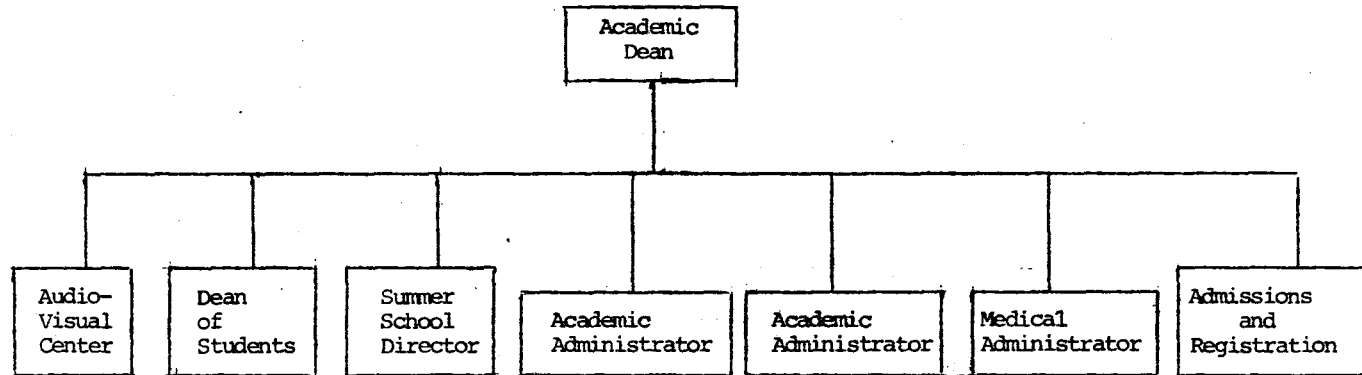
TABLE Q

SPAN OF CONTROL

ACADEMIC DEAN AND DEAN OF FACULTY OF MOODY BIBLE INSTITUTE

```
                        ┌─────────────┐
                        │  Academic   │
                        │    Dean     │
                        └─────────────┘
```

| Health Service | Personnel | Dean of Students | Dean of Faculty | Student Council | Director of Correspondence School |

| Director of Admissions and Registrar | Director of Audio-Visual | Director of Evening School | Director of Practical Christian Work | Librarian | Chairman of In-Service Training |

| Chairman of Communi-cations | Chairman of Theology | Chairman of Evangelism | Chairman of Christian Education | Chairman of Bible | Chairman of Physical Education | Chairman of Missions | Director of Missionary Radio | Director of Sacred Music |

regular basis. When the college exhibiting little evidence of in-adequate administration (Biola College) is omitted from consideration, the average span of control is 11.8 persons.

By examining responses in the categories: "This person reports to me but should not" and, "This person ought to report to me," the investigator was able to determine that no general agreement exists among the administrators sampled that a span of control larger than seven produces inadequate administrative results. If the hypothesis is correct, responses to the former question, "this person reports to me but should not" should be minimal. This is indeed the case. Responses in that category averaged .5 persons per administrator and, if implemented, would reduce the span of control to 11.3 persons per administrator. This means that in the perspective of the administrators sampled, a span of 11.3 is not a hindrance to adequate administration.

If the hypothesis is correct, responses to the question: "This person ought to report to me but doesn't" should tend to be more frequent than are responses to the question, "this person reports to me but should not." Responses to the question, "this person ought to report to me but doesn't" averaged .8 persons per administrator and are more frequent than are responses to the question, "this person reports to me but should not."

The final average span of control, if administrator wishes were followed, would be 12.1 persons reporting to them on a regular basis. The data confirm the hypothesis.

5. Co-ordinating

Hypothesis e, posited in Chapter I, reads as follows:

Bible College administrators generally
give communication the lowest rank
priority of factors affecting the co-
ordination process within administration.

It has been shown in Chapter II that co-ordinating is an in-
tegration of specialized activities into a consistent, purposeful pro-
gram.[58]   Communication is a vital part of the integrating process,
along with a structure and authority for decision making.[59]   Ferris
found that supervisors in high quality schools support open communica-
tion that is upward, downward and lateral in direction within the or-
ganization.[60]

This may be due to the fact that administration of higher ed-
ucation has shifted in emphasis from unilateral decision making to a
consultative process of coordinating the school program.[61]   The hypothe-
sis, therefore, may be re-formed into the question: What importance do
Bible College administrators attach to the process of communication
when they are involved in co-ordinating activities?

The investigator tested this area by listing various co-ordinat-
ing processes on the questionnaire and asking the question:

---

[58]Lane, op. cit., p. 184.

[59]Walton, op. cit., p. 114.

[60]Ferris, op. cit., pp. 51, 52.

[61]Dressel, op. cit., p. 9.

> Listed below are procedures affecting
> the coordination process within admini-
> stration. Please rank these procedures
> <u>in</u> <u>order</u> <u>of</u> <u>priority</u> <u>of</u> <u>importance</u> you
> give them when co-ordinating an educa-
> tional activity.

The results of this section of the questionnaire are listed in Table R.

Ranking responses by assigning the highest value to those in

column one and decreasing values to lower columns, then adding the val-

ues within each factor, resulted in the list of ranking as given in

Table S. It is obvious that the respondents from both the school that

does not have evidences of inadequate administration and the schools

that do view the maintenance of communication channels as the most

significant factor in the co-ordinating process. It is ranked as number

one by 66.6% of the respondents. Three other factors were each ranked

as number one by 11.1% of the respondents and three were not ranked one

by any one. The hypothesis was rejected.

6. <u>Reporting</u>

Hypothesis f, given in Chapter I, is expressed in the

following terms:

> There is a significant difference of
> opinion between Bible College admini-
> strators that levels of administration
> should be kept to a minimum to facil-
> itate the reporting function of ad-
> ministration.

Reporting, as indicated in Chapter II, deals with the upward

movement of information within an organization.[62] The taller the ad-

ministrative structure, however, the greater is the tendency for block-

---

[62]Lane, <u>op</u>. <u>cit</u>., pp. 118, 119.

COORDINATING							
Procedure No.	1	2	3	4	5	6	7
Assess progress cooperatively	B_2	B_3 P_2	B_1	G P_1 M_1 C	M_2		
Encourage active participation P_1	M_1	M_2 G B_1	P_2 B_2 B_3 C				
Evaluate progress periodically			G P_1	M_2 P_2 B_1 B_3	B_2 M_1 C		
Give professional guidance		P_1 M_1 C	M_2		P_2 B_3	G B_2 B_1	
Investigate complaints	C			B_2	G B_1	M_2 B_3 P_1 M_1 P_2	
Maintain communication channels	M_2 G P_1 P_2 B_1 B_3	B_2	M_1			C	
Provide statistical summaries C					P_1		M_2 P_2 B_1 G B_2 B_3 M_1

TABLE S

COORDINATING
POSITIONS LISTED IN ORDER OF
IMPORTANCE AS RANKED BY ALL
RESPONDENTS

Order	Procedure
1	Maintain communication channels
2	Encourage participation
3	Assess progress
4	Evaluate progress
5	Give professional guidance
6	Investigate complaints
7	Provide statistical summaries

age of information from the decision makers.[63] Pax has shown that

administrators of quality colleges strongly agree that administrative

levels should be kept to a minimum in relation to an organization's

size and complexity.[64] This suggests a prediction that a positive

relationship will obtain between administrations that evidence in-

adequacy and difference of opinion among administrators in those

schools that administrative levels should be kept to a minimum to

facilitate the function of reporting. Therefore, this hypothesis

focused on the following question:

> Listed below are positions in a
> typical organizational chart. Please
> indicate the position or positions to
> whom you report on a regular basis by
> circling the appropriate letter.

The data in Table T indicate that presently the Bible Colleges

under study have either two or three administrative levels between the

President and the school's faculty. Therefore, there is a difference of

opinion among those surveyed, that administrative levels should be kept

to a minimum. If the examination of the questionnaire results is limited

to colleges exhibiting evidence of inadequate administration that have

enrollments of 1,200 or more students, the evidence for significant dif-

ference of opinion is more obvious. Table T compares Moody Bible Insti-

tute (Enrollment 1,312) with Central Bible College (Enrollment 1,139).

Although the enrollments are similar, Moody has three administrative

levels and Central has two.

---

[63]Ibid., pp. 120, 121.

[64]Pax, op. cit., pp. 70, 118.

TABLE T

ADMINISTRATIVE LEVELS

Philadelphia College of the Bible

```
                    | President |
                  | Academic Dean |
            | Chairmen of Instructional Department |
```

Grand Rapids Baptist College

```
                    | President |
                  | Academic Dean |
            | Chairmen of Instructional Department |
```

Central Bible College

```
                    | President |
                  | Academic Dean |
            | Chairmen of Instructional Department |
```

Biola College

```
                    | President |
                  | Academic Dean |
                  | Assistant Deans |
            | Chairmen of Instructional Department |
```

Moody Bible Institute

```
                    | President |
                  | Academic Dean |
                  | Dean of Faculty |
            | Chairmen of Instructional Departments |
```

More importantly, administrators in both schools gave no response to the questions, "he should report to me but doesn't" or, "he reports to me but shouldn't." The lack of response indicates satisfaction with the status quo. There is evidence that administrators at Moody Bible Institute are of the opinion that their levels of administration do not need to be reduced to a minimum but the administration of Central Bible College believes their minimum number of levels ought to be maintained. The hypothesis was verified.

7. Budgeting

Hypothesis g, from Chapter I, was presented as follows:

Bible College job descriptions for administrators generally do not indicate responsibility for budgeting but simply list duties of the position.

As shown in Chapter II, budgeting is the authority to approve financial plans and/or actual expenditures. Burnette studied the administrations of Junior Colleges in Florida and characterized many of them as generally too bureaucratic for the effective pursuit of educational goals.[65] Burnette's study showed that a major factor relating to their ineffectiveness was the wide variance of opinion among Junior College administrators as to who had responsibility for initiating and approving budgets within the organizations.[66] He found that job descriptions for these Junior College administrators did not indicate authority and responsibility of the administrator but simply reflected smaller

---

[65]Burnett, pp. 118, 119.

[66]Ibid., p. 32.

divisions of the college President's responsibilities.[67] This suggests

a prediction that there will be a positive relationship between adminis-

trations that evidence inadequacy and Bible College administrations that

use job descriptions which omit reference to budgeting responsibility.

Therefore, this hypothesis was tested by the following question:

> Listed below are educational programs
> requiring budget provision. Please
> refer to the job description for your
> position and indicate which areas are stated
> as your budgeting responsibility by circling
> the appropriate letter.

As indicated in the questionnaire, the responses that were possi-

ble included, "this is not in my job description" and "I am undecided

about this." This gave the respondents full opportunity to reveal their

inability to identify persons responsible for budgeting within a certain

program. The data summarized in Table V indicate that out of a total of

18 responses, 1 (or.8%) was in the "undecided" category and none was

listed as "Not in my job description." This shows that Bible College

administrators have the ability to identify persons responsible for budg-

eting within their organization.

Examination of job descriptions for academic officers in schools

included in this study corroborates the findings of the questionnaire

in that the investigator could find reference to budgeting responsibil-

ities. The hypothesis was rejected.

---

[67] Ibid., p. 108.

TABLE V

BULGETING Program	A Yes	B No	C In Job D	D Not in Job D	E Under	N Not Applic.
Classroom equipment	B_3 B_2 B_1 G	M_1 C P_2 M_2				
Custodial services		M_1 B_1 G B_3 P_2 C B_2 P_1			M_2	
Director's salaries	M_1 B_3 B_1 G	B_2 P_2 M_2 C	M_2			
Printed materials	B_3 B_2 P_2 P_1 G C	M_1 B_1 M_2				
School building construction		M_1 B_3 B_2 B_1 C P_2 P_1 G M_2				
School promotional expenses	B_3	M_1 B_2 P_2 C P_1 G M_2				
Staff salaries	M_1 B_3 B_2 B_1 M_2	P_2 P_1 G C				
Teacher salaries	B_3 B_2 B_1 P_1 G M_2	M_1 P_2 C				
Teaching services	B_3 B_2 B_1 C P_1 G M_2	M_1 P_2				
Teaching supplies	B_3 B_2 B_1 C P_2 G M_2	M				
In Service Training	M_2					

SUMMARY

Of the seven hypotheses presented in chapter 1 as probable

causes to inadequate administration, four have been supported by the

evidence gathered through the questionnaire, the interviews with

academic deans and investigation of each school's official documents.

The four verified hypotheses are as follows:

> Delegation is a principle of administrative
> practice given lower than average rank
> priority among organizational responsibili-
> ties of Bible College administrators.
>
> There is a significant difference of opinion
> among Bible College administrators that the
> number of staff members (and not administrators)
> produce heavier administrative work loads.
>
> No general agreement exists among Bible College
> administrators that a span of control larger
> than seven produces inadequate administrative
> results.
>
> There is a significant difference of opinion
> between Bible College administrators that
> levels of administration should be kept to
> a minimum to facilitate the reporting function
> of administration.

In the next section, these probable causes of inadequate administration

will be applied to the schools exhibiting poor quality of organization.

(C.)   DATA DETERMINING THE PRESENCE OR ABSENCE OF
         PROBABLE CAUSES OF INADEQUATE ADMINISTRATION IN
         SELECTED BIBLE COLLEGES

In this section the investigator will apply the probable causes of inadequate administration to the Bible Colleges selected for study. The following questions, growing out of the verified hypotheses, will be asked concerning each school's administrator (s):

(a)   Organizing

         Is delegation given lower rank priority of importance
         than the average priority of importance among organizing
         principles?

(b)   Staffing

         Is it his opinion that the number of line persons rather
         than staff persons should be increased when enrollments
         grow?

(c)   Directing

         Is there evidence that he does not view span of control
         larger than seven as producing inadequate administrative
         results?

(d)   Reporting

         Is it his opinion that levels of administration should not
         be kept to a minimum?

1. Philadelphia College of the Bible

Evidence of inadequate administration at Philadelphia College included larger than normal teaching loads, a decrease in the average years of faculty post-high school training in the past ten years, institutional inbreeding in faculty selection and memorization-oriented teaching styles.

a. Organizing

The chief academic officer at the college ranked delegation fifth in importance out of a list of eight possible organizing principles. He ranked gathering information, setting goals, providing a rationale and setting up procedures ahead of delegation in importance, in that order. The assignment of lower than average ranking to delegation is a probable cause of inadequate administration at the college.

b. Staffing

The educational administrator's ranking order in which line or staff persons should be added to the organization when the enrollment and teaching staff increases in size is indicated below:

1. Additional Chairman (line)
2. Registrar (line)
3. Assistant to the President (line)

Research has shown that staff additions should be the first consideration when organization overload occurs. The administrator's opinion that addition of line persons is of primary importance in a growth situation is a probable cause of inadequate administration at the college.

c. Directing

The respondent at Philadelphia College of the Bible has seventeen different persons who report to him on a regular basis according to

Table M on page 86. This span of control is nine more than the span of control that is normal in business organizations or that is recommended by current administrative theory. The administrator did not recommend in either the questionnaire or the interview that his span of control ought to be reduced. His lack of understanding that a span of control over seven is inadvisable is a probable cause of inadequate administration at the college.

    d. Reporting

The chief academic officer responded to questions concerning those to whom he reports by indicating an organizational scheme which has a minimum of administrative levels according to Table T on page 97. When given opportunity to express his opinion concerning changes in the organizational chart that could add to the administrative levels, the respondent did not do so. Therefore, proliferation of administrative levels, resulting in hindrance of the reporting function is not a probable cause of inadequate administration at the college.

Conclusion

Three of the four possible causes of inadequate administration are true of Philadelphia College of the Bible.

2. Grand Rapids Baptist College

The investigator discovered evidence of inadequate administration at Grand Rapids Baptist College which included a job description for the chief academic officer which listed twenty-nine distinct duties, high enrollment classes, and larger than normal teaching loads for a significant number of faculty members. In addition, there has been a decrease in the average years of faculty post-high school training in the past ten years and a overall grading pattern where B rather than C was the average grade.

a. Organizing

The educational administrator at the college ranked delegation fifth in importance out of a list of eight possible organizing principles. He ranked assigning a research committee, calling a meeting, problem-solving and goal-setting ahead of delegation in importance, in that order. This assignment of lower than average ranking to delegation is a probable cause of inadequate administration at the college.

b. Staffing

The chief academic officer's opinion of whether line or staff persons should be added to the organization when the enrollment and teaching staff increases in size was revealed in the questionnaire. Out of twelve possible positions the respondent chose only one, an Associate Dean of the College, a line position. Since it has been determined that addition of staff persons should be the primary consideration when an organization grows, the administrator's opinion is a probable cause of inadequate administration at the college.

c. Directing

The respondent at Grand Rapids Baptist College has eleven
different persons who regularly report to him according to Table N on
page 87. The figure of 11 does not include faculty members supervised
by the dean. This span of control is four more than that which is
normal in business organizations or that is recommended by current
organizational theory. Since the administrator did not recommend that
his span of control ought to be reduced, his failure to recognize that
his present span is inadvisable is a probable cause of inadequate ad-
ministration at the college.

d. Reporting

Responses to questions regarding those to whom the educational
administrator reports showed that the college has an organization with
a minimum of administrative levels. Table N on page 87 indicates that
the respondent would not add to the administrative levels if he could.
The blocking of reporting through multiple administrative levels is not
a probable cause of inadequate administration at the college.

Conclusion

Grand Rapids Baptist College exhibits three of the four possible
causes of inadequate administration.

3. <u>Central Bible College</u>

Evidence of inadequate administration at Central Bible College

included the lack of a Dean of Students, a faculty-student ratio of

one to 24.2 and acceptance of a 16 hour teaching load as normal.

a. <u>Organizing</u>

The chief academic officer at the college ranked delegation

seventh in importance out of a list of eight possible organizing princi-

ples. He ranked providing a rationale, setting goals, gathering informa-

tion, setting up procedures, calling a meeting and problem-solving ahead

of delegation in importance, in that order. The assignment of delega-

tion in a rank next to the last is a probable cause of inadequate ad-

ministration at the college.

b. <u>Staffing</u>

The chief academic officer's ranking of order in which line or

staff persons should be added to the organization when the enrollment

and teaching staff increases in size is indicated below:

1. Dean of Education (line)
2. Additional Secretary to the President (staff)

The administrator's opinion that addition of a line person is of primary

importance in a growth situation is a probable cause of inadequate ad-

ministration at the college.

c. <u>Directing</u>

The respondent at Central Bible College has ten different persons

who regularly report to him according to Table O on page 88 not counting

faculty members. This is three more than the normal business span of

control and that which is recommended by research. In his interview
with the investigator and on the questionnaire the respondent recom-
mended that two persons who now report to him shouldn't but he also
recommended that three additional persons should report to him who do
not do so presently. His lack of understanding that a span of control
of over seven persons is inadvisable is a probable cause of inadequate
administration at the college.

    d.   <u>Reporting</u>

The Dean of the College responded to questions concerning those
to whom he reports by indicating an organizational scheme which has a
minimum of administrative levels according to Table T on page 97. When
given opportunity to express his opinion concerning changes in the or-
ganizational chart that could add to the administrative levels, the re-
spondent did not do so. Therefore, proliferation of administrative
levels resulting in hindrance of the reporting function is not a probable
cause of inadequate administration at the college.

<u>Conclusion</u>

Three of the four possible causes of inadequate administration
were discovered by the investigator at Central Bible College.

4. Biola College

The investigator could find no evidence of inadequate administration at Biola College of the kind or quantity found at the other schools under study.

a. Organizing

The chief educational administrator at the college ranked delegation second in importance out of a list of eight possible organizing principles. Setting goals was the only principle ranked higher. The ranking of the importance of delegation is not a probable cause of inadequate administration at Biola College.

b. Staffing

Out of twelve possible positions that could be added to the organization when the enrollment and teaching staff increases in size, the academic dean chose the following in order of importance:

1. Dean of Faculty (line)
2. Assistant to the Dean of Faculty (line)
3. Additional Staff for Dean of Education (staff)
4. Additional Staff for the President (staff)

Since it has been determined that addition of staff persons should be the primary consideration when an organization grows, the administrator's opinion is a probable cause of inadequate administration at the college.

c. Directing

The chief academic officer has seven persons who regularly report to him according to Table P on page 89. This span of control is that which is normal in business organizations and is also the upper limit of the span of control recommended by current organizational theory. The respondent's span of control is not a probable cause of inadequate administration.

d. Reporting

Responses to questions regarding those to whom the educational administrators report showed that the college has an organization with three administrative levels. This is not more than the minimum number necessary between the President and faculty members since the school's enrollment is over 2,200. This is not a probable cause of inadequate administration.

Conclusion

Only one of the possible causes of inadequate administration was found at Biola College. This coresponds to the lack of significant evidence of inadequate administration uncovered by the investigator.

5. Moody Bible Institute

Evidence of inadequate administration at Moody Bible Institute included the slower than average growth in faculty members' years of post-high school training, lack of a stated philosophy of education and faculty by-laws, blockage of communication, administrative overload and lack of long-range planning.

a. Organizing

The chief educational administrator ranked delegation fifth in importance out of a list of eight possible organizing principles. He ranked gathering information, setting goals, determining procedures and developing a rationale ahead of delegation in importance in that order. This assignment of lower than average ranking to delegation is a probable cause of inadequate administration at Moody.

b. Staffing

The chief academic officer's opinion of whether line or staff persons should be added when the enrollment and teaching staff increases was revealed in the questionnaire. Out of twelve possible positions the respondent chose only two, a Dean of Faculty and an Assistant to the Dean of Education, both line positions. Since it has been determined that addition of staff persons should be the primary consideration when an organization grows, the administrator's opinion is a probable cause of inadequate administration.

C. Directing

The educational administrators at Moody Bible Institute have an average of eleven different persons who regularly report to them accord-

ing to Table 2 on page 90. The figure of 11 does not include faculty members. This span of control is four more than that which is normal in business organizations or that is recommended by current organizational theory. One administrator, the Dean of Faculty, recommended on the questionnaire that one person who now reports to him shouldn't (the director of Practical Christian Work) but he also recommended that two additional persons should report to him who do not do so presently (the Public Relations Director and the Director of the Correspondence School). The lack of understanding evidenced by this data that a span of control of over seven persons is inadvisable is a probable cause of inadequate administration at Moody.

    d.   <u>Reporting</u>

The chief academic officer responded to questions concerning those to whom he reports by indicating an organizational scheme which has three administrative levels between the President and faculty members. This is more than the minimum number necessary since the school's enrollment is 1,300. Because of the possible hindrance to the reporting function the extra administrative level produces, the number of levels is a probable cause of inadequate administration at Moody.

Conclusion

All four possible causes of inadequate administration were indicated by the data gathered from Moody Bible Institute.

(D.) DATA DESCRIBING THE APPLICATION OF REMEDIAL
MEASURES AT MOODY BIBLE INSTITUTE TO ADJUST
CAUSES OF INADEQUATE ADMINISTRATION

The following section of the study describes alternative,
remedial measures implemented at Moody Bible Institute to adjust the
causes of inadequate administration identified by the investigator.

In his recommendations to the administration of the Institute,
the investigator drew upon the research reported in Chapter II which
outlined the characteristics of a hierarchical organization. The
Institute has been organized hierarchically since its inception in
terms of administrative style and form. The investigator reviewed
the disadvantages of a hierarchical organization. He noted the
tendency to restrict the decision making process due to conflicts be-
tween line and staff persons growing out of the basic differences in
the roles each plays.[68] He also considered the tendency in a hier-
archical organization to restrict the growth of job satisfaction due
to the fact that stratification satisfies the one who reaches the top
but frustrates those on the bottom.[69]

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[68]Anderson, op. cit., p. 116.

[69]Hage, op. cit., p. 95.

The investigator then reviewed the advantages of a hierar-
chical organization. He noted that it is an organizational form em-
ployed by groups having a large and varied number of persons needing
direction toward an overall objective.[70] He recognized that line
authority, flowing downward through hierarchical ranks, is the most
adequate method of coordinating growing, complex organizations.[71]

The investigator concluded that the overall line-and-staff
hierarchical structure of the Institute's administration ought to be
maintained but that an additional academic official should be added
to the organization. The official would have both line and staff
responsibilities and would report directly to the academic dean and
assume some of the responsibilities that formerly were carried by
the two academic officials at the Institute.

The new official would have the title, Assistant to the Dean
of Education, and his job description would be the following:

> The Assistant to the Dean of Education is directly
> responsible to the Vice President and Dean of Educa-
> tion. This is regarded as a staff position in support
> of the Vice President and Dean of Education but there
> is line responsibility in the areas of the Summer
> School and the Evening School. The director of the
> Evening School is responsible to the Assistant to the
> Dean of Education.

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[70]Pittenger, op. cit., p. 19.

[71]Walton, op. cit., pp. 110, 111.

Duties

1) Handle work delegated by the Vice President and Dean of
    Education to relieve him of as many details as possible
    in that office. Some of the major areas covered are,

    a) Basic research in connection with long-range
        planning for the educational ministries of
        the Institute.

    b) Editing the Day School catalog.

    c) Assisting the Vice President and Dean of
        Education in preparing the annual report.

    d) Handling official correspondence as delegated
        by the Vice President and Dean of Education.

    e) Conferring with other officials as delegated.

2) Establish policies with approval of administration for the
    Summer School and Evening School.

3) Administer the Summer School. This includes working with the
    Department of Public Relations and School Promotion, editing
    the Summer School catalog, securing teachers for the Summer
    School (in consultation with the Dean of Faculty), and
    arranging the Summer School curriculum.

4) Support and counsel the director of Evening School in policies,
    programs, curriculum and staffing.

5) Teach a limited number of semester hours.

    Due to the fact that the position, as outlined above, is designed
to fulfill an administrative function within a Bible College, the indi-
vidual who is chosen as Assistant to the Dean of Education should have had
theological training in a Bible College or Seminary. His considerable
responsibilities to perform educational research and reporting demand
that he possess at least one graduate level degree in the field of educa-
tion. His administration of the Summer School and supervision of the
Evening School Director require that he will have had some years of exper-
ience in teaching and educational administration.

    On July 1, 1976, a major reorganization of the academic adminis-

tration at Moody Bible Institute was implemented. The findings of this

study comprised a significant factor in the decision to reorganize and

in the form of the organization which resulted. The results of the inves-

tigator's visits to the five campuses and of the returned question-
naires were shared with the chief academic officer of Moody Bible
Institute during the period when plans for the reorganization were
being formulated.

Justification for adding an additional office to an academic
organization has been outlined in Chapter II. It was determined there
that a growing organization demands stronger direction than an organi-
zation that is maintaining the status quo. Demands upon the leader's
role become more numerous when activities of a group expand.[72] In-
crease in an organization's complexity increases the importance of
management.[73]

At the same time, in Chapter II, the investigator outlined the
need for organizational planners to be alert to the dangers of additions
to an organization. The number of indirect tasks within a group can in-
crease when the administration grows even though the number and quality
of products decreases.[74] Also, additional administration makes the or-
ganization more complex and in need of further administration.[75] The
investigator determined that the addition of one office to the present
organizational chart would fulfill more of the advantages than the dis-
advantages outlined above. The revised organization is shown on Chart W.

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[72]Lane, op. cit., p. 329.

[73]Walton, op. cit., pp. 31, 43.

[74]Lane, op. cit., pp. 9, 10.

[75]Walton, op. cit., p. 43.

CHART W

REVISED ORGANIZATIONAL CHART OF MOODY BIBLE INSTITUTE

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                        ┌─────────────────────┐
                        │  Board  of  Trustees │
                        └─────────────────────┘
                           ┌──────────────┐
                           │  President    │
                           └──────────────┘
                            ┌────────────┐
                            │  Academic  │
                            │   Dean     │
                            └────────────┘
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| Assistant to the Dean of Education | Health Service | Admissions and Registrar | Dean of Students | Dean of Faculty | Student Council | Director of Correspondence School |

| Director of Evening Schools | Director of Sacred Music | Director of Audio-Visual | Director of Missionary Radio | Director of Practical Christian Work | Librarian | Chairman of In-Service Training |

| Chairman of Evangelism | Chairman of Christian Education | Chairman of Bible | Chairman of Physical Education | Chairman of Missions | Chairman of Communications | Chairman of Theology |

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The purpose of the reorganization was to adjust the probable causes of inadequate administration at Moody Bible Institute. These probable causes have been identified and an outline of the specific remedial measures follows:

a. **Organizing**

By placing the Assistant to the Dean of Education in a staff relationship to the chief academic officer, the reorganization assigns greater importance to delegation of tasks by the Dean of Education. This organizing principle which is essential to accomplish tasks successfully will be utilized to a greater extent than was the case previously. The Dean of Education will have an assistant to whom he is encouraged to delegate administrative tasks normally performed by the Dean, himself.

b. **Staffing**

By placing the Assistant to the Dean of Education in a staff relationship to the Dean and giving him a staff title, the reorganization recognizes the principle of administration research that addition of staff persons should be the primary consideration when an organization grows. Addition of line persons, it has been shown, can easily produce organizational imbalance. The Assistant to the Dean of Education will be largely a staff position.

c. **Directing**

By assigning directing responsibilities to the Assistant to the Dean of Education that formerly were the prerogatives of the Dean of Education and the Dean of Faculty, the reorganization effectively re-

duces the span of control assigned to educational administrators from
an average of eleven to an average of seven. The revised organization-
al chart is included in Table W. The most significant change is the
shifting of responsibility for directing the Summer School and oversee-
ing the Evening School from the Dean of Faculty to the Assistant to
the Dean of Education.

d.   Reporting

By placing the Assistant to the Dean of Education on the same
administrative level as the Dean of Faculty, the reorganization does
not add to the number of organizational levels at the Institute. It
has been determined that proliferation of levels of administration
tends to block upward travel of information within the organization.
This blocking occurs with greater frequency as the administrative
structure grows taller. The reorganization results in the maintenance
of a three-level structure at the Institute. No position communicates
through more levels than previously.

Conclusion

The establishment of a new administrative position, Assistant to
the Dean of Education, constitutes the remedial measures taken at this
step in the case-study of Moody Bible Institute. The implementation of
this reorganization on July 1, 1976 took place with the hope that causes
of inadequate administration at Moody Bible Institute would be remedied.

(E.)   DATA REMEASURING THE ADMINISTRATION
       OF THE EDUCATIONAL BRANCH OF
       MOODY BIBLE INSTITUTE

This section of the study is designed to determine whether or
not the remedial measures implemented at Moody Bible Institute have
positively adjusted the causes of inadequate administration. Changes
that have occurred in the organizational structure will be analyzed
as to their effectiveness and as to new problems that may have resulted
from their implementation. The remeasurement will focus on the results
of the questionnaire completed by the Dean of Education after the re-
organization. The Dean of Faculty who also completed the first question-
naire is no longer in that position. The remeasurement will be based,
in addition, on conferences with the Dean of Education held since the
reorganization took place. The outline of the remeasurement which
follows corresponds to the four areas in which Moody Bible Institute was
found to have causes of inadequate administration.

a.   Organizing

       One purpose of the assignment of an Assistant to the Dean of Ed-
ucation in a staff relationship to the chief academic officer was to
encourage greater awareness of and utilization of the organizing princi-
ple of task delegation.

       In the original questionnaire, the Dean of Education ranked dele-
gation fifth in importance out of a list of eight possible organizing
principles. Following more than a year of experience with the revised
organizational structure, the Dean ranked delegation first in importance
out of the list of eight principles.

His choices, in order of priority of importance follows:

1. Delegate responsibilities.
2. Establish goals.
3. Gather information.
4. List procedures.
5. Provide a rationale.
6. Initiate problem-solving process.
7. Enlist a consultant.
8. Call a meeting.

A personal conference with the chief academic officer in November, 1976, verified the results of the questionnaire. He stated that the reorganization had encouraged him to delegate responsibilities of his office to a far greater degree than he had previously done. The addition of a staff person to the office of the Dean of Education obviously contributed to this changed situation. The recently appointed Assistant to the Dean of Education was able to handle certain committee responsibilities, and various types of correspondence previously performed by the Dean. In addition, he produced a number of planning analyses and progress reports that would otherwise have been written by the Dean.

One noticeable problem with the new pattern of delegation was the enhanced opportunity for the Dean of Education to be uninformed of significant areas of delegated matters. Misinformation of the financial arrangements for beginning a continuing education extension occurred between the Dean and his Assistant because the matter had been delegated to the Assistant. On balance, however, the advantages to the Dean appear to far outweigh the disadvantage of a limited communication breakdown.

The data indicate that the cause of inadequate administration due to a lack of delegation has been adjusted and remedied at Moody Bible Institute.

b.   Staffing

It was hoped that by placing the Assistant to the Dean of Education in a staff relationship to the Dean the advantages of an additional staff person (rather than a line person) would accrue to the organization.

In his first completion of the questionnaire, the chief academic officer chose two line officers out of a list of twelve possible line and staff positions which might need to be filled in a school with rapidly growing enrollments. Following the reorganization of the educational branch at Moody Bible Institute, the same officer chose an equal number of staff and line persons in his first eight choices. The positions are listed below in the order of priority the Dean would fill them:

1. A Dean of Education (line)
2. Assistant to the Dean of Education (line)
3. A Dean of Faculty (line)
4. Additional staff for the Dean of Education (staff)
5. Additional staff for the Dean of Faculty (staff)
6. Assistant to the dean of Faculty (line)
7. Additional secretary for the Dean of Faculty (staff)
8. Additional secretary for the Dean of Education (staff)
9. Additional staff for the President (staff)
10. Additional secretary for the President (staff)
11. Assistant to the President (line)

The fact that the Dean included six staff persons in his list when the administrative structure was remeasured shows a marked change of attitude from the original questionnaire where he listed two line officers.

A conversation with the chief academic officer in November, 1976, supported the results of the second questionnaire. He stated that the assignment of an Assistant to the Dean of Education in a largely staff relationship to him had freed him for long-range planning and policy formulation and had given him more satisfaction with his own position than he had had since assuming the office of Dean of Education. He was convinced that the addition of a person having only line responsibilities to the organizational chart would have not produced the kind of help his office needed during the present period of enrollment growth.

The staff duties of the Assistant to the Dean of Education include research in connection with long range planning, editing the school catalog, assisting in the production of the annual report, handling of official correspondence and conferring with officials of the Institute. The handling of official correspondence is the one area of responsibility that has not been performed adequately by the Assistant to the Dean of Education. When he assumed his position, the Dean turned over approximately fifty pieces of unanswered correspondence, some of it over a year old. Most of the letters were requests for information relating to areas of Bible teaching, for advice on policies and actions of the Institute as a whole. Almost every letter required some amount of research in Biblical literature or Institute documents. The Assistant to the Dean of Education, when time permitted, methodically answered as many items of corespondence as possible. Additional correspondence of the same nature was constantly being received, however, and by the time of the remeasurement for this study the unanswered correspondence had grown

to approximately seventy-five pieces. Some restructuring of the duties
of the Assistant to the Dean of Education is necessary to adjust the
staff responsibility of answering correspondence of this nature.

This data indicated that a second cause of inadequate administra-
tion (the failure to recognize that the number of staff members and not
administrators should be increased when work loads rise) has been reme-
died at Moody Bible Institute.

c.   Directing

An additional cause of inadequate administration identified in
this study was a span of control larger than seven persons per adminis-
trator. At Moody Bible Institute, the Dean of Faculty and Dean of Educa-
tion had an average of eleven persons reporting to them according to the
original questionnaire. A purpose of the assignment of some line re-
sponsibilities to the Assistant to the Dean of Education was to reduce
the span of control to an average of seven.

The questionnaire completed by the Dean of Education following
the organizational revision indicates that seven persons now report
directly to him but one of those, the Health Service Supervisor, should
report to the Dean of Students. Chart W on page 117 also reveals that
the span of control for the Dean of Faculty has been reduced by two per-
sons and the Assistant to the Dean of Education has assumed responsibil-
ity over the Director of Evening Schools. These changes result in an
average span of control for the three administrators of seven persons.

A significant change that is not reflected in the former and
present organizational charts is that responsibility for the Institute's

Summer School has been moved from the Dean of Faculty to the Assistant to the Dean of Education. Therefore, the administrative load of the Dean of Faculty has been substantially reduced even though his span of control is now thirteen persons.

The chief academic officer, in an interview with the investigator in November, 1976, verified the data obtained from the questionnaire. He asserted that administration of the educational branch of the Institute was more effective now that fewer persons reported to the Dean of Faculty and responsibility for the Evening Schools and Summer School had shifted to the Assistant to the Dean of Education.

Since the Dean of Education had served as Dean of Faculty for nearly ten years prior to his present appointment, he was in a good position to judge the effect of a smaller span of control upon the Faculty Dean's ability to carry out his duties.

A significant question has arisen out of the above reorganization with regard to patterns of promotion within the hierarchy of positions in the educational branch. Now that two persons function as educational managers under the Dean of Education, there could be rivalry for appointment to Vice President and Dean of Education when that office becomes vacant. In the present situation, an oral agreement was made before their appointment with the Dean of Faculty and Assistant to the Dean of Education that the Dean of Faculty would continue to be next in line for consideration as Dean of Education. While this solution was agreeable in this instance, a similar contract might not be accepted by different persons in a future like situation.

The investigator has concluded that the cause of inadequate administration due to a span of control larger than seven has been positively adjusted at Moody Bible Institute.

d.   Reporting

When the organizational structure was altered at Moody Bible Institute, a new administrative level could have been added to the three present levels between the President and faculty members. Since the upward travel of information within an organization tends to be blocked more often as the administrative structure grows taller, it was hoped that the addition of an Assistant to the Dean of Education would not create a new administrative level.

According to the data obtained from the questionnaire completed by the Dean of Education after the reorganization, the administrative levels were not increased. The chief academic officer continues to report directly to the President and the Dean of Faculty and Assistant to the Dean of Education report directly to the Dean of Education.

In his November, 1976, interview with the Dean of Education, the investigator was informed that a three-level administrative structure has been maintained through the reorganization. In addition, the possibility of blockage of information as it travels upward in the organization is discouraged by the new channel of communication formed by the reorganization. The Assistant meets with the Dean for an extended time each morning to relate and receive information necessary to the proper functioning of the educational program.

Conclusion

Three identified causes of inadequate administration have
been remedied at Moody Bible Institute due to the establishment of
the position, Assistant to the Dean of Education. Delegation is now
given a higher than average rank priority of importance, the number
of staff persons rather than line persons has been increased in a
time of enrollment growth and the span of control for educational ad-
ministrators now averages seven. A fourth cause of inadequate adminis-
tration, proliferation of administrative levels resulting in the block-
ing of information - travel, has not been aggravated by the reorganiza-
tion.

The remeasurement of the educational administration of Moody
Bible Institute also revealed that the evidences of an inadequate ad-
ministration originally found at Moody had largely disappeared or were
in the process of being removed. A philosophy of education had been
formulated and adopted by the faculty and the administration. A set
of faculty by-laws were in process of publication in a new faculty man-
ual. Serious blockage of communication between key administrators was
no longer apparent. Complaints of an overload of responsibilities on
administrators were not heard. The new Assistant to the Dean of Educa-
tion had assisted the Dean in long range planning activities resulting
in significant written reports and the formation of a permanent Long
Range Planning Committee.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

This study analyzed the internal organizational structure
of five selected Bible Colleges. The Colleges were chosen from sixty-
one member colleges of the American Association of Bible Colleges, an
accrediting association which is a member of the Council Post-Second-
ary Accreditation. The schools selected ranged in enrollment from a
low of 784 to a high of 2,248 and included the three Colleges in the
association having the highest enrollment.

The purpose of the investigation was to provide the adminis-
trators of rapidly growing Bible Colleges a guide for master-planning
necessary changes in their organizational structure. A rationale for
reorganization has been provided by a survey of current research in
educational administration and by application of the case study method
to the schools under investigation.

At the outset of the study, the literature relating to princi-
ples of organizational structure was reviewed. The writings of manage-
ment leaders, both outside and within the field of education were exam-
ined and seven hypotheses of possible causes of inadequate administra-
tion were developed.

A case study of each school was accomplished through person-
al visits to the campuses, interviews with the chief academic officers,
the use of a questionnaire administered to the educational administra-
tors and a thorough examination of each school's published materials re-
lating to the organization of the education branch.

Four of the seven hypotheses proposed as causes of inadequate
administration were verified. The four verified hypotheses are:

> Delegation is a principle of administrative
> practice given lower than average rank
> priority among organizational responsibilities
> of Bible College administrators.

> There is a significant difference of opinion
> among Bible College administrators that the
> number of staff members (and not administrators)
> should be increased when larger enrollments
> produce heavier administrative work loads.

> No general agreement exists among Bible
> College administrators that a span of con-
> trol larger than seven produces inadequate
> administrative results.

> There is a significant difference of opinion
> between Bible College administrators that
> levels of administration should be kept to
> a minimum to facilitate the reporting function
> of administration.

In those schools which exhibited evidences of inadequate administra-
tion, at least three of the verified causes of inadequate administra-
tion were present.

The three unverified hypotheses are:

> Generally, Bible College administrators do not
> perceive the distinction between officers re-
> sponsible for planning and officers responsible
> for implementing plans within their academic
> structure.

> Bible College administrators generally
> give communication the lowest rank priority
> of factors affecting the co-ordination pro-
> cess within administration.

> Bible College job descriptions for adminis-
> trators generally do not indicate responsi-
> bility for budgeting but simply list duties
> of the position.

At Moody Bible Institute, an organizational change was im-
plemented in July, 1976 which was designed to rectify the causes of
inadequate administration indicated by the verified hypotheses above,
Specifically, a new position was formed in the organizational chart to
make it possible for the Dean of Education to appreciate and utilize
the administrative principle of delegation. The new position was de-
signed to be largely staff in nature to prevent organizational imbal-
ance. The limited line responsibilites assigned to the new position
reduced the average span of control among Moody educational administra-
tors from eleven to seven. No additional administrative level was added
to the organizational chart which could block the upward flow of informa-
tion within the structure.

A retesting of the administrative structure at Moody Bible Inst-
tute revealed that constructive changes had occurred resulting in an
adequate administration as defined in Chapter III. Enrollment in the
Institute's Day School has remained stable and the total number in the
Evening School has grown from 1860 (1976) to 2037 (1977) since the re-
organization was implemented. The faculty-student ratio has been main-
tained at one to sixteen and the teaching load continues to average
twelve hours per semester. Concerns relating to educational quality

have been attended to since the reorganization including adoption of a philosophy of education and definite structures for long-range educational planning.

(A.)   CONCLUSIONS

The most significant conclusions according to the verified

data follow:

Data determining inadequacies in the administration of selec-

ted Bible Colleges revealed that schools exhibiting an enrollment

growth of 25 percent to 50 percent in a given decade can expect defi-

ciencies in their educational programs if adequate organizational changes

are not implemented. Gaps in the normal flow of internal communication

and external correspondence will occur. Faculty members can expect

larger teaching loads and faculty-student ratios than the averages in

those categories of schools in the American Association of Bible Colleges.

Facets of the educational program such as student counselling services,

long-range planning, the production and implementation of educational

philosophy and faculty by-laws will be deferred.

Data determining causes or circumstances associated with in-

adequacies in the administration of selected Bible Colleges, the presence

or absence of those causes in the schools under study, the application

of remedial measures at Moody Bible Institute and the remeasurement of

the Institute's administration yielded the following conclusions:

Planning

Inadequate administration within Bible College educational struc-

tures is not due to a failure of members to know who the persons are with

responsibility for planning and policy formulation in the organization.

Officers in colleges exhibiting administrative deficiencies not only

know who is responsible for planning but also generally agree that the

assignment of that responsibility to particular positions is appropriate.

Organizing

Officers in schools exhibiting evidences of inadequate administration perform almost all of their administrative tasks individually and relegate delegation to a position of minor importance when organiz ing functions of their office. The reluctance to delegate tasks places undue pressure upon the administrator in terms of time allocation and prevents him from fulfilling less immediate but more significant areas of his responsibility.

A reorganization of a Bible College administration that incorporates an additional staff position encourages delegation and relieves key administrators of detail responsibilities that prevent them from performing the important functions of policy formulation and long-range planning.

The increased use of delegation as an organizing principle produces additional possibilities for a breakdown in the necessary flow of communication since the delegator no longer handles significant matters himself and must depend on the delegatee for information.

Staffing

Officers in schools exhibiting evidences of inadequate administration consider the addition of line personnel, rather than staff, when their duties multiply due to organizational growth. Implementation of such additions produces imbalance within an organization and causes a small area of an administrator's responsibility to receive undue attention and power.

The reorganization of a Bible College that incorporates a position that is basically staff in nature does not produce imbalance within

the organization. The addition of a staff person provides the kind
of assistance to a key administrator that is needed to facilitate the
achievement of the administrator's objectives.

Directing

The average span of control of administrators in Bible Colleges
evidencing inadequate administration is too large for effective super-
vision of subordinates. Since relationships multiply when additions
are made to an executive's span of control, effective management becomes
impossible when an unreasonable number of persons report regularly to
one administrator.

When the administration of a Bible College is reorganized so that
an average of seven persons report to each administrator, the over-all
effectiveness of the administration to deal with current and future
school needs is increased. The work load of a new position which incor-
porates duties previously assigned to other positions must be carefully
analyzed to ensure a new situation of responsibility overload is not
created.

Co-ordinating

Inadequate administration within Bible College educational struc-
tures is not due to a failure of administrators to give communication a
high rank priority of factors affecting the co-ordinating process. Offi-
cers in colleges exhibiting inadequate administration view the mainten-
ance of communication channels as the most significant factor in co-ordi-
nation of educational activities.

Reporting

Bible College administrators are often unaware of the blockage of
upward communication of information to decision makers when an administra-

tive structure is taller than necessary. When more administrative
levels exist than are required by an organization's size and complexity,
travel of vital information through the hierarchy slows and can even be
stopped through inattention at some level of structure.

A reorganization of a Bible college administration that maintains
the same number of administrative levels does not hinder the flow of in-
formation upward within the administration but augments existing communi-
cation by the addition of a new channel.

The addition of a position on the same administrative level as
an existing position produces competition for the position in the level
above. A pattern of succession must be arranged and clearly communicated
to all persons involved in the reorganization.

Budgeting

Inadequate administration in the organizational structure of a
Bible college is not caused by the failure of job descriptions to desig-
nate persons responsible for budgeting. Officers in colleges exhibiting
inadequate administration knew who the persons were who are responsible
for budgeting.

In sum, factors which cause significant inadequacies in the ad-
ministrations of Bible colleges can be overcome by a planned reorganiza-
tion of the administrative structure.

Data from the analysis of questionnaire results and from comments
made during the study reveal an overload of executive responsibility at
three of the colleges that justifies the addition of full or parttime
personnel to their administrative organization.

(B.)   RECOMMENDATIONS

The evidence collected during the course of this study has provided opportunities to state a number of general recommendations. Bible colleges would find it desirable to appraise critically their academic structure periodically in light of the findings of educational research and theory. It would be well if permanent systems of evaluation and revision of internal organizational structure were developed and implemented at each school. All organizations are in a state of development and structural changes should be made before the demands upon the administration become stronger than its ability to cope with them.

A Bible college which experiences an enrollment growth rate of over 25% in a ten year span must implement organizational changes to avert deficiencies in their educational programs such as large teaching loads affecting the quality of education.

The following specific recommendations grow out of an analysis of the verified hypotheses of this study and are proposed as guides to the administrations of Bible colleges. Changes in a Bible college organization should lead to the following results:

Organizing

Positions should be created that encourage delegation of tasks by key administrators. Bible college administrators should make a determined effort to set priorities of importance to the areas of responsibility they bear and delegate detailed tasks to subordinates. To accomplish such delegation, new administrative assistant positions may have to be formed. In addition, the administrator must delegate with confidence in

his subordinate. Delegation of routine work will free the administrator for his main concern of educational planning, organizing, and policy formulation.

Staffing

The addition of staff assistance rather than line, should be the first consideration when personnel need to be added to the hierarchical structure. The need for assistance will be apparent when an executive's work load increases to the point that the effectiveness of his administration is diminishing rather than growing. Staff assistance will make the administrator more efficient while maintaining organizational balance between line positions and departments.

Directing

Reorganization of a Bible College administration should result in a span of control of no more than an average of seven per officer within the educational organization. This number may be exceeded slightly only where there is clear evidence that the areas represented by those who report are very closely related to each other.

Reporting

Bible Colleges should limit the number of administrative levels to the minimum necessary to carry out educational concerns for their school in relation to its size and complexity. The investigator recommends that a college of up to 500 enrollment have two levels, an Academic Dean and Chairmen, between the President and the faculty as shown in Chart X. Chart X also shows a college of up to 1,000 enrollments should have three levels through the addition of one Assistant Dean. A

CHART X

PROPOSED ORGANIZATIONAL CHART FOR COLLEGES ENROLLING

UP TO 500 STUDENTS

```
                  ┌───────────┐
                  │ President │
                  └─────┬─────┘
               ┌────────┴────────┐
               │ Academic Dean   │
               └────────┬────────┘
                  ┌─────┴─────┐
                  │ Chairmen  │
                  └─────┬─────┘
                  ┌─────┴─────┐
                  │ Faculty   │
                  └───────────┘
```
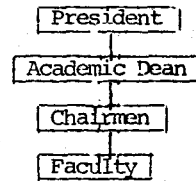
PROPOSED ORGANIZATIONAL CHART FOR COLLEGES ENROLLING

500 to 1000 STUDENTS

```
                  ┌───────────┐
                  │ President │
                  └─────┬─────┘
               ┌────────┴────────┐
               │ Academic Dean   │
               └────────┬────────┘
          ┌─────────────┴─────────────┐
          │ Assistant Academic Dean   │
          └─────────────┬─────────────┘
                  ┌──────┴──────┐
                  │ Chairmen    │
                  └──────┬──────┘
                  ┌──────┴──────┐
                  │ Faculty     │
                  └─────────────┘
```
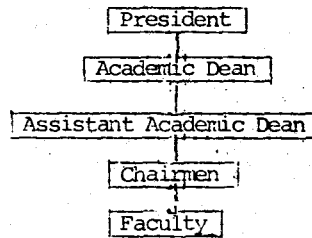
college enrolling up to 1,500 students should have an Assistant to the Dean of Education in addition to an Assistant Dean and department Chairmen as shown in Chart Y. A college enrolling up to 2,000 students should have an additional Assistant Dean dividing responsibility of supervising chairmen of the academic areas as shown in Chart Y.

The organizational structures presented in Charts X and Y are not proposed as final solutions to the administrative strains caused by growing enrollments. However, they reflect the addition of staff persons in proportion to enrollment growth, the limitation of an administrator's span of control to seven and the deliberate attempt to maintain the lowest possible number of administrative levels.

The whole area of Bible College organizational structure requires further study and analysis. The results of this investigation suggest several questions which might provide impetus to future research. What recommendations would result from a similar analysis of schools enrolling less than 500 students in the American Association of Bible Colleges? What master-plan could be developed from the data in this study for schools in the Association enrolling over 500 students but not analyzed in this research? Because of this study, two or more administrators may be appointed to serve on the same level. What guidelines could be developed to determine the choice of a successor to their superior when his position becomes vacant?

One powerful method of changing an organization is a revision of the actual pattern of administrative responsibilities. The revision outlined by this research can result in positive change for member schools of

CHART Y

PROPOSED ORGANIZATIONAL CHART FOR COLLEGES ENROLLING
1000 to 1500 STUDENTS

```
                        ┌───────────┐
                        │ President │
                        └───────────┘
                              │
                     ┌──────────────────┐
                     │ Dean of Education │
                     └──────────────────┘
                              │
        ┌─────────────────────────────────────────────┐
┌──────────────────────────────────┐      ┌────────────────────────────┐
│ Assistant to the Dean of Education │     │ Assistant Dean of Education │
└──────────────────────────────────┘      └────────────────────────────┘
                                                       │
                                                 ┌──────────┐
                                                 │ Chairmen │
                                                 └──────────┘
                                                       │
                                                 ┌──────────┐
                                                 │ Faculty  │
                                                 └──────────┘
```
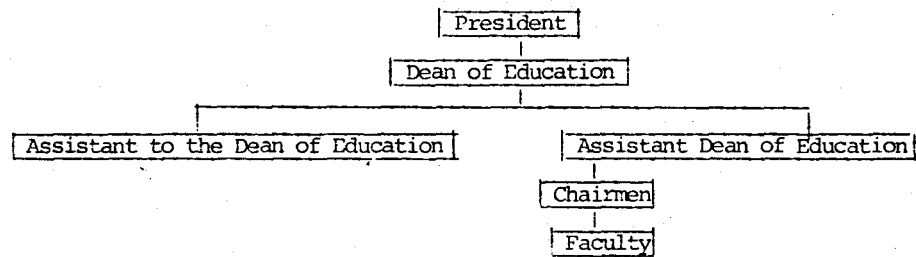
PROPOSED ORGANIZATIONAL CHART FOR COLLEGES ENROLLING
1500 to 2000 STUDENTS

```
                        ┌───────────┐
                        │ President │
                        └───────────┘
                              │
                     ┌──────────────────┐
                     │ Dean of Education │
                     └──────────────────┘
                              │
  ┌───────────────────────────────────────────────────────────────────────┐
┌──────────────────────────────────┐ ┌────────────────────────────┐ ┌────────────────────────────┐
│ Assistant to the Dean of Education │ │ Assistant Dean of Education │ │ Assistant Dean of Education │
└──────────────────────────────────┘ └────────────────────────────┘ └────────────────────────────┘
                                                  │                              │
                                            ┌──────────┐                   ┌──────────┐
                                            │ Chairmen │                   │ Chairmen │
                                            └──────────┘                   └──────────┘
                                                  │                              │
                                            ┌──────────┐                   ┌──────────┐
                                            │ Faculty  │                   │ Faculty  │
                                            └──────────┘                   └──────────┘
```
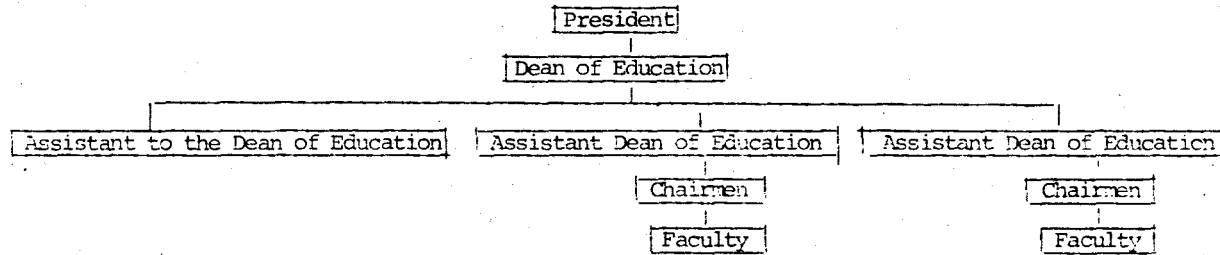
the American Association of Bible Colleges during the present period

of rapid enrollment growth.

(C.) IMPLICATIONS FOR FURTHER STUDY

The following areas of possible research and application might be pursued as a result of conclusions and recommendations listed above.

The methodological approach of the present study could be applied to other associations of college-level schools where growth rates of over twenty-five percent over a ten year period are being experienced. If such an association were non-religious in nature, the effect of college administrators' value systems on the conclusions of the present study could be determined.

Colleges ranging in enrollment from 784 to 2,248 were investigated by the researcher in terms of administrative structure. Hypotheses that were not verified by his study were that administrators do not perceive the distinction between officers responsible for planning and those responsible to implement plans, give communication the lowest rank priority of factors affecting the co-ordination process and do not know those persons who have responsibility for initiating and approving budgets within the organization. Each of these hypotheses may be related to school size and a similar study of larger schools could have different results.

The implications of the present study for schools with rapidly growing enrollments in terms of the implementation of the suggested administrative changes include the following:

Structurally, administrative changes will result in a wider organizational chart due to the lowering of the average span of control

of administrators and the lack of additional administrative levels.
The multiplied tasks resulting from rising enrollments will be assigned
to new personnel to alleviate pressures on key administration.

In terms of personnel, additions to positions in the organiza-
tional charts will be heavily weighted toward staff assistance rather
than line persons. Since staff positions normally lack the prestige
and power of line positions, some difficulty will be encountered in
recruiting qualified individuals to provide staff assistance.

Operationally, administrators must make a commitment to the
organizing principle of task delegation, recognizing the limitation of
an individual's ability to cope with an increasing work load. Dele-
gation necessarily will involve some loss of personal control over,
and access to, information about the matter delegated.

It is hoped that the implementation of the organizational
strategies contained in this study will free key administrators for the
planning and policy making functions that are crucial if Bible Colleges
are to survive as viable educational forces in today's world.

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QUESTIONNAIRE

A. GENERAL INFORMATION

1. Name of school _____

2. Enrollment as of September, 1974 _____

3. Number of full-time faculty members _____

4. Number of part-time faculty members _____

5. Your title _____

6. Number of years in your present position _____

B. QUESTIONNAIRE

DIRECTIONS: Listed below are areas of planning within educational
administration which may or may not be at primary
responsibility of your position. Please circle the
appropriate letter (A, B, C, D, or E) which best
indicates your responsibility.

A = I am responsible to plan in this area
B = I am not responsible to plan in this area
C = I should be responsible to plan in this area
    but am not
D = I am responsible to plan in this area but should
    not be
E = I am undecided about this item

For responses B, C or D please indicate who is or
ought to be responsible for planning in this area
within your school's administrative structure.

1. Educational philosophy   A B C D E
   Who?

2. Admission requirements   A B C D E
   Who?

3. New student orientation   A B C D E
   Who?

4. Curriculum   A B C D E
   Who?

5. Teacher and subject assignments   A B C D E
   Who?

6. Classroom scheduling   A B C D E
   Who?

7. New educational programs   A B C D E
   Who?

8. Teaching staff additions   A B C D E
   Who?

9. In-service teacher training   A B C D E
   Who?

10. Classroom construction   A B C D E
    Who?

11. Annual catalog   A B C D E
    Who?

12. School year calendar   A B C D E
    Who?

13. Commencement exercises   A B C D E
    Who?

14. Others
    _____   A B C D E
    Who?

    _____   A B C D E
    Who?

    _____   A B C D E
    Who?

    _____   A B C D E
    Who?

DIRECTIONS: Listed below are principles of organization which are
             often practiced within administration. Please rank
             these principles in order of priority of importance
             you give them when organizing an educational program.

             A = I would use this principle
             B = I would not use this principle

Call a meeting   A B   Rank _____

Delegate responsiblities   A B   Rank _____

Enlist a consultant   A B   Rank _____

Establish goals   A B   Rank _____

Gather information   A B   Rank _____

Initiate problem-solving process   A B   Rank _____

List procedures   A B   Rank _____

Provide a rationale   A B   Rank _____

Other

DIRECTIONS: Listed below are positions or groups which may need to
be made or filled if your student body and teaching
staff increased in number. Please rank the positions
in the <u>order</u> <u>of</u> <u>priority</u> you would fill them assuming
they are not made or filled in your organization at
present.

A = I would fill this position
B = This position is already filled in our organization

Assistant to the President   A B   Rank _____

Additional secretary for the President   A B   Rank _____

Additional staff for the President   A B   Rank _____

A Dean of Education   A B   Rank _____

Assistant to the Dean of Education   A B   Rank _____

Additional secretary for the Dean of   A B   Rank _____
Education

Additional staff for the Dean of Education A B   Rank _____

A Dean of Faculty   A B   Rank _____

Assistant to the Dean of Faculty   A B   Rank _____

Additional secretary for the Dean of   A B   Rank _____
Faculty

Additional staff for the Dean of Faculty   A B   Rank _____

Other

DIRECTIONS: Listed below are persons who may or may not report to
you directly. Please circle the appropriate letter
which best explains your relationship and/or opinion
in this area.

A = Reports directly to me
B = Does not report directly to me
C = Should report to me but does not
D = Reports to me but should not
E = I am undecided about this item
N = Not applicable

For responses C or D, please briefly give a reason in
the space below the item.

1. Accounting Director   A B C D E N
    Why?

2. Admission Director   A B C D E N
    Why?

3. Alumni Director   A B C D E N
    Why?

4. Audio Visual Director   A B C D E N
    Why?

5. Correspondence School Director   A B C D E N
    Why?

6. Dean of Education   A B C D E N
    Why?

7. Dean of Faculty   A B C D E N
    Why?

8. Dean of Students   A B C D E N
    Why?

9. Evening School Director   A B C D E N
    Why?

10. Food Service Director   A B C D E N
    Why?

11. Health Service Director   A B C D E N
    Why?

12. In-Service Director   A B C D E N
    Why?

13. Librarian   A B C D E N
    Why?

14. Practical Christian Work Director   A B C D E N
    Why?

15. Public Relations Director   A B C D E N
    Why?

16. Registrar   A B C D E N
    Why?

17. Student Council President   A B C D E N
    Why?

18. Summer School Director   A B C D E N
    Why?

19. Treasurer   A B C D E N
    Why?

20. Others

_____   A B C D E N
    Why?

_____   A B C D E N
    Why?

_____   A B C D E N
    Why?

_____   A B C D E N
    Why?

_____   A B C D E N
    Why?

DIRECTIONS: Listed below are procedures affecting the coordination
process within administration. Please rank these
procedures in order of priority of importance you
give them when co-ordinating an educational activity.

A = I use this procedure
B = I do not use this procedure

Assess progress cooperatively   A B   Rank _____

Encourage active participation   A B   Rank _____

Evaluate progress periodically   A B   Rank _____

Give professional guidance   A B   Rank _____

Investigate complaints   A B   Rank _____

Maintain communication channels   A B   Rank _____

Provide statistical summaries   A B   Rank _____

Other

DIRECTIONS: Listed below are positions in a typical organization-
al chart. Please indicate the position or positions
to whom you report on a regular basis by circling
the appropriate letter.

A = I report directly to this person or group
B = I do not report directly to this person or group
C = I should report to this person but do not
D = I report to this person but should not
E = I am undecided about this item
N = Not applicable

For responses C or D please briefly give a reason
in the space below the item.

1. Board of Trustees   A B C D E N
    Why?

2. President   A B C D E N
    Why?

3. Executive Vice President   A B C D E N
    Why?

4. Dean of Education   A B C D E N
    Why?

5. Dean of Faculty   .   A B C D E N
    Why?

6. Curriculum Committee (Department Heads)   A B C D E N
    Why?

7. Faculty senate   A B C D E N
    Why?

8. Public Relations Director   A B C D E N
    Why?

9. Alumni Director   A B C D E N
    Why?

10. Dean of Students   A B C D E N
     Why?

11. Other
     _____   A B C D E N
     Why?

     _____   A B C D E N
     Why?

DIRECTIONS: Listed below are educational programs requiring
              budget provision. Please refer to the job description
              for your position and indicate which areas are stated
              as your budgeting responsibility by circling the
              appropriate letter.

              A = I am responsible for this budget area
              B = I am not responsible for this budget area
              C = My job description states this budget area as
                  my responsibility but I do not administer it
              D = I administer this budget area but my job description
                  does not state it as my budgeting responsibility
              E = I am undecided about this item
              N = Not applicable

              For responses C or D please briefly give a reason in
              the space below the item.

1. Classroom equipment   A   B   C   D   E   N
    Why?

2. Custodial services   A   B   C   D   E   N
    Why?

3. Directors' salaries   A   B   C   D   E   N
    Why?

4. Printed materials (catalogs, schedules) A   B   C   D   E   N
    Why?

5. School building construction   A   B   C   D   E   N
    Why?

6. School promotional expenses   A   B   C   D   E   N
    Why?

7. Staff salaries   A   B   C   D   E   N
    Why?

8. Teacher salaries   A   B   C   D   E   N
    Why?

9. Teaching services   A   B   C   D   E   N
    Why?

10. Teaching supplies   A   B   C   D   E   N
    Why?

11. Other
    _____   A   B   C   D   E   N
    Why?

APPROVAL SHEET

The dissertation submitted by Jay C. Fernlund
has been read and approved by the following committee:

> Dr. Melvin P. Heller, Committee Chairman
> Chairman, Department of Administration
> and Supervision
>
> Dr. Max A. Bailey
> Associate Professor, Administration
> and Supervision
>
> Dr. Jasper J. Valenti
> Associate Dean, School of Education

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

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

April 18, 1979   _[signature]_
Date   Director's Signature