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Oxendine, Sammy Ray

**ACADEMIC GOVERNANCE, FREEDOM, TENURE, AND DUE PROCESS AT
EAST COAST BIBLE COLLEGE: A DEVELOPMENTAL STUDY**

The University of North Carolina at Greensboro

Ed.D. 1984

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A DEVELOPMENTAL STUDY

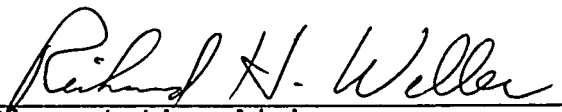
by

Sammy Ray Oxendine

A Dissertation submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
1984

Approved by


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APPROVAL PAGE

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ACKNOWLEDGEMENTS

To Dr. James B. Macdonald, who, until his death, offered sincere patience, guidance, and direction while serving as Dissertation Advisor of this study, I would like to extend my most sincere appreciation and respect.

I would like to thank Dr. Richard H. Weller, who so willingly consented to serve as my Dissertation Adviser during the final stage of this study. Without his special attention this project would have suffered quite a setback.

I wish to thank Dr. David E. Purpel who offered support when it was needed by consenting to join my committee at a most difficult time; to Dr. Paul Lindsay and Dr. William W. Purkey, who, as members of my committee, have given support during the entirety of my study; and to Dr. Robert E. Stake who unselfishly provided guidance relative to the evaluation issues and methodology of this study.

I would also like to mention Dr. Henry J. Smith, who, as President of East Coast Bible College, has allowed me to pursue my Doctorate while offering the resources of the college to make those studies possible.

Margaret Lackey has been my tireless typist since the beginning, and she has willingly seen me through more drafts and revisions than either would care to recall. To her my most humble "Thanks!"

Deepest gratitude must be extended to my wife, Helen, my daughters, April, Alison, and Amy, and my parents, Sam and Tilda, whose patience, understanding, and prayers have been a constant source of strength.

But my greatest thanks goes to the One who strengthened me for this task and who makes all things possible.

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OXENDINE, SAMMY RAY, Ed.D. Academic Governance, Freedom, Tenure, and Due Process at East Coast Bible College: A Developmental Study. (1984) Directed by Dr. James B. Macdonald and Dr. Richard H. Weller. Pp. 208

The purpose of this study was to develop and implement a statement of academic freedom, tenure, and due process at East Coast Bible College to be used as a model for other Bible colleges. Specifically the study proposed to describe how various members or groups of members of the academic community of one Bible college perceived their particular roles, the interactions that occurred, and how the interactions either affected or were affected by the overall process.

The naturalistic fieldwork methods of the participant observer were used to collect data. Observations, as well as formal and informal interviews were recorded in field notes. The analytic goal for this study was to describe the interactions that occurred at each level of the process and how they may have affected the end result.

The findings of the study indicated that the process of creating an academic freedom, tenure, and due process statement and implementing it into the actual program of East Coast Bible College, occurred in a series of stages. Each stage was characterized by the particular role of the participant(s) in relation to stated responsibilities in the process. Overall, the study revealed that interactions were

characterized by participants responding more to a process and its ultimate effect than to other individuals in other roles.

It was concluded that a statement of academic freedom, tenure and due process similar to those existing in secular higher education can be implemented, with prospects of "workability," in the Bible college setting. Implications were made for future policies and research directed at and within the Bible college.

CHAPTER I
INTRODUCTION

The Bible College in Perspective

The term "Bible College" denotes an institution of higher education having a curriculum consisting of three main segments: general education, Biblical studies, and professional courses. The primary purpose of the typical Bible college is to prepare students for church-related vocations.

In contrast to "Bible college," the term "liberal arts college" refers to an institution of higher education having a curriculum consisting of studies which are presumed to provide chiefly general knowledge and to develop the general intellectual capabilities as opposed to professional, vocational, or technical studies.

As a movement, the Bible college has recently, 1982, celebrated its one-hundredth anniversary. Beginning with one school in 1882, the movement is now estimated to have 400 Bible colleges in the United States. Of this number approximately 25 percent are accredited by the American Association of Bible Colleges (AABC). Established in 1947, this organization is the only accrediting agency exclusively for Bible colleges recognized by the U.S. Office of Education as a national professional accrediting agency.

The Bible college system of education as opposed to the liberal arts system has received criticism, especially during the past decade. Students, parents, and educators are now looking to the Bible college to produce individuals who not only can learn Biblical principles but also can fully participate in living. Thus, in the wake of new student awareness and the ever-increasing demand for funds in many areas, greater emphasis is being placed on professional accountability and efficiency in Bible college education.

In order to meet the challenge, it is becoming increasingly necessary that Bible colleges be staffed with competent and dedicated teachers and scholars. As the public institutions of higher education, however, continue to demand a large portion of the teaching market, highly qualified men and women can be attracted only by Bible colleges which offer, to the full extent, principles of academic freedom: tenure, due process, and faculty participation in governance.

Academic Freedom

As an accrediting agency, AABC does address the subjects of academic freedom, tenure, and due process; however, it is done only in broad terms. Regarding academic freedom it is stated that all teachers of the faculty, whether teachers of theological or non-theological subjects, should be in agreement with the institution's overall theoretical frame of reference, its religious life, and its moral standards (AABC Manual, 1975).

It has been my experience to meet people in the Bible college movement who see academic freedom as a red flag. It is equated with everything wrong with society -- communism, socialism, heresy and anarchy. For those who are men of reason, however, there is a scriptural basis for academic freedom and all that it encompasses. This basis arises from the Christian faith and its promise of freedom in Christ to know the truth which is from God.

While realizing that different theological approaches to freedom are possible, it should be the purpose of the leaders of the Bible college movement to share a common concern for realizing the highest possible standards of freedom in institutions of higher education.

Tenure and Due Process

The American Association of Bible Colleges has no set guidelines pertaining to the establishing of tenure at the Bible college. Its statement regarding promotion says only that written policies clearly outlining promotion should be developed, and that, once developed, these policies should be followed (Bell, 1981).

According to Miller (1978), approximately 33 percent of all institutions of higher education other than Bible colleges have not developed written policies of promotion. Miller further stated that where written policy does exist, less than half of the faculty understands it. Too, where

written policy exists, only 55 percent of the faculty indicate that stated policies have been followed.

The Chronicle of Higher Education (1979) estimated, however, that 63.5 percent of faculty in American institutions of higher education were tenured during the 1978-79 academic year. Further, James O'Toole (1979) estimated that 85 percent of all colleges and universities employing 95 percent of all full-time faculty use this system.

This widespread use of tenure in institutions of higher education indicates a number of positive reasons for its use:

1. It promotes academic freedom by assuring teachers of due process;
2. It encourages commitment to the acquisition of specialized knowledge;
3. It encourages commitment to a given institution;
4. It provides economic security to offset comparatively low wages;
5. It enhances faculty competence by creating a corps of people who can make decisions without worrying about their own job security;
6. It assigns a specific time frame to the faculty member's period of probationary service. Thereafter, the institution must move a teacher up or out;
7. It impedes faculty mobilization towards collective bargaining as a means of attaining job security (Bell).

A survey of faculty handbooks from a number of accredited AABC schools has indicated that less than 10 percent of the member institutions have a promotional system based on any

form of tenure. Too, only a few make statements regarding academic freedom and due process as recommended by the American Association of University Professors in its "1940 Statement of Principles." The purpose of such a statement is to promote public understanding and support of academic freedom and tenure, and agreement upon procedures to assure these in institutions of higher education.

Statement of the Problem

In the typical institution of higher education, there is a strong traditional feeling for academic freedom; however, the Bible college movement, as a whole, does not follow the example. Consequently, the typical Bible college is wrestling with the problem of academic freedom and with possible modifications which may be necessary.

The problem of this study is to develop a definitive statement of academic freedom, tenure, and due process for East Coast Bible College which can serve as a model for other similar institutions of higher education.

Purposes of the Study

The purposes of this study are (1) to develop a statement of academic freedom, tenure, and due process through joint participation of the administration, faculty, and board of directors of East Coast Bible College; (2) to implement at East Coast Bible College the developed statements of academic freedom, tenure, and due process; (3) to conduct a format or evaluation of the development of the statement,

the process of implementation and the feasibility of the product; and (4) to relate the study to other Bible colleges.

The study begins with a review of the literature relative to academic freedom, tenure, and due process as it pertains to the Bible college specifically and higher education generally. This will be followed by the methodological procedures described above.

CHAPTER II

REVIEW OF LITERATURE

A search for literature relative to academic freedom, tenure, and due process in the Bible college movement revealed few published books, periodicals, research studies or pamphlets of any significance available for perusal. This was in contrast to the many sources of information available which discuss these terms in relation to public institutions of higher education, which are classified as being in the area of liberal arts.

In Perspective: Early Higher Education

S. A. Witmer, first president of the American Association of Bible Colleges discussed in his book, Education with Dimension (1962), the lack of published materials regarding the place of the Bible college movement in American higher education; however, he expressed optimism that the number of publications would increase in the near future. Now, twenty years later, not a single volume other than those produced by the Association itself, has been published. In journals outside Evangelical Christianity, fewer than five articles have been published regarding any aspect of the Bible college movement.

Virtually all materials published relative to church-related higher education in America focuses on denominational

(largely Protestant) liberal arts colleges -- those which have curricula similar to that of non-sectarian liberal arts colleges, plus an additional, though small, emphasis on Bible and theology (Brown, 1982).

Astin and Lee (1971) made a slight reference to the Bible college movement during the years 1900 to 1950. In addition to this, however, not a single one of the above-mentioned books on church-related higher education mentions the movement.

The implication which appears then is that there is an obvious need for more literature. Consequently, any study relative to the movement will prove beneficial since heretofore the ground has not been broken and any seed planted will produce a welcome harvest of information.

In order to look at the emergence and evolution of academic freedom, tenure and due process as it relates to the Bible colleges, it will be necessary to review literature as it relates to the evolution of higher education in general and then to apply it to Bible college education specifically.

In a society where state colleges are viewed as second-class citizens and the small sectarian "invisible" colleges are third-class citizens (Astin and Lee, 1971), the Bible colleges are still "non-citizens." In circles of higher education, they are strangers -- almost nothing is known about them since they are only rarely mentioned in national studies of colleges.

Not only is the Bible college movement little known to the public; it is usually suspect for choosing both curricula and educational purposes which contrast sharply with the more dominant secularization of knowledge (Brown, 1982). Consequently, the modern stigma associated with religion is closely linked to the Bible college movement and any institution which operates according to Biblical authority seems unlikely to be able to participate in the exercise of scholarship.

Eagen sees the Bible college movement as representing a pietistic reaction to secularism, a theistic reaction to humanism and agnosticism, a Bibliocentric reaction to naturalism and rationalism, a resurgence of spiritual dynamic in Protestantism, a restoration of Biblical authority and direction in education, and a return to the central concern of Christian Education: that is, the fulfillment of Christ's Great Commission. (p. 35)

It is of note that many of today's elite colleges began with basically the same institutional purpose as today's Bible college. Through the years, these colleges founded two to three centuries ago have shifted to a stance of noble superiority towards the validity of schools which so closely resemble their own beginnings (Brown, 1982).

The year 1982 marked the one hundredth anniversary of the Bible college movement in America; however, its growth during this time was conditioned by distinct social, theological, and educational developments. Prior to 1882, American higher education was governed by Protestant Evangelical Christianity.

Leaving the European continent to establish a new homeland, the people were impelled by desire to find religious freedom; consequently, all parts of these settlers' lives were influenced by religious convictions and ideals.

An example of this is seen in the official seal of the Massachusetts Bay Colony: the figure of an American Indian quoting the words of the speaker in St. Paul's vision, "Come over to Macedonia and help us (Acts 16:9)." The leaders of the colony apparently saw their role as fulfilling that call (Lockerbie, 1972).

In order to accomplish this goal, one of the main instruments was the proper education of youth (Ulich, 1968). It is no surprise that, as Robert Pace (1972) stated, Evangelical Christianity was a major force in the development of higher education in America. According to early charters, colleges were founded for the training of both ministers and laypersons. Their goal was to educate orthodox leaders for society and orthodox clergymen as ministers of the church (Brubacher and Willis, 1976).

Eagen (1981) cited various examples of this mission of the early college. In a pamphlet titled, "New England's First Fruits," distributed in England in 1643, the mission of Harvard, the first college founded in the colonies, was described as that which led the student "to know God and Jesus Christ which is eternal life (John 17:30), and

therefore to lay Christ in the bottom, as the only foundation of all sound knowledge and learning" (Cremin, 1970).

In a pamphlet published in 1754, students of Yale are exhorted "to obtain the clearest conceptions of Divine Things...[which]... lead you to a saving knowledge of God in His Son Jesus Christ" (Rudolph, 1977).

These are only two of many examples which illustrate the purpose and mission of the early colonial colleges. As a matter of fact, the charter of each of the colonial colleges except the College of Philadelphia (later known as the University of Pennsylvania) expressed the intention of the institution to prepare young men for the ministry. Further, these colleges were directly founded by religious denominations. (See Table 1.)

In retrospect the following can be said:

In its initial impulse the American college grew out of the tradition in European Calvinist communities of founding new colleges and reshaping old ones to preserve the purity and continue the propagation of the faith. Harvard, Yale, and Princeton were the consequences of good Calvinists doing what they expected of themselves. William and Mary in Virginia and King's College in New York are similar in being the work of concerned Anglicans. (Rudolph, 1977: 26)

Because the role of the Scriptures was so important to the mission of the colonial institutions, their curricula were designed accordingly. Harvard's curriculum in 1642 was modeled after that of Cambridge University in England.

TABLE 1
The Pre-Revolutionary Colonial Colleges

Name of College	Date Founded	Denominational Founder
Harvard	1636	Congregationalists
William and Mary	1693	Church of England
Yale	1701	Congregationalists
Princeton	1746	Presbyterians
Kings College (Columbia)	1754	Church of England
College of Philadelphia (Univ. of Pennsylvania)	1755	None (Later under Anglican dominance.)
Rhode Island College (Brown)	1765	Baptists
Queens College (Rutgers)	1766	Dutch Reformed Church
Dartmouth	1769	Congregationalists

Source: Lockerbie, 1972

It was thorough and consisted of classical languages for a better understanding of the Scriptures, limited amounts of natural philosophy or science to substantiate the workings of God's creation, and theology by which to establish man's faith (Lockerbie, 1972). Because Harvard was the leader of these early institutions, it was only natural that the others adopted similar or identical curricula.

As the social climate of America changed, however, the curriculum of higher education also changed. Eventually, the shift of higher education to complete secularization became one of the major factors leading to the establishment of the Bible college movement. In essence, the structure and purpose of higher education which so characterized the colonial colleges could not co-exist with the American environment of industrial, political, scientific, and spiritual change. The total world view associated with higher education provided the necessary impetus for a breaking away by those interested in bibliocentric education.

The shift from religious education was noted as early as 1703 in a sermon attacking Harvard, which stated that "it is not worth the while for persons to be sent to the college to learn to Complement man, and Court women; they should be sent thither to prepare them for Public Services (Eagen, 1981:82)."

In 1770, the faculty of Yale issued a statement declaring that the college's aim was now to prepare men for the

professions of lawyer and physician in addition to that of minister (Rudolph, 1977).

The number of graduates of the colonial colleges entering the ministry reflect the changes in the purposes of the institutions: 50 percent from 1700 to 1750, 37 percent in 1761, 22 percent in 1801 and 6.5 percent in 1900 (Brubacher and Rudy, 1976).

By 1776 all but two of the colonial colleges had established professorships of mathematics and natural philosophy. Nothing so clearly symbolized this trend and American higher education during this time as the exodus of the syllogistic style of learning and the emergence of empirical thought.

Rudolph (1977) quoted an early source as stating:

The God who inhabited Dunster's Harvard was a righteous and wrathful God; the God who inhabited Princeton in 1764 was the creator and source of all nature's wonders. The curriculum had shifted from explaining the ways of God to exploring the ways of man (p. 35).

Eagen (1981) saw two major themes as generalizing the transformation of higher education from its colonial religious stance to one of secularization. First, because colleges found themselves in financial difficulty, it became increasingly necessary for aid to be requested and support received from the government as well as influential private benefactors. Thus, close ties were established with those governmental agencies and private individuals who offered support. Second, the theme of the transition, the incursion

of secularization, encouraged a shift from a colonial theocracy to the American democracy.

Veysey (1965) characterized the last half of the nineteenth century as the time when the university as it is known today emerged. The curriculum was in a radical state of change as more emphasis was placed on scholarly scientific research and less on traditional religious dogma. Professors were hired because of scholarship and not theology. Cornell, for example, founded, in 1869, stated its purpose to be an institution where any person could find instruction in any study.

The guiding principles of the college during this period of time came largely as a result of the changing curricula coupled with one of the most significant acts of educational legislation ever approved by Congress (Brown, 1982). The Morrill Act of 1862 called for the founding of at least one college in every state which would provide training in agriculture and mechanical arts. This was the beginning of state-supported higher education. These "land-grant" institutions became a symbol of their times: secular education to train students in professions other than those associated with religion.

In short, theology became impractical, religion was anti-science, and state monies replaced denomination support. The industrial revolution with its demands had little need for what small, denominational colleges had to offer.

Consequently, the church saw its role in higher education decreasing. It did not, however, totally diminish. Although acceptance of the scientific and vocational curricula was generally slower in denominational colleges than in the secular universities, many offered courses of study which stated an avowed interest in preparing students for a vocation (Patton, 1940).

As earlier patterns had been established in higher education, it was felt by church leaders in the early 1880's that they should be continued. Witmer (1962) commented on the shift of higher education as follows:

The drift from evangelism to rationalism -- to secularism that has characterized Protestant higher education began almost from its inception. When Harvard was suspected of Unitarian and rationalistic views, Yale was founded to be a truer school of the prophets. When the Great Awakening shaped new churches desiring an evangelically trained ministry, both Harvard and Yale became suspect, and so Princeton was formed (p. 30).

And so, by the 1880's it was all too clear to evangelicals that yet another type of institution was needed -- hence, the Bible college movement was formed.

The Bible College Movement

European Antecedents

Under the strong influence of pietism during the nineteenth century, numerous groups on the European continent, particularly Germany, organized missions for the conveyance of the Gospel throughout the world (Latourette, 1959). Until this time the Moravian brethren for an entire century

had been the sole representatives of the missionary idea in Germany society (Witmer, 1962). Most of the Moravian groups worked independently of the established church and their schools were voluntarily supported. Using unorthodox methods, admission standards and course requirements were often less than conventional.

One of the best known of these schools was the Gossner Mission founded by Johannes Gossner in 1842. He began training small groups of missionary candidates and eventually sent more than 140 to various areas of ministry (Latourette, 1959).

Founded in 1872 by H. Grattan Guinness, the East London Institute for Home and Foreign Missions represented another significant antecedent. Its educational purposes were varied yet related: to increase the number of missionaries; to provide education and training for zealous young people who desired to engage in missionary work but were hindered by lack of education and means; to direct and assist trained recruits into fields for which they were suited; and to deepen in the hearts of Christians at home, practical compassion for the heathen. In its initial 16 years, over 3000 young men applied for admission. Eight hundred were accepted, and approximately five hundred completed their training (Latourette, 1959).

North American Emergence

This institute greatly inspired a young man, A. B. Simpson, in Chatham, Ontario. While still a teenager, he

had heard H. G. Guinness speak and became interested in his work. As a minister, he later called for the establishment of similar schools in the North American continent, and in the United States, particularly.

The European missionary emphasis of taking the gospel to all people was affected, however, by the new emphasis on practical vocational training throughout American higher education. The desired result was a practical course of study in the Scriptures -- one that would not require a student to wait around for years to do undergraduate work and then attend seminary before entering the various areas of ministry (Brown, 1982). Also, the seminaries of that time were doing little to train students for specialized ministries other than the pastorate, and were doing still less to train women (Eagen, 1981).

Thus, Simpson became a champion for a new approach to higher religious education. In 1880, he called for a missionary college in an editorial published in The Gospel in All Lands, and in 1892 founded Nyack College.

The three departments of curriculum in the new school provided general, theological, and practical courses.

1. General -- English, logic, philosophy, natural sciences, ancient and modern history, and geography.
2. Theological -- Christian Evidences, Bible, New Testament Greek, Systematic Theology, Church History, and Practical Theology.

3. Practical -- homiletics, evangelism, Sunday School work, and vocal music.

Although Simpson was a Presbyterian minister, the college was not sponsored by that denomination. Eventually, Simpson founded a new denomination, the Christian and Missionary Alliance, and incorporated Nyack College as its Eastern United States training center.

The spiritual fervor and purpose of the college is seen in the words of Simpson:

Pre-eminently we are witnesses for Christ. We are glad to testify to Him before we speak of His blessings or gifts to men. It is Christ as a person, as a living reality, as a supreme fact of history and of life, Jesus Himself, who is the theme of our testimony. Soon He is to appear in the vivid and glorious revelation of His personal majesty, filling all earth and heaven, but meanwhile He is projecting His personality upon the age, upon the heart of His people, and upon our own individual lives, and He wants us to know Him, to represent Him and reveal Him to all men. (Saint Paul Bible College Catalog, 1978-80)

Nyack has consistently followed, during its 100-year history, the basic pattern of education established by its founder, and has become one of the major missionary colleges in the Protestant world (Witmer, 1962).

The second American Bible college, Moody Bible Institute, was founded in 1886 by Dwight L. Moody and his associates. Its objectives were "to educate and direct and maintain Christian workers as Bible readers, teachers, and evangelists" (Witmer, 1962: 83), with a strong emphasis on

practical, vocational programs. Moody Bible Institute grew rapidly and became a major influence upon the eventual Bible college movement as a whole.

It is significant that the first two schools, Nyack and Moody, represent quite typically the two main types of Bible colleges. Moody has remained the more specialized Bible institute with its three-year diploma programs still a major part of the curriculum. Nyack represents the Bible college whose curriculum includes more liberal arts or general education courses.

As shown in Table 2, several other Bible colleges were founded prior to 1900.

After 1900, the Bible college movement experienced a pattern of growth consistent with other segments of higher education. As shown in Table 3, the largest number of presently accredited Bible colleges were founded during the years surrounding the close of World War II when higher education in America was experiencing phenomenal expansion as a result of the GI Bill of 1944, which provided financial assistance to veterans for attending college. Bible college then appealed to many of the non-traditional students who were attracted to college as a result of the veterans' benefits.

Table 3 shows only accredited Bible colleges founded; however, a survey (Witmer, 1962) conducted in 1960 located 194 Bible colleges and institutes in the United States.

TABLE 2
Bible Colleges Founded Prior to 1900

Year	Name	Location	Founding Individual/ Denomination
1883	Nyack College	New York	A. B. Simpson
1886	Moody Bible Institute	Chicago	Dwight L. Moody
1890	Western Bible College	Missouri	Negro Baptists
1893	Johnson Bible College	Tennessee	Disciples
1895	Northwest Christian College	Oregon	Disciples
1897	Berkshire Christian College	Boston	Adventists
1899	Azusa Pacific	Los Angeles	Friends

Source: Witmer, 1962

TABLE 3
 The Founding of Presently Accredited
 Bible Colleges in America
 (By Decade)

Decade	Number	Percentage of Total
Pre-1900	3	4
1901-1910	4	5
1911-1920	7	10
1921-1930	13	18
1931-1940	17	24
1941-1950	21	30
1951-1960	4	5
1961-1970	3	4
1971-1980	0	0
 Total	 72	

Source: Witmer, 1962; AABC, 1981

Thirty-six of these were accredited. Today, there are 83 accredited Bible colleges in the United States. If the same ratio of accredited to non-accredited schools exists today, then there should be close to 400 non-accredited Bible colleges. While there is no accurate count available, there are probably closer to 300 such colleges -- the majority of which have been founded during the past three decades (Brown, 1982).

In terms of its history, the Bible college movement is a relatively recent phenomenon; however, not more recent than the Emergent University and much less recent than the community college -- both of which have rather extensive bibliographies as well as immense interest among current researchers. The fact, therefore, that Bible colleges have been ignored as a viable segment of higher education cannot be explained by their newness.

By definition, it can be stated that these are a peculiar group of colleges; yet, this peculiarity is actually a strength rather than a weakness. They have, somehow, avoided the pitfalls of many other small, private institutions which have drifted.

Bible colleges are looking

...toward the model of the elite college, attempting to "upgrade" themselves by recruiting a more select student body from a wider geographical range, by attracting a more highly trained, research-oriented faculty, by disaffiliating themselves from their founding churches. These attempts to emulate the model

of the elite college are perhaps more to be pitied than implored, for they are almost certainly doomed to failure (Astin and Lee, 1971: 95).

In all probability, it is this effort to remain distinctive -- radically divergent from the elite college model -- that has cost Bible colleges their reputation. They emphatically reject the foundational model of the university which is "any person, any study." Rather than a wide range of electives and majors, Bible colleges limit themselves to fewer electives and fewer majors. Bible colleges, students and course offerings alike, are very homogeneous; there is a minimum of internal diversity. It is this internal diversity, however, which produces such a dissimilarity between them and other types of colleges. In being so similar to each other, Bible colleges project an institutional profile that is totally divergent from the norm of other types of colleges.

When Bible colleges are viewed in the context of the history and present situation of higher education in America, a lengthy quotation from The Invisible Colleges takes on great significance. While the bulk of Astin and Lee's remarks are directed toward small colleges in general and not necessarily Bible colleges, they are quite applicable to this discussion.

Most observers would agree that a status hierarchy exists in higher education whereby the elite colleges set the pace, the standards, and the goals for all four-year liberal arts colleges.

The less prestigious colleges attempt to emulate the elite model not out of any educational design but out of a probably mistaken notion of what constitutes quality, thus abnegating their responsibility to carry out their own special missions. Since the invisible colleges are conspicuously lacking in most of the "elite" characteristics, it has become fashionable in some academic circles to express doubt that they are really "worth saving."

Putting aside, for a moment, the objection that these sweeping educational judgements are usually based not on any empirical evidence about the effects of various types of colleges but on ignorance that simply perpetuates the myths and prejudices of elitism, one may still seriously question whether it is in any way desirable to have all higher educational institutions aim for one or two "ideal" models. Whatever the virtues and defects of particular types of institutions, surely such a goal deserves to be challenged.

American higher education has long prided itself on its diversity. One of its fundamental assumptions has been that there are important individual differences among students in their talents, aspirations, interests, and educational needs. If one accepts this assumption, then it follows that some students will develop better in small colleges than in larger ones -- in church-related colleges rather than in non-sectarian ones, in unselective than in selective ones. In these circumstances, the ideal system is one that provides a variety of meaningful options designed to accommodate these individual differences.

Yet in some respects, the much-touted diversity is on the wane. Many of our larger colleges and universities, both public and private, are coming to resemble one another more and more: they are complex, impersonal, and alike in their curricular offerings. Moreover, these same colleges and universities are coming to serve an increasing proportion of the nation's students. Even institutions that were first established to provide training -- technological and vocational institutions, teachers colleges, agricultural colleges -- have been bemused into believing that the aim of higher educational institutions should be to turn out students who are "well-rounded," "humanized," and "cultured," and thus have added more and more required liberal arts courses to their curricula and allowed themselves to be diverted from their original purposes. (pp. 95-97)

Now, for 100 years, Bible colleges have both undergone and withstood such educational "peer pressure." While being different is not justification for continued existence, neither should it be sufficient cause for the unwarranted attacks that have been levied against them (Brown, 1982).

Academic Governance

In a society that includes various types of people -- whether in a nation, city, business or institution of higher education -- freedom exists for the individual only when order prevails. Order among human beings may be the result of habit or may be established by rules of governments.

Corson (1960) stated that someone must make rules to govern the conduct of and the relations among those who are banded together -- in living or in accomplishing certain ends. Thus, each entity of society maintains order and certainty among the group and facilitates the achievement of whatever it is established to do. Further, each governing body cannot afford order or certainty if it is achieved at the cost of freedom of those who are governed. Consequently, the consent of the governed must be obtained.

The idea that the institution is a government, in the sense that it is authorized to make rules that govern the conduct of individuals is essential in an analysis of its total function. Corson wrote that the government of colleges differs from other forms of enterprise in three significant respects:

1. Colleges and other institutions of higher education exist to serve a multiplicity of purposes;
2. The college is more dispersed as an enterprise than the typical business or agency. To the college, governance is, in large part, the task of establishing rules and making the succession of decisions that are required to relate departments and other subdivisions, of assuring order, and hopefully productive association among them.
3. The responsibility for making decisions is more widely diffused. The decisions made daily suggest the range of deans, department heads, coaches, teachers, etc.
(Corson, 1960:9-10)

Eagen (1981) discussed the evolution of governance in American higher education. From the beginning, the primary agencies of administration were the president and board of control. This stands in direct contrast to the governance model developed in the European system of higher education. In that system, students and teachers sought each other to form roving bands of schools known as the "stadium generale." Eventually these groups established guilds which merged into relatively stable formal institutions. Although at times outside interests attempted to influence the schools, "masters" held the major control of these institutions and students came together voluntarily to form a corporation of scholars.

Brubacher and Rudy (1976) saw the conditions in colonial America, however, as not being favorable to the European academic tradition. First, in order for scholarly guilds to be formed, there had to be a sufficient number of formally

educated men in the colonies. This number did not exist. Secondly, there was not a sufficient amount of wealth available to scholars to both finance and maintain independent guilds. Consequently, years later it became necessary to turn to the state for needed funds for higher education as well as for a tighter pattern of institutional organization and control.

Possibly the most noticeable feature of the new model of institutional governance practiced in the colonies was that rather than institutions evolving as they did by the mutual seeking of each other by students and scholars in Europe, they were formed administratively.

In the founding of Harvard, for example, the Massachusetts Legislature established a board of control and hired a president to carry out the desires of the board. Faculty members and other employees were then hired and made responsible directly to the president and ultimately to the board. On this basis, students were recruited to the college (Eagen, 1981). No comparable counterpart of this existed in Europe.

Like their English counterparts, American boards were at first denominationally homogeneous. However, financial needs and ultimate recruitment of students resulted in boards interdenominational in scope. Also, in order to attract a broader spectrum of students and to exchange their financial base, colonial colleges were forced to stress

their public statements in terms of interdenominational policies and practices. This, inevitably, led to the loss of denominational affiliation of many colleges and provided a portion of the foundation for the secularization of much of higher education. This trend was aided by an increasing number of laymen replacing clergymen on the various boards.

This emergence of lay boards and the colleges' need for financial support by agencies of the government brought the college into much interaction with the surrounding community. Because they were no longer autonomous and isolated, these colleges came under close public scrutiny. The eventual result was that the communities began to exert strong influence and control.

Although these were private institutions, many sought continued financial support from the government while wanting to remain free from community and government control. Public authorities, however, felt the right to exercise more control. When opposed, these officials became increasingly more unwilling to lend financial support. Further, the growing pluralistic nature of American society increasingly rejected public support for any sectarian causes. Therefore, rather than support the various private institutions, state governments began establishing their own public institutions. To satisfy the pluralistic public, these institutions were necessarily secular and eventually began to dominate the higher education scene in America.

This trend continues to the present and the governing process has evolved into a proven structure which, though different in some areas, is basically the same in both private and public institutions. Table 4 shows the typical overall power structure, including differences, of American universities and private institutions in 1971 (Gross and Grambsch, 1974).

The idea, as stated earlier, that an institution of higher education is a government, in that it is authorized to influence the conduct of individuals, is one way of analyzing its function. It exists to accomplish something; it has resources -- money and people; it has processes that facilitate men and women working together to accomplish a purpose; and it continually undergoes change (Baldrige and Riley, 1977).

Baldrige and Riley see institutions of higher education as often being "organized anarchies" having unclear goals. The complexity of the governance of such institutions of higher education becomes evident in a discussion of power: "those who define goals and move the organization toward attaining them" (Corson, 1960). The significance of where power lies is very important because the goals of the board of directors may differ from those of the faculty, administration, or students.

Hence, the forces or groups within the academic environment which influence the participants of the

TABLE 4
A Comparison of the Power Structure of Private and of
Public Universities, 1971

PRIVATE		PUBLIC	
Power Holder Rank Order	Rank	Power Holder Rank Order	Rank
President	1	President	1
Vice-President(s)	2	Regents or Trustees	2
Regents or Trustees	3	Vice President(s)	3
Deans of Professional Schools	4	Legislators	4
Deans of Liberal Arts	5	Deans of Professional Schools	5
Faculty	6	Dean of Liberal Arts	6
Dean of Graduate School	7	Dean of graduate school	7
Chairmen	8	Faculty	8
Grants	9	State government	9
Students	10	Chairmen	10
Federal government	11	Federal government	11
Alumni	12	Students	12
State government	13	Alumni	13
Legislators	14	Grants	14
Parents	15	Citizens	15
Citizens	16	Parents	16

Source : Baldrige, Riley, et al. (1977) p. 33.

decision-making process are of utmost importance. Whether they be alumni, contractors for research, churches and religious bodies, governmental agencies, professional associations, accrediting organizations, donors (individual and corporate), or the general public, there must always be continual adjustment between institutions and society. Henry Wriston, (1937) in a work which might be considered outdated by some, made a statement which is quite appropriate today:

If the college were wholly alien to its environment, it could not perform its function. On the other hand, if it yields completely to its environment, it equally fails in its objectives. It must maintain a realistic contact without compromising its essential function. (1937:9)

In essence, the achievement of a better understanding of the governance of institutions of higher education requires a study of questions regarding organizational structure, the distribution of responsibilities among participants, and the basic mechanistic functions of the overall operation.

Recently, as research on higher education has increased, so has the number of models for academic governance. Three models which have received the most attention are the bureaucracy, the collegium, and the political system (Baldrige and Riley, 1977). (See Table 5.)

Bureaucratic Model

First, using Max Weber's (1947) description of bureaucracy as including such elements as tenure, appointment to office, salaries as a rational form of payment, and

TABLE 5
THREE MODELS OF DECISION MAKING AND GOVERNANCE

	Bureaucratic	Collegial	Political
Assumptions about structure	Hierarchical bureaucracy	Community of Peers	Fragmented, complex professional federation
Social	Unitary: integrated by formal system	Unitary: integrated by peer consensus	Pluralistic: encompasses different interest groups with divergent values
Basic theoretical foundations	Weberian bureaucracy, classic studies of formal systems	Professionalism literature, human-relations approach to organization	Conflict analysis, interest group theory, community power literature
View of decision-making	"Rational" decision making; standard operating procedures	Shared collegial decision: consensus, community participation	Negotiation, bargaining, political influence, political brokerage, external influence
Cycle of decision making	Problem definition; search for alternatives; evaluation of alternatives; calculus; choice; implementation	As in bureaucratic model, but in addition stresses the involvement of professional peers in the process	Emergence of issue out of social context; interest articulation; conflict; legislative process; implementation of policy, feedback

Source: Baldrige and Riley (1977) p. 26.

competency as the basis of promotion, Herbert Stroup (1966) has listed some characteristics of colleges and universities which, he feels, fit the description. They are as follows:

1. Competence is the criterion used for appointment.
2. Officials are appointed, not elected.
3. Salaries are fixed and paid directly by the organization.
4. Rank is recognized and respected.
5. The career is exclusive; no other work is done.
6. The style of life of the organization's members centers on the organization.
7. Security is present in a tenure system.
8. Personal and organizational property are separated.

Among the more prominent bureaucratic factors involved in university administration are the following:

1. Colleges and universities are under state charter like most other bureaucracies.
2. The colleges and universities have a formal hierarchy, with offices and a set of bylaws that specify the relations between these offices.
3. There are formal channels of communication that must be respected.
4. There are formal policies and rules that govern much of the institution's work, such as library regulations and budgetary guidelines.
5. The bureaucratic elements of the institution are apparent in its "people-processing" aspects: record keeping, registration, graduation requirements and other routine, day-to-day activities.
6. Bureaucratic decision-making processes are used by officials assigned the responsibility for making routine decisions by the formal administrative structure.
(Baldrige and Riley, 1977:25)

Collegium Model

Second, there is the model known as the "collegium" or "community of scholars" which argues that academic

decision-making should not be like that in the hierarchal process of the bureaucratic system. Rather, there should be full participation of the academic community, especially the faculty, which would administer its own affairs with bureaucratic officials holding little authority (Goodman, 1962).

Also, the collegium model emphasizes the faculty's professional authority. It emphasizes the professional's ability to make personal decisions and his need for freedom from organization restraints. The result is a "company of equals" (Parsons, 1947).

Political Model

Third, Baldrige in Power and Conflict in the University (1977), proposed the "political" model of governance. This model uses the assumption that organizations may be studied as miniature political systems with the emphasis on policy-making or policy-forming processes. Consequently, because of the importance of decisions regarding policy, persons throughout the organization attempt to exert influence so that any decision made will reflect personal interests and values.

Various assumptions about this model can be made:

1. Inactivity prevails. Because most people view policy-making as uninteresting and unrewarding, it is often left to administrators. Therefore, decisions affecting many are made by a few.

2. There is fluid participation. People actually involved move in and out of the process. Decisions, then, are made by the few who persist.
3. Interest groups become characteristic. When resources are plentiful and organization is prospering, the participation of these groups is minimal; however, they utilize quickly when resources are tight or they feel threatened.
4. Conflict is natural. It is a major factor in the promotion of positive change.
5. Limitation on formal authority is often placed by pressure groups. Compromise becomes commonplace.
6. External interest groups exert strong influence over the policy-making process.

In viewing these three models of governance, it is important to realize that institutions of higher education are different from most other kinds of complex organizations. Baldrige and Riley see them as having goals which are more ambiguous and interested, as serving clients instead of simply making a profit, as having unclear and problematic technologies, and as having professionals which dominate both the work force and decision-making process.

Each model demands different styles of leadership and has its particular strengths and weaknesses. Consequently, the model used is often determined by the setting, and purposes, and overall objectives of the institution being governed.

Numerous writers have further opinions regarding academic governance as it relates to the union of higher education and the church. Vasey (1978) described the opinion of some that the distinction between church-related higher educational institutions and secular colleges has been blurred. Hesburgh (1969) agreed that there is a change in the complexion of religious higher education and is joined in his opinion by Grennan (1969), Real (1971), Averill (1969), and Hessenger (1969); however, it is felt by these and others that the change is not necessarily a negative one and that the church and college do, indeed, form a vital partnership.

The union, because of its nature, sometimes receives special attention when legal issues are presented in such areas as public financial assistance; the exercise of religious preference in employment policies, academic freedom, use of publicly funded facilities, and student admission. Moots and Gaffney (1979), Mauer (1976), Bok (1979), Buckley (1977), and Oaks (1976) suggested various methods or viewpoints of looking at government regulation.

Strong local as well as state leadership is often seen as the logical way the church-state educational union can be smoothly accomplished.

The Education Commission of the States (1975), the Texas University Coordinating Board (1981) and the California State Postsecondary Education Board (1979) in their reports researched and reviewed such related areas as the process of

state planning in private educational institutions, the process of resource allocation in a changing educational environment, the emerging conflicts flowing from the legislated rise in accountability, and the future that state leadership can take with recognition of federal influences.

The consensus by some is that the public interest is becoming increasingly important to most church-related institutions (Averill, 1969). Consequently, much effort is being made on the issue of the future of religious higher education (American Association of Presidents of Independent Colleges and Universities, 1978; Schaubhut, 1978).

American Association of Bible Colleges

The American Association of Bible Colleges deals with the area of governance as it relates to its member schools. As the only federally recognized accrediting agency for Bible colleges, it feels that regardless of the pattern of organization it is essential that there be clearly delineated lines of authority and areas of responsibility (1975).

Randall Bell, Executive Director of AABC, addressed the area of governance quite explicitly in his book, The Bible College Faculty (1981). In relation to the previously discussed models of governance -- bureaucratic, collegium, and political -- he stated that undoubtedly most Bible colleges follow the bureaucratic model with its hierarchal authority structure where power is exercised through the use of clearly defined duties and responsibilities by specialists whose

authority is limited by rules and regulations. American Association of Bible Colleges' standards "tend to encourage development of this structure with their emphasis on lines of authority, clear-cut job descriptions, and formal records and reports" (1981:30).

Bell feels, however, that the Bible college should not be limited totally to the bureaucratic model. Instead he sees the institutions as adhering to the bureaucratic model with certain elements of the collegial structure being superimposed. This would be in larger institutions where strong faculties are allowed to have a voice in the decision-making process.

The political model is merely mentioned as another way to describe how an academic institution functions to make decisions and set policies.

Faculty participation in governance in American colleges and universities has never been traced with extreme care and thoroughness. Yet there are evidences of the faculty's role in the process as early as the eighteenth century. Forming an "immediate government" in the early 1800's, the faculty at Harvard constituted a body authorized to exercise substantial powers as granted by the corporation. At Yale, Jeremiah Day, when becoming president in 1817, began establishing strong precedents that all questions connected with educational policy would be decided by a meeting of the faculty. Too, Thomas Jefferson, when establishing the

University of Virginia in 1825, stipulated that members of the faculty would have substantial freedom in such areas as determining courses of study, maintaining discipline, and making broad decisions relative to the total educational program (Corson, 1960).

Faculty participation is seen in the Bible college as important to the overall decision-making process; however, at all times the faculty should realize that it derives its powers from the institutional board of control. As a body it shares authority for the governance of the institution with the board of control and administration. The broad range of concerns shared by the faculty in this capacity and seen as typical of most Bible colleges are as follows:

1. Perform duties assigned by board of control.
2. Appoint the officers and committees needed to fulfill assigned responsibilities.
3. Establish and maintain the academic curriculum.
4. Prepare an academic calendar.
5. Determine admissions standards.
6. Conduct classes and engage in counseling to foster student development.
7. Adopt policy governing selection of textbooks, materials, and course content needed to implement the curriculum.
8. Recommend equipment and support needed to implement the curriculum.
9. Establish regulations and policies for governance of student life.
10. Devise and maintain a uniform system for evaluating student academic progress.
11. Determine degree requirements and eligibility for graduation.
12. Authorize and supervise student organizations.
13. Arrange for special campus events such as seminars by visiting lecturers.
14. Assist administrative officers in the performance of their duties.

15. Develop and oversee faculty professional standards of conduct.
16. Make recommendations regarding conditions of faculty employment.
17. Establish and maintain a system of evaluating faculty performance.
18. Establish and maintain a faculty discipline system.
19. Establish standards for academic freedom.
(Bell, 1981:30-31)

Many or most of the concerns identified by the American Association of Higher Education (AAHE, 1967) as proper faculty governance responsibilities are listed above. Two further areas are suggested by AAHE. First, several matters are shared equally by faculty and administration:

1. Educational and administrative policies.
2. Personnel administration.
3. Economic matters (ranging from total resources available to individual compensation).
4. Public questions affecting the role and functions of the institution.
5. Procedures for faculty representation in campus governance.

Second, AAHE identifies some areas falling outside the scope of faculty concerns:

1. Business standards and practices.
2. Overall institutional leadership.
3. Elicitation of commitment from both internal and external constituencies regarding the mission, goals, and objectives of the institution.
4. Coordination of the activities of the component parts of the institution.
5. Planning and innovation.
6. Accountability.
7. Service as a buffer between board and administration.

(AAHE, 1967:31-32)

Bell feels that the actual power exercised by the faculty in its governance role will be indicative of the academic

strength of an institution. Hence, faculty in academically strong institutions will have more power. One reason given for this is that administrators will often yield to the desires of distinguished faculty members in order to retain them. The administrators are aware that these faculty members' area of ministry is broad and not limited to that of the institution.

The opposite of the former statement above is also true. The weaker the faculty is at an institution, the more likely the probability that the college will be operated by an administrative dictatorship. Weak members are overly concerned about their job security and are easily manipulated and intimidated by administrative power.

The American Association of University Professors in its Policy Documents and Reports (1973) presents various guidelines for the government of colleges and universities. The governing board is seen, with few exceptions, as the final institutional authority; however, while maintaining a general overview, it entrusts the conduct of administration to the administrative officers and the conduct of teaching and research to the faculty.

East Coast Bible College

East Coast Bible College follows the bureaucratic model of governance in attempting to meet the guidelines of the American Association of University Professors (East Coast Bible College Faculty Handbook, 1982-83). It is managed by

a self-perpetuating board of directors which has control and final settlement of financial and business matters as well as educational programs. It has the power to amend or repeal the by-laws of the college as it deems proper for its own government and the government of the institution and management of its affairs.

The officers of the institution are the president, vice-president and dean, director of business affairs, and dean of students. These officers are elected biennially to serve a term of two years.

Next, are members of the faculty who are responsible to the president through the dean of the college. The general powers granted to the faculty of East Coast Bible College are to confer by and with the consent of the board of directors all degrees and marks of literary distinction as are usually conferred by colleges and institutions; and to make regulations regarding courses of instruction, student discipline, and other such matters as may be assigned by the board of directors.

As can be seen, the governing process at East Coast Bible College closely follows the characteristics common to the bureaucratic model of governance.

Academic Freedom

According to Ralph Fuchs (1964), former president of the American Association of University Professors, academic freedom is that freedom which is practiced by members of the

academic community and underlines the effective performance of their functions of teaching, learning, practice of arts, and research. He further sees the concept as resting mainly on three foundations:

1. The philosophy of intellectual freedom, which originated in Greece, arose again in Europe under the influence of the Renaissance and came to maturity in the Age of Reason.
2. The idea of autonomy for communication of scholars, which arose in the universities of Europe.
3. The freedoms guaranteed by the Bill of Rights.

In its Statement of Principles (1966), the American Civil Liberties Union sees academic freedom in colleges and universities as being analogous to civil liberties in the college at large. It assures both students and teachers the rights of freedom of expression, fair procedures, and equality of treatment while enabling them to develop their fullest potentialities.

Academic freedom and responsibility of teachers embrace two distinct areas: conduct apart from specifically professional responsibilities, and conduct in teaching and other activities directly related to professional responsibilities.

When not engaged in specifically professional activities, the teacher has the freedom of any other citizen: freedom of association, expression, organization and oaths. Further, the criteria of performance for an instructor

should be those associated with personal and professional integrity in a democratic society.

Victor Bryant (1954) stated that real academic freedom is a matter of "noblesse oblige." It carries with it definite and inescapable responsibilities. If the faculty member is free to search for and then teach the truth, then it must follow that it is his or her obligation to differentiate the true from the false and to expose the fallacious, regardless of how finely entrenched it may be. In essence, the teacher has no right to seek the comfort and complaisance of silence through fear of offending some McCarthy of tomorrow.

Machlup (1965) in spite of the above definitive statements, feels that there is yet much confusion regarding the meaning, purposes, scope, and implementation of academic freedom. The problem, he stated, lies in the difficulty or near impossibility to formulate an unambiguous definition of academic freedom. The reason for this is that if it is confined to the most general idea, the definition will be too broad for practical purposes; on the other hand, if it contains many qualifications, it may be subject to such narrow interpretations by non-supporters as to become useless.

Machlup gave a tentative definition which comprises both the freedom to learn as well as to teach. It is based on the tenet that if freedom in general is defined as the absence of a protection from restraints and interferences,

then the definition of a particular kind of freedom must, of necessity, have to specify "whose protection from whose interferences of what sort and with what kind of activity it refers to":

Academic freedom consists in the absence of, or protection from such restraints or pressures -- chiefly in the form of sanctions threatened by state or church authorities or by the authorities, faculties or students of colleges and universities, but occasionally also by other power groups in society -- as are designed to create in the minds of academic scholars (teachers, research workers, and students in colleges and universities) fears and anxieties that may inhibit them from freely discussing, teaching, or publishing whatever opinions they have reached.

According to Commager (1947), too often, though, academic freedom is confused with loyalty or disloyalty. In or during periods of crisis and disorganization, attempts are made to stop the conflicts, breakdowns, and obvious signs of ruin which are apparent. Accordingly, the hearts and minds of individuals are difficult to see; however, the acts of loyalty or disloyalty can be described so that they become obvious to all. Thus, states Commager, if one wears a lea in his/her hat and marches with the king, loyalty is seen. If, on the other hand, one does differently then suspicion arises and in times of extreme stress can be removed for disloyalty.

Loyalty, consequently, becomes synonymous with conformity. One doesn't have to do much -- just conform. (Machlup, 1965:753-754)

The term "academic freedom" is one which owes much to the nineteenth-century German university. Here the term is seen as including the two complementary elements spoken of by Machlup; *Lernfreiheit* and *Lehrfreiheit* -- freedom of learning and freedom of teaching. Howard Munford Jones

(1967) asserted that the American system of education, however, has accepted only part of the German conception: that of *Lehrfreiheit*.

Lernfreiheit

On the whole, Americans somehow cannot accept the idea of *Lernfreiheit*, described by nineteenth-century Germans as "the absence of administrative coercion in the learning situation (Hofstadter and Metzger, 1955)." This was a time when students freely roamed from place to place listening to the various academic wares. They were free to determine the choice and sequence of courses and were responsible to no one for regular attendance. They further were exempt from all but the final exam and were in total control of their private lives.

Various reasons for the American non-acceptance as seen by Jones may be:

1. Institutional responsibilities or accountability for student learning;
2. Deliberate cultivation by American institutions of parental interest in the life of the college or university.
3. The ambiguous attitude of American students to the idea; and
4. The organization of the work by the American University.

Even so, the American system of higher education today does have similarities:

1. Compulsory class attendance is not as widespread as at one time;
2. Student self-government demonstrates a concept of autonomy;
3. Censorship of student publications or speakers by administrators is resented;

4. Professors and instructors are not held in the same reverence and respect as in other countries or at other periods of time.

Lernfreiheit is addressed recently by Andrew F. West (1977). West quoted President Eliot of Harvard as saying that "in a university the student should choose his studies and govern himself." West wrote that coupled with recent legislation at Harvard founded on this principle, the proposal forces a crisis upon higher education larger than it has ever been called upon to meet. The consequences would be:

1. A reconstruction of colleges;
2. Attitudes as to conduct and studies radically changed;
3. The objectives for which the institutions were founded set aside;
4. The course of preparation for entrance greatly modified; and
5. A system of training hitherto prevalent in education abandoned.

The answer, West said, lies another way. The student needs discipline of character deeply intertwined in studies; the culture needs men first and specialists second; and, society needs a large number of trained, enlightened men -- a sure guarantee for an enlightened public opinion.

For the most part, however, absolute freedom in learning is restricted by the American system of course examination, grades, and honors. The student is very much aware of the relationship between academic excellence and job-getting.

Lehrfreiheit

The concept of *Lehrfreiheit*, or freedom of teaching, on the other hand, is one which is commonly accepted in the United States, primarily in the area of higher education. There are, as one would expect, many opinions regarding the concept.

Hutchins (1956) stated that in any typical society the intelligent man and the good citizen are identical. Consequently, the system of education does not aim at indoctrination of accepted values, but rather at the improvement of society through the production of the intelligent man and the good citizen. Education necessarily involves the critical examination of conflicting points of view and cannot flourish in the absence of free inquiry and discussion.

Alstyne (1972) sees academic freedom as slipping away from close association with protection of the academics in their professional endeavors and becoming more synonymous with the general civil liberties of academics.

See (1970) views academic freedom as being one of the most universally cherished concepts in American higher education as well as a primary part of the foundation of the entire democratic society. He based this upon the notion that a society is only as free as its institutions of learning, and, where the pursuit of knowledge is inhibited, the progress of society is also encumbered.

Ryder (1970) listed the publications of the American Association of University Professors relative to academic freedom, activities of professional societies, and revised standards of accrediting associations as being a stimulus to the movement of faculty members at most institutions from a relatively weak position as mere institutional employees to a rather powerful role as partners in academic administration, with dominant control over academic content and professional standards.

Spitz (1970) implied that institutions are, or should be, centers of independent thought and intellectual leadership, not servants of the power system. This means simply that ideas are exposed to examination and that the validity of prevailing doctrines and institutions shall be subjected to the test of reason.

Metzger (1969) also sees academic freedom as one of the central issues of our time.

Kadish (1969) echoed this feeling while describing academic freedom as a set of values and commitments which enable the professor to better understand the force and significance of the challenges which must be faced. Further, it affords a standard as to what one can or cannot adapt.

Traditionally academic freedom with all its ramifications has been acknowledged as being peculiar only to public, state-supported institutions of higher education; however, the use of the term as it relates to church and

church-related colleges and universities has received attention. The association of University Professors recognized the uniqueness of the problem and addressed it by forming a special committee on Academic Freedom in Church-Related Institutions during its 1965 annual meeting.

The resulting statement from the committee (1967) points out that the imposition of limitations at any institution raises serious problems of concern for the academic community. It states that if there are any such restraints, they should be shown as being essential to both the religious and educational purposes of the institution, and that evidence of this should be available to prospective members of the faculty. Further, the statement holds that the faculty should be involved in the interpretation and application of such limitations.

The American Association of Theological Schools (AATS) addressed academic freedom in a statement adopted at its annual meeting of 1960. They realize, however, a dichotomy of ideas as to a basis for the concept. Some Christian interpreters find the basis directly in the Gospel itself. While others hold that as implications of the Gospel are expressed in specific principles and institutional forms, one moves into the sphere of law -- governed both by the scriptural law of God and by elements of human law within the orders of society. The concern of the latter is that care must be taken not to equate a human standard with the Gospel freedom which transcends all law.

While recognizing the different theological approaches to freedom, the AATS acknowledges the necessity for sharing a common concern by all theological institutions for realizing the highest possible standards of freedom and for making clear the general grounds upon which basic standards of practice can be established.

The basic theme of the statement is that the theological teacher and his students have the freedom to pursue inquiry for truth central to their vocation; however, any institution which has a confessional or doctrinal standard may expect adherence by the faculty provided this is mutually understood at the time of affiliation with the institution.

Bonner (1965) is an example of a denominational leader who encourages the full extent of academic freedom. He urged his fellow-educators in the Southern Baptist Association institutions to resolve to make every attempt to dissuade the enemies of academic freedom from their destructive ends. He further stated that Baptist colleges can render no greater service to the denomination now and for posterity than to take a firm and unwavering stand in support of intellectual inquiry in their colleges; regardless of the price which may have to be paid.

In related literature various authors such as Curran (1980), Sedgwick and Houska (1979), Beauregard (1980), and Gunti (1969) discussed academic freedom as related to the

present code of common law. Others such as Bender (1971), Elliott (1976), and Bok (1979) took the discussion a step further by discussing academic freedom as it relates to specific religious orders or groups within the realm of the universal church.

American Association of Bible Colleges

As an accrediting agency, the American Association of Bible Colleges in its Manual addressed academic freedom; however, it is done only in the broadest sense, never actually using the term:

All members of the faculty, whether teachers of theology or non-theological subjects, should be in accord with the school's theological frame of reference, its religious life, and its moral standards. These should be clearly presented to candidates before they are engaged so that the measure of conformity that is desirable to maintain a basis for effective fellowship and service is voluntarily accepted. Not only teachers but their spouses as well should be in accord with the colleges in these matters. (1975:47)

Bell, although quite explicit in other areas of faculty concern, was nevertheless relatively silent regarding the area of academic freedom. He stated simply that the prospective teachers should clearly understand that their academic freedom must be exercised within the framework of the doctrinal statement of the institution. In terms of priorities, he wrote, spiritual qualifications should take precedence over academic qualifications.

East Coast Bible College in its Faculty Handbook does not presently address academic freedom per se. It does,

however, state a code of ethics by which faculty members are to abide:

Each teacher's conduct will conform to the standard of the Church of God and the teacher will refrain from propagating any religious theory or doctrine which is contrary to the established doctrine of the Church of God. As part of his contract, each teacher agrees that he/she will not teach or publish anything contrary to the church's Declaration of Faith.

If a member of the faculty teaches or publishes anything contrary to the Declaration of Faith of the Church of God, the President and Dean of the College will request the teacher to discuss the matter with them in an attempt to reach a mutually satisfactory resolution. If the problem is not resolved after such discussion, the administration shall initiate dismissal proceedings (34).

Academic Tenure

The most widely accepted statement of tenure -- that of the Association of American Colleges and the American Association of University Professors (1940) -- states:

After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

The basic characteristic of tenure as stated here seems to be continuity of service, in that the institution in which the teacher serves has in some manner -- either as a legal obligation or as a moral commitment -- relinquished the freedom or power it otherwise would possess to terminate the teacher's services.

According to Byse and Joghin (1959), the principal justification for academic tenure is that it enables a faculty member to teach, study and act free from a large number of restraints and pressures which otherwise would inhibit independent thought and action. These general freedoms exist both because of the moral conviction that the political state should not limit the individual's rights of life and liberty, and because of the recognition that free trade in ideas is an indispensable condition to enlightened community decision and action.

The emphasis, then, is that academic freedom and tenure do not exist because of any solicitude for the human beings who staff academic institutions. They exist in order that society may have the benefit of honest judgement and independent criticism which otherwise might be withheld because of fear of offending a dominant social group or attitude.

It is not surprising, however, that everyone in higher education does not hold this view. It is felt by some that tenure is an obstacle to the goals of professional accountability and efficiency. This is coupled with the suspicion that tenure is a masquerade covering inadequate teaching and obscuring selfish claims of a right to lifetime employment for both the incompetent and irresponsible.

Alstyne (1971) refuted this notion. He stated that in no way does tenure, when accurately and unequivocally defined, lay claim to a guarantee of lifetime employment.

Rather, as stated above, tenure provides only that no person continuously retained as a full-time faculty member beyond a specified lengthy period of probationary service may thereafter be dismissed without adequate cause.

Further, the standards of "adequate cause" to which the faculty member is accountable are determined wholly within the prerogative of each institution. The only stipulation is that the stated rules are not applied in any manner which violates either the academic freedom or personal civil liberties of the individual.

In essence, the bottom line seems to be that tenure does not insulate any faculty member from a fair accounting of responsibilities within the institution which depends upon his or her service. Instead the principle of tenure assures that the individual's professional security and academic freedom will not be placed in question without the observance of full academic due process.

Machlup (1964) also presented a "defense" for academic freedom. He recognized various disadvantages such as the inability of an institution to rid itself of deadwood, short probationary periods which do not allow for proper judging of qualifications, faculty which may deteriorate because of some lazy, stale, or dull professors, and the inability to "tenure" junior faculty members that can cause a higher rate of turnover. However, he feels that all the disadvantages of a strict tenure system, whether they are borne by the

institution, by the individual teacher, or by the entire academic profession, are outweighed by one important advantage -- really the only justification for the system of academic tenure. This lies in the social products of academic freedom, a freedom which in most situations can be guaranteed only by the instrument of tenure.

Byse (1959) pointed out that a helpful analogy to academic freedom and tenure may be found in what is termed "judicial freedom and tenure." The United States Constitution, Article III, states: "The judges, both of the Supreme and inferior courts, shall hold their offices during good behavior and shall, at stated times, receive for their services a compensation which shall not be diminished during their continuance in office." Byse proceeded by quoting Alexander Hamilton who felt that the standard of "good behavior for the continuance in office is the best expedient which can be devised in any government, to secure a steady, upright and impartial administration of the laws." Byse then added that such a standard for continued employment of faculty members whose competence has been proved during a probationary period likewise provides a safeguard from restraints and pressures which otherwise might deter a steady, upright and impartial performance of the teacher's task of critical thought and analysis.

According to Sarason (1977), universities choose, value, and promote their faculty members for individual performance.

He wrote that traditions, organizations, practices, and systems of rewards and punishments define the conditions which guarantee a faculty that is likely to create or possess more than a mere superficial psychological sense of community. Such a community, he said, is necessary if the highly educated professional is to work happily and effectively.

Dennison (1955) spoke concerning the "official" recognition of rights and responsibilities. Often, this recognition is based upon an act of the trustees or their designers. However, there is usually little uniformity among colleges as to titles or contents of documents of governance bearing upon faculty rights and obligations. Usually such rights are not published; rather, they are found in systematically codified statements, minutes, or even more casual instruments such as bulletins.

There are often unique approaches to tenure. Hruby (1981) described a new system instituted by Aquinas College. It retains tenure as one possibility for a newly hired faculty member, although each faculty job-opening would, on a case-by-case basis, be placed either on tenure track or rolling contract track; Habecker (1980) pictured tenure at a fictitious small private college as being linked to affirmative action; and McKee (1980) discusses the non-formal acquisition of academic tenure as related to non-tenured faculty claims to tenure as a property right by virtue of common-law principles.

Tenure is also often viewed as being influenced by outside forces. Fowler (1979) and Garfin (1979) dealt with the influence of the labor movement on higher education. Four variables are seen as contributing to the rapid rise of unionism on campuses: economic, structural, legal, and the events of the 1960's. Kazlow and Giaquinta (1977) used questionnaire responses of a large educational faculty in a private university to examine support for collective bargaining and several propositions about unionism. Daponte (1980), on the other hand, suggested that the surge toward unionization begun in 1971 by private-sector faculty has been curbed.

Although the generally accepted view of tenure as that of an unbreakable relationship has actually grown out of institutional practice (Daponte, 1981), Longsworth (1977) suggested that alternatives to tenure are being examined, as indicated by various studies (National Center for Education Statistics, 1980; American Council on Education, 1980; Nebraska Coordinating Commission for Postsecondary Education, 1979; St. John and Elliott, 1979; Gomberg and Atelsek, 1978; and the Educational Record, 1981).

American Association of Bible Colleges

The American Association of Bible Colleges in its Manual does not address the issue of academic tenure other than stating that if such a policy exists it should be made known to a prospective faculty member prior to hiring.

Bell, Executive Director of the American Association of Bible Colleges, does address the subject rather extensively. He feels that a college "expresses its goals in promoting tenuring faculty. First, Bible colleges should develop written policies which clearly outline promotion procedures; second, once a policy has been established, it should be carefully followed" (58).

Bell further indicated that any promotional system must include a means for gathering appropriate data for decision-making. This is necessary because the nature of teaching tasks are such that superiors can easily remain unaware of important achievements of their subordinates. The mechanism established must develop objective records regarding individual accomplishments.

Soules and Bull (1972) recommended that once data have been gathered and a decision regarding promotion or tenure has been made, then parts of the data playing an important role should be communicated directly to the person under consideration in the form of constructive feedback.

East Coast Bible College uses the term "tenure" in its Faculty Handbook, (1982-83); however, it is used only in its broadest sense indicating terms of contract and dismissal:

Either the teacher or the institution reserves the right to terminate the contract of employment by mutual agreement, or with due cause upon giving the other party at least thirty days written notice of an intention to so terminate.

With regard to procedures for termination of employment of a faculty member, three types of

termination are distinguished: (1) the faculty member decides not to renew his contract or resigns during the contract period; (2) the administration chooses not to renew the contract of a faculty member; and (3) the suspension of an employee's academic services and activities prior to the end of the contract period. (1982-83:35)

There is, however, groundwork which has been laid should a stated policy of academic tenure be adopted. This groundwork is in the form of an extensive evaluation process which is conducted on both a semester and annual basis. This process allows for and notes areas of strengths and weaknesses in an instructor's area of performance and provides an adequate data base for determining whether an instructor should be given tenure or dismissed at the end of a probationary period.

Academic Due Process

Academic due process is basically a system of procedures designed to produce the best possible judgements in those personnel problems of higher education which may yield a serious adverse decision about a teacher. The end sought after is a clear, orderly, and fair way of making a decision while providing the individual with procedural safeguards or guarantees (Joughin, 1964).

In an article, Joughin (1963) briefly discussed the evolution of academic due process as it relates to higher education in the United States. The earliest organized effort was in 1915 when the newly-formed American Association of University Professors (AAUP) adopted principles relative

to the "formulation of grounds for dismissal" and "judicial hearings before dismissal."

This was followed in 1925 by the American Council of Education and its "Conference Statement" on due process in reference to the principles of confrontation. This went one step further than the earlier 1915 AAUP Statement. At the time of this statement the AAUP was largely involved.

In 1940, the Association published the "Statement of Principles." Here dismissal for cause is the major issue, but distinction is made between the tenured and non-tenured instructor. Further, in subsequent faculty hearings it was implied that as much as possible they should be conducted like a courtroom and should protect, by legal rule, the rights of the teacher.

In 1958, the AAUP and Association of American Colleges (AAC), working together, produced a "Statement on Procedural Standards in Faculty Dismissal Proceedings."

This work's purpose was to serve as a guide for dismissal proceedings.

In addition to and prior to this statement, the American Civil Liberties Union had published a statement, "Academic Due Process," in 1954. This is described by the ACLU as being a statement of desirable procedures applicable within educational institutions in cases involving academic freedom.

It is essential to understand that any academic freedom case in an institution of higher education involves the rights and responsibilities of both the institution and instructor, as well as the stake of the community in its educational system. As such, all interests are best guarded and served by the use of an established, orderly and fair resolution of a case. Too, good procedure minimizes the elements of personal conflict (American Civil Liberties Union, 1966).

Joughin (1967) stated that the rationale of academic due process should take into account four basic principles:

1. Academic due process is a system which controls positive as well as negative action.
2. Academic due process is analogous to legal due process, but only that -- and often different.
3. Academic due process shares with academic freedom the special capacity of making an important contribution to all involved -- institution and individual.
4. Academic due process is a precision instrument; it has specific applicability or jurisdiction; it operates by established rules; and it concerns itself with testable facts and tests them.

The American Association of University Professors and the Association of American Colleges made a joint committee report (1958) regarding the formulation of an "academic due process" which should be followed. It is the feeling of this committee that a well-organized institution of higher education will reflect sympathetic understanding of the roles of everyone involved in the process. Further, when and if

such a process becomes necessary, the college should be prepared for it so that both institutional integrity and individual human rights may be preserved: a recommendation for dismissal must be made when necessary; however, favorable judgement must be given full weight.

Hutchins (1956) addressed the subject of due process as it relates to academic freedom. He observed that teachers or instructors should be appointed because of the personal capability of independent thought and criticism and because they could help the rising generation learn to think for itself. Removal from such a position should be only if those who made the appointment proved to be mistaken in the matters involved. Then, the proof of the error would have to be made by persons who understand the issues. An out-of-hand removal otherwise would be a total denial of academic freedom.

Byse and Joughin (1959) noted that although courts have been developing the idea of due process for hundreds of years, academic due process is in the beginning stages. Further, due process of law is usually very rigid; however, the authors observe that academic due process has been conditioned in its development by the special qualities of higher education, regarded as a social institution.

As can be seen, various writers have addressed the issues of academic due process as it relates to the small private college. Although the Bible college per se is not addressed directly, certain applications can be made.

Specific references may be listed, for example, as related to adequate cause for dismissal: moral depravity and insubordination. Weeks (1979) defined moral depravity as conduct which indicates potential for misconduct or possible degeneration of on-campus relationships. This is cited by Bell (1981) as being probably the most common reason to dismiss for cause.

Another reason, insubordination, is defined also by Weeks (1979) as a willful disregard of any type of planned direction. Accusations of this type, according to Mitzman (1980), are not very common.

Due process when stated and used properly is necessary and proper; however, if used only for the purpose of reducing staff, it is frowned upon by the courts (Spranger, 1974).

Bell (1981) cited that in "Ferguson v. Thomas," 430 F. 2d 825 (5th Cir. 1970) the court outlined the following minimal steps for procedural due process: the faculty member must be given

1. Notice of cause in sufficient detail to enable him to identify possible errors.
2. The names of witnesses against him and the nature of their testimony.
3. At a reasonable time after a notice of cause, a meaningful opportunity to be heard in his own defense.
4. A hearing before an impartial competent tribunal.

Many studies have been conducted regarding the implementation and enforcement of due process. Green (1980), through a study of case law, examined the way that college faculty

and institutions are affected by financial exigency. Begin (1979) discussed the status of judicial theory regarding private responsibility for granting procedural due process. Hollander (1979) reviewed compensation given to injured parties for damages suffered in cases of due process.

Too, studies dealing with academic due process often are relative to students as well as faculty members. Bonanno (1976) examined the relationship between students and institutions of higher education with regard to student rights versus the power of the educational institution. Lerblance (1979) discussed the legal and educational responsibility of institutions in dismissing students for academic or disciplinary actions, while Ray (1981) explained that the contractual nature of the relationship between student and institution provides the basis for a practical and flexible legal theory which can be used by courts to offer judicial review to students whose rights are otherwise unprotected from institutional abuse and error.

In its manual of policies, procedures and operations (1975) the American Association of Bible Colleges makes no statement whatsoever relative to procedures of due process relative to either the faculty member or the student.

Bell as Executive Director of AABC, however, discussed the matter relative to the Bible college faculty. He feels that a good termination policy should do the following:

1. Spell out the institution's responsibility for seeking alternatives to termination.
2. Clearly state provisions for selecting those to be terminated.
3. Clearly delineate the importance of such factors as seniority, credentials, program needs, and the participant's role in the process.
4. Should provide for an appeals process, describe the grounds for making appeal; and the burden of proof required of each party at each stage.
5. Should outline provisions to cushion the impact of termination on faculty members by means of severance pay, recall opportunities and possible placement assistance. (Bell, 1981:80)

Bell further stated the classes of faculty -- tenured and non-tenured -- and recommended that conditions and criteria as established by the AAUP relative to dismissals of faculty be closely followed.

In addition to the general reasons or causes for dismissal as outlined by AAUP, Bell cited one additional reason which is peculiar to the Bible college movement. This would be a change in a faculty member's doctrinal position which is in direct conflict with that agreed upon at the time of employment. Member institutions of AABC are urged to be careful to avoid infringing improperly on an individual's academic freedom in such cases.

Policies, consequently, should clearly indicate consequences of deviation and prospective faculty members apprised of such policies prior to employment.

East Coast Bible College in its Faculty Handbook (1982-83) has a "Statement of Due Process." This policy does not

comply with that recommended by the AAUP but is typical of those used by Bible colleges.

As in the case of "tenure," "academic due process" as a term is used only in its broadest sense. With the present policy there is no tenured or non-tenured distinction between faculty; there is virtually no safeguard of the rights of the instructor should "adequate cause" for dismissal be found; there are no provisions for establishing a claim should he be accused of violating the institution's standards of academic freedom.

The need for a stated policy of due process is readily evident if excellence of teaching or high morale of the faculty is important.

Summary

The major implication which emerges from the literature relative to the Bible college movement is, as Brown (1982) stated, the obvious need for more literature. Any ground plowed is new ground because "any study must be viewed as further study."

A major intent of this work, then, is to make obvious that areas "old" to secular education are "new" to the Bible college movement and that while "conforming" is not the goal, "transforming" through mind-renewal is. This is not just a hope; it is a necessity if the Bible college movement is to succeed.

CHAPTER III

METHODOLOGY

The idea of bringing an acceptable system of academic freedom to the Bible college movement generally and to East Coast Bible College specifically is favorable. Since there may be possible barriers, this should be attempted through the faculty process. That such a process can work and is appropriate is both believed and expected.

Procedures

The purpose of this study, as stated, was to develop and implement a statement of academic freedom, tenure, and due process at East Coast Bible College to be used as a model for other Bible colleges. In order to accomplish this, a longitudinal developmental study was developed to assess the necessary steps for implementation of a new policy.

Initially, a basic statement of academic freedom, tenure, and due process was constructed. This was done by using information obtained from the "1940 Statement of Principles on Academic Freedom and Tenure" as well as the faculty handbooks of the following institutions: Elon College, a private, denominational liberal arts college accredited by the Southern Association of Colleges; Lee College, a private liberal arts college operated by the same denomination as East Coast Bible College, also

accredited by the Southern Association of Colleges; Northwest Bible College and West Coast Christian College, two colleges approximately the same size as East Coast Bible College accredited by the American Association of Bible Colleges; and the University of North Carolina at Greensboro, a public, liberal arts university accredited by the Southern Association of Colleges.

The initial statement upon completion was presented to the president of East Coast Bible College who acts as an agent of the Board of Directors. He was requested to review the proposed policy and to recommend possible revisions.

Following the review of the president, the policy was presented to the academic affairs committee for its perusal. This is a standing committee from the faculty consisting of the academic dean, and the chairman from each academic discipline. It is the duty of this committee to consider proposals regarding change of policy or creation of new policy. Accordingly, this committee made possible revisions and began the process for implementation of the policy by recommending it to the faculty of the college for its approval.

The faculty, in keeping with its duty to define ethical and professional standards for members of the faculty, also reviewed and revised the policy. Upon its approval, the statement was sent to the Board of Directors which is responsible for establishing school policy. Upon its approval, the "Statement on Academic Freedom, Tenure, and Due Process"

became school policy and was included as a part of the Faculty Handbook of East Coast Bible College.

Upon implementation, the Executive Director of the American Association of Bible Colleges was contacted requesting that a forum be given to this writer in the form of a workshop at the next annual convention of the Association. The purpose was to receive reaction to the provisions of the policy as implemented.

At each level of the process, detailed minutes were kept for purposes of documentation.

The next section of the study is responsive evaluation divided into three phases: planning, conducting, using.

Planning

Purpose

The purpose of the evaluation was twofold: first, to evaluate the process of establishing the statement on academic freedom, tenure, and due process; second to evaluate the statement of academic freedom, tenure, and due process as a product in terms of its potential feasibility and workability. Data gathered during the course of the study were used to make possible corrections in the procedures, as well as to help assure that the objectives of the study are eventually met in an effective manner.

General Evaluation Plan

First, data were collected which focused on the activities and procedures applied to the achievement of the

development and implementation of an academic freedom policy at East Coast Bible College. At each step of the process, three areas of interest were carefully noted:

1. The plan of implementation--a description of what is desired, what is anticipated, and means to accomplish the end;
2. The outcome--a description of what actually happened. Details were given to the writer's role as well as that of the other participants.
3. Analysis and evaluation--Issues centered around the following questions:
 - a. Were the interests of all relevant constituents considered?
 - b. Was imput seriously considered?
 - c. Do faculty members identify with the policy or is it forced by administrators?
 - d. Was the development of the statement timely and expeditious?

Second, data were collected following the development and implementation of the product. The intent was to use the data in evaluating the potential workability and impact of the policy. Since there was not yet an empirical test of the policy, it was important to solicit the views of all relevant stockholders, including faculty, administrators, and students. Evaluation issues centered around the following questions:

1. What are the criteria and standards used in consideration for tenure, e.g., teaching, research, scholarly activities, professional service, community service, and administrative tasks?
2. Is the balance between instructional and non-instructional criteria appropriate and fair?
3. Are standards clearly stated and understood?
4. What is the relationship between the tenure process and academic freedom? Does the tenure process protect non-tenured or tenured faculty?
5. Does the tenure policy allow for flexibility and variability in faculty composition? What will be the future of such a tenure process?
6. What are the conditions associated with tenure; e.g. length of service, quotas of tenured faculty?
7. Are the procedures and rules for due process clear, fair, and unbiased, reasonable, expeditious?
8. In due process who determines compensation? Is this fair and reasonable?
9. What role, if any, do faculty organizations play in due process?

Research Design

Primary participants in the study were members of the faculty, the administration, and the board of directors of East Coast Bible College.

During each step of the process a record-keeping system was used which accurately captured the procedures. This was in the form of formal minutes, descriptive logs, in-depth interviews, and audio recording equipment. Data gathered were used for after-the-fact analysis and evaluation of the process and to make needed adjustments when or where necessary.

Conducting

Data Collecting

The data were collected as well as evaluated by the writer. This was done through assuming the role of an internal person or participatory observer. The advantages of collecting data from such a position are varied:

The writer/evaluator

- a. Was familiar with the total institutional setting;
- b. Had established working relations with the staff;
- c. Understood channels of communication within the institution and to the board of directors.
- d. Was familiar with all details of the program; and
- e. Had a personal interest in the success of the program.

At each step and at the end of the process, data were collected through what was believed to be appropriate assessment instruments. Among the types of instruments used in this study were formal minutes, descriptive logs, in-depth interviews, and audio-recording devices. An evaluation schedule was prepared to coincide with the various procedural steps or phases of the study.

Analysis of Evaluation Data

From the data gathered during each stage and at the end of the process, it was necessary to formulate a reporting procedure for facilitating each experience. An attempt was made to convey holistic impression, the mood, and various other aspects of the experience.

1. The President. During the initial meeting with the President of East Coast Bible College, an audio recording was made. This was then analyzed through such means as interpretation of the first reaction, first response, and overall impression of the proposed statement. The writer's personal reactions were included describing strengths and weaknesses of the process as well as possible areas of improvement or modification.
2. The Faculty. Formal minutes recorded the official decision of the faculty regarding the statement on academic freedom and tenure. In addition to this, a personal log during the process was kept by the writer, which cited both reactions and opinions of faculty members. Following each meeting of the faculty, in-depth interviews with random members of the faculty were conducted in order to establish the accuracy of the log, and also the faculty the opportunity to provide insight into possible areas which might have been overlooked.

From the data gathered during this stage of the process, an evaluation analyzed the writer's personal reactions as well as the faculty, both individually and collectively. Strengths and weaknesses of the process were noted with attention given to areas of possible improvement.

3. Board of Directors

- a. Committee from the Board - With the initiation of any major policy or curriculum change at East Coast Bible College, which requires board of directors' approval, a committee is first appointed from the board to review the proposal and to make recommendations prior to formal presentation. As dean of the college, the writer met with the committee to present the proposal to them along with necessary explanations. This meeting was recorded on an audio-recording device. From the data collected, opinions and reactions of each member were noted and an evaluation made concerning the process at this point.
- b. Formal presentation to board of directors - The writer made the formal presentation of the statement on academic freedom and tenure. Because of the nature of the meeting, however, he was asked to leave while formal discussions

were conducted. Audio recording was not allowed. The outcome of the meeting was noted in the formal minutes; however, this did not give documentation of discussion, reactions, nuances, camps of opinion, etc. Accordingly, the committee from the board was asked, prior to this meeting, if each person would allow the observer/evaluator to conduct an in-depth interview immediately following the board of directors' meeting. Also, the president was asked to provide a similar interview at this time. These interviews would gather opinions and reactions regarding the decision of the board. An analysis would then be made relative to the strengths and weaknesses of the process at this point and means of improvement when or where necessary.

4. American Association of Bible Colleges: Academic Deans - A formal request was made to the Executive Director of AABC asking permission to conduct a workshop at the annual convention. Since annual meetings are electronically recorded for distribution, documentation of the session was available for analysis. Following the meeting, the various comments and reactions were analyzed by the writer. These were interpreted listing strengths and weaknesses of the document as well as of the process at this stage.

Using

Reporting Evaluation Results

In Chapter IV: "Discussion," evaluation of the process at each stage of development and the feasibility of the project are restated through a summary and discussion of collective responses and happenings.

Applying Evaluation Findings

A summary of the completed study and conclusions is presented in Chapter V: "Summary and Conclusions." This chapter includes implications for the findings as they relate to the Bible college in general and East Coast Bible College specifically. The final "statement" is included as an Appendix to the report.

CHAPTER IV

DISCUSSION AND EVALUATION

As academic dean of East Coast Bible College, the writer served as the coordinator of the project. For purposes of the project, he also served as an advocate/evaluator. The role of advocate was possible because as a member of the college administration, should the policy pass, he would not be eligible for tenure, even though holding faculty rank.

The discussion and subsequent evaluation used qualitative rather than quantitative methodologies. Evidence collected was data-based, yet was approached from an inductive or subjective orientation. Consequently, the writer had genuine concern that personal prejudices and attitudes might bias the data, even while his primary goal was to add to knowledge and not to pass judgement on the setting. This was attempted through the recording of detailed field notes which included reflections upon personal subjectivity.

The writer's role as advocate was sometimes seen also as participant-observer. When such instances arose, an attempt was made to be as unobtrusive as possible in order that the "natural setting" be left intact. Unavoidably, however, it was necessary to understand his effect on the subjects through his intimate knowledge of the setting and to use this understanding to generate additional insights. "Meaning,"

then, became of primary concern. The perspective of each participant had to be carefully considered so as to capture the proper interpretation of the significance of nuances, actions and statements when made either in or outside his presence. This type of methodology "demands a rigorous attention to subtle detail... it proceeds on the assumption that nothing is trivial" (Cox, 1973).

Reliability of the study from a qualitative orientation rested primarily upon the accuracy and comprehensiveness of the data, as the study was structured through both religious and educational theoretical perspectives as dictated by a Bible college setting.

The Process: Establishing a Statement
on Academic Freedom, Tenure,
and Due Process

Prior to the final determination regarding the conducting of such a study, "feelers" were carefully let-out relative to its feasibility or any indication of the probability of its successful implementation. Too, it was hoped that a precedent could be found and followed from the work of other Bible colleges and religious organizations.

Initially, an associate director of the Department of General Education for a moderately large religious denomination was approached with the idea. Immediately, his response was, "No way! It is the last thing you need at East Coast. As a matter of fact, I know of an institution that

is presently having problems relative to its policy of tenure and due process."

Somewhat taken back by the immediate response, especially of such a negative nature, the writer sought information relative to the educational background and perspective of the speaker, and learned that prior to coming to this office, he had, as an ordained minister, served as pastor of a local congregation, as dean of students at a Christian liberal arts college and as the president of a Bible college. Under his leadership the institution had attained notable status with as well as accreditation by the American Association of Bible Colleges.

His style of leadership was then inquired about. In an interview with one of his former administrators, it was discovered that his had been a dictatorial style of leading: very little authority was delegated and final approval for most decisions came from his office. Even though accreditation was accomplished during his tenure as president and overall growth was realized, further investigation revealed various facts:

1. There was no formal stated policy of academic freedom, tenure or due process in any of the institution's documents.
2. There was no formal ranking or promotion system established for members of the faculty.

3. Although the Faculty Handbook states that "professional" status was awarded on the basis of degrees earned and years of service, this was not interpreted as legally binding upon the institution beyond the year-to-year commitment.

These facts indicated that the college president, though duly respected for having earned a Ph.D, tended to typify a number of small Bible college presidents, who usually lack proper leadership abilities. They tend to submit more to the possible political restraints of a controlling denomination than to the personal welfare of a deserving faculty.

Despite the aforementioned incident, it was felt that his was probably an atypical attitude of a specific religious educator and not of the Bible college movement in general.

This premise was tested during a casual meeting with a fellow dean during a basketball tournament at a Bible college in the same athletic conference as East Coast. Small talk at first centered around such matters as basketball records and enrollment figures and then finally proceeded to academics.

When asked if his institution had a policy on academic freedom, the dean answered in the negative. When questioned further regarding the need and possibility of such a policy, he stated that "his president would never consider anything so radical."

Following the conversation, an opportunity arose to discuss the matter with the coach of the basketball team from this school. He, too, stated that "the president was very much in control and would do nothing which may diminish his authority."

Investigation into the institution revealed that it is one which has no affiliation with any particular religious organization or denomination. Rather, it is dependent upon various local congregations for support by being written into their annual budgets. Consistent with this is the fact that many "notable" figures in the realm of religion and theology serve as members of the advisory council.

The relatively small size of the college at ninety students -- only twenty of which are residents -- is characteristic of many Bible colleges. Although the college is located in a city with a population of approximately one million people, it has never really grown much. Naturally, there may be various reasons for this, such as lack of promotion or poor curriculum; however, it is suspected that the problem lies deeper. For example, in the aforementioned conversation with the coach, it was learned that the pay was very low and that faculty and administrative turnover was very high. Coupled with this was a very restrictive attitude toward faculty lifestyles and circumstances. A case in point is the coach who himself is a Ph.D. candidate in Science and who also holds a B.A. and M.A. in the same area

plus an M.A. in physical education. Although highly qualified, he was not offered "faculty status" because of the fact that he had previously been divorced. Although he had remained single, the president took a position regarding the matter and would not submit the coach's name to the board of directors for consideration; rather, he would allow only part-time, nonfaculty status and employment.

It was not surprising that only a few months following the basketball season mentioned above, the coach left the institution for employment elsewhere.

This is another example of nonprofessional attitude displayed relative to faculty welfare and status. A "conservative" stance was seemingly adopted so as not to upset those who lend financial support.

Further investigation into the handbooks of approximately fifty Bible colleges similar in size and purpose to East Coast revealed that in no single instance was there a formally stated policy relative to academic freedom in its fullest meaning.

Also, further interviews and conversations with administrators from other institutions revealed that academic freedom with its implications was not really a welcome subject on the typical Bible college campus.

It was only when larger Bible colleges (750 students or more) were studied that anything resembling an actual policy of academic freedom was found, and then only rarely. One

such institution in the deep South has shown continual growth during the past decade. In its Faculty Handbook is a stated policy relative to the academic freedom of the faculty. It is worth noting that the turnover of the faculty is relatively low and the faculty members there are leaders within the ministry of the school's sponsoring denomination.

Interviews with students of this institution revealed that they consider the faculty, as a whole, to be very open-minded yet competent and professional.

Also, a large Bible college in the West was studied. It too had a stated policy relative to academic freedom in its fullest extent, and, like the above-mentioned institution, it too is a leader in the Bible College movement.

The conclusion reached following these preliminary investigations was that those Bible colleges which were maintaining growth and were leaders were those which allowed to the full extent the observance of academic freedom.

Because East Coast Bible College has as one of its purposes to be a leader in its denomination and to maintain growth while offering curricula of only the utmost relevance, it was concluded that only through a very professional and efficient faculty could the goal be reached. Consequently, the writer felt that a stated policy of academic governance, freedom, tenure and due process was needed as a basis of faculty competency and as a guide for faculty growth. He began then to research and design such a document for possible consideration.

The Instrument

At this point it should be noted that data collected throughout the development and implementation of the policy were used in evaluating the contents, potential workability, and impact of the finished policy. This section deals primarily with the creation of a tentative statement designed to undergo change.

Creating or writing a document which states a policy of academic freedom, tenure, and due process -- meeting the needs of a Bible college yet remaining acceptable to all individuals involved -- required a study of various college faculty handbooks. In the attempt to remain as objective as possible, handbooks from colleges were selected which represented a cross-section of American higher education: Elon College, a private denominational liberal arts college accredited by the Southern Association of Colleges and Schools; Lee College, a private liberal arts college and accredited by the Southern Association of Colleges and Schools; Northwest Bible College and West Coast Christian College, two colleges accredited by the American Association of Bible Colleges; and the University of North Carolina at Greensboro, a public liberal arts university accredited by the Southern Association of Colleges and Schools. Information received from these handbooks was reviewed and used in conjunction with that contained in the "1940 Statement of Principles on Academic Freedom and Tenure."

While the title and body of the document were being considered, it was decided that a basic format should be followed. Accordingly, the "Regulations on Academic Freedom, Tenure, and Due Process of the University of North Carolina at Greensboro" (as approved by the Board of Governors of the University of North Carolina, May 14, 1976) was chosen as a guide. Subsequently, many of its headings and subheadings were incorporated into the new document.

The title "Regulations on Academic Freedom, Tenure; and Due Process at East Coast Bible College" followed this example, yet seemed appropriate and to the point. Rather than having several portions of a policy distributed through the Faculty Handbook under different headings, it was felt that one section dealing with the total implications of academic freedom was all that was necessary.

The document opens with a statement relative to "Academic Freedom in the College Community." An introductory statement paraphrased from "Academic Freedom and Tenure in the Theological School" (American Association of Theological Schools, 1960) is used to illustrate the need for this section:

REGULATIONS ON ACADEMIC FREEDOM,
TENURE, AND DUE PROCESS OF
EAST COAST BIBLE COLLEGE

I. ACADEMIC FREEDOM IN THE COLLEGE COMMUNITY

The concern of the Bible college for freedom in teaching and learning arises from the Christian faith with its promise of freedom in Christ to know the truth which is from God. Bible colleges should, therefore, strive to be communities of teaching and learning in which freedom of mind and spirit are accepted as fundamental.

Following this statement, the three divisions of the University of North Carolina at Greensboro document (Section I) were paraphrased or edited and made applicable to the East Coast Bible College setting:

- A. East Coast Bible College is dedicated to the search for and transmission of knowledge. Because academic freedom is necessary for the accomplishment of this goal, the institution supports and encourages freedom of inquiry for both faculty members and students.
- B. East Coast Bible College shall protect faculty members and students in the responsible exercise of their right to teach, learn, seek, or speak the truth.
- C. It is the responsibility of both faculty and students to maintain an environment in which academic freedom flourishes and the rights of each member of the college community are respected.

The format of the University of North Carolina at Greensboro document was used further as Section II -- "Academic Freedom and Faculty Responsibility" was approached.

In this section, an existing statement relative to denominational expectations from the East Coast Bible College Faculty Handbook was quoted as subsection A.

II. ACADEMIC FREEDOM AND FACULTY RESPONSIBILITY

- A. East Coast Bible College is operated by the Church of God, a denomination committed to an evangelical and Pentecostal position. Accordingly, the institution ascribes to the denomination's Declaration of Faith and expects that its faculty members subscribe in writing to that standard.

Three additional statements were added -- two (B and C) paraphrased from the Elon College Faculty Handbook (I-5) and one (D) from the University of North Carolina at Greensboro "Regulations on Academic Freedom, Tenure, and Due Process" (Section 2-A).

- B. The faculty member is entitled to full freedom in research and in the publication of the results providing he or she remains within the accepted constitutional and doctrinal basis of the institution and adequately performs previously agreed upon academic duties.
- C. The faculty member is entitled to freedom in the classroom to discuss his or her subject without harrassment or limitation. Extreme care should be taken by the faculty member, however, not to introduce controversial concepts which have no relation to the subject.
- D. Even though each faculty member is free to express and act upon conscientious convictions as an individual citizen, he or she should not represent himself or herself, without authorization, as a spokesperson for East Coast Bible College.

These three statements, along with those relative to the college community, were believed to offer a statement which is broad enough to insure the instructor of an adequate amount of academic freedom necessary to function within a Bible college environment.

Following the section on Academic Freedom, it seemed necessary to address the full amplification of academic freedom: academic tenure and due process. For this section, an opening statement found in the "AAUP 1940 Statement of Principles" (p. 1) was chosen in the belief that such an opening statement would help members of the faculty and board of directors to better understand the need for and purpose of tenure.

III. ACADEMIC TENURE

Tenure is a means to certain ends; specifically (1) freedom of teaching and research and (2) a sufficient degree of economic security to make the profession attractive to persons of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and society.

Section A, which follows, was paraphrased from the University of North Carolina at Greensboro "Regulations" (Section 3A). It states basic information relative to the conferring of tenure:

- A. Academic tenure refers to the conditions and guarantees that apply to a faculty member's professional employment. It is conferred only by action of the president and East Coast Bible College

board of directors, or by such other agencies or officers as may be delegated by the board of directors.

Next a definitive statement was necessary to show how tenure could be both received and lost by a faculty member. The first part of this statement was based on wording found in the "AAUP 1940 Statement of Principles" (p. 2):

B. Definition: After the expiration of a probationary period of appointment, teachers may receive appointments on continuous or indefinite tenure.

It should be noted that the term "continuous," above, is one used in a statement regarding contracts at a sister denominational institution -- Northwest Bible College (Faculty Handbook, 1980, p. 35). Although they do not have a policy of granting tenure, they do offer a continuous contract after five years of service. Since no tenure is granted, however, the statement is virtually worthless since the president retains the power to suspend any person from duties if he deems it necessary. The term "continuous" is one familiar to our college board members and appears to be less threatening than the term "permanent."

The remainder of subsection B, with the exception of the final sentence, was taken from the Elon College Faculty Handbook (II-3). The final sentence was added in order to demonstrate the role of the denomination as it relates to the faculty member:

Such appointments may be terminated only for adequate cause and following fulfillment of clearly stated procedures for hearing and judgement. Just cause may include any or all of the following: established professional misconduct, rank insubordination, bona fide financial exigency, abolition of the faculty member's discipline, or violation of the denomination's practical and/or doctrinal positions.

Subsections C and D were added next as taken from the University of North Carolina at Greensboro "Regulations" (III, D):

- C. Tenured status will be automatically terminated at age 65. Thereafter, the services of a faculty member may be retained on an annual basis.
- D. Decision on appointment, reappointment, promotion, and tenure shall be made without regard to race, sex, or national origin.

As an institution of higher education, East Coast Bible College has, from its inception, had a faculty ranking system based on both degree and years of experience (Faculty Handbook, 1982, p. 28). In order to adapt this present ranking system to a policy of tenure, it was necessary only to add sections relative to the manner in which tenure could be conferred.

The University of North Carolina at Greensboro "Regulations" (III, E) were again used as a source with modifications being made when necessary to make the policy applicable to the East Coast Bible College setting:

E. Persons holding the following faculty ranks are eligible for probationary appointments or indefinite tenure: assistant instructor, instructor, assistant professor, associate professor, professor, and professional librarians who are members of the faculty. With respect to the several academic ranks and positions, the college's tenure policy is as follows:

1. ASSISTANT INSTRUCTOR

- a. He or she shall be a full-time member of the faculty holding the bachelor's degree with less than two year's teaching experience.
- b. An assistant instructor shall be appointed for a period of one year; he or she may be reappointed for one further one-year term or a total of two years. Each year the dean of the college, after following the established process for granting promotion and/or tenure, shall notify the assistant instructor of the decision (1) not to reappoint him or her for another year; or (2) to recommend to the board of directors that he or she be reappointed at the same or higher rank.
- c. Before the end of an assistant instructor's second continuous year of full-time service in this institution, the dean of the college, after consultation as provided above, shall notify him or her of the decision (1) not to reappoint after the second year; or (2) to recommend to the board of directors that he or she be promoted to instructor.

- d. Official notice of appointment or reappointment shall be in writing from the president. Notice for nonreappointment after either the first or second year must be made at least 90 days before the appropriate contract expires. Failure to give timely notice of nonreappointment shall oblige the college to offer a terminal appointment of one academic year.

2. INSTRUCTOR

- a. He or she shall be a full-time member of the faculty, meeting at least one of the following requirements: a second graduate degree (such as Th.M. or Ed.S.); a professional degree (such as M. Div.); the completion of all requirements except the dissertation for the doctoral degree; a master's degree; a bachelor's degree with two years teaching experience.
- b. An instructor shall be appointed for a period of one year; he or she may be reappointed successively for a total of seven years. Each year the dean of the college after following the established process for granting promotions and/or tenure, shall notify the instructor of the decision (1) not to reappoint him or her for another year; or (2) to recommend to the board of directors that he or she be reappointed at the same or higher rank.
- c. Before the end of an instructor's sixth continuous year of full-time service in this institution at that rank (if promotion has not been conferred earlier) the dean of the college, after consultation as provided above, shall notify him or her of the decision (1) not to reappoint him or her beyond the seventh year; or (2) to recommend

to the board of directors that he or she be promoted to assistant professor by the end of the seventh year, with continuous or indefinite tenure.

- d. Official notice of appointment or reappointment shall be in writing from the president. Notice in writing for nonreappointment shall be as follows: at least ninety days before the contract expiration during the third or subsequent continuous year of service. Failure to give timely notice of nonreappointment shall oblige the college to offer a terminal appointment of one academic year.

3. ASSISTANT PROFESSOR

- a. He or she shall be a full-time member of the faculty meeting at least one of the following requirements: a doctoral degree (such as Th.M. or Ed.S.) with one year teaching experience; the completion of all requirements except the dissertation for the doctoral degree plus three years teaching experience; a master's degree plus three years teaching experience.
- b. An assistant professor promoted to that rank after either six or seven continuous years of full-time service in this institution at the rank of assistant instructor and/or instructor shall have continuous or indefinite tenure. One who is promoted after two or more years of service shall be appointed to a term of two years.
- c. At least twelve months before the initial term of appointment as assistant professor expires, the dean of the college following the established process for granting promotion and/or tenure shall notify him or her of the decision

(1) not to reappoint at the end of the current term; or (2) to recommend to the board of directors that reappointment be made to a further term of two years; or (3) to recommend to the board of directors that he or she be reappointed with continuous or indefinite tenure at the same or higher rank.

- d. At least twelve months before an assistant professor has completed either six continuous years of service at that rank in this institution or seven continuous years of full-time service as assistant instructor, instructor, and assistant professor, whichever occurs first, the dean of the college following the established process for granting promotion and/or tenure shall notify him or her of the decision (1) not to reappoint at the expiration of the current term; or (2) to recommend to the board of directors that reappointment be made with continuous or indefinite tenure at the same or higher rank upon the expiration of the aforementioned six or seven years service.
- e. Official notice of appointment or reappointment shall be in writing from the president. Failure to give timely notice in writing for nonreappointment shall oblige the college to offer a terminal appointment for one academic year.

4. ASSOCIATE PROFESSOR

- a. He or she shall be a full-time member of the faculty meeting at least one of the following requirements: a doctoral degree, plus three years teaching experience; the completion of all requirements except the

dissertation for the doctoral degree plus three years teaching experience; a professional degree (such as M.Div.) plus three years teaching experience; a master's degree plus six years teaching experience.

- b. An associate professor promoted to that rank from within this institution shall have continuous or indefinite tenure. An associate professor promoted to that rank from outside the institution shall be appointed for a term of four years.
- c. At least twelve months before the end of the fourth year of that term, the dean of the college following the established process for granting promotion and/or tenure shall notify him or her of the decision (1) not to reappoint at the end of the current term; or (2) to recommend to the board of directors that he or she be reappointed with permanent tenure at the same or higher rank.
- d. Official notice of appointment or reappointment shall be in writing from the president. Failure to give timely notice in writing for nonreappointment shall oblige the college to offer a terminal appointment of one academic year.

5. PROFESSOR

- a. He or she shall be a full-time member of the faculty meeting at least one of the following requirements: a doctoral degree, plus six years teaching experience; a second degree (such as Th.M. or Ed.S.) plus nine years teaching experience; the completion of all requirements except the dissertation for the doctoral degree plus nine years

teaching experience; a master's degree plus twelve years teaching experience.

- b. A professor shall have permanent tenure.

6. PROFESSIONAL LIBRARIAN

The provisions of subsection 3 above shall also govern the appointment, reappointment, and tenure of unranked professional librarians who are members of the faculty.

The University of North Carolina at Greensboro "Regulations" followed the section relative to ranking with a section on Probationary Service (III, F). This example was followed with the addition of the term "previous" to the title. Also a statement relating to previous service was added. The basis for the added statement was information contained in the Lee College Faculty Handbook (IV, E).

F. Probationary and previous service

1. The total period of full-time service before permanent tenure is recommended shall not exceed seven years, including all full-time service at all ranks.
2. Time spent on leave of absence shall not count as probationary service unless the faculty member and institution agree to the contrary at the time leave is granted.
3. Previous full-time service may be used toward tenure by a faculty member upon returning to the institution and rendering three successive academic years of satisfactory service.

The title Subsection G: "Procedures in regard to Appointment, Promotion and Tenure" was taken from the University of North Carolina at Greensboro "Regulations" (Section 4). However, after the first sentence, statements were used which are peculiar to a Bible or Christian college setting. Again both the Lee College Faculty Handbook (IV, E) and Elon College Faculty Handbook (II, 2) served as a basis for the statement.

G. Procedures in regard to Appointment, Promotion, and Tenure

1. Decisions with regard to appointment, promotion, and tenure shall be made in accordance with the institution's established procedures and criteria for service in the various ranks. It should be noted that certain requirements may be waived in the determination of rank in exceptional cases where equivalency is established in terms of the following:
 - a. Prior training.
 - b. Recognized contributions in the area of teaching through research, professional service and performance.
 - c. Outstanding full-time service in ministries of the church other than education.
2. Promotion and Continuous or Indefinite Tenure

The rank of each faculty member is considered annually. Recommendations for promotion and/or tenure are made by the dean of the college to the president who submits them to the board of directors. The procedure for evaluating the faculty member's

performance in relation to the criteria stated in subsection 3 is based upon the faculty evaluation process which is conducted regularly. This includes evaluation by the individual faculty member, the program chairperson, the dean of the college, the president, and students.

3. Criteria for promotion are academic preparation (degrees held); excellence in classroom teaching; participation in college activities; advising and counseling of students; leadership in student activities; personal attributes such as integrity, objectivity, industry, etc.; years of prior service and length of time in rank, community services; productive scholarship and creative activities (research, publication in professional societies.)

In addition to the above criteria, the following factors are also considered:

- a. Loyalty to the college is demonstrated by willingness to serve beyond the call of duty;
- b. Devotion to the declared ideals of East Coast Bible College as a Bible college as shown by willingness to abide by those ideals and to promote them in working with students.
- c. Willingness to cooperate with the administration and faculty by serving on committees, attending faculty meetings, and sharing in other assignments when asked.

Section IV "Due Process" deals with the procedures involved in the dismissal of both nontenured and tenured personnel. The Elon College Faculty Handbook (II-3) was used as a basis for nontenured and tenured personnel. The opening statement deals with the relative strength of the entire policy:

IV. DUE PROCESS

- A. Academic Freedom and Tenure is strengthened and recommended by the moral sanctions of the American Association of University Professors. At East Coast Bible College the granting of tenure is a contractual matter and as such carries the weight of the law behind it. As such, tenure has legal standing to the extent that when a tenured faculty member is dismissed, the institution must provide, upon request, a written statement of reasons for termination and, if requested, a hearing for the grieved party. In such instances, the burden of justification for the dismissal rests on the institution.

In the case of the dismissed non-tenured faculty, however, no such action is required of the institution.

The title Subsection IV-B was taken from the University of North Carolina at Greensboro "Regulations" (Section 5); however, the source of the material for this and the remaining sections was the Lee College Faculty Handbook (IV, E). As a denominational college the terminology contained in its statement and the policy divisions were easily related to the East Coast Bible College setting and should be considered acceptable by the board of directors.

- B. Nonreappointment of faculty members on probationary term appointments

During the period of probation the faculty member is entitled to the same guarantee of academic freedom as the tenured faculty. He shall not be dismissed before the expiration of a term contract except for adequate cause demonstrated by due process. If he asserts that he has

been given notice of nonreappointment in violation of the college's standards of academic freedom, he is entitled to establish his claim in accordance with the provisions of due process outlined below.

1. **Criteria and notice of standards:** The faculty member should be advised early in his appointment, of the substantive and procedural standards generally employed in decisions affecting renewal and tenure. Any special program standards must be brought to his attention.
2. **Periodic review:** There should be provision for periodic review of the faculty member's situation during the probationary service. He should be advised of the time when decisions affecting renewal and tenure are ordinarily made, and he should be given the opportunity to submit material which he believes will be helpful to an adequate consideration of his circumstances.
3. **Notice of reasons:** In the event of a decision not to renew his appointment, the faculty member should be informed of the decision in writing, and if he so requests, he should be advised of the reasons which contributed to that decision. He should also have the opportunity to request a reconsideration by the administration. But it should be understood that these procedural rules do not imply that the administration is obligated to prove that the decision not to reappoint was a good one. In the absence of violation of his academic freedom rights, the burden of proof regarding competence and performance for the faculty member on probationary status, unlike the tenured

faculty, rests with the individual in question.

4. Written reasons: If the faculty member expresses a desire to petition the board of directors, he should be given a written explanation by the president of the reasons for the nonrenewal.
5. Petition for review alleging an academic freedom violation: Insofar as the petition for review alleges a violation of academic freedom, the functions of the committee which reviews the faculty member's petition should be the following:
 - a. To determine whether or not the notice of nonreappointment constitutes on its face a violation of academic freedom.
 - b. To seek to settle the matter by informal methods.
 - c. If the matter remains unresolved, to decide whether or not the evidence submitted in support of the petition warrants a recommendation that a formal proceeding be conducted in accordance with the due process provisions below, with the burden of proof resting upon the complaining faculty member.
6. Petition for review alleging inadequate consideration: Insofar as the petition for review alleges inadequate consideration, the functions of the board which review the faculty member's petition should be the following:
 - a. To determine whether the decision of the appropriate faculty body was the result of adequate consideration in terms of the relevant standards of the college.

- b. To recommend reconsideration by the academic administration when the board believes that adequate consideration was not given to the faculty member's qualifications.
 - c. To provide copies of its report and recommendation to the faculty member, the academic administration, and the president.
- C. Provisions of Due Process in Cases Involving (1) Suspension of Services and (2) Allegations of Academic Freedom Violation

In order to safeguard the rights of the individual teacher while protecting the interests of the institution, the following procedures shall apply in situations requiring suspension of a teacher's services before the expiration of a period covered by a contract.

1. The administration and board of directors of East Coast Bible College reserve the right to suspend temporarily the services and campus activities of any employee at any time. Full compensation as specified in the employee's contract will continue during such suspension pending the outcome of discussions or dismissal proceedings.
2. In addition to any other possible communications regarding the suspension, the president will provide the suspended faculty member a written statement of the reasons for the suspension.
3. If an agreement cannot be reached, the president shall inform the faculty member that he has a right to a hearing before the board of directors, if he feels that adequate cause for his dismissal does not exist. The president shall inform the faculty member of the time and place of the meeting. The faculty

member shall have the right to be assisted at the hearing by counsel of his choice.

4. If the faculty member does not indicate a desire for a hearing in response to the president's communication, the president will present the grounds for dismissal of the faculty member to the board of directors for decision.
5. The purpose of the board of directors in the hearing will be to assess the evidence bearing on the charges against the faculty member, together with his defense, and to render judgement concerning the adequacy of the grounds for dismissal according to the terms of the employment contract and the stipulations of the tenure policy in the Faculty Handbook.
6. After due consideration the board of directors will, by majority vote, formulate the assessment of the evidence and present a recommendation concerning dismissal, reinstatement, or other disposition of the matter to the president. The final decision will be made by the board of directors, and no appeal may be taken to any other body.

D. Termination of Tenured Status

The due process procedures to be followed in the termination of the employment of a faculty member who is on tenure will be the same as those in Section C above, except that a year's written notice must be given of intent not to reappoint for adequate cause. In the case of interruption of the teaching duties of a tenured faculty member, his salary and fringe benefits will continue until the decision of the board of directors. In all cases of revocation of tenure involving causes other than moral turpitude, the faculty member will be entitled to

full salary for one year after notification of the decision of the board.

As stated earlier, this section has dealt only with the creation of a policy and not with its evaluation. Extensive evaluation will be conducted later in this chapter.

In order for such a policy to be implemented, the proper channels of implementation must be followed. Discussion at this time will be relative to the process of implementation. As outlined in detail in Chapter III, "Methodology," discussion will focus on each step of the process and will center around the three main areas of interest: plan of implementation, the outcome, and analysis and evaluation. At each step, however, it was understood that the process could be stopped. If this occurred, then a study would be made regarding the reasons for nonpassage.

The President

Plan of Implementation

As chief administrator of East Coast Bible College the president serves as the "sole official channel between the professional staff of the college and the board of directors" ...[and]... "prepares agenda for all meetings of the board and its Executive Committee" (Faculty Handbook, 1983-84). Because of his role, it was felt that before a project of this magnitude could succeed or even begin, the president of the institution must be willing to give his approval and allow the process to run its course.

An appointment was made with President Smith to discuss his feelings regarding the need for, or possibility of, such a policy. His background is rich in both education and religion. As an educator, he has served at various levels. With a bachelor's and master's degree in the area of education he has served as a public school teacher, college instructor, registrar and academic dean at a denominationally controlled accredited Bible college. With a Doctor of Ministries degree, he has served as pastor, evangelist, lecturer and district overseer within his denomination.

As an author, he has written A History of West Coast Bible College and the Development of Church of God Education as it Relates to Ministerial Training, 1918-1978. Also, he is listed in Who's Who in American Education, 1978.

With educational knowledge and experience in both religious and secular education, President Smith is aware of modern trends of education and of their subsequent implications.

The ultimate purpose of this first meeting was simply to receive permission to proceed. It was anticipated that approval would be forthcoming.

The Outcome

An earlier incident at East Coast, over which the president had no control, had placed the positions of several members of the faculty in jeopardy. With no definite policy of academic freedom, tenure, and due process in operation, the

state superintendent of the denomination--who by power of his position also serves as chairman of the college board of directors--had come into disagreement with several faculty members because of church governmental policies. His initial impulse was to dismiss those involved. It was only through the intervention of the president that these men's positions were spared.

With this in mind, the president at our first meeting agreed that a stated policy of academic freedom could possibly be a logical as well as practical means to prevent any such future incident. Also, faculty ranking, promotion, and salary schedules had received much discussion during the months prior to this meeting. Accordingly, President Smith requested that the tentative statement encompassing these areas be brought to him for study and possible recommendation for further development.

The document was reviewed by President Smith and then an appointment was made to discuss initial impressions and to recommend revision.

First, various recommendations were suggested concerning the layout of the document; these were procedural in nature and in no way affected the overall impact or content of the statement.

Second, as chief administrator of the college it was the duty of the president to insure the faculty of his concern for their welfare while assuring the board of directors

of his attentiveness to matters of control. Accordingly, special attention was given to specific sections of the document. The president recommended the following revisions and gave the following reasons for them:

A. Section II -- ACADEMIC TENURE

1. Article B - Definition

- a. The words "or indefinite" were stricken from the section which reads:

After the expiration of a probationary period of appointment, teachers may receive appointments on continuous or indefinite tenure.

The president felt that the use of the term "indefinite" was redundant since it is an amplification of the term "continuous." Also, he felt that the term may seem "too strong" in such a document and could possibly delay or hinder ultimate passage. The term was deleted throughout the document with only the word "continuous" describing tenure.

- b. The term "established" was deleted from the section which contains the phrase "established professional incompetence." The president felt that before "professional incompetence" would be used as a reason of adequate cause for

termination, the charge would certainly be based upon objective criteria or fact and not mere hearsay. Consequently, he considered the term "established" unnecessary.

- c. The term "academic" was added to the phrase "abolition of the faculty member's ...[academic]... discipline. This addition was deemed necessary for purposes of clarifying the term "discipline." Without clarification the statement had no relative meaning or connection to the section and could not be interpreted as the abolition of a program or department.

2. Article F

- a. Section (2)(b) The term "each year" was changed to read "At the end of the first year..." The president noted that this change was needed to maintain "consistency." Since the following section lists procedures for the second year then it must be assumed that the procedures discussed in this section are necessary only at the close of the first year of an assistant instructor's employment.

- b. Section (3)(c) The term "official" was inserted so that the opening statement would read "Official notice of appointment or reappointment shall be in writing from the president." The president noted that this would make clear that all official contracts would be issued in writing from his office following verbal discussion between the faculty member and the dean; therefore, terms of contract could and would be in written form in order to protect both the institution and faculty member. This change was followed throughout the document.
- c. Section (4)(b) The number "five" was changed to read "four" in the statement "an associate professor promoted to that rank from outside the institution shall be appointed for a term of four years." The president noted that many of the instructors at East Coast Bible College hold ministerial credentials with the sponsoring denomination; consequently, he believed it would be a good practice to make the longest

nontenured faculty appointments comparable to those of pastoring ministers. Since the appointment of a pastor is for a four-year period, he chose this same number. Because of the composition of the board of directors--mostly pastors or former pastors--he felt that this time frame would be understandable as well as acceptable.

d. Section (4)(c)

(1) The number "fourth" was changed to "third" in the statement "at least twelve months before the end of the third year of the term..."

This change was necessary in order to maintain consistency with Section F(4)(b) above.

(2) The term "permanent" was changed to "continuous" in reference to tenure. Again, this was done in order to maintain consistency throughout as well as to avoid the misconception that "tenure" was a permanent bond which could never be severed for any cause. This appeared to be more compatible with

the thinking of the board and would increase the possibility of passage.

c. Section (6)

This section was rewritten for the sake of clarity and to upgrade the rank of professional librarian.

The phrase relative to "subsection 3 above" was omitted to make the grammar less redundant. The term "unranked" was omitted in order not to indicate that the status of professional librarian was any less than that of any other member of the faculty. The president showed concern over the ranking of librarian using such terms as instructor, professor, etc. and felt that the title "professional librarian" should be adequate. However, after a study of the system of ranking of librarians at other colleges and after consultation with the East Coast Bible College librarian concerning American Library Association recommendations, the president consented to the revised statement knowing that it would be

further discussed by the other bodies involved in the process.

B. Section IV -- DUE PROCESS

1. Article A

This article serves as an introduction to the section on Due Process. The president questioned the opening statement:

Academic Freedom and tenure is strengthened and recommended by the moral sanctions of the American Association of University Professors.

His question was twofold: one, would this statement be a liability when brought before the board of directors; and two, if it were to remain was it in the proper place. His decision was to allow the statement to remain as a part of the document; however, it might be more advantageous if placed at the very beginning. The issue would be the first one addressed and could be used as an initial sounding board for the entire paper.

2. Article B(4) Written Reasons

At this time a major decision was made by the president relative to the "due process of appeal." The question relates to "who will hear and address the appeal" of both tenured and nontenured personnel in the

case of nonreappointment or termination of status. From the original statement, the following section was deleted:

...an ad hoc committee elected by the faculty for this purpose, to use its good offices of inquiry, recommendation, and report, or if he makes the request for other reasons.

The revised statement reads:

If the faculty member expresses a desire to petition the board of directors, he should be given a written explanation by the president of the reasons for the non-renewal.

There are many reasons for this revision. First, the by-laws of East Coast Bible College state that the only avenue of appeal open to a member of the faculty regarding dismissal for any reason is through the board of directors. Naturally, by-laws can always be amended by an appropriate vote of the board; however, the president believed that this avenue of appeal was the most logical for an institution of our nature and size. Second, the president believed that the use of an ad hoc committee to address such problems could result in havoc. At an institution where the total faculty numbers less than twenty closely-knit

individuals, it would be difficult to form a totally unbiased ad hoc committee to "hear" an appeal. Also, it was felt that such a burden on the faculty could cause division and turmoil while an outside committee could be more objective and impartial.

It should be noted, however, than an ad hoc committee would not be out of character for this particular setting since the denomination has set a precedent in the case of erring ministers. In such a situation a board of peers is appointed to serve as a trial board and to render a decision. Since a majority of those on the East Coast Bible College faculty are ministers, the practice and theory relative to such an ad hoc committee is both known and accepted.

3. Article B(6) Petition for review alleging inadequate consideration:

a. Subsection (a)

In view of the fact that the faculty was relieved of any responsibility relative to due process appeal in the previously discussed Article B(4), Subsection 6(a) was revised to reflect the change: the phrase "of the appropriate faculty

body" was deleted along with a statement of responsibility. The revision reads as follows:

To determine whether the decision was the result of adequate consideration in terms of the relevant standards of the college.

b. Subsection (c)

The words "and the president" were deleted from the statement "to provide copies of its report to the faculty member, the academic administration and the president."

This revision was designed to avoid redundancy since the president is mentioned as a part of the aforementioned "academic administration."

4. Article C - Provisions of Due Process

a. Section (3)

Several statements were questioned in this section. First, all references to a hearing before a faculty committee were changed to conform with changes in earlier sections. Second, a very important item was questioned and discussed: the president decided to delete the final statement, "the faculty member

shall have the right to be assisted at the hearing by counsel of his choice." On this item the president was very emphatic and would not waiver from his initial response of "No." Although this seems contrary to the normal process of appeal and is not consistent within AAUP guidelines, the president believed that if any such situation did arise, the faculty member did have the right to advisement. However, since this was not a court of law the process could be duly conducted without assistance at the hearing by outside counsel. This was not intended by the president to deny any counsel for the faculty member, but rather to allow the process to flow at this point without outside interference. It should be noted that although the decision of the board of directors may be final as far as in-house appeals are concerned, there are always other avenues open should an unacceptable decision be given.

b. Section 5 (5) and (6)

Again, to maintain consistency, the term "ad hoc committee" and all reference to it was replaced by "board of directors."

5. Article D - Termination of Tenured Status

In this section, the entire final sentence was deleted:

In all cases of revocation of tenure involving cases other than moral turpitude, the faculty member will be entitled to full salary for one year after notification of the decision of the board.

The president felt that if a tenured faculty member were terminated with adequate cause, regardless of the motive, he should not be entitled to one full year's salary. Also, in the case of financial exigency, then the funds would not be available to fulfill the obligation. The president felt that this would be a point of discontent with the board because of the board's composition. Since the purpose of the policy is to offer "ministerial security" the statement as originally printed would be inconsistent with policies relative to persons in other phases of Christian or denominational ministry.

During this stage of the process the writer served as a participant only insofar as to review the document on a section-by-section basis with the president. Since the original document was his work, any changes which were recommended or revisions which were made were done so at the discretion of the president.

Analysis and Evaluation

The following four basic questions were outlined in Chapter III, "Methodology:" Were interests of all relevant constituents considered? Was input seriously considered? Do faculty members identify with the policy or is it forced by the administration? Was the development of the statement timely and expeditious?

Although the writer as dean of the college served as immediate supervisor to the faculty, it is the president who has ultimate control over issues which determine policy relative to faculty. As the agent of the board of directors, it is his responsibility to make the board aware of any problems or situations.

Because faculty morale ultimately rests with the president, the need for and implementation of a stated policy of academic freedom, tenure, and due process must be established by him. Also, since one of his duties is to prepare the agenda for each meeting of the board of directors, then it is within his power to withhold such an item from ever being discussed at that level.

When approached with the prospect of such an item for consideration, the president was cautiously open. He was open because of his interest in faculty competence and welfare, yet cautious because of the prevailing sentiment among Bible college administrators regarding the subject.

The writer felt that the president placed personal interests aside when considering the proposal and allowed himself to be as objective as possible within his frame of reference. Although it was within his prerogative to simply delete some items with which he disagreed, he was willing in several instances to allow the proposal to run its course through the various levels. On the other hand, he did make definite decisions relative to due process.

A policy such as the one being proposed is directed toward a specific group--the faculty. The administration, though ranked as faculty, are not allowed to be tenured; consequently, the major constituents involved are those who compose the teaching faculty. That the president considered the interests of all relevant constituents is demonstrated by the fact that even though he disagreed with the ranking of the librarian he was willing to allow the ultimate decision to be made at another level of the process.

The original document presented to the president for perusal was the primary source for other input at this stage of the process. It should be noted that at the meeting prior to this one the president simply requested that a

tentative policy be formulated. He offered no suggestions relative to its form, contents, or perspective. Consequently, the input supplied by the president affected several changes in the policy prior to its consideration by the faculty or board.

Changes which are recommended at this time are implemented immediately into a revised policy; therefore, various areas which may have been of particular interest to the faculty such as length of nontenured contracts, faculty involvement in due process appeals, or right of counsel, are never seen beyond this point and are not a part of the policy which the faculty will later approve or turn down. In situations such as this it appears that policy may be forced by the administration; however, it seems that some compromise in particular areas is worth potential passage of the whole. It is possible that, if the policy is eventually implemented and tried, there will be a need and an opportunity to reintroduce various deleted sections for consideration.

The president, in considering and reviewing the policy, spent only the amount of time required to be thorough and exact. The development of the statement at this stage appears to be appropriate in that it is at a time when the faculty has just undergone extensive self-study for accreditation purposes and is in need of a boost in morale.

Summary

Because of his educational background and continued study, both on his own and in graduate-level courses, the president is aware of the major issues confronting institutions of higher education today. Also, as the head of a new institution which is experiencing growth in a time when similar colleges are decreasing in enrollment, the president is aware of the need to be on the cutting edge of the Bible college movement if the current rate of progress is to continue. Consequently, he is open to ideas relative to maintaining proper growth and faculty competence. As a strong leader, he does not feel threatened by the introduction of any policy which will serve as a stabilizing force. On the contrary, he accepts and welcomes change as a necessary part of the maturation process.

It is important to realize, though, that if the president were of a different nature and utilized a leadership style similar to many others in the Bible college movement, the implementation of the policy would probably have stopped at this point.

The Academic Affairs Committee

Plan of Implementation

Following recommendations and revisions of the statement by the president, permission was requested and received to direct the document through the proper channels toward possible passage.

As a standing committee of the faculty, the academic affairs committee is the initial point in both curriculum and policy development as it relates to faculty. It is composed of the dean of the college, who serves as chairman the librarian, and a representative from each of the divisions of study.

At the time when the committee first considered the proposal, all of the members, with the exception of the dean, were graduates of the same undergraduate college; however, all of their graduate degrees were received from different institutions. This is noteworthy since their undergraduate training was at an institution which now has a definite statement of academic freedom, tenure, and due process, but did not during the time of their studies.

The ultimate purpose of a meeting with this committee, thus was to acquaint them with the importance of such a policy and to convince them of the need of recommending the policy to the faculty for consideration.

The Outcome

As discussed earlier, a previous incident had occurred which threatened the continued employment of several faculty members, one of which was a member of the academic affairs committee. Though the incident was one dealing with procedural matters of church government, it was not one which should have threatened faculty positions. Because East Coast Bible College did not have a statement on academic

freedom, tenure, and due process, however, personal emotions almost allowed the academic freedom of the faculty members, as individuals speaking for themselves, to be violated.

With this incident serving as a basis for discussion the members of the academic affairs committee were eager to learn of possible ways of avoiding any such future problem.

Because of their lack of experience with the concepts of academic freedom, tenure, and due process, because none of the manuals of the American Association of Bible Colleges were explicit relative to the concept, and because Bible colleges in general are not oriented toward the idea, members of the committee were for the most part unfamiliar with the terms and language used in the document presented to them for consideration.

At this time the writer discussed basic concepts and suggested the possibility of further study. A motion was made and passed, however, that because of the apparent importance of such a document to the welfare of both the faculty and the institution, the committee recommend its consideration by the faculty.

The point was made that since committee members were unfamiliar with the terminology used in the document, the faculty as a whole would probably be in the same condition. This point was followed by an additional recommendation that prior to a presentation of the document to the faculty, basic definitions and concepts should be discussed.

The committee felt further that it would be unnecessary for them to make revisions at this time, since as members of the faculty they could offer input when the document was discussed before that body.

As a member of the committee, the writer felt that he presented the proposal from a biased position; however, he attempted to remain as objective as possible while realizing "that the observer in part constitutes the scene he observes" (Mehan and Wood, 1975).

Analysis and Evaluation

Discussion of the four basic questions outlined in Chapter III, "Methodology" follows: Were interests of all relevant constituents considered? Was input seriously considered? Do faculty members identify with the policy or is it forced by the administration? Was the development of the statement timely and expeditious?

The document presented to the academic affairs committee was one which would affect only the faculty of the institution--of which all members of the committee, with the exception of the dean, are a part. Accordingly, it was felt by this committee that the interests of all persons were seriously considered at this time and that any possible exceptions would be identified and corrected by the faculty as a body.

The writer observed that each member of the academic affairs committee displayed a positive attitude toward the

potential overall effect the passage of this document would have on faculty welfare.

This feeling can be attributed to the fact that even though no revisions were suggested at this time, each committee member felt that he or she had the opportunity to offer input which would be seriously considered. The eventual recommendation to send the policy to the faculty for consideration reflects this feeling.

It should be noted that the recommendation by this committee to allow the policy to be considered by the faculty for possible passage is not indicative of every recommendation which comes from them. Various instances are recorded in committee minutes citing the referral of items for revision and the vetoing of other items without allowing further consideration.

Also, because it is within the prerogative of this committee to "stop-the-process" at this point, it was felt that any attempt by the administration to force passage of the policy would have resulted in a negative vote. The fact of its passage indicates that the members of the committee consider the policy to be identifiable with their needs specifically and the administration's and institution's needs generally.

In dealing with the policy at this stage of the process, the academic affairs committee might have taken more time to study terms and concepts. Rather, it decided that

clarification would come during presentation to the faculty as a result of this meeting. The writer feels that the decision not to refer or delay demonstrated the importance which the committee placed upon the document as well as an expeditious effort to see it advanced.

Summary

As a standing committee of the faculty, the academic affairs committee has a very important role in the development of policy relevant to both curriculum and faculty welfare. With power to stop action on any item of business which comes before it, the committee must carefully weigh each decision it makes.

When the statement on academic freedom, tenure, and due process was presented for consideration, each member expressed personal awareness or unawareness of the need for such a policy. Even though the terminology was often unfamiliar, the committee felt that the intent of the policy was of such a nature that it deserved consideration by the entire faculty.

It is important to note that if the academic affairs committee were merely a puppet of an administration similar to many others in the Bible college movement, the implementation of the policy would probably have stopped. Instead, the committee was able to discern for itself the value of such a policy and to decide its future.

The Faculty

Plan of Implementation

Upon the recommendation of the academic affairs committee, the document was placed as an item of business on the agenda for the next regularly scheduled faculty meeting.

At East Coast Bible College, the faculty is composed of both voting and nonvoting members. Voting members are those persons with a full teaching load, the librarian, and teaching members of the administration. Nonvoting members are those instructors, officers, and agents with less than a full teaching load as well as nonteaching members of the administration (Faculty Handbook, 1983).

The general powers granted to the faculty are similar to those at other institutions of higher education:

to confer by and with the consent of the board of directors undergraduate degrees and marks of literary distinction as are usually conferred by colleges and universities and to make regulations regarding courses of instruction, student discipline, and such other matters as may be assigned to it by the board of directors (Faculty Handbook, 1983).

In addition to these general powers is a list of specific powers. Of this list, the one most relevant to this situation states that it is the duty of the faculty "to define ethical and professional standards for members of the faculty." It is with this authority that the faculty can consider and recommend for approval by the board of directors such a statement as this one.

At the time of the presentation of the proposal to the faculty, there were fourteen voting members: nine full-time instructors, one librarian, and four administrators. Of this number, all had received undergraduate degrees from religious, church-supported institutions. (All degrees, however, were not in the area of Bible or religion: Bible - 6; Music Education - 2; Church Music - 1; Sociology - 2; English - 1; Social Studies - 1; and Business - 1). Graduate studies showed some divergence in the types of institutions attended. The fourteen voting faculty members represented ten different institutions: church-related - 7; state-supported - 3. (It should be noted that eight members attended the church-related schools and six members attended the state-supported schools.)

Further, as is typical with institutions of higher education, many of the faculty members at East Coast Bible College had no formal background in methods and techniques of teaching; however, of the fourteen members, six had at least a minor emphasis in education on the graduate level.

From this brief overview of the faculty, one can see that at least half of the members had attended only the types of institutions which tend not to support detailed policies of academic freedom, tenure, and due process; and the other half had only experienced limited exposure to institutions and instructors which support such a policy.

The Outcome

The document as revised by the president and recommended by the academic affairs committee was presented to the faculty for its consideration.

Prior to the meeting, feelers had been placed with each faculty member individually. However, no broad discussions had been initiated since the dean felt that it would be better to have the discussions take place within the framework of a faculty meeting while following proper procedures. As expected, the initial response was mixed. The thought of a document which would improve the overall welfare of the faculty was readily accepted; however, unfamiliarity with the total concept of such a document caused some anxiety.

Members of the academic affairs committee related to the faculty that they too had experienced the same feelings when they were first introduced to the document. After having been able to review the document, though, each member of the committee expressed a support for the document. As was recommended during the earlier meeting of the academic affairs committee, special attention was given to the clarification of terminology used in the statement.

At the conclusion of the presentation, a motion was passed to delay discussion until the next regularly scheduled meeting of the faculty. This would allow time for each individual to study the document.

During the interval between meetings the writer again visited individually with as many faculty members as possible, answering questions and emphasizing the necessity of such a document if the school were to continue to progress and if the faculty were to continue to mature professionally. Overall, the feelings relative to the policy were positive; yet, several areas of concern were pointed out.

It was obvious that as time for the next faculty meeting approached, various members of the faculty were discussing the policy among themselves. Although no one was openly opposed to the policy, it was felt that the meeting would be quite lively with discussion.

When the meeting began and the policy was presented for consideration, a motion was passed to discuss the policy by section, to make revisions in each section as approved by the faculty, and then to present the revised document as a whole for approval or disapproval.

The faculty in this meeting recommended the following revisions and gave the following reasons for them:

A. Introduction

The entire opening statement was deleted: "Academic Freedom and Tenure is strengthened and recommended by the moral sanctions of the American Association of University Professors."

The faculty felt that even though the American Association of University Professors was instrumental in establishing the standard for all

such policies as this, as an organization it was quite liberal in its views. As such it was probably in opposition to many of the basic concepts of church-related, Bible college education. It was felt that to use the statement would be to lend support to the organization.

The writer personally supported the statement as an introduction to the policy and as a strengthening to its overall philosophy. Furthermore, he sensed that the faculty was hasty in its decision and made it without proper investigation of either the organization or its purpose. Their decision could have been more easily accepted, if the reasons had been other than those given.

B. Section II - ACADEMIC FREEDOM AND FACULTY RESPONSIBILITY

1. Article A

This article serves to show the relationship between the instructor and the denomination which supports him or her. The faculty replaced the term "expects" with the term "requires" in the phrase

the institution ascribes to the denomination's Declaration of Faith and expects that its faculty members subscribe in writing to that standard.

Since twelve of the fourteen voting faculty members hold ministerial license with the sponsoring denomination, this measure seems to be one which should strengthen the relationship between the institution and the church. Also, it should appear positive to the board of directors.

2. Article C

This article serves as a basis for academic freedom within the classroom. The faculty deleted the phrase "without harrassment or limitation" from the sentence which reads, "The faculty member is entitled in the classroom to teach his or her subject without harrassment or limitation." This faculty felt that the statement was redundant since to have freedom in the classroom indicates that no harrassment or limitation would be allowed. Also, the remainder of the article restates this notion.

At this point, the faculty demonstrated its openness to the document as well as willingness to make the policy agreeable and liveable to all concerned parties.

C. Section III - ACADEMIC TENURE

1. Article G - Procedures in Regard to Appointment, Promotion and Tenure

a. The faculty recommended that this article be moved to page two of the document to become Article E. All following articles would also reflect the change. The faculty felt that it would be more proper for this article to precede the faculty ranking schedule rather than to follow it.

b. Section 3 - Criteria for promotion

The faculty considered this section which had been written using the Elon College Faculty Handbook as a guide, and decided that the criteria which East Coast Bible College currently used were more relevant. Consequently, this entire section was deleted and replaced with the criteria for promotion as listed in the Faculty Handbook.

By this action the faculty demonstrated its respect for the current faculty promotional practices used by the institution. Also, this change in no way weakened the policy; rather, it integrated future practice with current practice.

The faculty reviewed the remainder of the document and recommended no further revisions. The document as a whole was approved without a dissenting vote and the recommendation was made that the "Regulations on Academic Freedom, Tenure, and Due Process of East Coast Bible College" be presented to the board of directors for its consideration.

During this stage of the process, the writer, as dean of the college, served as moderator of the meeting. As such, he acted both as a participant in and observer of the process. Since the document presented to the faculty was his work with revisions by the president, any changes which were recommended or revisions which were made at this time were done so at the discretion of the faculty.

Analysis and Evaluation

Discussion of the four basic questions outlined in Chapter III, "Methodology," follows: Were interests of all relevant constituents considered? Was input seriously considered? Do faculty members identify with the policy or is it forced by the administration? Was the development of the statement timely and expeditious?

As stated previously, the proposed policy is intended primarily for use by members of the faculty of East Coast Bible College. As voting members of the faculty, administrators receive ranking and are protected by the statement on academic freedom. However, tenure applies only to

nonadministrative faculty members. Because of this the interests of all relevant constituents were considered.

During each meeting relative to the adoption of the policy, each faculty member had the opportunity to participate in discussion and to vote on each revision. Accordingly, input from the faculty was seriously considered. The policy as adopted by the faculty was the policy which was presented to the board of directors for consideration.

The faculty individually and collectively felt that their role in the process was very important and deliberated each part of the document in an earnest manner. Although the policy had not been their original work they felt that they had the right and ability to make any and all revisions necessary for the document to properly reflect their interests.

The faculty, because of total involvement, identified quite easily with the document. As typical with institutions or businesses which follow a bureaucratic model of governance, there is an awareness that those higher in the hierarchy may have the tendency to "pass-on" legislation; however, during the process of implementing this policy, the faculty had sufficient trust that this was not merely a matter being "passed-down." Because of its nature, the policy is faculty-oriented. Also, because the policy was initiated by members of the administration, the faculty sensed that their welfare was the primary reason for its development.

The faculty in reviewing and revising the document were neither hasty nor overly deliberate. The fact that they postponed discussion for a month after first receiving the policy demonstrated a sincere desire by them to become familiar with both its terminology and possible ramifications.

The policy was presented to the faculty at a time when questions were being asked relative to faculty welfare. As licensed ministers of a denomination the majority of the members of the faculty could have had relatively secure positions within the framework of a local church setting. Their concern at this time was one of having basically the same sense of security within an educational setting. The "Statement on Academic Freedom, Tenure, and Due Process" offered a sufficient amount of security so as to alleviate anxiety on the behalf of many individuals.

Summary

The faculty of East Coast Bible College is composed of members who are unified in their goals for the college. Even though each one graduated from a religious undergraduate institution, their individual interests are very divergent. This can be viewed as being positive rather than negative in the sense that as a body their common interests are flavored by individual tastes. This allows for a unique relationship --whether the interest is in general studies or education each interest is observed from a bibliocentric viewpoint.

This commonality also enables the faculty to be objective in its consideration of ideas, methods, thoughts, and policies.

That the number of revisions recommended by the faculty were minimal was at first surprising. It was expected that the faculty would be thorough in their deliberation and that their thoroughness would result in many revisions. The fact that the changes were few demonstrated the quality of previous work done by the president.

In its consideration of the "Statement on Academic Freedom, Tenure, and Due Process," the faculty was very objective. If the policy had been of such a nature as to violate the goals of either the school or the individual, it would not have gotten past this stage. Even though the policy was designed to better faculty welfare, it passed only because it was for the benefit of the institution as a whole and not because of any particular individual or group of individuals.

Furthermore, the decision of the faculty to recommend the document to the board of directors for consideration demonstrated a trust in that body by the faculty. If the feeling prevailed that the board looked only after its own interests, the faculty would have allowed the process to stop at this point rather than risk being embarrassed.

This is not to say that a negative response to the policy would be embarrassing to the faculty. Rather, it is to say that board self-interest would result in no consideration of the policy at all. This would result in the

the embarrassing fact that faculty recommendations carried no weight.

To this point, revisions in the policy tend to reflect the interest of the individual or group making the consideration. Accordingly, it can be expected that further review by the board of directors will result in revisions considered from their perspective.

The Board of Directors

Plan of Implementation

Upon the recommendation of the faculty, the president placed the revised document as an item of business on the agenda for the next regularly scheduled meeting of the board of directors.

At East Coast Bible College, the board of directors has powers similar to those of other institutions of higher education. Those powers which deal specifically with the process being discussed are as follows:

The board of directors shall be a legislative body responsible for establishing school policy. It considers nominations for faculty ...[and]... in the event of the failure on the part of any faculty member to live up to said agreement, the board of directors is authorized to dismiss him or her from the faculty (Faculty Handbook, 1983).

At the time of the presentation of the document, the board of directors was composed of eleven members who represented many years of experience in either business or church ministries. Eight were ministers who had served in pastoral, evangelistic, or administrative capacities. Three of these

eight were serving at the time as denominational executives whose positions gave them special awareness of the needs of the sponsoring denomination as well as access to resources for promotion and support of the college. In addition to the ministers there were three successful business men.

Looking further at the educational background of these men, ten of the eleven had studies beyond the secondary level: one had received the associate's degree; six the bachelor's degree; and two the master's degree. Of the total of nine degrees held by members of the board, the associate degree was earned at a community college; six bachelor's degrees were received from denominational institutions; and one master's degree was received from a state university.

This brief look at the board reveals that its composition is typical of the Bible college: the majority of the members were ministers of sponsoring churches or denominations and although most had received educational training, little of this was at institutions where academic freedom was practiced to its full extent.

The Outcome

The president advised that the "Statement on Academic Freedom, Tenure, and Due Process" had been placed on the agenda for the next regularly scheduled meeting of the board of directors; that the proposal be presented to a

standing committee from the board--the committee on educational programs--at a separate meeting immediately prior to that of the board.

The purpose of the meeting was to acquaint the members of the committee with the proposal to enable them to relate pertinent ideas to other members during later discussion.

This committee consisted of three members from the board of directors. All were college graduates--one pastor, one business man, and one deonminational executive--and all expressed an interest in faculty welfare.

At earlier meetings of the academic affairs committee and faculty the document had been presented without a formal introduction, because, since these were bodies which would be directly affected by its passage, dialog was necessary to allow for thorough investigation and determination of worth. Before the board of directors, however, it was felt that there was a need for a formal introduction which would establish the need for such a document.

The writer began the meeting by relating to the committee the importance of such a policy to faculty welfare. It would help to determine the level of morale--the better the situation, the higher the morale. It would help to determine professional growth--the greater the welfare of the faculty the more professional it will act. It would help classroom performance--the higher the morale, then the greater the professional growth, and the better the performance.

After a brief discussion of the above items, the meeting continued with the reflection that Randall Bell in his book, The Bible College Faculty (1981), encourages such a policy by stating:

First, Bible colleges should develop written statements which clearly outline policies relative to...[academic freedom]... promotion, retention and dismissal. Second, written criteria should be included in an institutional document such as the Faculty Handbook.

Next was discussed the importance of such a policy if East Coast Bible College were to attempt to achieve full recognition by such accrediting agencies as the Southern Association of Colleges and Schools (SACS) and the Association of Christian Schools International (ACSI). In its "Regulations," SACS, for example, states that a tenure policy is a necessity for proper faculty welfare.

Also, the value of such a policy in the recruitment of qualified personnel was related. In order for the Bible college to compete for the best instructors, it will be increasingly necessary to offer many of the same benefits of tenure and due process that are offered by public institutions of higher education.

Because the policy contained terminology which for the most part was unfamiliar to the committee, the basic concepts were then defined and the need for an adequate promotional system described. The most important of these concepts were academic freedom, tenure, due process, and promotion.

It was related that tenure was the means by which faculty members hold their positions or are promoted to higher positions. Several reasons may be given in showing the need for a good promotion system: The Dictionary of Education (1959) states:

1. Decisions are based as much as possible on objective criteria and information.
2. The process minimizes opportunities for personal prejudice or unpredictable factors to play a significant role in the final decision.
3. The anxiety level is reduced for faculty members who hope to be promoted.
4. Program promotion contributes to good faculty morale by eliminating suspicion that promotion decisions are made arbitrarily by their superiors.

In conjunction with a promotion system, it was related that when promotions are enhanced by a ranking system, they receive greater significance. A brief study of the handbooks of several AABC schools as well as the Annual Report of AABC reveal that most member institutions use the same ranking system that East Coast has used since its inception. The system with recommended lengths of appointment was then presented to the committee:

1. Assistant Instructor - one-year appointment
2. Instructor - one-year appointment
3. Assistant Professor - two-year appointment
4. Associate Professor - four-year appointment
5. Professor - Continuous tenure

The discussion on promotion and length of appointment led naturally into dialogue relative to tenure. The term having been already defined, the advantages which tenure offered to the college were presented to the committee:

1. It encourages commitment to the acquisition of specialized knowledge.
2. It encourages commitment to a given institution.
3. It provides economic stability to offset comparably low wages.
4. It assigns a specific time frame to the faculty member's period of probationary service because faculty members must conform to institutional standards or the administration is forced to dismiss them.

It was pointed out that such a system helped the college to acquire and maintain quality instruction since proper performance was required of each faculty member if he or she hoped to remain. The statistic from Bell was related that 93 percent of the institutions which use a contract system, such as East Coast was presently using, renewed nine of ten contracts annually.

Following the discussion on tenure, it was argued that in order for such a system to work, there must be adequate means of appeal should a faculty member, tenured or non-tenured, be dismissed. This system must be equitable to both the faculty member and institution.

Following the above presentation a period of time was spent discussing any area of the presentation which needed clarification. Surprisingly, the committee members were very interested in the proposal and expressed a desire to see it approved and implemented.

At this point the proposal was introduced as it had been recommended by the faculty. Following a brief discussion the meeting was adjourned.

The time for the board meeting arrived, and the writer prepared to present the statement to the board of directors for its consideration. When the item was ready for discussion, the board invited him as dean of the college to make the presentation personally.

Before distributing copies of the document to each board member, he again made the introductory presentation which had been made to the committee. This served two purposes: first, it familiarized the board with the overall concept of the proposal; and second, it restated the purpose for the members of the standing committee. As with formal presentations, dialogue was at a minimum.

After the introductory statements each board member was presented with a copy of the document as revised by the faculty and reviewed by the standing committee from the board. The writer then acquainted them with the various sections contained in the document. Again after minimal dialog, he was asked to leave while the board discussed the proposal.

It should be noted that since he was unable to observe the process at this point, he relied heavily upon "Minutes" of the meeting, notes taken by the secretary to the board, as well as interviews with the president and board members.

After the writer was dismissed from the meeting, one of the board members immediately observed that because of the nature and complexity of the document, he recommended that it be tabled until the next regularly scheduled meeting. This, he felt, would allow necessary time for reading and reviewing the proposal. Without further discussion, the motion carried. The standing committee did not object to this because they felt that an attempt to push the policy at this point may cause negative results. Also, prolonging the discussion at this point would have delayed other pressing items on the agenda.

During the interim between the meetings each member of the board spent considerable time reviewing the document; however, when the item was introduced at the next meeting several members of the board were still unclear about certain terms and wording. Consequently, the motion was made to refer the proposal to the standing committee for further study and revision.

The committee met prior to the next board meeting. According to the board's directive, the committee felt it was their prerogative to peruse and revise any item or items in the document which may affect its adoption.

As in earlier meetings with the president, academic affairs committee and faculty, the committee discussed the document section by section. As a result of their discussion the following revisions were made:

A. Section II -- ACADEMIC FREEDOM AND FACULTY RESPONSIBILITY

1. Article D

The word "should" was changed to "must" in the statement which reads:

Even though each faculty member is free to express and act upon conscientious conditions as an individual citizen, he or she should not represent himself or herself, without authorization, as a spokesperson for East Coast Bible College.

The committee felt that the word "should" was indicative of implying, rather than demanding, that the action should not be taken. In such a case as this, the committee felt that there should be no margin left for any possible exclusions.

B. Section III - ACADEMIC TENURE

1. Article B - Definition

The word "rank" was stricken from the phrase "rank insubordination." The committee felt that it was difficult to classify degrees of insubordination. Further, it felt that a

professional member of the faculty should not practice insubordination of any kind.

2. Article E - Section 2

In this section the term "Academic Administration" replaced the terms "Dean of the College and President." The purpose for this was simply one of clarification since the dean of the college and the president compose the academic administration.

3. Article F

- a. Section (3)(c) The phrase "at least twelve months" was deleted from the introduction which reads "at least twelve months before the initial appointment of an assistant professor expires..." The committee felt that a period of one year prior to enactment was too long for a decision to be made relative to contract renewal. Since the board normally approves contracts in its winter meeting each January, it was felt that this offered ample time to the faculty member should an adjustment be necessary.
- b. Section (3)(d) The phrase "at least twelve months" was also deleted from the introduction of this statement which

reads "at least twelve months before an assistant professor has completed either six continuous years of service..."

Again the committee felt that the present procedure being followed offered ample time for the process of contract renewal or denial to be completed.

- c. Section (4)(c) The phrase "at least twelve months" was also deleted from this section which deals with the rank of associate professor, for the same reasons stated in the two previous sections.

C. Section IV -- DUE PROCESS

1. Article B(5)

The term "committee" was changed to "board" in the phrase "functions of the committee which reviews the faculty member's petition..." This change was made to make this section consistent with the earlier decision to have the board rather than the faculty review alleged violations of academic freedom. It should be noted that this and other such corrections should have been made earlier. In articles following this where the term "faculty" should be

deleted or replaced with "board of directors" the changes will be made without further notations.

2. Article C(1)

The opening phrase "the administration and board of directors..." was changed to read "the academic administration and/or board of directors..." There were several reasons for this change: first, since this section deals with the right to temporarily suspend a faculty member's contract the responsibility should be limited to the appropriate party or parties. Second, since faculty members are involved the primary responsibility should be that of the academic administration. Accordingly, they have the right, without immediate board approval to perform the action. Of course, should the academic administration wish to defer a decision or should it be negligent in a decision, the board of directors may assume the responsibility.

In essence this change allows either of two bodies to make a decision to suspend rather than requiring both jointly to decide.

3. Article E - Resignation

For purposes of clarification the phrase "...this requirement of notice..." was changed to read "...the requirement of notification of resignation..."

The committee from the board felt that the document was now ready for a new presentation to the board.

The document was placed on the agenda for the next regularly scheduled meeting. Since this was the third time that the board had reviewed this statement, the possibility now existed that if the board still had serious questions, the document might be tabled indefinitely or possibly dismissed altogether.

At the meeting the members of the standing committee addressed the recommended revisions and spoke to the passage of the document. Although it was expected that much discussion would follow, the remaining members of the board expressed pleasure with the revisions and voted unanimously to adopt the document. It was not to take effect immediately; rather, the board decided that the next full academic year would be the proper time to implement the new policy.

During this stage of the process, the writer was unable to serve in the capacity of observer/participant as in the other stages. Since only the president and secretary were able to attend these meetings he relied heavily upon discussions with them to obtain information relative to the process.

Analysis and Evaluation

As in other sections discussion of the four basic questions outlined in Chapter III, "Methodology" follows: Were interests of all relevant constituents considered? Was input seriously considered? Do faculty members identify with the policy or is it forced by the administration? Was the development of the statement timely and expeditious?

By the time the document was received by the board of directors, it had already been through the process of review and revision at three stages. At each stage the participants felt that the document truly reflected the interests of the relevant constituents. Likewise, the board of directors felt that passage of the document would be directed primarily at the faculty who would benefit the most.

When introduced to the document the board could have dismissed it for various reasons. Few if any other Bible colleges have such a policy; academic freedom and tenure were topics of heated discussion at sister institutions within the ranks of the sponsoring denomination; and such a policy would give more power to the faculty which might cause eventual problems. Rather than dismissing the policy, however, the board demonstrated its willingness to listen, learn, and act on behalf of the faculty regardless of possible adverse outcomes.

That input from the faculty was seriously considered is evidenced by the fact that the board agreed to review the

policy as presented to it by the faculty. The board was aware of the process through which the document had gone prior to its introduction to them.

It was within the authority of the board to request to see the original document. It might even have created a policy by a committee formed from within its own ranks. Regardless of these possibilities, however, the board began work where the faculty stopped.

Unlike the document which the faculty received, any revisions made by the board would be done to the work of the faculty. The president and academic affairs committee deleted sections which the faculty never saw; however, the board's action directly reflected either agreement with or opposition to the faculty. Nevertheless, the board made changes or revisions which it felt necessary. Overall, though, the board left intact those areas which allowed the faculty to identify with the policy, and revised only those areas which might later cause conflict. It is to be expected that in the future the policy will undergo constant review and that previously revised sections may be changed.

The board of directors, in considering and reviewing the policy, were very open to its potential and were willing to take the time necessary to allow for thorough investigation and discussion. Instead of rushing through the process or becoming impatient with the necessary steps for implementation, the board members showed a determination to

do all they could for the improvement of both the faculty and the institution.

Summary

The composition of the board of directors of East Coast Bible College was diverse; nevertheless, as a body, it showed concern for the overall interests of the college. In fact, this diversity was a positive factor. As an example, one board member who owned several restaurant franchises remarked that beginning cooks in one of his establishments earned more than some faculty members at the college. His knowledge of the business world and realization of the need for security among employees spurred his desire to see an improved status for the faculty. As this member expressed a positive attitude toward the document, he was able to influence other members of the board who were businessmen.

Denominational executives were expected to be the ones most difficult to convince of the need for the policy. This group of men, however, expressed a desire to see the status of religious educators within the church raised and the adoption of such a policy appeared to be the most appropriate and available vehicle to accomplish this.

The remaining members of the board, as pastors, expressed trust in leadership of the denominational executives by accepting their guidance in the matter.

In its consideration and adoption of the "Statement on Academic Freedom, Tenure and Due Process," the board of

directors appeared to exhibit great courage and objectivity. They displayed their confidence in the administration to administer the policy and in the faculty to perform professionally in accordance with its guidelines.

Since the inception of the college, the board has consistently proved its concern for the faculty; the adoption of this policy cemented an already positive relationship between the two.

The American Association of Bible Colleges

Because formal acceptance of the "Statement on Academic Freedom, Tenure, and Due Process" by the American Association of Bible Colleges (AABC) is not a prerequisite for its implementation at East Coast Bible College, the format used in earlier sections of the chapter is not followed in this section. Rather, the role of AABC in the process is discussed as well as the relevance of its actions related to the document.

The American Association of Bible Colleges is a recognized member of the Council on Postsecondary Accreditation (COPA). As such, it is the only federally recognized accrediting agency exclusively for Bible colleges. It has only been in the recent past that any Bible college has had the opportunity to request and receive recognition by a regional accrediting agency.

From its inception in 1947 until this time, AABC had relatively tight control over the entire movement. It was

only when AABC recognized that many of its member institutions might begin an association with one of the regional accrediting agencies that AABC began to be more responsive to a wider range of Bible college needs.

In fact, only recently has the "old guard" of AABC moved aside. In its place, a younger, more energetic and enthusiastic group has taken charge. This "new guard" appears to be receptive to change and is making an attempt to professionalize the Association.

In September, 1982, the administration, faculty, staff and student body of East Coast Bible College submitted an extensive self-study to AABC for accreditation purposes. During its October, 1982 meeting the Accrediting Commission of this organization accepted the self-study and granted its approval for a team evaluation to be conducted on campus during the spring 1983 semester.

When the team arrived, the Associate Executive Director of AABC was assigned the responsibility of evaluating the office of the dean of the college and those areas under his supervision. During a personal interview with him, the dean had an opportunity to relate the work being done relative to a "Statement on Academic Freedom, Tenure, and Due Process." The Associate Director then asked if he might have a working copy of the document. He reviewed it overnight and expressed a positive attitude toward what was being attempted at the college relative to faculty welfare.

The chairman of the evaluation team, the president of a Bible college accredited by AABC, was aware of the feeling within the movement relative to academic freedom, tenure, and due process. However, since his institution also held dual accreditation with one of the regional accrediting agencies, he was aware of the need for such a policy and was strongly supportive of the efforts of the writer.

During a closing interview, the associate director, encouraged the writer to submit an article for possible publication in the AABC Bulletin as well as to request an opportunity to speak at the next annual meeting of AABC.

Following the visit, excerpts from work previously done for this project were gathered and submitted in an article describing the need for attention to this major area of faculty and institutional concern. Further, using a form distributed earlier to academic deans by AABC, a request to present a paper at the next annual meeting of the association was formally submitted.

To date, the article has not been published; however, an invitation to address the academic deans of AABC member schools during the Thirty-Seventh Annual Meeting of AABC conducted in St. Louis, Missouri in October, 1983 was received.

In preparation for the presentation, the writer again used excerpts from previously completed work on this project to expand the article submitted earlier into a paper which would adequately address the issue.

The relevance of the topic and its apparent importance were recognized by the association as demonstrated by the time slot designated for the presentation -- one commonly referred to as being "the best attended." It had been anticipated that because of the general feeling among member institutions relative to this subject, both interest and attendance would be low. This was not so in both cases.

The meeting room was filled by the time the presentation was to begin. The writer was introduced to fellow delegates by the dean of another institution, who reaffirmed the significance of the topic and stated that a period of time would be set aside for discussion following the presentation.

Following the introduction, the writer began his presentation by directing the delegates' attention to the editorial written by the executive director in the latest issue of the AABC Bulletin, distributed immediately prior to the meeting. In this article, the executive director expressed the need for more attention to be given to the issue of faculty welfare. He stated that too often the priority of many colleges centered around the construction of buildings rather than faculty characterized by low salaries, high turnovers, and lack of security.

This article served as an excellent point of departure for the presentation. Throughout the reading of the paper, the delegates were very attentive and responded enthusiastically to key issues raised.

Following the presentation, the floor was opened for discussion. In order to stimulate involvement, delegates were asked how many were from institutions having a policy such as the one suggested by the presentation. As expected, less than 10 percent of those present indicated such a policy. One delegate who serves as the dean of a member institution showed the sentiment of many Bible colleges when he emphatically stated that "at our college we have a policy of no tenure."

Questions and statements from this point forward, however, all appeared to be positive and indicated willingness to investigate the issue.

In closing, the writer as earlier speakers had done, stated that if anyone was interested in the topic and wished a copy of the paper, as well as the policy which was in the process of being implemented at East Coast Bible College, he or she should so indicate along with name and address, and immediate response would be forthcoming. At a meeting on the previous day the speaker had made a similar statement and three persons had responded. On this occasion, it was overwhelming to receive more than 60 responses.

Included in the envelope with the copies mailed to the respondents was a request positive or negative for reactions to the policy. Because of the enthusiasm observed at the meeting, many positive and negative responses which might result in the revision of the policy were expected. Instead,

only two deans responded--both positive with no suggested revisions. There could be many reasons for this lack of response; however, it is suspected that the enthusiasm exhibited at the meeting quickly died when the deans returned to their particular institutions.

Overall, the meeting and presentation appeared to be successful. Out of dialog with both the director and associate director of the association came an invitation to submit a manuscript for an official AABC manual which would present a model statement on academic freedom, tenure, and due process. This model could then become a guide for other institutions to use in creating and implementing a policy of their own. This project should be the writer's personal priority during the next two years.

Summary

The American Association of Bible Colleges as an accrediting agency no longer enjoys the exclusiveness that it once had. Since regional accrediting agencies now recognize Bible colleges, AABC must increasingly become aware of its need to upgrade its objectives if it is to continue to attract quality institutions with quality programs.

The present director and his associate appear to be striving to expand the horizons of the association, based on their positive reaction to the East Coast Bible College policy. Further, the interest demonstrated by fellow deans at the annual conference of the association reinforces the

feeling that there is a desire throughout the Bible college movement to see change effected. This is enhanced by the fact that following the annual conference the writer received an additional invitation to discuss at the annual Eastern deans' meeting the issues of academic freedom, tenure, and due process in greater detail.

Consequently, it is hoped that the cause of Bible college education will continue to be furthered through positive efforts by fellow institutions under the direction of AABC.

The Product

At the present time, the "Statement on Academic Freedom, Tenure and Due Process" has been approved for implementation at East Coast Bible College. However, an empirical test of its workability is not yet possible. Consequently, the intent of this portion of writing will be to evaluate the potential workability and impact of the policy by dealing with various issues which center around the following questions:

1. What are the criteria and standards used in consideration for tenure?
2. Is the balance between instructional and non-instructional criteria appropriate and fair?
3. Are standards clearly stated and understood?
4. What is the relationship between the tenure process and academic freedom?

5. Does the tenure policy allow for flexibility and variability in faculty composition?
6. What are the conditions associated with tenure?
7. Are the procedures and rules for due process clear, fair and unbiased, reasonable and expeditious?
8. In due process who determines compensation? Is this fair and reasonable?
9. What role, if any, do faculty organizations play in due process?

These questions are very important; not only are they relevant to the evaluation of the finished product but they were constantly used throughout the process as basic guidelines for development. Hence, discussion here may be repetitive in that many of the issues have already been dealt with in the sections relative to instrument construction and implementation.

The project in its final form is the result of review and evaluation by each level of the professional academic staff and board of directors of East Coast Bible College, with personnel at each level being able to revise work done previously. Even so, most members of the faculty appear to believe that the finished product is favorable to them and their welfare.

Tenure and Academic Freedom

The criteria and standards used for both promotion and tenure are clearly stated in the product. The criteria

established for promotion are those which the faculty approved for inclusion and which remained unchanged throughout the remainder of the process. This set of criteria replaced that which was recommended in the initial presentation.

The faculty actually expressed no negative feelings toward the criteria for promotion which were presented in the original statement. Rather they felt that the criteria outlined in their Faculty Handbook by which they were being promoted at that time were both adequate and fair.

The approved criteria for promotion are: excellence in teaching and effectiveness; overall student relationships; recognition of professional achievement as reflected in recognition by professional organizations through leadership or other contributions to such organizations; through professional growth which reflects credit upon the college; willingness to cooperate positively within the academic community; the effective performance in extra curricular assignments; professional attitude toward professional responsibilities, harmonious attitude toward the educational philosophies and purposes of the institution; and demonstrating an ability in research, publications and leadership in the academic community; or successful administrative experience.

Promotion, like tenure, is decided in accordance with the institution's established procedures and criteria for service in the various ranks.

Until a faculty member receives a professorship, his or her rank is considered annually. Recommendations for both promotion and tenure are made by the academic administration and submitted by the president to the board of directors. In addition to the criteria mentioned above, recommendations

are based on the faculty evaluation process. This includes evaluation by the individual faculty member, the program chairperson, the dean of the college, the president and students.

The evaluation system above is conducted each semester with the results being discussed with each faculty member immediately following the semester. This system has been practiced at East Coast Bible College for approximately four years. Therefore, its incorporation into the new promotion and tenure policy should prove to be relatively simple. Also, the use of the already established evaluation system should cause the faculty to feel relatively comfortable with the transition into a new process. As a whole, the evaluation system has been accepted by the faculty as beneficial in diagnosing weak areas in both the curriculum and individual teaching.

The criteria for promotion and tenure are closely associated; however, tenure is automatically granted to an individual following the expiration of a probationary period, while promotion is not automatic once the rank of assistant professor has been attained.

In many institutions only a certain percentage of the faculty members are allowed to receive tenure or even to attain certain rank. However, it was the decision of the board that faculty members who perform and progress in a satisfactory manner should receive assurance of a permanent

position after seven years with the institution. When tenure is granted to an individual but no further progress is demonstrated, then he or she may be forced to remain indefinitely at a lower rank.

This means of granting tenure and promotion appears to allow for flexibility and variability in faculty composition. It also acts as a motivating factor when faculty members realize that they may set goals which are attainable, based upon personal commitment and achievement.

Although this policy may be revised in the future, it will probably be an integral part of the institution for many years to come. East Coast Bible College is currently seeking dual membership with the Southern Association of Colleges and Schools (SACS). Unlike AABC, this accrediting organization requires a stated policy such as the one being discussed before membership will be granted. Consequently, if membership is attained, then such a policy will be required.

It is the belief of both the faculty and board that this tenure policy offers guarantees relative to academic freedom to the faculty and administration. The policy sets guidelines wherein the faculty members have freedom of inquiry as well as the responsible exercise of the rights to teach, learn, seek or speak the truth. In essence, this is a formal assurance that professional security and academic freedom of both tenured and nontenured individuals will not be placed in question without the observance of full academic due process.

Due Process

The "Statement on Academic Freedom, Tenure, and Due Process," addresses the topic of Due Process in the following manner:

At East Coast Bible College the granting of tenure is a contractual matter and as such carries the weight of the law behind it. As such tenure has legal standing to the extent that when a tenured faculty member is dismissed, the institution must provide, upon request, a written statement of reasons for termination and, if requested, a hearing for the grieved party... In the case of the dismissed non-tenured member... He shall not be dismissed before the expiration of a term contract except for adequate cause demonstrated by due process (Article IV, A, B).

The policy, in its final form, clearly outlines proper procedures and rules for due process of both tenured and nontenured faculty members. It is in this area of academic due process, however, that the policy differs most from that originally designed and presented to the president to begin the process of implementation. It is also in this area that the policy differs most from those used at other institutions of higher education as well as from the guidelines recommended by the American Association of University Professors.

One of the major issues concerns faculty involvement in academic due process. In its "Statement of Principles" AAUP states that the members involved in dismissal proceedings shall have, prior to their dismissal, an "informal inquiry by a duly elected faculty committee... (1976)." This ad hoc committee elected by the faculty would make recommendations for final action to the board.

The "Statement" at East Coast Bible College, however, allows for a faculty member to petition the board directly after having received a written explanation by the president of the reason for termination. The purpose of the board of directors in the hearing will be

to assess the evidence bearing on the charges against the faculty member, together with his defenses and to render judgement concerning the adequacy of the grounds for dismissal according to the terms of the employment contract and the stipulations of the tenure policy in the Faculty Handbook.

After consideration the board of directors will, by majority vote, formulate an assessment of the evidence and present a recommendation concerning dismissal, reinstatement, or other disposition of the matter to the president... (Article IV, C, 5-6)

In this manner of due process outlined by the final "Statement," no faculty organizations are involved in the process nevertheless, the system appears to be fair and expeditious since full compensation, as specified in the employee's contract, will continue during any suspension proceedings involving either tenured or nontenured faculty.

Impact of the "Statement"

Several areas will be impacted by the implementation of the "Statement." First, the level of professionalism among the faculty should increase, the policy allows for promotion and tenure based on both the level and quality of performance. Hiring and retention practices will be based on higher standards. Ultimately the policy should attract prospective instructors from a broader base than before.

Second, the quality of education should increase. As the members of the faculty achieve and maintain higher academic levels of research and instruction, this will be reflected in the classroom.

Third, the academic level of the graduates of East Coast Bible College should rise. Based on a five-year history, the overall academic level of entering freshmen, as reflected by composite scores attained on the American College Testing (ACT) Program evaluations, is slightly lower than the national average. Better instruction should be reflected in student performance and output.

Fourth, as the academic level rises, the attraction of East Coast Bible College to potential students should also rise. Consequently, enrollment should reflect a continued increase.

CHAPTER V
SUMMARY, CONCLUSIONS AND IMPLICATION

The purpose of this chapter is to present a summary of this study of the development and implementation of a statement of academic freedom, tenure, and due process at East Coast Bible College. In addition, the conclusions that were drawn from the findings are presented, and implications for practice and future research are discussed.

Summary

As dean of the college at East Coast Bible College, a major portion of the writer's duties deal with faculty welfare. After having served in this position for a number of years and having worked closely with faculty concerns, he realized that policy at that time was very limited in several areas: there was no tenured or nontenured distinction between members of the faculty; there was virtually no safeguard of the rights of the instructor should "adequate cause" for dismissal be found; and, further, there were no provisions for the establishing of a claim should an instructor be accused of violating the institution's standards of academic freedom.

Thus, this study was based on the premise that the development and implementation of a statement of academic freedom, tenure, and due process at East Coast Bible College is

vital if the institution is to reach its potential. The study was designed to provide an understanding of the process as well as to serve as a model for other Bible colleges. Specifically, the study proposed to describe how various members or groups of members of the academic community of one Bible college perceived their particular roles, how they interacted in the process, and how the interaction either affected or was affected by the overall process of revision and adoption of the statement.

The participants in the study were members of the faculty and administration of East Coast Bible College, members of the board of directors of East Coast Bible College, and faculty, administration, and officers of member institutions of the American Association of Bible Colleges.

The research procedures were those of naturalistic sociology. The fieldwork methods of the participant observer were used to collect data during the process of development and implementation by the observer who participated in the role of dean of the college. Data collected began at the time of the creation of an instrument and continued until the adoption of the instrument by the board of directors. Interactions were observed and field notes taken at each level of the process except at that of the board of directors, when information was collected through informal interviews, minutes, and personal notes of the secretary to the board.

The data collected during this study were analyzed concurrent with data collection and a descriptive analysis was made after data were collected. The goal of this analysis was to compile a description of the interactions that occurred at various levels during the process, pointing out how various nuances, biases, and feelings may have been an influence in the final result.

The findings of the study indicated that the process of creating an academic freedom and tenure statement and implementing it into the actual program of East Coast Bible College, occurred in a series of stages each of which was characterized by the particular role of the participants in relation to their responsibilities in the process.

As dean of the college and observer, the writer had to be unbiased and objective since the policy being considered was his creation and he would be the thread which tied the process together. This was expected to be more difficult than it actually was.

The president of the college, as the agent for the board, saw himself as a key person in the entire process. His decisions relative to revisions of the "Statement" were important because anything he deleted would not be considered any further. He appears to have handled his role very deliberately, deleting some items which he felt would be more of a hindrance than a help and leaving in those items about which

he felt others should be able to voice an opinion. Throughout, he respected the roles of the other participants.

The academic affairs committee, which is a standing committee of the faculty, decided that although it was authorized to make revisions to the policy, the faculty as a whole should make the proper decisions.

The faculty, realizing that the adoption of such a statement would be of primary benefit to them, approached the process in a very judicious manner. They sought to view the "Statement" from all vantage points and to be as understanding as possible of others in the process. Consequently, their work reflected an acceptance of the possibility of further revision, yet a willingness to cooperate.

The board of directors, as the policy-making body of East Coast Bible College, believed it would set a precedent among Bible colleges of equal size should such a policy be adopted. Consequently, it was careful to weigh each area of the "Statement" and to make judicious and careful judgements. Through a standing committee, it made revisions which it felt were necessary yet which would be fair for those affected. The board showed appreciation for work done at each preceding level by adopting the policy.

Overall, the study of interactions revealed that the participants were responding to a process and its ultimate effect rather than to other individuals at different levels or stages.

Conclusions

Conclusions, which emerge as a result of this study, deal with a particular view of academic freedom, tenure, and due process as it exists in secular higher education and the prospects of its workability in the Bible college setting.

First, following preliminary investigation of a number of Bible colleges, it is concluded that those Bible colleges which were both experiencing and maintaining growth as well as assuming leadership roles were those which allowed to the full extent the observance of academic freedom. Accordingly, if East Coast Bible College is to become a leader in its denomination while offering curricula of only the utmost relevance, then only through a very professional and efficient staff can that goal be reached. Consequently, a stated policy of academic freedom, tenure, and due process is needed as a basis of faculty competency and as a guide for faculty growth.

Second, it is concluded that if a statement of academic freedom, tenure, and due process were implemented in a Bible college, then it must be comparable to a similar statement at any secular institution of higher education while remaining peculiar to the Bible college setting. Not only must it conform to guidelines established by the American Association of University Professors, but also it must allow for guidelines relative to religious doctrines and practices.

Third, it was concluded that in order for a statement of academic freedom, tenure, and due process to receive acceptance in the Bible college setting it must be the product of the faculty process and not forced by either the administration or the board of directors.

The fourth conclusion is that in order for a statement of academic freedom, tenure, and due process to be implemented in the Bible college, the president of the institution must be willing to give his approval and allow the process to run its course. He should not feel threatened by the introduction of new policies which may effect change; rather, he must accept and welcome change as a necessary part of the maturation process.

Fifth, it is concluded that the implementation of a statement of academic freedom, tenure, and due process can serve as a stabilizing rather than divisive factor between administration and faculty in the Bible college. Because of its nature, the policy is faculty-oriented. Therefore, because the policy is initiated by the administration, the faculty sees this as a positive gesture.

Literature which was reviewed showed both advantages and disadvantages of a statement of academic freedom, tenure, and due process in an institution of higher education. However, it should be noted that literature about the subject as it relates to the Bible college is almost nonexistent. The major conclusion, thus, which emerges from the literature

relative to the Bible college is the obvious need for more literature.

Another major conclusion of this study is that areas such as academic freedom, tenure, and due process while "old" to secular education are "new" to the Bible college movement. While conforming is not the goal, transforming through mind-renewal is.

Since regional accrediting agencies now recognize Bible colleges, it is also concluded that the American Association of Bible Colleges must become increasingly aware of its need to upgrade its objectives and expand its horizons if it is to continue to be viable in attracting quality institutions with quality programs.

Implications for the Future

The findings from this study reveal implications for policy and research directed at Bible colleges:

1. The need for additional research relative to Bible college issues. It is apparent from the review of literature as well as from data collected from other AABC institutions that there is a need for additional research on the Bible college as it relates to the possible impact of current policy and the need for new policy.
2. The need to realize that secular institutions of higher education provide models for the Bible college. For too long the Bible college movement

seems to have feared that it might lose its identity if it incorporated into its ranks ideas or policies used by secular institutions. This study indicates that the Bible college can look outside while maintaining its distinctiveness and without compromising its standards.

3. The need by member institutions to recognize that the American Association of Bible Colleges is at a place where it must be open to issues of change.

As demonstrated in recent editorials by the executive director as well as the opportunity of speakers to address controversial issues at major meetings, the association appears to want to be with the times while retaining its Biblical distinctiveness.

4. The need for Bible college leaders to continue the effort. This study relative to the full extent of academic freedom in the Bible college addresses only one of many issues. If the quality of research is to improve and if education is to continue, then someone must take the lead. As stated by the men in II Kings, Chapter 7, "Why sit we here and die?" We must make a conscientious effort to meet the challenges of today.
5. The need for sister institutions to follow the example of East Coast Bible College. Rather than taking advantage of a person's calling, institutions

should set faculty welfare as a priority and establish a policy of academic freedom, tenure, and due process similar to the one adopted at East Coast.

6. The need to recognize that as research is conducted in a specific area, ideas become clearer and many questions are answered. As a result of his work during the study, the writer has been made aware of the fact that while many questions are answered, many others are left unanswered. However, a clearer understanding of the many issues and problems existing within the Bible college movement can be attained only through the dedication of those who are willing to reach for new heights regardless of the obstacles.

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APPENDIX
REGULATIONS ON ACADEMIC FREEDOM, TENURE, AND
DUE PROCESS OF EAST COAST BIBLE COLLEGE

REGULATIONS ON ACADEMIC FREEDOM, TENURE, AND DUE
PROCESS OF EAST COAST BIBLE COLLEGE

I. ACADEMIC FREEDOM IN THE COLLEGE COMMUNITY

The concern of the Bible College for freedom in teaching and learning arises from the Christian faith with its promise of freedom in Christ to know the truth which is from God. Bible colleges should, therefore, strive to be communities of teaching and learning in which freedom of mind and spirit are accepted as fundamental.

- A. EAST COAST BIBLE COLLEGE is dedicated to the search for and transmission of knowledge. Because academic freedom is necessary for the accomplishment of this goal, the institution supports and encourages freedom of inquiry for both faculty members and students.
- B. East Coast Bible College shall protect Faculty members and students in the responsible exercise of their rights to teach, learn, seek, or speak the truth.
- C. It is the responsibility of both Faculty and students to maintain an environment in which academic freedom flourishes and the rights of each member of the college community are respected.

II. ACADEMIC FREEDOM AND FACULTY RESPONSIBILITY

- A. East Coast Bible College is operated by the Church of God, a denomination committed to an evangelical and Pentecostal position. Accordingly, the institution ascribes to the denomination's Declaration of Faith and requires that its Faculty members subscribe in writing to that standard.
- B. The Faculty member is entitled to full freedom in research and in the publication of the results providing he or she remains within the accepted constitutional and doctrinal basis of the institution and adequately performs previously agreed upon academic duties.

- C. The Faculty member is entitled to freedom in the classroom to teach his or her subject. Extreme care should be taken by the Faculty member, however, not to introduce controversial concepts which have no relation to the subject.
- D. Even though each Faculty member is free to express and act upon conscientious convictions as an individual citizen, he or she should not represent himself, without authorization, as a spokesperson for East Coast Bible College.

III. ACADEMIC TENURE

Tenure is a means to certain ends; specifically (1) freedom of teaching and research and (2) a sufficient degree of economic security to make the profession attractive to persons of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and society.

- A. Academic tenure refers to the conditions and guarantees that apply to a Faculty member's professional employment. It is conferred only by action of the President and East Coast Bible College Board of Directors, or by such other agencies or officers as may be delegated by the Board of Directors.
- B. Definition: After the expiration of a probationary period of appointment, teachers may receive appointments on continuous tenure. Such appointments may be terminated only for adequate cause and following fulfillment of clearly stated procedures for hearing and judgement. Just cause may include any or all of the following documented reasons: professional incompetence, gross personal or professional misconduct, insubordination, bona fide financial exigency, abolition of the Faculty member's academic discipline, or violation of the denomination's practical and/or doctrinal positions.
- C. Tenured status will be automatically terminated at age 65. Thereafter, the services of a Faculty member may be retained on an annual basis.
- D. Decision on appointment, reappointment, promotion, and tenure shall be made without regard to race, sex, or national origin.

E. Procedures in regard to Appointment, Promotion, and tenure.

1. Decisions with regard to appointment, promotion, and tenure shall be made in accordance with the institution's established procedures and criteria for service in the various ranks. It should be noted that certain requirements may be waived in the determination of rank in exceptional cases where equivalency is established in terms of
 - a. Prior training.
 - b. Recognized contributions in the area of teaching through research, professional service and performance.
 - c. Outstanding full-time service in ministries of the church other than education.

2. Promotion and Continuous Tenure

The rank of each Faculty member is considered annually. Recommendations for promotion and/or tenure are made by the Dean of the College to the President who submits them to the Board of Directors. The procedure for evaluating the Faculty member's performance in relation to the criteria stated in subsection 3 is based upon the Faculty evaluation process which is conducted regularly. This includes evaluation by the individual Faculty member, the Program Chairperson, the Dean of the College, the President, and Students.

3. Criteria for promotion are: excellence in teaching and effectiveness overall student relationships; recognition of professional achievement as reflected in recognition by professional organizations through leadership or other contributions to such organizations; through professional growth which reflects credit upon the college; willingness to cooperate positively within the academic community; the effective performance in extra curricular assignments; professional attitude toward professional responsibilities; harmonious attitude toward the educational philosophies and purposes of the institution; and demonstrating an ability in research, publications, leadership in the academic community or successful administrative experience.

F. Persons holding the following Faculty ranks are eligible for probationary appointments or continuous tenure: Assistant Instructor, Instructor, Assistant Professor, Associate Professor, Professor, and Professional Librarians who are members of the Faculty. With respect to the several academic ranks and positions, the college's tenure policy is as follows:

1. ASSISTANT INSTRUCTOR

- a. He or she shall be a full-time member of the Faculty holding the bachelor's degree with less than two years teaching experience.
- b. An Assistant Instructor shall be appointed for a period of one year; he or she may be reappointed for one further one-year term or a total of two years. At the end of the first year the Dean of the College, after following the established process for granting promotion and/or tenure (as outlined in Section E), shall notify the Assistant Instructor of the decision (1) not to reappoint him or her for another year; or (2) to recommend to the Board of Directors that he or she be reappointed at the same or higher rank.
- c. Before the end of an Assistant Instructor's second continuous year of full-time service in this institution, the Dean of the College, after consultation as provided above, shall notify him or her of the decision (1) not to reappoint after the second year; or (2) to recommend to the Board of Directors that he or she be promoted to Instructor.
- d. Official notice of appointment or reappointment shall be in writing from the President. Notice for non-reappointment after either the first or second year must be made at least 90 days before the appropriate contract expires. Failure to give timely notice of non-reappointment shall oblige the college to offer a terminal appointment of one academic year.

2. INSTRUCTOR

- a. He or she shall be a full-time member of the Faculty, meeting at least one of the following requirements: a second graduate degree (such as Th.M. or Ed.S.); a professional degree (such as M.Div.); the completion of all requirements except the dissertation for the doctoral degree; a master's degree, a bachelor's degree with two years teaching experience.
- b. An Instructor shall be appointed for a period of one year; he or she may be re-appointed successively for a total of seven years. Each year the Dean of the College, after following the established process for granting promotions and/or tenure (as outlined in Section E), shall notify the Instructor of the decision (1) not to re-appoint him or her for another year; or (2) to recommend to the Board of Directors that he or she be reappointed at the same or higher rank.
- c. Before the end of an Instructor's sixth continuous year of full-time service in this institution at that rank (if promotion has not been conferred earlier) the Dean of the College, after consultation as provided above, shall notify him or her of the decision (1) not to reappoint him or her beyond the seventh year; or (2) to recommend to the Board of Directors that he or she be promoted to Assistant Professor by the end of the seventh year, with continuous tenure.
- d. Official notice of appointment or reappointment shall be in writing from the President. Notice in writing for non-reappointment shall be as follows: at least ninety (90) days before contract expiration during the first or second year of service; at least twelve months before contract expiration during the third or subsequent continuous year of service. Failure to give timely notice of non-reappointment shall oblige the college to offer a terminal appointment of one academic year.

3. ASSISTANT PROFESSOR

- a. He or she shall be a full-time member of the Faculty meeting at least one of the following requirements: a doctoral degree; second graduate degree (such as Th.M or Ed.S.) with one year teaching experience; the completion of all requirements except the dissertation for the doctoral degree plus one years teaching experience, a professional degree (such as M.Div.) plus three years teaching experience; a master's degree plus two years teaching experience; a master's degree plus three years teaching experience.
- b. An Assistant Professor promoted to that rank after either six or seven continuous years of full-time service in this institution at the rank of Assistant Instructor and/or Instructor shall have continuous tenure. One who is promoted after two or more years of service shall be appointed to a term of two years. In all other cases an Assistant Professor shall be appointed to an initial term of two years.
- c. At least twelve months before the initial term of appointment as Assistant Professor expires, the Dean of the College following the established process for granting promotion and/or tenure (as outlined in Section E) shall notify him or her of the decision (1) not to reappoint at the end of the current term; or (2) to recommend to the Board of Directors that reappointment be made to a further term of two years; or (3) to recommend to the Board of Directors that he or she be reappointed with continuous tenure at the same or higher rank.
- d. At least twelve months before an Assistant Professor has completed either six continuous years of service at that rank in this institution or seven continuous years of full-time service as Assistant Instructor, Instructor, and Assistant Professor, whichever occurs first, the Dean of the College following the established process for granting promotion and/or tenure (as outlined in Section E) shall notify him or her of the decision (1) not to reappoint at the

expiration of the current term; or (2) to recommend to the Board of Directors that reappointment be made with continuous tenure at the same or higher rank upon the expiration of the aforementioned six or seven years service.

- e. Official notice of appointment or reappointment shall be in writing from the President. Failure to give timely notice in writing for non-reappointment shall oblige the college to offer a terminal appointment of one academic year.

4. ASSOCIATE PROFESSOR

- a. He or she shall be a full-time member of the Faculty meeting at least one of the following requirements: a doctoral degree, plus three years teaching experience; a second degree (such as Th.M. or Ed.S.) plus three years teaching experience; the completion of all requirements except the dissertation for the doctoral degree plus three years teaching experience; a professional degree (such as M.Div.) plus three years teaching experience; a master's degree plus six years teaching experience.
- b. An Associate Professor promoted to that rank from within this institution shall have continuous tenure. An Associate Professor promoted to that rank from outside the institution shall be appointed for a term of four years.
- c. At least twelve months before the end of the third year of that term, the Dean of the College following the established process for granting promotion and/or tenure (as outlined in Section E) shall notify him or her of the decision (1) not to reappoint at the end of the current term; or (2) to recommend to the Board of Directors that he or she be reappointed with continuous tenure at the same or higher rank.
- d. Official notice of appointment or reappointment shall be in writing from the President. Failure to give timely notice in writing for

non-reappointment shall oblige the college to offer a terminal appointment of one academic year.

5. PROFESSOR

- a. He or she shall be a full-time member of the Faculty meeting at least one of the following requirements: a doctoral degree, plus six years teaching experience; a second degree (such as Th.M. or Ed.S.) plus nine years teaching experience; the completion of all requirements except the dissertation for the doctoral degree plus nine years teaching experience, a professional degree (such as M.Div.) plus nine years teaching experience; a master's degree plus twelve years teaching experience.
- b. A professor shall have continuous tenure.

6. PROFESSIONAL LIBRARIAN

The provisions of appointment, reappointment, promotions and tenure of Faculty members shall also govern Professional Librarians.

G. Probationary and previous service

1. The total period of full-time service before continuous tenure is recommended shall not exceed seven years, including all full-time service at all ranks.
2. Time spent on leave of absence shall not count as probationary service unless the Faculty member and institution agree to the contrary at the time leave is granted.
3. Previous full-time service may be used toward tenure by a Faculty member upon returning to the institution and rendering three successive academic years of satisfactory service.

IV. DUE PROCESS

- A. At East Coast Bible College the granting of tenure is a contractual matter and as such carries the weight of the law behind it. As such, tenure has legal standing to the extent that when a tenured Faculty member is dismissed, the institution must

provide, upon request, a written statement of reasons for termination and, if requested, a hearing for the grieved party. In such instances, the burden of justification for the dismissal rests on the institution.

In the case of the dismissed non-tenured Faculty, however, no such action is required of the institution.

B. Non-reappointment of Faculty members on Probationary Term Appointments

During the period of probation the Faculty member is entitled to the same guarantee of academic freedom as the tenured Faculty. He shall not be dismissed before the expiration of a term contract except for adequate cause demonstrated by due process. If he asserts that he has been given notice of non-reappointment in violation of the college's standards of academic freedom, he is entitled to establish his claim in accordance with the provisions of due process outlined below.

1. Criteria and notice of standards: The Faculty member should be advised, early in his appointment, of the substantive and procedural standards generally employed in decisions affecting renewal and tenure. Any special program standards must be brought to his attention.
2. Periodic review: There should be provision for periodic review of the Faculty member's situation during the probationary service. He should be advised of the time when decisions affecting renewal and tenure are ordinarily made, and he should be given the opportunity to submit material which he believes will be helpful to an adequate consideration of his circumstances.
3. Notice of reasons: In the event of a decision not to renew his appointment, the Faculty member should be informed of the decision in writing, and if he so requests, he should be advised of the reasons which contributed to that decision. He should also have the opportunity to request a reconsideration by the Administration. But it should be understood that these procedural rules do not imply that the Academic Administration (which consists of President and Academic Dean)

is obligated to prove that the decision not to reappoint was a good one. In the absence of a violation of his academic freedom rights, the burden of proof regarding competence and performance for the Faculty member on probationary status, unlike the tenured Faculty, rests with the individual in question.

4. Written reasons: If the Faculty member expresses a desire to petition the Board of Directors, he should be given a written explanation by the President of the reasons for the non-renewal.
5. Petition for review alleging an academic freedom violation: Insofar as the petition for review alleges a violation of academic freedom, the functions of the committee which reviews the Faculty member's petition should be the following:
 - a. To determine whether or not the notice of non-reappointment constitutes on its face a violation of academic freedom.
 - b. To seek to settle the matter by informal methods.
 - c. If the matter remains unresolved, to decide whether or not the evidence submitted in support of the petition warrants a recommendation that a formal proceeding be conducted in accordance with the due process provisions below, with the burden of proof resting upon the complaining Faculty member.
6. Petition for review alleging inadequate consideration: Insofar as the petition for review alleges inadequate consideration, the functions of the Board which reviews the Faculty member's petition should be the following:
 - a. To determine whether the decision of the appropriate Faculty body was the result of adequate consideration in terms of the relevant standards of the college.
 - b. To recommend reconsideration by the Academic Administration when the Board believes that adequate consideration was not given to the Faculty member's qualifications.

- c. To provide copies of its report and recommendation to the Faculty member, and Academic Administration.

C. Provisions of Due Process in Cases Involving: (1) Suspension of Services and (2) Allegations of Academic Freedom Violation.

In order to safeguard the rights of the individual teacher while protecting the interests of the institution, the following procedures shall apply in situations requiring suspension of a teacher's services before the expiration of a period covered by a contract:

1. The Administration and Board of Directors of East Coast Bible College reserve the right to suspend temporarily the services and campus activities of any employee at any time. Full compensation as specified in the employee's contract will continue during such suspension pending the outcome of discussions or dismissal proceedings.
2. In addition to any other possible communications regarding the suspension, the President will provide the suspended Faculty member a written statement of the reasons for the suspension.
3. If an agreement cannot be reached, the President shall inform the Faculty member that he has a right to a hearing before the Board of Directors, if he feels that adequate cause for his dismissal does not exist. The President shall inform the Faculty member of the time and place of the meeting at least three days prior to the date established for the meeting.
4. If the Faculty member does not indicate a desire for a hearing in response to the President's communication, the President will present the grounds for dismissal of the Faculty member to the Board of Directors for decision.
5. The purpose of the Board of Directors in the hearing will be to assess the evidence bearing on the charges against the Faculty member, together with his defense, and to render judgement concerning the adequacy of the grounds for dismissal according to the terms of the employment contract and the stipulations of the tenure policy in the Faculty Handbook.

6. After due consideration the Board of Directors will, by majority vote, formulate an assessment of the evidence and present a recommendation concerning dismissal, reinstatement, or other disposition of the matter to the President. The final decision will be made by the Board of Directors, and no appeal may be taken to any other body.

D. Termination of Tenured Status

The due process procedures to be followed in the termination of the employment of a Faculty member who is on tenure will be the same as those in Section C, above, except that a year's written notice must be given of intent not to reappoint for adequate cause. In the case of interruption of the teaching duties of a tenured Faculty member, his salary and fringe benefits will continue until the decision of the Board of Directors.

E. Resignation

Professional ethics require that both tenured and non-tenured members give prompt written notice of resignation (at least thirty (30) days is recommended) to the Dean of the College who shall promptly inform the President.

In the case of non-tenured Faculty members, if a contract has not been signed and returned within 30 days after it has been issued from the President's office, the Administration shall consider it to have been declined.

The Faculty member may properly request a waiver of this requirement of notice in case of hardship.