

# *Bible School Administration: Essentials for Excellence (Part 2)*

“If the blind lead the blind, both shall fall in the ditch.”  
Jesus Christ

“Many a man proclaims his own loyalty, but who can find a trustworthy man?”  
Proverbs 20:6 (NASB)

## *Lesson Objectives*

At the end of this lesson, the participant will be able to accomplish the following:

1. Explain why the study of Bible school administration is important.
2. Discuss the definition of Bible school administration and its impact on school operations and functions.
3. Discuss why identifying the purpose of the Bible school should be the first-priority when establishing the school’s essentials for excellence.
4. Explain the relationship between the Bible school’s purpose and the curriculum (programs and courses of study) to support that purpose.
5. Discuss the critical role that Bible school personnel (staff, faculty, administrators, oversight boards and officials and other stakeholders) play in creating a Bible school administration that is a center of excellence.
6. Explain how admissions, academic, behavior and graduation standards ensure the Bible school’s purpose is consistently accomplished.
7. Discuss the impact of the Bible school’s physical facilities on potential student enrollment and completing the day-to-day administrative functions of the school.
8. Considering your current Bible school, discuss how it does or does not meet the nine essentials for excellence in the administration of the school.
9. Explain what decisions or actions should be taken to correct any deficiencies in achieving the essentials for excellence.

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## Why Study Bible School Administration?

“Effective leadership is putting first things first.  
Effective management is discipline, carrying it out.”  
Stephen Covey

The operations of a Bible school are multifaceted, complex and dynamic. At times, it seems to be a living, breathing organism. Bible school administrators must not only be effective leaders, but, at the same time, perceptive leaders who are sensitive to their everchanging management environment. These leaders must be ready to respond to a major crisis or a small challenge with the same godly answers and understanding. Bible school administration is not the same as the business administration of a company or corporation. The latter can be cold and calculated management with the sole objective of ensuring the company's financial bottom line. Most of our Bible school leaders have not received the prerequisite administrative training that is necessary before filling such demanding management positions in the Church today. Bible school administrators are spiritual leaders first, and the Bible school's primary objective will always be spiritual and maturing the child of God for greater ministry until the Lord comes again. Strong leaders should be adaptable; and not reactionary managers. They should care more about people than counting resources; and despite their responsibility to oversee the Bible school's daily operations, their overwhelming burden will be souls and preparing disciples for the harvest field.

Very little educational research is available that is directly applicable to Bible school administration. Some research does exist on faith-based college administration, but only a fraction of it deals with the national Bible school model that is in use in many national churches worldwide. Our Bible school leaders have been trained “on-the-job” in many cases, and they have gained most of their insights and understanding of administration through trial-and-error. National church officials expect our Bible schools to be centers of excellence; and that expectation is certainly a justified one. However, more must be done to assist Bible school administrators, staff and faculty in effectively managing all Bible school operations and functions. Today's Bible school administrators face an array of challenges. Two major challenges are inadequate financial support and ineffective lines of communications between the administrators and staff, faculty, oversight boards and officers or other stakeholders (See the discussion about educational stakeholders below). Administrators are responsible for managing the Bible school operations from top to bottom. So, it is important that we start by defining the term, *Bible school administration*.

**Bible school administration** – *the management of executive, administrative, academic and oversight policies, practices and procedures for office staff, academic departments, staff, faculty, students, national leaders, supervisory boards and other stakeholders; deals daily with administrative staff, academic leaders, faculty, students and oversight boards; is responsible for the school's financial status and its strategic planning, mission and purpose; administrators are the “face” of the school.*

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## *Educational Stakeholders*

In education, the term, *stakeholder*, has traditionally described “anyone who has a concern, interest or investment in the welfare and success of the Bible school, its purpose and mission and its students.” Educational stakeholders can include school officers, administrators, staff and faculty, students, parents of students, national church leaders, oversight board members, church congregations, and pastors and ministers. However, other educational stakeholders, outside of the national church structure, may be interested in the Bible school’s operation and its goals and objectives. Some examples of external stakeholders are the community surrounding the Bible school, civic and governmental agencies, local businesses, educational institutions and other cultural organizations. Other North American-based stakeholders include The UPCI Global Missions, its missionaries and the UPCI Ladies Ministries that invest heavily in Bible schools worldwide. All interested parties should have an interest in seeing the Bible school and its students succeed. Some external stakeholders may be donors that could provide the Bible school with financial support, or other desperately needed resources (office supplies, classroom equipment, dormitory furniture, meeting rooms and conference space, etc.). The Bible school leaders would meet with them, hear their concerns and interests and make the Bible school’s needs known to them.

It is vital for Bible school leaders to cautiously determine the motives of these stakeholders to ensure there are no misunderstandings or conflicts of interest with the school’s overall purpose and vision or doctrinal positions. Such organizations can be an invaluable asset to the Bible school if allowed to do so.

An administrator is, by necessity, a “jack-of-all-trades,” dealing with a national Superintendent in one moment and a discouraged student, unhappy with a semester grade, the next. So, it is important to examine those critical elements which have the greatest impact on the success of the Bible school’s purpose and mission. If our Bible schools are to be successful, then close attention should be paid to those critical issues that contribute most to the school’s success. Educational research conducted by Deuink and Herbster (1986) has identified 9 *essentials for excellence* in faith-based schools:

### **ESSENTIALS FOR EXCELLENCE**

<b>School PURPOSE</b>	<b>ACADEMIC</b> Objectives
<b>School CURRICULUM</b>	<b>GRADUATION</b> Standards
<b>School PERSONNEL</b>	School <b>PHYSICAL FACILITIES</b>
<b>ADMISSIONS</b> Standards	School <b>FINANCES</b>
<b>Student BEHAVIOR</b> Standards	

Each of the nine essentials for excellence should be carefully managed by administrators to ensure the Bible school successfully carries out the many and varied functions of an effective school. The remainder of the lesson will be dedicated to examining each essential for excellence in detail.

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## The Purpose of the School

“You’ve got to be very careful if you don’t know where you are going, because you might not get there.”

Yogi Berra



When starting out on a journey it is very important to have an accurate map for the trip. This is especially important when you have never made the journey before. If it is true that one’s philosophy of life will dictate one’s actions, then it is equally true that the educational philosophy of an institution will

serve as its “road map” for the actions of its administrators. Few administrators have the time or opportunity to conduct such a formal analysis of the school’s purpose. They know they want to establish a school, train students and prepare them for the future. But they have not answered the most critical questions:

1. Why do you want to establish a school and train students for the future?
2. What is the purpose for which you want to prepare them?
3. Where do you want them to go and who do you want them to help?

From these three questions, Bible school leaders should determine *the purpose of their Bible school*. You may not have ever considered these questions and you are not prepared to provide answers to them. But, to increase our collective learning for Exercise #1, we will assume, as administrators, you have not considered this first essential for excellence.

Remember, if you have not established or chosen a destination, then you will never know when you have arrived. Beginning a journey without a destination is worse than starting that journey without a map. At least with a map you have the critical information necessary to select a destination as you travel, but if you are traveling without a destination, you may have already arrived “*at nowhere*,” and do not realize it.

Deuink and Herbster (1986) suggest that we ask some very insightful and serious questions of ourselves *before* we undertake our educational journey. *What makes a school a center of excellence? What makes a good school good or a bad school bad? What characteristics does a first-class school have? Who will our graduates help or reach? Who will they be reaching, and why?* The answers to these questions are not as easy as you might expect. Schools of excellence ask the hard questions upfront; they address their purpose, their mission and their vision. Excellent Bible school administrators will discover the correct answers to these difficult questions because they should have a clear understanding of the purpose of the school and the reason for its existence. These administrators should plan strategically for the future, and not for the past. They do not live in a dream world; they plan for today and tomorrow by establishing a sound philosophical base for their school’s purpose and its vision for the future.

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### EXERCISE #1

*What is the purpose of your Bible school?  
After training, where will your students go?  
Why do they need to go there?  
Who are they trying to help?*

(To review the GATS program purpose and objectives see Attachment #1 on page 21.)

## The Curriculum of the School

*“In true education, anything that comes to hand is as good as a book – a boy’s prank, a servant’s blunder, a bit of table talk – they are all part of the curriculum.”  
Michel de Montaigne*

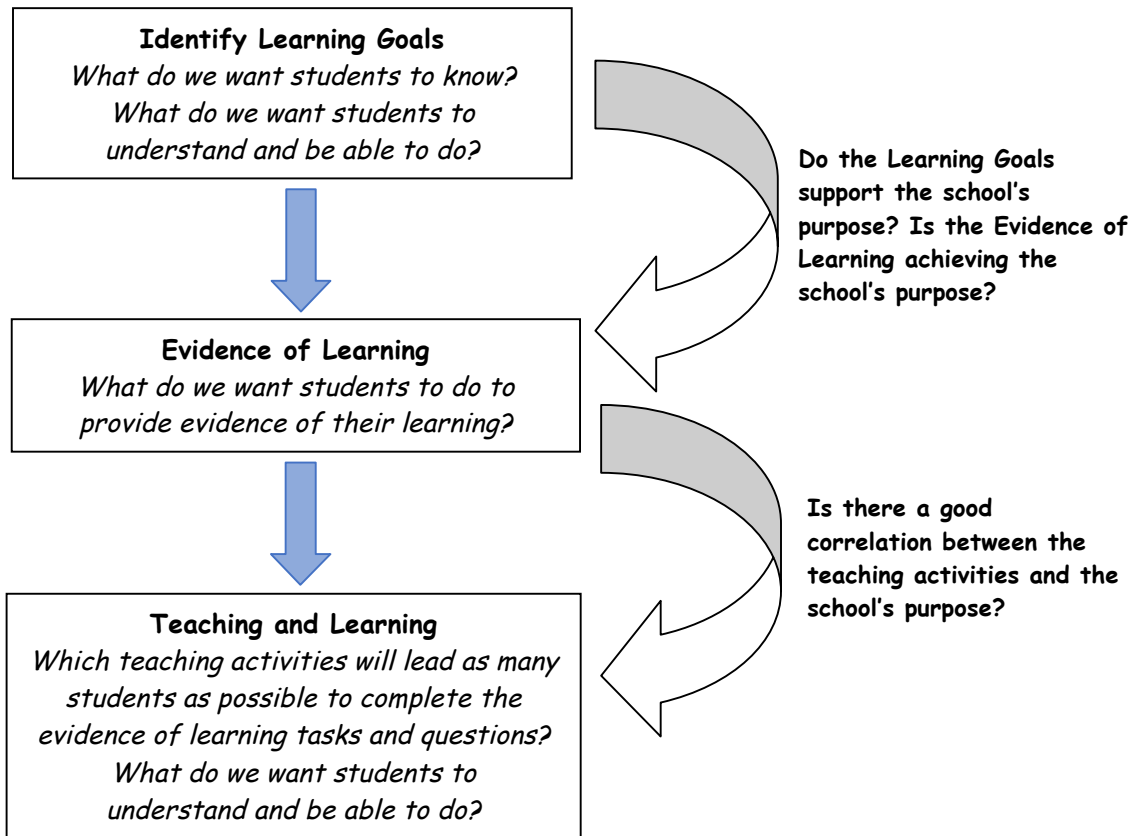
Educators are always reinventing new curriculum. Teachers are either planning to change their current curriculum or are learning to use curriculum that has recently been adopted. But while professional educators were reinventing the “wheel of curriculum,” others were more concerned about the appropriateness of the curriculum and its overall effectiveness. In other words, before we get all excited about how we will implement our school’s curriculum, we should have confirmed that the curriculum directly supports the school’s purpose and mission. The question is not, “*Does the school match the curriculum?*,” but *Does the curriculum match the school?*

In the educational setting, it is essential that its leaders bring together staff, faculty, students, national oversight leaders and other stakeholders to determine if the school curriculum meets the objectives of its purpose. This curriculum assessment is a continuous process (See Figure 1 below.). When major elements of the school’s purpose or mission change, it will be necessary to adjust the curriculum to reflect those changes.

Think of curriculum in this light; curriculum is the *tool or instrument* that is employed to achieve student learning for a specific field of study to accomplish the school’s purpose and mission. If the primary purpose of the school is “to equip, train, and empower young people to answer *the missionary call around the globe,*” then, it is imperative the school’s curriculum be designed to reflect its *missions-oriented* purpose.

In this case, the school’s curriculum should place a heavy emphasis on the missionary life, cross-cultural and language training and the joys and challenges of living in foreign countries, some of which are diametrically opposed to the gospel of Jesus Christ. While courses on pastoral duties might have some application for the missionary, they would be secondary to the school’s missions purpose

**Figure 1**  
**Current Curriculum**  
*A Continuous Evaluation Process*



Your school's curriculum should be a very powerful and effective instrument to fulfill and achieve the school's primary purpose and mission. It will be continuously evaluated to determine its appropriateness and effectiveness in producing qualified graduates who are prepared and inspired to accomplish the purpose and goals of the Bible school. If you have not had the time or the opportunity to properly evaluate your school's curriculum with respect to its purpose and mission, Exercise #2 will provide that opportunity now.



**EXERCISE #2**

- What is the purpose of your Bible school?*
- Does your curriculum support the school's purpose?*
- Are your graduates adequately prepared to accomplish the school's purpose?*
- What is missing from the school's curriculum?*

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Fortunately, the GATS program curriculum is a high-quality curriculum with excellent and long-established academic standards. Each GATS course has student-focused learning outcomes that target that course's specific learning goals. Combined, the individual courses form a comprehensive curriculum that meets the common purpose and objectives of its entire GATS membership.

## The Personnel of the School

“I think we have to become more conscious of the kind of cultures that we create in organizations. We want to create cultures where human beings [people] are empowered, they flourish and they're able to self-actualize [reach their maximum potential] themselves.”

John Mackey

John Mackey is the Chief Executive Officer (CEO) of Whole Foods in the United States. Mr. Mackey believes there are four basic principles that successful organizations use to ensure success. The first principle listed by Mackey emphasizes the critical importance of having a clearly stated purpose for the organization. But Mackey's second and fourth principles, *integrating all organizational stakeholders* and *having a conscious culture & management*, are especially important when considering the *personnel of the school*, the third essential for excellence. Bible school administrators should understand and believe that their people are the organization's most important asset. Every organization has a culture, but administrators should be particularly passionate about creating and maintaining a *people-centric* [people-centered or people-focused] culture to grow and support the school's purpose and goals. Educational research has clearly shown that schools with people-focused cultures flourish with increased teamwork and productivity and are better prepared to respond to challenges and are receptive to innovation and new ideas (Bagley, 2015).

We know that some organizations value their personnel while others do not, but in the opinion of educational leaders and given the recent evidence from recent research, the most effective and successful schools are those that are led and operated by people who are highly valued and have a clear understanding of their duties and responsibilities. Leaders of successful faith-based educational institutions are measuring their success not by the number of students attending or the number of advanced degrees held by their professors, but “by the way they touch the lives of people.” Effective administrators are eager to create an organizational culture that focus on “bringing out the best in its people through communication, trust, celebration, respect, continuous improvement and responsible freedom” (Bagley, 2015).

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### FOUR PRINCIPLES FOR SUCCESS

*Have a higher purpose*

*Integrate all organizational stakeholders*

*Have conscious leadership*

*Have a conscious culture & management*

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It is a natural human reaction to fear change. People do not like change and that dislike can turn into fear when change is not adequately explained by leaders and managers. The highly effective leader faces change proactively and comprehensively. All too often, leaders only “manage change” instead of proactively planning for it. Their reactionary response to change is confusing to their people. When leaders only react to change, then their followers’ response will be one that is fearful, wary and resistant. Any change, from the altering of the grading system to reassigning teachers to a new course, is an opportunity for confusion, disunity and loss of momentum and focus on the school’s important goals and objectives.

Sensitive leaders anticipate their followers’ fears and resistance to changes. Strong administrators are proactive and fully explain change and its impact on the people and the institution. The change should be formally announced and everyone should have the opportunity



to have their voice heard and their opinion or suggestions valued. One very helpful policy is for leaders to have “an open door” policy, making themselves available to their team leaders and team members. It makes sense that not every decision made by our leadership can be completely open for discussion by the entire staff, faculty and students. Nothing would get done if leaders consulted every staff or faculty member and every student first. But strong leaders

realize how important it is to consult with as many stakeholders as possible when major changes occur or important decisions are made. Spending time with your staff, faculty and students is not wasted time. Leaders cannot deal with change in isolation, but should ensure that everyone is a valued contributor to the Bible school’s purpose. It is very difficult for leaders to effectively manage change without the “buy in” from their staff, faculty and students. It is important to remember that their “buy in” is much easier to achieve when those staff, faculty and students feel needed, empowered and that their administrators value their opinions and contributions.

Bible schools need the right people in the right positions, and this is not always the case. Administrators are charged to have the most effective team members as possible. Several factors influence an administrator’s ability to place the most effective person in the proper position.

While the leaders of businesses and corporations have tremendous power in the “hiring and firing” of personnel, that is not the case in the Bible school setting. The Bible school staff and faculty members are volunteers and serve because of their strong support and dedication to the Bible school’s purpose and mission. In most instances, vacancies in the various positions of a Bible school occur rarely and are unanticipated. Administrators should neither rush into making critical personnel decisions nor allow unsolicited advice and opinions to adversely influence



such a decision. What cannot be lost in this discussion is that the Bible school setting is a spiritual setting; and spiritual matters and decisions require much prayer on the part of both the administrator and the potential candidate.



In my experience, God does not always choose the “most qualified” candidate, but the “most available” candidate. By that I mean God uses those who not only want to be used, but those who have a humble and teachable spirit to accomplish the will of God in their lives. At times, the most qualified candidate may have a problem with personal pride or have the wrong motive for wanting the vacant position.

“The LORD doesn’t see things the way you see them. People judge by outward appearance, but the LORD looks at the heart.”  
1 Samuel 16:7 (NIV)

As administrators, we should not take personnel decisions lightly. We need qualified and anointed leadership throughout the Bible school’s organization. God wants to use willing vessels for His purpose and administrators should realize how each decision concerning people may dramatically impact the overall success of the Bible school’s efforts. Prayer, fasting and seeking God’s will are prerequisites to decision making that will produce a strong sense of unity between staff, faculty, administrators and students. God-called people, working together for a common cause, cannot fail. They will accomplish the purpose for which they were called. It is God’s will *for us* to propagate the gospel of Jesus Christ around the world to every kindred, tribe and tongue. God has already revealed His will and we are now praying for His direction as to how to accomplish His will. He is always faithful to provide administrators with wisdom and a sense of purpose to do His will. And that confidence in God produces the unity and determination necessary to carrying out the institution’s purpose and vision. Administrators require the help of a host of committed and faithful people to achieve the school’s spiritual goals with uncommon excellence and meet future challenges head-on. Innumerable souls are depending upon those committed and faithful people making themselves available for God’s purposes.

“Value people on their potential, not on their history.”  
Bo Bennett

## The Standards of the School

“Ensuring standards in education is one of the most important things we can do for future generations.”  
Ron Lewis

### Standards in General



Educating people, without standards, is like a carpenter who builds a house but never measures before cutting the various pieces of wood necessary for its construction. Instead, the foolish builder guesses as to the correct length of the walls, the height of the ceiling and the proper size of each door. In the end, he finds it necessary to redo much of the work and he has needlessly wasted unnecessary time, energy and valuable resources.

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“Measure twice, cut once!”  
 Old Proverb

The wise carpenter understands he should double-check (do it twice) his measurements for the proper accuracy *before* cutting a piece of wood. If you do not “measure twice” you will be wasting much time and lots of building materials. This same principle of double-checking measures is true in the educational settings as well.

Educating people is, by far, more serious and important than the construction of a house. Educators are “building lives, ministries and developing character” in their students. However, could it be that after all the lectures, practical exercises and testing, the teacher still does not know the answers to these fundamental questions:

- 1) the quality or appropriateness of the instruction being taught; or
- 2) whether the student has sufficiently learned the subject matter taught so that he or she can readily apply that learning to real-world situations;

If not, I would propose the teacher should apply the appropriate sets of standards to determine the answers to both 1) the quality of the teaching by the teacher and 2) the amount of learning achieved by the student. Standards ensure proper accountability – holding the administrators and the teachers responsible for what happens in the classrooms *and* holding the students responsible for achieving the minimum acceptable level of learning required to be successful outside the classroom. Administrators should establish sets of standards for admissions, academic achievement, and personal behavior while a student attends the school and the graduation candidacy standards to be met to successfully graduate from the school. Without such standards, there are no guideposts, no boundaries and no adequate means of properly evaluating either the teaching conducted or the learning taking place.

## *Admissions Standards*

Bible school admissions requirements can vary widely depending upon the decisions of individual administrators and/or oversight boards and national officials. However, administrators and governing bodies seem to have reached a consensus on the following basic admissions standards:

1. Completion of an admission application consisting of name, address, age, education level achieved and salvation and spiritual information.
2. Submission of high school transcripts and/or graduation certificates.
3. Personal essay or statement of educational goals.



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4. Pastoral reference with church information.
5. Personal references.
6. Academic references
7. Medical history, and
8. An application fee.

Bible school applicants often misunderstand the admissions standards process. Some believe the application process is designed to eliminate students based on personal background or the lack of academic achievement. However, the exact opposite is the true purpose for these admissions requirements. First, the primary goal of the application process is to reasonably ensure every student admitted to the Bible school will be successful in graduating from the school. Over many years of experience, registrars and administrators have identified the prerequisite necessary for an applicant to be successful in their Bible school experience. While exceptions can be made on a case-by-case basis, applicants should expect their application to be carefully and fairly considered and that the administrators will have their personal and spiritual welfare in mind while doing so.

### *Academic Objectives*

Objective-based instruction assists in the planning, implementation and assessment (testing) of student learning. To have adequate objective-based instruction, administrators should ensure there are standard learning goals established for each academic program and associated courses. By aligning student learning with academic objectives, students are held to a specific level of learning for each academic phase of instruction. Academic objectives also provide the teachers with a clear and fair means of assessing student learning and ensuring their educational progress is on schedule.

The use of academic objectives prioritizes learning; regardless of who is teaching as these learning goals and objectives are the same for all. In other words, objectives allow teachers to streamline their instruction and create teaching practices that deliberately focus on the standard learning goals and objectives. Both teachers and students are fully aware of the prescribed learning standards and the expectations for student learning regardless of academic level.

The tremendous benefit of academic objectives is that the teacher is using the most effective teaching strategies and methods to ensure students meet the targeted learning required. Tracking student performance becomes a much easier task as teachers follow an



objective-based instructional model for both teaching and testing. The feedback from student assessments will also reveal the specific learning needs of individual students.

“If you are going to achieve excellence in big things, you develop the habit in little matters. Excellence is not an exception, it is a prevailing attitude.”  
 Colin Powell

Writing teaching and learning objectives can be a very difficult process. It requires input from staff, faculty, administrators, students and other Bible school stakeholders. Having said that, individual preferences or personal agendas must not influence these faculty and student academic objectives. While everyone will contribute to this effort, no one should lose sight of the fact that the *purpose of the Bible school* must dictate its curriculum, programs offered and the course materials to be taught. This process will include minimum acceptable student learning objectives for graduation. Students should be equipped, empowered and evaluated so they will be prepared to accomplish the Bible school’s overarching mission and purpose. The GATS program worldwide has established outstanding academic objectives, and these comprehensive standards benefit every GATS membership Bible school. See the Advanced Educator Series lessons, *Effective Teacher Assessment* and *Effective Student Assessment*, for more information.

## ***Student Behavior Standards***

The Bible school setting consists of a temporal and spiritual community of Pentecostal believers. Individual members of that community should have an established standard of personal behavior and conduct. This student behavior standards should address the following in clear and no uncertain terms:

1. to maintain the highest standard of moral conduct both on and off campus, and have a concern for the well-being and rights of their fellow students.
2. to be responsible citizens of the community with behavior reflecting the purpose and philosophy of the Bible school.
3. to respect the privacy and property of others.
4. to strive to develop your potential to the fullest within the context of a Christian community, and
5. to be called to a standard of moral conduct that is guided by United Pentecostal Church International beliefs.



Student behavior standards play a vital role in the day-to-day operations of the Bible school. Most Bible schools have a set of student behavior standards that are to be followed. However, have administrators spent enough time explaining the importance of such behavior standards? Educational research indicates that when staff, faculty, administrators and students live out those behavior standards, the whole organization performs better.

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Behavior standards set the tone for an organization's culture and working environment. They should become such an integral part of everyone's language and actions that these principles of godliness and holiness are deeply ingrained in the school's spiritual culture.

These codes of conduct become a personal commitment as to how students will treat and interact with each other. If these student behavior standards are truly important and critical to our students' daily lifestyle, then they will be posted for everyone to see. In truth, these behavior standards should be applicable for all staff, faculty, administrators, students and oversight or national leaders. While the individual responsibilities will vary greatly, these behavior standards should contain a core standard of conduct that will apply to all Bible school personnel.

Behavior standards reinforce righteousness (right living; right conversation) for all. A culture of godliness is created when these behavior standards are respected and modeled by all school personnel. An added benefit of incorporating these behavior standards into daily Bible school life is that this culture of godliness will be exported far beyond the walls of the school. Right living becomes a powerful testimony to others and personal behavior standards ensures everyone is accountable to one another, and the individual acts in accordance with the behavior standards, not out of duty, but out of respect and love for his or her Bible school community.

When promoting and explaining these student and staff behavior standards, administrators should write the standards in easily understood terms and with a positive tone. Avoid lists of "do not" or "cannot" statements, rather, express right living and godly conduct in positive terms: "to maintain the highest standard of conduct;" "to always respect others;" or "to practice kindness and concern in every situation."

Make sure behavior standards training is interactive and friendly. These issues are not to be viewed in an "us against them" context. Be sure to always connect the school's culture with its behavior standards; and include them as topics of discussion and comment during training and mentoring sessions. Lastly, be certain the school's behavior standards are part of the new personnel orientation process. If mentoring is a core tenet of your behavior standards, then, new staff or students should be immediately assigned mentors (or be assigned as a mentor) to others in the Bible school. There is nothing that will speed the "fitting in" process faster than immediately feeling needed and wanted. That is the "right" behavior every time.

## *Graduation Standards*

Bible school is not an end unto itself, but a learning process. The Bible school experience should be one that is dynamic and continuous with students gaining new insights and understanding during every phase of their education. Bible schools prepare and educate students for a variety of ministries – all essential to the kingdom of God and

His vision. The following list is not comprehensive, but serves an example of potential ministry programs offered by our Bible schools around the world:

- Theology
- Doctrine
- Pastoral Ministry
- Evangelism
- Christian Education
- Worship leaders
- Music leaders
- Regional and Global Missionaries
- Saint supporting local assemblies (deacons, board members, etc.)



Bible school administrators, staff and faculty equip, empower, educate, encourage, edify, and elevate students; but at other times, they counsel, correct and chasten the students they are preparing for ministry worldwide. But every challenge must have an end, and the Bible school experience is no exception. A student’s goal is not just to attend Bible school, but to complete all the requirements of their field of study, successfully pass all testing milestones and to qualify as a candidate for graduation. The Bible school’s oversight board, national board or designated school officials have worked diligently together to establish both a rigorous and adaptable framework of graduation standards. These standards establish the minimum course credit hour required for graduation and designate minimum testing and grade point average requirements as well.

Only candidates who meet or exceed both course credit hour requirement and the minimum testing and grade point average requirement are approved for graduation. Candidates who demonstrate exemplary academic or ministerial achievement should be honored and recognized during graduation exercises. The following graduation standards for the Global Association of Theological Studies (GATS) is one example:

**GATS Levels of Study Requirements<sup>1</sup>**

<b>Certificate</b>	Basic Bible Knowledge	150 Classroom hours	Total 150 hours
<b>Diploma</b>	Ministerial Development 1	600 Classroom hours	Total 750 hours
<b>Associate Degree</b>	Ministerial Development 2	750 Classroom hours	Total 1500 hours
<b>Bachelor Degree</b>	Future Educators/Leaders	63 credit hours	Total 126 credit hours

**Note <sup>1</sup>** - Candidates for graduation must also meet all testing and maintained a satisfactory grade point average.

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## *The Physical Facilities of the School*

“We shape our buildings; thereafter they shape us.”  
Winston Churchill

Usually, administrators are using those physical facilities that were “inherited” from prior leaders. No doubt, these physical facilities have both good and bad points. Most facilities are satisfactory or marginally satisfactory; but they are not without their challenges. The lack of proper maintenance or inattention to needed repairs can cause administrators to despair and become discouraged because adequate funds are not available to correct facility deficiencies. However, in this 21<sup>st</sup> century age, physical facilities are an essential for excellence in the successful Bible school operation.

The Lord Jesus may not have had a physical classroom that He could call His own; but He was the incarnate God and the Master Teacher. Your Bible school facilities can greatly affect the first impression of potential visiting students and could make or break their decision to attend the school. Bible school leaders with unsuitable physical facilities will find it difficult to establish credibility with their local community.

Your physical facilities should be clean, functional and well lighted. Their design and construction should neither be ostentatious nor excessively expensive. In fact, Bible school physical facilities are like children; they should “be seen and not heard.” Construction should be simple and allow form to follow function. There should be no nonfunctional decorations which take up valuable space. Correctly designed Bible school facilities do not receive many compliments and guests or visitors may not notice them at all. Such facilities are practical and simply serve the purpose for which they were designed. Bible schools rarely have sufficient funds to build extravagant physical facilities. Administrators should be excellent stewards of available funds, always obtain competitive bids from potential contractors and ensure the school receives the highest return possible for the funds expended.

At a minimum, physical facilities should meet the needs of its current staff, faculty and administrators and the student population. This will include adequate administrative office and academic classroom space as well as a general assembly area and a modest conference room. These facilities should be built with expansion in mind to meet future needs. Additional support facilities would include separate men’s and women’s dormitories for housing students and adequate kitchen and dining facilities to feed both the staff and students when classes are in session. Clean, simply designed and easy-to-use physical facilities can be designed to meet current requirements and have room for expansion to meet future needs as well. Multi-purpose rooms and spaces can reduce the cost of physical facilities dramatically. One example is the general assembly area requirement and the dining facility area. These requirements can be combined into one space, cutting the cost in half. Careful attention to scheduling will ensure the space is used for one purpose at a time.



## *Extension Classes and Meeting Facilities*

More Bible schools than ever are taking advantage of extension programs and off-campus meeting sites. Administrators are now taking the classroom to the students who cannot attend at the Bible school's main campus. This tremendous outreach vision is taking this glorious gospel of Jesus Christ to those who would have never heard it. Also, seminars and special meetings are held away from the main campus and are educating both the young and old through special outreach programs. These programs and classes may be offered at local church buildings or at borrowed or rented spaces. Administrators should keep local educational stakeholders in mind because they may have excellent facilities that can be used at little or no cost. But regardless of the type of off-campus facilities, administrators should train their staff and faculty to respect these facilities and treat them with the respect and proper care as they would the Bible school's facilities. After each training session, teams should be assigned to clean the space, repair any damages and return the facilities to their original configuration. God will greatly honor those who are faithful and caring stewards of His kingdom.

“It is not the beauty of a building you should look at, it's the construction of the foundation that will stand the test of time.”

David Allan Coe

## *The Finances of the School*

“Security depends not so much upon how much you have, as upon how much you can do without.”

Joseph Wood Krutch

The sources of financial support for Bible schools vary widely throughout the world. So, this lesson will not address the various types of financial support that are possible. Several factors influence how Bible schools receive financial support and the adequacy of that support. These factors include:

- The level of maturity of the national church (infancy, developing, maturing or self-sustaining);
- The size and number of church congregations;
- The number of national pastors, evangelists, ministers, national leaders and ministry leaders;
- The relationship and coordination between the national church and resident missionaries; and
- The availability of financial support from the possible sources above

Regardless of the sources or amounts of financial support available for Bible schools, those finances will always impact its administrators' ability to manage its overall operations and to expand its vision and purpose. Inadequate or limited financial support

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will place ever-increasing pressure and stress on administrators to manage day-to-day operations and will endanger their capacity to perform critical functions. Under such circumstances, future planning and expansion will not be possible.

Leaders, at every level of responsibility, must work together to determine the appropriate amount of financial support required for Bible schools and the realistic sources of that support. National church leaders, oversight boards, resident missionaries and administrators must be committed to mutual collaboration in finding the ways and means to adequately and consistently support the church’s Bible schools. The future of the church depends upon it.

“About the time we think we can make ends meet,  
 somebody moves the ends.”  
 Herbert Hoover

## Summary

Bible school administration is the management of a complex and multi-faceted educational system. Administrators must be both effective and flexible leaders. These amazing leaders are responsible for every aspect of a Bible school’s operations.

Bible school administration is the vital act of managing executive policies and practices associated with both administrative functions as well as academic departments, staff, faculty and administrators. They also serve as liaisons to national leaders, boards and other stakeholders with interests in the Bible school.

School administrators should pursue excellence in every ministry, program and management challenge. Deunk and Herbster (1986) have identified nine essentials for excellent that are associated with Bible school institutions.

### ESSENTIALS FOR EXCELLENCE

- The *purpose* of the school
- The *curriculum* of the school
- The *personnel* of the school
- The *admissions standards* of the school
- The *student behavior standards* of the school
- The *academic objectives* of the school
- The *graduation standards* of the school
- The *physical facilities* of the school
- The *finances* of the school

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Accurately determining or revalidating the purpose of the school is the responsibility of its administrators. The purpose of the school serves as a “road map” for the required qualifications of the people who are needed to successfully manage, teach, support and lead a successful and effective Bible school.

Admissions, academic, student behavior and graduation standards equip administrators with the correct tools to accurately measure whether its purpose is being met. However, standards also measure the effectiveness of the staff and faculty as well as the academic performance of individual students.

The Bible school’s physical facilities provide the learning space and a safe environment for every school function. And finances are the “life’s blood” of the organization. These finances must be sufficient to adequately support all critical educational functions. Exceptional administrators are desperately needed to ensure our Bible schools are well-managed, well-maintained and continue to provide the much-needed human resources for revival and evangelism. These leaders will also bring tremendous blessings to every level of the national church from its local assemblies and pastors to the quality and dedication of its national leaders.

## Lesson in Review

1. Bible school administration is one of the most challenging responsibilities facing church leaders today. List at least 3 important reasons for the study of Bible school administration.

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- \_\_\_\_\_
- \_\_\_\_\_

2. In your own words, provide the general definition of Bible school administration.

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3. Why is the purpose of the Bible school the first step in establishing its essentials for excellence?

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4. As the first essential for excellent, the school's purpose will dictate its curriculum. If a school's purpose is to produce global missionaries, how would its curriculum differ from the curriculum of a school with a purpose to product pastors and evangelists?

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5. A Bible school's most valuable assets are its people. Why is this true?

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6. Bible school stakeholders are those who have an interest in the school's existence and purpose. List 3 possible stakeholders outside of the administrators, staff, faculty, students and oversight board members?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

7. Bible school standards measure staff and faculty effectiveness as well as academic performance of individual students. True or False? (Check the correct block.)

\_\_\_ TRUE.

\_\_\_ FALSE.

8. Academic standards should be changed or altered to accommodate individual students. True or False? (Check the correct block.)

\_\_\_ TRUE.

\_\_\_ FALSE.

9. Poor or inadequate physical facilities can negatively affect the effectiveness of the entire Bible school operations. List 3 ways this might happen.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

10. Considering your own Bible school, list 3 positive characteristics of the school and 3 characteristics that the school needs to improve.

3 Positive School Characteristics:

1- \_\_\_\_\_

2- \_\_\_\_\_

3- \_\_\_\_\_

3 School Characteristics Needing Improvement:

1- \_\_\_\_\_

2- \_\_\_\_\_

3- \_\_\_\_\_

11. Considering the 3 school characteristics needing improvement that you listed above, how could YOU personally help to improve those deficiencies?

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## Attachments

### ATTACHMENT # 1 PURPOSE AND OBJECTIVES OF GATS PROGRAM Motto: *“Pursuing Ministerial Excellence”*

<b>Purpose</b>	The Global Association of Theological Studies and its membership schools develop and equip men and women to reach their maximum potential in apostolic ministry.
<b>Scriptural Mandate</b>	<p>“The Teacher searched to find just the right words, and what he wrote was upright and true” (Ecclesiastes 12:10, NIV)</p> <p>“Go and make disciples of all nations” (Matthew 28:10, NIV)</p> <p>“Go...teach all nations...Teaching them to observe all things whatsoever I have commanded you” (Matthew 28:19-20)</p> <p>“And the [instructions] which you have heard from me along with many witnesses, transmit and entrust [as a deposit] to reliable and faithful men who will be competent and qualified to teach others also” (2 Timothy 2:2, AMP)</p>
<b>Comprehensive Objectives</b>	<ol style="list-style-type: none"> <li>1. <b>Preserving the Message.</b> Nurture a faith community and a center of life-long learning to preserve apostolic doctrine for generations to come (2 Timothy 2:2; Philippians 3:1; 2 John 1-2).</li> <li>2. <b>Equip ministers</b> to continue steadfastly in the apostles’ doctrine (Acts 2:42; Hebrews 2:1); and to defend it within their cultural context (Jude 3; 1 Peter 3:15).</li> <li>3. <b>Provide the Methods.</b> Explore the needs of a diverse and ever-changing society, and develop innovative print and non-print training and learning resources that are relevant to our cross-cultural environment.</li> <li>4. <b>Producing the Ministry.</b> Prepare Spirit-filled, Spirit-empowered and Spirit-directed students for excellence in apostolic ministry (Ephesians 4:11-12).</li> <li>5. <b>Propagating the Mission.</b> Train and motivate students to possess a vision for, and participation in global evangelism-preaching and teaching the whole Gospel to the whole world (Proverbs 29:18; Luke 24:47).</li> </ol>

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