ATS Standards

8 Institutional resources

In order to achieve their purposes, institutions need not only sufficient personnel but also adequate financial, physical, and institutional data resources. Because of their theological character, Commission schools give particular attention to personnel and to the quality of the institutional environments in which they function. Good stewardship requires attention by each institution to the context, local and global, in which it deploys its resources and a commitment to develop appropriate patterns of cooperation with other institutions, which may at times lead to the formation of clusters.

8.1 Personnel

8.1.1 The theological school should value and seek to enhance the quality of the human lives it touches. The human fabric of the institution is enriched by including a wide range of persons. The institution should devote adequate time and energy to the processes by which persons are recruited, enabled to participate in the institution, nurtured in their development, and prepared for their various tasks within the institution.

8.1.2 Theological schools should support the quality of community through such means as policies regarding procedural fairness, discrimination, and sexual harassment.

8.1.3 The theological school shall (a) engage the numbers and the qualities of personnel needed to implement the programs of the school in keeping with its purpose; (b) develop appropriate personnel policies and procedures to be approved by the board and implemented by the administration; (c) ensure that these policies are clear and adequately published; include reference to job performance evaluation, termination, sexual harassment or misconduct; and conform to applicable requirements mandated by federal, state, or provincial jurisdictions; (d) provide for equitable patterns of compensation; (e) provide clear written job descriptions for all employees; and

(f) provide appropriate grievance procedures.

8.2 Financial resources

Because quality education and sound financial policies are intimately related, theological schools should be governed by the principles of good stewardship in the planning, development, and use of their financial resources. The financial resources should support the purpose of the school effectively and efficiently as well as enable it to achieve its goals. The financial resources of the school should be adequate to support the programs, personnel (faculty, staff, students), and physical plant/space both in the present and for the long term. The financial resources should allow the school to anticipate and respond to external changes in the economic, social, legal, and religious environment.

8.2.1 The financial condition of the school

8.2.1.1 Theological schools should maintain the purchasing power of their financial assets and the integrity and useful life of their physical facilities. While year-to-year fluctuations are often unavoidable, schools should maintain economic equilibrium over three or more years, retain the ability to respond to financial emergencies and unforeseen circumstances, and show reasonable expectations of future financial viability and overall institutional improvement.
8.2.1.2 A theological school shall have stable and predictable sources of revenue such that the current and anticipated total revenues are sufficient to maintain the educational quality of the institution. Projected increases in revenue, including gift income, should be realistic. The use of endowment return to fund expenditures budgets should be prudent and in accordance with applicable law.*

8.2.1.3 A theological school should normally balance budgeted revenues and expenditures while employing a prudent endowment spending rate.†

* A common and customary understanding of a “prudent” use of endowment return is to budget as revenue 5 percent of a three-year average of the market value of endowment and board-designated quasi-endowment. Member schools should seek legal counsel regarding law applicable to the use of endowments.

† The term endowment spending rate refers to a common budgeting rule adopted by governing boards. Such a rule limits or controls the consumption of school’s endowment and return, which for purposes of these standards includes all of a school’s endowment and board-designated quasi-endowment.

Deficits weaken the institution and therefore should prompt the administration and trustees to take corrective action. A theological school shall be able to demonstrate that it has operated without cumulative losses across the last three years. If deficits have been recorded or are projected, the school shall have a plan to eliminate present and future deficits that is realistic, understood, and approved by the governing board. When reducing expenditures, the theological school should be mindful of its purpose and attend to the quality and scope of the degree programs.

8.2.1.4 Endowments (including funds functioning as endowment) are frequently a major source of revenue for schools. A theological school (or the larger organization of which it is a part) should adopt a prudent endowment spending formula that contributes to the purpose of the institution while enhancing the stability of revenue for the school. A school shall demonstrate evidence of adequate plans to protect the long-term purchasing power of the endowment from erosion by inflation. The school (or university, diocese, order, or other larger organization of which it is a part) shall have formally adopted statements of investment policies and guidelines that set forth for trustees and investment managers the conditions governing the granting or withholding of investment discretion, investment goals of the institution, guidelines for long-term asset allocation, a description of authorized and prohibited transactions, and performance measurement criteria. Trustees should review these policies regularly.

8.2.1.5 The financial condition of theological schools that are units of colleges or universities is influenced by the financial condition of the related institutions. These theological schools should enhance the well-being of the larger institution, while the larger institution should demonstrate appreciation for the special characteristics of theological schools. The larger institution should provide adequate financial resources to support the mission and programs of the theological school.

8.2.2 Accounting, audit, budget, and control

8.2.2.1 A theological school shall adopt internal accounting and reporting systems that are generally used in North American higher education. US schools should follow the principles and procedures for institutional accounting published by the National Association of College and University Business Officers. Canadian schools should follow guidelines published by the Canadian Association of University
Business Officers.

8.2.2.2 The institution shall be audited by an external, independent auditor in accordance with the generally accepted auditing standards for colleges and universities (not-for-profit organizations) as published by (for US schools) the American Institute of Certified Public Accountants or (for Canadian schools) the Canadian Institute of Chartered Accountants. If an institution is not freestanding, the larger organization of which it is a part (such as a university or diocese) shall provide an audit of the consolidated entity. The governing board of a theological school shall have direct access to the independent auditor and receive the audit.

8.2.2.3 The institution shall obtain from an auditor a management letter and shall demonstrate that it has appropriately addressed any recommendations contained in the management letter.

8.2.2.4 A theological school shall ensure that revenues, expenditures, and capital projects are budgeted and submitted for review and approval to the governing board. Budgets should clearly reflect the directions established by the long-range plans of the school. Budgets should be developed in consultation with the administrators, staff, and faculty who bear responsibility for managing the institution's programs and who approve the disbursements. A theological school should maintain three-to-five-year financial projections of anticipated revenues, expenditures, and capital projects.

8.2.2.5 A system of budgetary control and reporting shall be maintained, providing regular and timely reports of revenues and expenditures to those persons with oversight responsibilities.

8.2.2.6 While a theological school may depend upon an external agency or group (such as a denomination, diocese, order, foundation, association of congregations, or other private agency) for financial support, the school's governing board should retain appropriate autonomy in budget allocations and the development of financial policies.

8.2.3 Business management

The institution’s management responsibilities and organization of business affairs should be clearly defined, with specific assignment of responsibilities appropriately set forth. The financial management and organization as well as the system of reporting shall ensure the integrity of financial records, create appropriate control mechanisms, and provide the governing board, chief administrative leaders, and appropriate others with the information and reports needed for sound decision making. Schools should ensure that personnel responsible for fiscal and budgetary processes are qualified by education and experience for their responsibilities.

8.2.4 Institutional development and advancement

8.2.4.1 An institutional advancement program is essential to developing financial resources. The advancement program should be planned, organized, and implemented in ways congruent with the principles of the school. It should include annual giving, capital giving, and planned giving, and should be conducted in patterns consistent with relationships and agreements with the school’s supporting constituencies. Essential to the success

of the institutional advancement program are the roles played by the chief administrative leader in fundraising; the governing board in its leadership and participation; the graduates in their participation; and the faculty, staff, and volunteers in their involvement. Advancement efforts shall be evaluated on a
regular basis.

8.2.4.2 The intention of donors with regard to the use of their gifts shall be respected. The school should also recognize donors and volunteers appropriately.

8.2.4.3 When auxiliary organizations, such as foundations, have been established using the name and/or reputation of the institution, the school shall be able to demonstrate that the auxiliary organizations are regularly audited by an independent accountant and that the governing relationship between the school and auxiliary organization is clearly articulated.

Physical resources

8.3.1 The physical resources include space and equipment as well as buildings and grounds. A theological school shall demonstrate that the physical resources it uses are adequate and appropriate for its purpose and programs and that adequate funds for maintaining, sustaining, and renewing capital assets are included in budget planning.

8.3.2 Institutions shall make appropriate efforts to ensure that physical resources are safe, accessible, and free of known hazards. Insofar as possible, facilities should be used in ways that respect the natural environment.

8.3.3 Faculty and staff members should have space that is adequate for the pursuit of their individual work as well as for meeting with students. Physical resources should enhance community interaction among faculty, staff, and students, and should be sufficiently flexible to meet the potentially changing demands faced by the school.

8.3.4 The school should determine the rationale for its policies and practices with regard to student housing, and this rationale should be expressed in a clearly worded statement. Arrangements for student housing should reflect good stewardship of the financial and educational resources of the institution.

8.3.5 Facilities shall be maintained as appropriate so as to avoid problems of deferred maintenance. The institution should maintain a plan that provides a timetable for work and identifies needed financial resources.

8.3.6 When physical resources other than those owned by the institution are used by the school, written agreements should clearly state the conditions governing their use and ensure usage over a sufficient period of time.

8.4 Institutional information technology resources

8.4.1 To the extent that a theological school uses technology to deliver its educational programs, the school shall maintain adequate personnel and financial and technological resources to sustain its technology infrastructure.

8.4.2 For planning and evaluation, the school shall create and use various kinds of institutional data and information technology to determine the extent to which the institution is attaining its academic and institutional purposes and objectives. To the extent possible, it should use the most effective current technologies for creating, storing, and transmitting this information within the institution, and it should
share appropriate information thus generated among institutions and organizations. The kinds of information and the means by which that information is gathered, stored, retrieved, and analyzed should be appropriate to the size and complexity of the institution.

8.5 Institutional environment

8.5.1 The internal institutional environment makes it possible for the institution to maximize the various strengths of its personnel and financial, physical, and information resources in pursuing its stated goals. An institution’s environment affects its resiliency and its ability to perform under duress. Accreditation evaluation will take into account the ways in which an institution uses its various resources in support of its institutional purpose.

8.5.2 The quality of institutional environment is cultivated and enhanced by promoting effective patterns of leadership and management, by providing effective exchange of information, and by ensuring that mechanisms are in place to address conflict.

8.6 Cooperative use of resources

8.6.1 The theological school should secure access to the resources it needs to fulfill its purpose, administer and allocate these resources wisely and effectively, and be attentive to opportunities for cooperation and sharing of resources with other institutions. Such sharing involves both drawing upon the resources of other institutions and contributing resources to other institutions.

8.6.2 Access to the required resources may be achieved either through ownership or through carefully formulated relationships with other schools or institutions. These relationships may include, for instance, cross-appointments of faculty, cross-registration of students, joint and dual degree programs, rental of facilities, and shared access to information required by administrators, faculty, and students in the pursuit of their tasks. Whatever their reason or scope, collaborative arrangements should be carefully designed with sufficient legal safeguards, adequate public disclosure, and provisions for review, and with a clear rationale for involvement in such arrangements.

Clusters

8.7.1 Clusters are formed when a number of schools find that they can best operate by sharing resources in a more integral and systematic way and by establishing structures to manage their cooperative relationships.

8.7.2 The term cluster is meant to be descriptive rather than prescriptive. A variety of terms can denote these types of arrangements, and a variety of approaches can make them work effectively. Schools should be creative and flexible as they seek to be good stewards of their resources. However devised, cluster arrangements should have clear structural components and effective patterns of operation.

8.7.3 Structural components

8.7.3.1 The core membership of a cluster comprises schools holding accredited membership within the Commission, but clusters may include candidate members of the Commission and Associate Members of ATS, as well as other schools and agencies with compatible purposes.
8.7.3.2 Each cluster shall develop a clear definition of purpose and objectives that should be fully understood by the participating schools and their supporting constituencies and based on a realistic assessment that encompasses constituent needs, access of member institutions to one another, available resources, and degree programs offered by the cluster directly or enabled by it.

8.7.3.3 The structure of each cluster shall be appropriate to its purpose and objectives, providing proper balance between the legitimate autonomy of its member institutions and their mutual accountability in terms of their common purposes. An effective cluster arrangement frees students, faculty, and institutions to operate more effectively and creatively. The cluster shall have a clearly defined governance structure that has authority commensurate with responsibility. The governance should enable the cluster to set policies, secure financial support, select administrative officers, and provide other personnel functions.

8.7.3.4 The cluster shall be able to demonstrate financial support from various sources sufficient for the continuity of its functions and for the security of the faculty and staff it appoints, and it should engage in appropriate financial planning.

8.7.3.5 These structures and resources shall be regularly evaluated and appropriately adjusted.

Effectiveness

8.7.4.1 Evidence of effective operation may include reciprocal flow of students, faculty, and information among the member institutions of a cluster, coordinated schedules and calendars, cross-registration, and common policies in areas such as tuition and student services. Requirements, especially in academic and graduate programs, are determined in such a way as to invite the sharing of resources. Duplication is avoided wherever possible.

8.7.4.2 If a school meets the accreditation standards of the Commission only by virtue of affiliation with a cluster, this fact shall be formally specified in its grant of accreditation by the board.

8.7.4

8.8 Instructional technology resources

Institutions using instructional technology to enhance face-to-face courses and/or provide online-only courses shall be intentional in addressing matters of coherence between educational values and choice of media, recognizing that the learning goals of graduate education should guide the choice of digital resources, that teaching and learning maintains its focus on the formation and knowledge of religious leaders, and that the school is utilizing its resources in ways that most effectively accomplish its purpose. They should also establish policies regarding the appropriate training for and use of these resources.

8.8.1 Students should be adequately informed regarding the necessary skills and mastery of technology to participate fully in the programs to which they are admit- ted. Institutions are encouraged to provide opportunities for students to gain these skills as part of their program of study.

8.8.2 Sufficient technical support services should ensure that faculty are freed to focus upon their central tasks of teaching and facilitating learning. Support services should create systems for faculty development and assistance to ensure consistent, effective, and timely support.
8.8.2.1 Timely technological support services should include (1) staff with a sufficiently high level of technical skills to ensure student facility in handling software and the technological aspects of course offerings and (2) the systemic evaluation and upgrading of technological resources and services consistent with the learning goals of theological scholarship.

8.8.2.2 A technological and support services program should include technological training and should ensure adequate support services personnel for faculty and students.

8.8.3 Institutions shall develop and implement ongoing evaluation procedures for the use of instructional technology that involve appropriate groups of people in the evaluation process.

NEASC Standards

Standard Eight: Physical and Technological Resources

The institution has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes. It manages and maintains these resources in a manner to sustain and enhance the realization of institutional purposes.

. 8.1 The institution’s physical and technological resources, including classrooms, laboratories, network infrastructure, materials, equipment, and buildings and grounds, whether owned or rented, are commensurate with institutional purposes. They are designed, maintained, and managed at both on- and off-campus sites in a manner that serves institutional needs. Proper management, maintenance, and operation of all physical facilities, including student housing provided by the institution, are accomplished by adequate and competent staffing.

. 8.2 Classrooms and other facilities are appropriately equipped and adequate in capacity. Classrooms and other teaching spaces support teaching methods appropriate to the discipline. Students and faculty have access to appropriate physical, technological, and educational resources to support teaching and learning. (See also 5.18)

. 8.3 Facilities are constructed and maintained in accordance with legal requirements to ensure access, safety, security, and a healthful environment with consideration for environmental and ecological concerns.

. 8.4 The institution undertakes physical resource planning linked to academic and student services, support functions, and financial planning. It determines the adequacy of existing physical and technological resources and identifies and plans the specified resolution of deferred maintenance needs. Space planning occurs on a regular basis as part of physical resource evaluation and planning, and is consistent with the mission and purposes of the institution.

. 8.5 The institution demonstrates the effectiveness of its policies and procedures in ensuring the reliability of the systems, the integrity and security of data, and the privacy of individuals. The institution establishes and applies clear policies and procedures and monitors and responds to illegal or inappropriate uses of its technology systems and resources.

. 8.6 The institution’s physical and electronic environments provide an atmosphere conducive to study
and research.

8.7 The institution uses information technology sufficient to ensure its efficient ability to plan, administer, and evaluate its program and services.

Institutional Effectiveness

8.8 The institution’s ongoing evaluation of its physical and technological resources in light of its mission, current needs and plans for the future is a basis of realistic planning and budget allocation.

Standard Nine: Financial Resources

The institution’s financial resources are sufficient to sustain the quality of its educational program and to support institutional improvement now and in the foreseeable future. The institution demonstrates, through verifiable internal and external evidence, its financial capacity to graduate its entering class. The institution administers its financial resources with integrity.

9.1 The institution preserves and enhances available financial resources sufficient to support its mission. It manages its financial resources and allocates them in a way that reflects its mission and purposes. It demonstrates the ability to respond to financial emergencies and unforeseen circumstances.

9.2 The institution is financially stable. Ostensible financial stability is not achieved at the expense of educational quality. Its stability and viability are not unduly dependent upon vulnerable financial resources or an historically narrow base of support. The institution’s governing board retains appropriate autonomy in all budget and finance matters; this includes institutions that depend on financial support from an external agency (state, church, or other private or public entity).

9.3 The institution’s multi-year financial planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue and ensure the advancement of educational quality and services for students. The governing board reviews and approves the institution’s financial plans based on multi-year analysis and financial forecasting.

9.4 All or substantially all of the institution’s revenue is devoted to the support of its academic purposes and programs. The institution’s financial records clearly relate to its educational activities.

9.5 The institution and its governing board regularly and systematically review the effectiveness of the institution’s financial aid policy and practices in advancing the institution’s mission and helping to ensure that the institution enrolls and supports the student body it seeks to serve.

9.6 The institution ensures that it has sufficient professionally qualified finance staff, led by a chief financial officer whose primary responsibility is to the institution.

9.7 The institution ensures the integrity of its finances through prudent financial management and organization, a well-organized budget process, appropriate internal control mechanisms, risk assessment, and timely financial reporting to internal and external constituency groups, providing a basis for sound financial decision-making.
9.8 The institution establishes and implements its budget after appropriate consultation with relevant constituencies in accord with realistic overall planning that provides for the appropriate integration of academic, student service, fiscal, development, information and technology and physical resource priorities to advance its educational objectives.

9.9 The institution’s financial planning, including contingency planning, is integrated with overall planning and evaluation processes. The institution demonstrates its ability to analyze its financial condition and understand the opportunities and constraints that will influence its financial condition and acts accordingly. It reallocates resources as necessary to achieve its purposes and objectives. The institution implements a realistic plan for addressing issues raised by the existence of any operating deficit. (See also 2.3)

9.10 Opportunities identified for new sources of revenue are reviewed by the administration and board to ensure the integrity of the institution and the quality of the academic program are maintained and enhanced. The institution planning a substantive change demonstrates the financial capacity to ensure that the new initiative meets the standards of quality of the institution and the Commission's Standards.

9.11 Institutional and board leadership ensure the institution’s ethical oversight of its financial resources and practices.

9.12 The institution’s financial resources and transactions are audited annually by an external auditor in accord with the generally accepted auditing standards for colleges and universities as adopted by the American Institute of Certified Public Accountants. Board policies and institutional practices ensure the independence and objectivity of the auditor and the appropriate consideration of the audit by the governing board. For institutions part of a larger system or corporation, the audit provides sufficient information about the institution’s finances to support a determination regarding the sufficiency and stability of the institution’s financial resources. In all cases, the audit and management letter are appropriately reviewed by the institution’s administration and governing board who take appropriate action on resulting recommendations or conclusions.

9.13 The institution directs its fund-raising efforts toward the fulfillment of institutional purposes and conducts them in accordance with clear and complete policies that stipulate the conditions and terms under which gifts are solicited and accepted. The institution accurately represents itself and its capacities and needs to prospective donors and accurately portrays the impact that their gifts can reasonably be expected to have. Gifts are promptly directed toward donors’ intentions.

9.14 All fiscal policies, including those related to budgeting, investments, insurance, risk management, contracts and grants, transfers and inter-fund borrowing, fund-raising, and other institutional advancement and development activities, are clearly stated in writing and consistently implemented in compliance with ethical and sound financial practices.

Institutional Effectiveness

9.15 The institution has in place appropriate internal and external mechanisms to evaluate its fiscal condition and financial management and to maintain its integrity. The institution uses the results of these activities for improvement.
8 Institutional resources
ATS Standard 8; NEASC Standards 8 & 9

8.1 Personnel

8.1.1 With God’s help, the seminary’s mission can best be achieved through the efforts of a competent, dedicated and fully engaged staff workforce. Staff are vital to the institution’s operation, and the seminary seeks to engage a staff that is diverse. Strategic recruitment efforts to “cast a wider net” are utilized to attract adequate pools of qualified and diverse Christian candidates for staff openings. These efforts include building relationship and contacts with churches and local organizations that serve diverse populations, web-based recruitment tactics, broad networking and targeted recruitment based on the type of position. As of August 2014, there was 17% racial diversity among our regular staff, faculty and administrators on all four campuses combined. This marks some improvement from August 2004, when there was 13% racial diversity. Diversity by gender is well balanced overall - with a workforce comprised of 53% males and 47% females.

All applicants for staff positions are required to complete an Application for Employment form (appendix), which includes affirming acceptance of the Seminary’s Mission Statement, Community Life Statement and Employee Standards. A reference check is also completed on all final candidates after a thorough interviewing and selection process. Because staff are employed on an “at-will” basis, they do not receive employment contracts, but do receive an offer confirmation letter upon hire.

Staff participation and input is valued. Staff are included in communication and planning through staff meetings, weekly staff prayer meetings, staff surveys, participation on special taskforces and committees, as well as opportunity for departing staff to provide input through exit interviews (appendix). The seminary strives to care for and nurture staff. In FY2011, the seminary sought to identify creative ways to better care for and encourage faculty and staff in their work. Through the efforts of a taskforce and HR, a survey was conducted, focus group meetings were held, feedback was obtained from employees, and recommendations were shared with administration. Several of these improvement ideas were implemented such as providing an on-line employee directory, providing regular training for managers, intentional focus on excellence in customer service and creating opportunities to better welcome new employees (appendices). Beginning in 2012, a plan to provide monthly on-site training for managers was rolled-out. To-date, there have been training sessions on topics such as customer service, branding, FERPA, workplace safety, interviewing techniques, budget preparation and coaching for managers. (appendices) Efforts on providing excellence in customer service were participated in heavily by staff. Guiding principles and standards were developed after research on best practices, small group meetings and subsequent training for staff and managers (appendices).

Over the last several years many enhancements have been made to employee benefits and creating a positive work environment including providing on-site wellness screenings, introducing a new exercise area for women on the Hamilton campus, adding sought after voluntary benefits, continuing to maintain
a comprehensive and competitively priced health benefits program overall, announcing availability of on-campus housing for faculty and staff, providing a summer hours schedule for two campuses, and intentional focus by the leadership team on building trust and staff morale.

**ANALYSIS:**

Although gender diversity is fairly evenly split, there is less gender diversity at the faculty and senior administrator ranks. Females make up 16% of regular faculty and 19% of leadership-level administrators whereas they make up 58% of staff.

There are opportunities for staff participation at many levels, but there may be the need for more meaningful involvement on a regular basis. With some isolated periods of staff position reductions, employees may not feel the freedom to speak openly about ideas or concerns.

If resources can be provided in terms of peoples’ time across the institution, there would be benefit in creating an expanded new employee orientation process. Currently, there is a new employee reception hosted by the President and his wife (which has been well received), and orientation consists simply of a partial day review by HR of benefits and employment policies.

**8.1.2** Quality of community is guided by the seminary’s *Community Life Statement*. In addition to the overarching *Community Life Statement*, policies pertaining to staff employment are contained in the *Staff Handbook* (attachment). The handbook contains policies on sexual harassment, equal opportunity employment, opportunity for and procedures to file an appeal, a whistleblower policy and others. Staff employment policies include those addressing equal employment opportunity (and a Statement on Non-Discrimination), general harassment (discriminatory or otherwise), and a specific policy addressing sexual harassment. Included are seminary compliance actions exercised in these areas and include appropriate steps staff may follow from reporting concerns/complaints to final resolution, including contact information of appropriate personnel. A policy is in place addressing the handling of employee concerns—an appeal procedure— and outlines procedural steps that direct staff to appropriate personnel and forms of communication, to help in promoting a respectful workplace. *(attachment)* All new employees are required to satisfactorily complete this training within one month of employment. Subsequent refresher training was rolled-out in 2011 and all employees were required to successfully complete it.

**ANALYSIS:**

Issues have been worked through the harassment and appeal processes for appropriate and prompt resolution. It may be prudent to require all employees to go through the refresher training again. This process would raise awareness on these important issues and also provide an opportunity to make any updates to the training program. This update is especially important in light of recent hiring issues impacting Christian organizations and per new legal mandates relating to campus violence prevention.

**8.1.3** As of January 2014, total staff FTE (not including faculty and senior administrators) was 138.36. This compares to a total staff FTE of 121.14 as of September 2003. During the last ten years, overall Staff FTE has increased by 14%. During this same time period, Master’s level student FTE increased by approximately 8% (Fall 2003 to Fall 2013.) Although staff FTE had a net increase of 14% on all campuses combined, there were significant staff FTE increases on three of the campuses (Charlotte
FTE increase of 23%, Boston FTE increase of 53% and Jacksonville going from zero employees in 2003 to 6.32 staff FTEs in 2014.) Hamilton, on the other hand, had a decrease in staff FTE of nearly 7% during this same time period. An organizational chart is included to provide a snapshot reference point for staffing on all campuses (appendix.)

During the approximate same ten year time span (2004 to 2014), staff turnover rates have improved substantially. As of August 2004, the average staff turnover rate for the preceding four years was 23%. A goal set by administration and human resources was to reduce staff turnover to retain knowledgeable staff and bring turnover closer to the educational industry standard of 14% (source: Society for Human Resources Management.) Over the last four years (2010 – 2013), the average annual turnover rate has been 14%. For calendar year-end 2013, it was 15%.

Policies guiding staff employment are contained in the Staff Handbook. A comprehensive review and update of the Staff Handbook was last completed in 2010. The revised handbook was reviewed by legal counsel and approved by the Board of Trustees. The Human Resources team is currently working on updating the handbook, with a targeted completion date in 2014. The updated version will include the new Acceptable Use Policy that was approved by the Board and is being implemented, as well as policies on Campus Violence Elimination required under the Clery Act in 2014.

Policies are also present in the handbook for addressing employee grievances and proving an employee appeal procedure. The provision and frequency of job performance appraisals are contained in the handbook. Appraisals are typically completed following the initial three month introductory period and annually thereafter. For annual reviews, staff are asked to complete a self-assessment (appendix). A policy and procedure regarding staff discipline and termination includes types of conduct (for information purposes) that may result in immediate termination, but notes other possible disciplinary steps (oral/written warnings and probation) but that no formal order or system is necessary. All new staff receive a link to the Staff Handbook and are asked to carefully review it during their initial days of employment. An electronic acknowledgement form is provided to facilitate this process.

The seminary is committed to being in compliance with all federal and state laws and other employment regulations impacting our institution. Policies are regularly updated or developed to ensure continued compliance with employment statutes. The seminary has been working diligently to ensure compliance with the Patient Protection and Affordable Care Act mandates. Several compliance mandates have already been met and there is a thoughtfully developed plan in place for meeting requirements going forward.

The seminary utilizes an internal system of position analysis to establish salary ranges for staff positions. Job descriptions are required for all staff positions. The job description is utilized to analyze a position on several factors. Points are assigned for each factor and overall points correspond to a specific staff salary grade (grades 1-12) with a corresponding salary range. An individual is brought into a position within the established range at a point appropriate for their skills, experience and equity with comparable positions. The seminary’s staff compensation program is administered with the goal of
providing a total pay and benefits compensation package that is internally fair with an eye towards toward equitable external pay rates with comparable institutions, and is administered fairly and in compliance with applicable laws and regulations. Staff pay policies are contained in the Staff Handbook.

ANALYSIS:
With a net increase in student FTE for all campuses combined, an increase in staff FTE on three of the campuses, and a decrease in staff FTE in Hamilton, this has resulted in a workload stress point for several Hamilton based teams that support all four campuses (i.e., IT, Human Resources, Financial Services, Communications, etc.) This needs to be evaluated to ensure that the seminary does not unintentionally burn these employees out in light of leaner staffing levels but higher volume of students and staff to support.

Although staff turnover rates have dramatically improved, likely due to 1) less reliance on students to fill staff positions through a redesign of the tuition benefit program, 2) a challenging job market, and 3) seminary efforts to provide a great place to work, these numbers could creep back up. With an improving job market and many staff chronically stretched to the brim, as well as lack of regular salary increase, strategies need to be developed to retain key staff.

RECOMMENDATIONS (sections 8.1.1, 8.1.2 and 8.1.3):
1. Enhance and broaden the new employee orientation process.
2. Update harassment prevention policies in light of new regulations and roll-out refresher training, which all staff and faculty would be required to successfully complete.
3. Work with the leadership team to establish a plan for regular annual salary increases.

APPENDICES (sections 8.1.1, 8.1.2 and 8.1.3):
- Application for Employment
- Exit Interview Summary 2013
- Caring for Faculty & Staff – Survey, Results and Recommendations
- Managers Training Plan – FY13 and FY14
- Customer Service Guiding Principles & Standards
- PLACEHOLDER workforce diversity statistics
- Staff Handbook
- Link to on-line harassment prevention program: http://training.newmedialearning.com/psh/gordonconwell/
- PLACEHOLDER Staff FTE numbers
- Organizational charts
- Performance Appraisal forms
- Areas of HR focus since the last self-study

8.2 Financial resources
The excellence of GCTS has been, and continues to be supported through a broad-based network of financial resources. All revenue streams are important, yet no one source of funding is solely relied upon. This diversification of sources of funds, coupled with a fastidious focus on stewarding the available resources has resulted in a stable system of support for the educational efforts of the Seminary. Our centers, programs, faculty, campuses, staff and students all work toward their goals with reasonable resource availability. There are limiting factors that contribute to an environment where entrepreneurial ideas are difficult to fund. However, new programs and initiatives regularly are funded following thorough planning and strategic study as well as review by organizational hierarchy structures that are in place.

8.2.1. The financial condition of the school

8.2.1.1 The total financial resources of GCTS have been growing over the last ten years, in spite of one of the most dramatic economic cycles in the American history. Total Assets of the institution are illustrated below:

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>7,355,172</td>
<td>10,656,121</td>
<td>8,555,688</td>
<td>9,795,459</td>
<td>16,081,115</td>
</tr>
<tr>
<td>Permanently Restricted</td>
<td>40,835,708</td>
<td>41,729,43</td>
<td>43,801,226</td>
<td>45,185,502</td>
<td>48,109,679</td>
<td>49,974,942</td>
</tr>
<tr>
<td>Total Net Assets</td>
<td>71,389,120</td>
<td>74,642,964</td>
<td>80,927,290</td>
<td>79,619,809</td>
<td>83,795,831</td>
<td>92,009,325</td>
</tr>
</tbody>
</table>

Note: Total Net Assets in 2005 were $75,152,610. The 2009 and 2010 values reflect the dramatic losses of invested funds during the 2008-2009 calendar years. As this illustration reflects, Total Net Assets recovered by 2011, and have seen significant growth in the latest two fiscal years. Dividing the last ten years into five-year segments shows two very different trends. From 2005-2009, Total Assets declined by 5%. From 2009-2014, Total Assets increased by 29%.

Attach ATS Finance sections from 2010-2014

Investments into the physical facilities on multiple campus locations have resulted in viable educational locations all along the East Coast. Hamilton, Boston, Charlotte and now Jacksonville have all been the beneficiaries of physical plant improvements and/or relocations over the last 10 years. Additionally, a major Charlotte campus expansion is under construction at this time, and is scheduled for completion in early 2015.
Strategic Planning efforts have taken a long-term approach, both to the initiatives and as to the finances. GCTS employs a ten-year strategic planning window of financial impacts. Five years of history are captured for each campus or program, coupled with a three-pronged projection for five years in advance. Three separate forecasts are built based upon three very different assumptions: 1) Initiatives are unsuccessful, and enrollments are in decline. 2) Initiatives are reasonably successful and enrollments are stable. 3) Initiatives succeed and enrollment goals are met and often exceeded. This avoids the inherent inaccuracies of a single-assumption model that cannot possibly provide accuracy for five years into the future. By employing this strategy, GCTS has an established range of possible outcomes for each program and campus. This provides a highly useful tool for strategic decision-making, and assists in providing a reasoned projection as to the total impacts of decisions, not just within a single setting, but also their impact upon the institution as a holistic unit.

Another outgrowth of this planning tool is the ability to conduct a reasoned cost/benefit analysis. Individual decision points can be built into the model, helping to determine if the risks and up-front investments truly are reasonably recovered or will potentially become profitable.

8.2.1.2 GCTS enjoys a healthy mix of the three major revenue sources common to Seminary education: Tuition revenue has been a steady and reliable source of funding. In 2010, tuition revenue represented 58% of all Unrestricted funds received. In 2013 that dependence upon tuition revenue had declined, but by less than a percentage point. Contribution revenue, though, had increased from 9% of Unrestricted revenue to 11%.

The Partnership Program continues to flourish, and generate giving that is assisting GCTS in providing a more reliable source of funds that is not borne on the backs of student tuition, and thereby driving student debt.

The endowment returns very consistently fund around 16% of the budget by employing a 5% spending rule. Attach Spending Policy. This spending rule allows the use of 5% of the trailing three-year average of the endowment balance. This is very much in keeping with industry norms in America.

8.2.1.3 GCTS has been able to finish the fiscal year with a positive change in Unrestricted Net Assets in 4 of the last 5 years.

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>5-Yr. Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in UNA</td>
<td>870,538</td>
<td>911,094</td>
<td>-591,324</td>
<td>12,074</td>
<td>62,575</td>
<td>1,264,957</td>
</tr>
</tbody>
</table>

These surpluses are not as large as desired, and do not meet our internal goals. They do, however indicate the strength and stability that exists in our budgetary approaches and policies.

Attach Audit Statement of Activities from 2010-2014

8.2.1.4 Endowments provide a meaningful source of funds for GCTS. These funds are managed based upon Board input and professional analysis, following an adopted investment policy. (Attached)

Investment strategies are reviewed regularly and benchmarked against meaningful standards in the financial industry.
The total in Permanently Restricted Net Assets has grown from 2 sources. New contributions during the past decade have generated $9.6 Million in additional corpus. Earnings, gains, and increased valuations have resulted in an additional $4 Million in retained funds (after distributions to operations in accordance with the spending policy). The end result is, net of 10 years of distributions, the endowment has grown by 37.6% to a total just short of $50 Million. During this same decade, the CPI reflects a cumulative inflation of 22%. Based upon this quick look, the purchasing power of the endowment has increased even after adjustment for inflationary factors.

8.2.2 Accounting, audit, budget, and control

8.2.2.1 ATS, NACUBO, ECFA, ABACC, Noel Levitz, Auburn Institute, In Trust, Other guidance. The Administration at GCTS has adopted policies and procedures that are in accordance with recognized “best practices” for handling financial transactions and creating internal reporting mechanisms that are meaningful, timely, and accurate. Statements are in well-accepted formats and made widely available through our web page as well as public filing of the IRS 990 form. GCTS is a member of ECFA, NACUBO, and ABACC, having met all standards for recognition and membership within each of those groups. Additionally, the Seminary is active with ATS and NEASC, our accrediting agencies. GCTS financial statements have been used as examples in seminars, providing guidance for other institutions within the field of education.

8.2.2.2 Independent, full audits of GCTS are conducted on an annual basis in accordance with all standards published by the AICPA. These audits are available for public inspection (Attached three most recent) on a regular basis at www.gordonconwell.edu. The Audit Committee, a sub-committee of the Board of Trustees has direct interaction with the Auditors before the audit is conducted. Additionally, there is a follow-up meeting when the annual draft audit report is prepared during which extensive investigation and conversations are engaged.

The Audit Committee also conducts interviews of the independent auditors during “executive sessions” conducted in privacy, without staff involvement or access. When the Audit Committee is satisfied that the audit is complete and thorough, they recommend the audit report to the full Board of Trustees. The Board of Trustees receives the audit report, both individually and corporately as part of their regularly scheduled meeting. Opportunity is given to the entire Board to voice concerns or questions prior to their acceptance of the report. Attach Audit committee minutes, Board of Trustee minutes.

8.2.2.3 Management letters are a regular part of each annual audit. The recommendations brought forward in these letters are taken as constructive guidance to the Institution. When possible, changes are implemented that address any concern raised in the management letter. All issues raised in management letters are responded to and addressed publicly with the Board of Trustees.

Attach management letter example and response.

8.2.2.4 The budget process employed by GCTS involves many layers of management and governance. At their February meeting, the Board sets forth general parameters and assumptions that are to be followed in building the upcoming budget. Administration then applies those assumptions to a predictive model in building a reasonably anticipated revenue model. Supervisory personnel, Directors, and Administration then build expense budgets, and engage in a prioritization process targeting a budget where the anticipated revenues exceed the anticipated operational expenses. This balanced budget is then presented to the Full Board in May for their review, modification, and approval. This sets
the “preliminary” budget for the upcoming fiscal year. When fall semester enrollment data is known, and the actual tuition billing is in place, the Administration – through the Leadership Team – build revisions to the preliminary budget for presentation to the Board at their meeting in October. This, then constitutes what is considered the final budget for the fiscal year. Strategic planning is taking place throughout these processes with a look toward a five-year advance plan. The five-year planning provides generalized guidelines and is adjusted each year in response to actual experience, enrollment, contributions, and the market performance of endowed funds.

8.2.2.5 The GCTS accounting/finance department provides regular monthly reporting of a year-to-date budget vs actual comparison at a departmental level. Budget managers are thereby enabled to make changes as needed to bring about compliance within the established and approved budget. Additionally, full-campus-level and Institutional-level reporting is provided in a monthly summary format to the Cabinet and Leadership Team at their meetings. Every Board of Trustees meeting includes YTD financial reports and explanations of any questioned items. The Finance Committee gives focused, detailed attention to the budget reports three times per year.

Attach LT minutes containing evidence

8.2.3 Business management

8.2.4.1 The advancement plan for the last five years has been focused on the institutional comprehensive campaign: Our Legacy, Our Future (OLOF) that is tracking to raise our goal of 64.5 million dollars. This campaign has encompassed giving at three levels of restriction: 1) permanently restricted gifts (endowed gifts, typically reserved for endowed chairs); 2. Temporarily restricted gifts (what we refer to as ‘restricted’ gifts – this includes capital and planned giving) and 3. Unrestricted gifts (our annual fund – also known as the Education Fund).

All aspects of this plan are reviewed regularly by Kurt Drescher, VP of Advancement along with key team members (Aaron Harrington, Campaign Director, Neely Gaston, Chief of Advancement-Charlotte and Robin Higle, Director of Stewardship/Annual Fund.) In addition, Board of Trustee members who serve on the Advancement Committee weigh in at each of three annual Trustee meetings, and when needed, between meetings when special conference calls are scheduled. While Kurt Drescher works closely with his team and our President, to craft and execute the plan, the trustees have provided invaluable guidance, as we have moved forward in unity at each major milestone of the campaign.

In addition to internal support, the Seminary has engaged with two key consultants: Ted Rogers of (insert name of consulting firm) and more recently, independent consultant Bill Haussmann to guide us through the last 2 years of the five year campaign.

All fundraising efforts are conducting in keeping with ECFA standards, of which Gordon Conwell is a charter member. Additionally, all campaign goals serve to undergird our institutional strategy established in 2008, which involves:

• Reach more students in underserved markets to better serve our diverse student body
• Establish more global partnerships to better serve the global church
• Optimizing our existing educational programs
• Develop a culture of outcomes and assessment.

8.2.4.2 The Stewardship Office takes great care to honor donor intention, and works regularly with the finance office to ensure proper placement of gifts to the appropriate funds. New funds are created when existing funds do not meet the stated intention of the donor. If there is lack of clarity as to donor intent, the donor is contacted in order to clarify and direct the gifts to the appropriate fund.

Donors are sent a thank you receipt with every gift, no matter the size (IRS guidelines require a receipt for cash gifts over $250). We also strive to meet an internal service level agreement (SLA) that requires receipts to be mailed within 48 hours of receipt, or two business days. Kurt Drescher is provided receipts that he writes a personal thank you note to loyal donors, first time givers, etc. Three years ago, we instituted a new practice if issuing annual giving statements to each donor. We have also begun a practice of hosting a special annual diner for major donors, where they are thanks by the administration, but where no fund raising occurs.

In the case of large gifts typically given for scholarships or for an endowed chair, a report is drafted and sent to the individual donor or foundation, at agreed upon dates, usually annually. These reports contain updates from the student recipients of scholarship funds, and demonstrate the impact of the gift. They often contain financial updates in the case of larger gifts made to endowed or restricted funds.

8.2.4.3 Not applicable. (No auxiliary foundations are established at GCTS.)

8.3.1 – 8.3.6

The Seminary owns and operates the buildings and infrastructure for campuses in South Hamilton and Boston, Massachusetts, and Charlotte, North Carolina. In Jacksonville, Florida, the Seminary rents office and classroom space (see 8.3.6 - FINAL Jax Lease Agreement.pdf). Seminary owned parking is available at the South Hamilton and Charlotte campuses. Seminary students, employees and visitors have access to parking in Jacksonville as part of the lease agreement. In Boston, parking is usually available on street and in lots owned by local churches and non-profits. Classroom spaces, offices, chapel and break rooms are available at each campus. Enrollment staff at each campus schedule classes and assign classroom spaces. Classroom assignments are based on instructional needs, class sizes and capacity.

At the Hamilton campus, there are classrooms with flexible and fixed furniture and AV installations. (see 8.3.1 Hamilton Classroom Map 2013, 8.3.1 GCTS Classroom Capacities 2012, 8.3.1 Classroom Adequacy Summary Tables) In addition to classroom space and housing, the Hamilton campus includes a full service cafeteria, nursery schools, water treatment facility and spacious grounds. (see 8.3.1 Hamilton Campus map) Over the past three years, the Seminary completed significant renovations to add large meeting spaces, flexible classrooms and offices. (see 8.3 Hamilton classroom and meeting space projects 2005 to 2015).
At the Charlotte, Boston and Jacksonville campuses, there are classrooms with flexible and fixed furniture and AV installations. Significant expansion is underway for the Charlotte Campus with an estimated completion date by mid-2015. The expansion will add a large assembly hall, tiered classroom, four flexible classroom spaces and offices. (see 8.3.1 Charlotte plans)

School Dude hosted software tracks physical resources including buildings, elevators, HVAC equipment, lighting and parts and supplies. School Dude generates preventative maintenance schedules based on manufacturer recommendations. Qualified staff and contractors address management and maintenance of physical resources. Seminary staff log completed tasks within School Dude.

Deferred maintenance is tracked by the CFO and Director of Physical Plant. There is a timetable for work. (see 8.3.5 Maintenance projects)

The Seminary conducts regular reviews internally and with insurance and municipal representatives to ensure safety compliance. (see 8.3.2 list of inspection dates and certificates) Work checklists are stored in School Dude and utilized by staff to ensure that locations are safe, accessible and free of known hazards (see 8.3.5 sample Physical Plant checklist)

Housing policies and practices for apartments and dormitories are documented and available on the Seminary’s public website. The policies include criteria to receive on campus housing. (see 8.3.4 Apartment Policies.pdf, 8.3.4 Dormitory Policies.pdf)

**Institutional information technology resources** (A.T.S. 8.4.1-8.4.2)

The Information Technology (IT) Department oversees the centralized management of all information technology resources. Core IT staff are based in South Hamilton and a Lead Technician is based in Charlotte. All Help Desk requests and asset management are addressed centrally. In 2007, the Seminary created the role of Chief Information Officer (CIO) and hired an IT veteran with management and IT experience. The CIO is a member of the President’s Leadership Team. From 2007 to the present, the CIO has partnered with Human Resources (HR) to rewrite all IT job descriptions, evaluate and train staff and hire skilled staff. (see 8.4.1 IT org chart) Externally, the CIO participates in EDUCAUSE and on the ATS Technology in Theological Education Group (TTEG) Steering Team for Administrative Systems.

In 2007, the Seminary launched a multi-year institution wide overhaul of communications systems, server rooms, desktop computing and ERP systems. Key initiatives competed are server room environmental controls and fire suppression, phone system upgrades, phone system replacements and WiFi expansion at all campuses. (see 8.4.1 IT Projects) Through this initiative the Seminary shortened the average replacement cycle for laptops and desktops from five to six years by a year to four to five years. (see 8.4.1 IT inventory report) Replacement cycles for network and server equipment were changed from five to eight years in operation to three to five years, depending on the type of equipment. Shortened replacement cycles were accomplished through grant funding and adoption of leasing.
In addition to hardware, this overhaul included new systems for Email, File Shares, Financial, Student Information System, Financial Aid, Development and Web Content Management. (see 8.4.2 IT Software) There are varying levels of integration to share data between these systems, including Financial Interfaces, Alumni information and Enrollment data. Reports and data exports from these systems are used to drive decision making and operations across all levels of the Seminary. Crystal Reports, SQL Reporting Services and Excel are the primary reporting tools. (see 8.4.2 IT Systems)

In line with IT strategy, the Seminary outsources hosting and management of most core applications including Email, Financial, Development and Web Content Management. Host vendors provide evidence of independent audits. Internally hosted applications run on virtualized servers with shared storage in a RAID configuration. The servers have built in redundancy and fail over capabilities.

Written policies govern the use of IT systems, information security, system backups and records retention. (see IT Acceptable Use Policy in Staff Handbook, 8.4.1 IT Backup Policy, 8.4.2 Records Retention Policy) The CIO and IT staff participate in the annual audit.

IT plans and budgets are developed based on the strategic plan, stakeholder interviews, Leadership Team discussions, Student and employee surveys, Help Desk ticketing system statistics, replacement cycles and industry trends. (see 8.4.1 Sample IT Help Desk statistics)

**Instructional technology resources** (A.T.S. 8.8.1 – 8.8.3)

Educational Support Services (ESS) and Media Services Departments oversee Instructional Technology functions. Both departments align with the academic mission of the Seminary and receive prioritization through oversight from the Vice President for Academic Affairs. The CIO provides oversight related to Instructional Technology selection, project management and technical support functions. (see 8.8.1 Instructional Tech org chart) Technology policies pertaining to academics are vetted by the appropriate faculty committees.

Over the past ten years, the Seminary has expanded and deepened staffing related to Instructional Technology. ESS is led by a Director with a Seminary degree, teaching experience and technical skills. The Director of ESS participates on the TTEG Steering Team for Instructional Technology. ESS responsibilities include the following Instructional Technology functions: Learning Management System (Sakai) administration, Media Hosting administration (Kaltura, Vimeo, iTunes), videoconference services for courses (Big Blue Button, faculty technical training and courseware production. ESS position requirements include technical and teaching experience as well as a Seminary degree.

Media Services Departments at South Hamilton and Charlotte are led by Managers with AV and digital media experience. Media Services responsibilities include the following: AV installation and support for all classrooms and chapel, teleconference administration, video and audio capture of lectures and chapel, video production, digital media archive management and hardware asset management. Faculty
have access to fixed or portable AV installations in all classrooms on all campuses. (see 8.8.2 Classroom tech assessment)

The IT Help Desk deploys hardware for faculty and provides technical support for all technology users. Support is available in person, over the phone and in email. Extended support hours are provided for students enrolled in Semlink+ courses. Help Desk staff are available at new student orientations, registrations fairs and other gatherings to help new students use technology. Help documentation and videos are available on the Seminary’s website. Faculty training referrals are forwarded to ESS.

The Seminary provides all faculty with laptops and the Microsoft Office suite. Faculty may apply for reimbursement of technology expenses for approved items including Bible software and peripherals.

IT staff partner with library staff to meet student technology needs. Walk up computers, Bible software, printer and scanners are available in campus libraries Bible software companies regularly provide training on campuses

Processes exist for Admissions representatives to share login credentials with all new students before classes start. Hybrid program students completed a mandatory tutorial to orient them to Sakai and ensure system readiness. Online classes include additional evaluation components to help staff assess technology.

Instructional Technology plans, budgets and practices are evaluated and modified based on student surveys, laws and regulations, accreditation standards and industry trends.

Analysis and Assessment

**Physical Resources (A.T.S. 8.3.1 – 8.3.6)**

Course scheduling at the South Hamilton campus is partially constrained based on classroom availability. Specifically, there are peak time slots during weekdays when course sizes are capped and course sections are not available. As a result, students are placed on wait lists for some courses and some courses are offered at times that are less convenient for students. The addition or repurposing of space to accommodate courses with twenty to forty students would enable the Seminary to offer courses at the most convenient times and increase course enrollments to numbers that are still within appropriate limits for the type of course.

Apartments at Hamilton are in need of remodeling to bring kitchens and finishes up to date. There are plans to direct a portion of capital campaign funds to apartment remodeling. Dormitories at Hamilton are comprised of single and multi-student rooms with shared bathrooms. Some students express a desire to have their own bedroom, private bathroom or access to cooking facilities. (see 8.3.4 student survey housing data)

There are deferred maintenance needs at the Hamilton campus related to paved surfaces, (see 8.3.5 Hamilton advisory paving study), roofing and other elements. Additional capital funding is needed to address deferred maintenance.
In Charlotte, some office spaces designed for one worker are shared by two or three employees. Some employees work some or all of their work hours off campus to reduce pressure for on campus workspace. Following the completion of new office spaces in 2015, fewer employees will share workspaces.

In Boston, students, employees and visitors sometimes experience difficulty locating nearby available parking. There may be options to increase the parking available to the Seminary during peak periods.

**Institutional information technology resources**

Core IT services are available at all campuses and IT is staffed with experienced professionals. Total unplanned downtime across all major systems directly managed by the Seminary (Network, CAMS, File Share, Phones) at all campuses is less than an average of 16 hours per month or 192 hours per year (98% uptime). Planned downtime for maintenance is targeted for lower use periods. (see 8.4.1 Unplanned downtime log)

There are opportunities for IT to better support the mission of the Seminary through increased investments in data and voice communications infrastructure, hardware replacement cycles, end user support services, systems integration and analytical systems. Additional staffing would be required in tandem with increased services. The CIO is actively working with the Seminary’s Development team and IT staff to estimate costs and recommend funding sources for additional IT investment.

Concerning communications infrastructure, additional investment would facilitate better reliability and performance. The South Hamilton campus fiber backbone is incomplete and the phone system has been in operation for roughly fifteen years. Major components of the campus network are not connected via fiber and the Seminary is vulnerable to failure in the existing pathways without redundancy.

Telephone system parts are no longer produced for the system in use at the Hamilton Campus. Aged and incomplete wiring undergird the phone system, making it difficult to accommodate office moves and new hires. By the end of calendar year 2015, the Seminary should complete major wiring work and replace the phone system at South Hamilton. (see 8.4.1 Hamilton network topology)

The shorter equipment replacement cycles are improvements over previous practices. Seminary employees and constituents would benefit from even shorter cycles that reduce outages that impact worker efficiency.

Additional staffing with experienced IT professionals in the IT Help Desk and more sophisticated Help Desk software would shorten turnaround time on support requests.

Core systems (Financial, Development, Student Information) primarily share data in the form of data exports and imports rather than real time integration. Manual intervention is required to post financial interfaces and share constituent contact information. (see 8.4.2 IT Integration diagram) The Seminary should conduct a feasibility study of real time integration between core systems and estimate costs.
Data for reporting and analysis is gathered from individual systems. Currently the Seminary does not possess the means to report on data from multiple systems simultaneously. Additionally, the Seminary does not have databases and visualization tools that can be used to assess institutional performance without significant manual effort. (see 8.4.2 IT Reporting & Analysis) The Seminary should conduct a feasibility study of an analytical reporting system and estimate costs. Instructional technology resources

The Seminary is in a markedly different position now compared to ten years ago with regards to Instructional Technology staff and tools. Qualified employees with technical and educational backgrounds are in place to support the Instructional Technologies that are needed for the Seminary’s mission. The employees in these new positions are capable of training and supporting faculty. (see 8.8.2 Instructional Tech Org Chart)

New students receive the information that they need in order to log in ahead of course start dates. New students receive support during orientations and registration fairs. These pre coursework supports help mitigate issues before course due dates and reduce student frustration.

Sakai is a broadly used LMS with a foundation and vendors available to expand and support the tool. Other Instructional Technologies in use at the Seminary are broadly accepted, used and supported across higher education. Tools are reviewed for ADA compliance and accommodations are provided as needed.

Classroom technologies in most South Hamilton and Boston classrooms were implemented in the 2000 to 2005 timeframe. In the coming year, the Seminary will estimate the costs and seek funding sources to revamp classroom technologies, cutover from analog to digital technologies and implement centralized classroom monitoring and controls. (see 8.8.3 Classroom AV Assessment)

8.5-8.7 in progress...