

ATS Standards

1 Purpose, planning, and evaluation

Theological schools are communities of faith and learning guided by a theological vision. Schools related to the Commission on Accrediting of the Association of Theological Schools conduct post-baccalaureate programs for ministerial leadership and in theological disciplines. Their educational programs should continue the heritage of theological scholarship, attend to the religious constituencies served, and respond to the global context of religious service and theological education.

1.1 Purpose

1.1.1 Each member school shall have a formally adopted statement of institutional purpose. The statement of institutional purpose should articulate the mission to which the school believes it is called and define its particular identity and values. When confessional commitments are central to the identity of a school, they shall be clearly articulated in the statement of purpose. The initiation, development, authorization, and regular review of this statement is the responsibility of the appropriate governing body, and the development should involve all appropriate constituencies (e.g., trustees, faculty, administration, staff, students, and ecclesiastical bodies).

1.1.2 Theological schools that are related to colleges or universities should support the purpose of the overall institution and develop their purpose statements in relationship to the institutions of which they are a part.

1.1.3 Purpose statements should be enabling and defining documents and should be realistic and accurate. The adequacy of the purpose statement and the institution's ability to fulfill its mission are critical elements to the institution's integrity.

1.2 Planning and evaluation

1.2.1 The purpose statement shall guide the institution in its comprehensive institutional planning and evaluation procedures and in making decisions regarding programs, allocation of resources including the use and support of educational technology, constituencies served, relationships with ecclesiastical bodies, global concerns, institutional flexibility, and other comparable matters.

1.2.2 Evaluation is a critical element in support of integrity to institutional planning and mission fulfillment. Evaluation is a process that includes (1) the identification of desired goals or outcomes for an educational program, or institutional service, or personnel performance; (2) a system of gathering quantitative or qualitative information related to the desired goals; (3) the assessment of the performance of the program, service, or person based on this information; and (4) the establishment of revised goals or activities based on the assessment. Institutions shall develop and implement ongoing evaluation procedures for institutional vitality and educational effectiveness.

1.2.2.1 Institutions shall develop and implement ongoing evaluation procedures for institutional vitality. The scope of institutional vitality evaluation includes (1) ability to fulfill the school's mission; (2) ability to provide the resources necessary to sustain and improve the school; and (3) ability of governance and administrative structures, personnel, and procedures to exercise leadership adequately on behalf of the school's purpose and to operate the school with integrity.

1.2.2.2 Institutions shall develop and implement ongoing evaluation procedures for educational effectiveness as required by individual degree program standards.

1.2.3 A comprehensive evaluation process is the primary resource an institution uses to determine the extent to which it is accomplishing its purpose. The various institutional and educational evaluation procedures shall be analyzed, coordinated, and employed in comprehensive institutional planning. Information gained in evaluation processes should be utilized widely within the institution for ongoing administrative and educational planning.

NEASC Standards

Standard One: Mission and Purposes

The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.

- . 1.1 The mission of the institution defines its distinctive character, addresses the needs of society and identifies the students the institution seeks to serve, and reflects both the institution's traditions and its vision for the future. The institution's mission provides the basis upon which the institution identifies its priorities, plans its future and evaluates its endeavors; it provides a basis for the evaluation of the institution against the Commission's Standards.
- . 1.2 The institution's mission is set forth in a concise statement that is formally adopted by the governing board and appears in appropriate institutional publications.
- . 1.3 The institution's purposes are concrete and realistic and further define its educational and other dimensions, including scholarship, research, and public service. Consistent with its mission, the institution endeavors to enhance the communities it serves.
- . 1.4 The mission and purposes of the institution are accepted and widely understood by its governing board, administration, faculty, staff, and students. They provide direction to the curricula and other activities and form the basis on which expectations for student learning are developed. Specific objectives, reflective of the institution's overall mission and purposes, are developed by the institution's individual units.

Institutional Effectiveness

1.5 The institution periodically re-evaluates the content and pertinence of its mission and purposes, assessing their usefulness in providing overall direction in planning and resource allocation. The results of this evaluation are used to enhance institutional effectiveness.

Standard Two Planning and Evaluation

The institution undertakes planning and evaluation to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively.

- . 2.1 Planning and evaluation are systematic, comprehensive, broad-based, integrated, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement of institutional purposes. Results of planning and evaluation are regularly communicated to appropriate institutional constituencies. The institution allocates sufficient resources for its planning and evaluation efforts.
- . 2.2 Institutional research is sufficient to support planning and evaluation. The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness.

Planning

- . 2.3 The institution plans beyond a short-term horizon, including strategic planning that involves realistic analyses of internal and external opportunities and constraints. It plans for and responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives. Institutional decision-making, particularly the allocation of resources, is consistent with planning priorities.
- . 2.4 The institution has a demonstrable record of success in implementing the results of its planning.

Evaluation

- . 2.5 The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program. The institution's evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods.
- . 2.6 The institution has a system of periodic review of academic and other programs that includes the use of external perspectives.
- . 2.7 Based on verifiable information, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and resource allocation and to inform the public about the institution. (See also 10.10)

Institutional Effectiveness

- . 2.8 The institution determines the effectiveness of its planning and evaluation activities on an ongoing basis. Results of these activities are used to further enhance the institution's implementation of its purposes and objectives.

1 Purpose, Planning, and Evaluation **ATS Standard 1; NEASC Standards 1 & 2**

Gordon-Conwell Theological Seminary is a recognized multi-denominational evangelical Protestant graduate school serving more than 2,100 students on campuses in South Hamilton and Boston,

Massachusetts; Charlotte, North Carolina; and Jacksonville, Florida. The seminary has one of the top five largest enrollments among over 270 graduate schools of theology. Gordon-Conwell's students represent 91 denominations and 64 foreign countries.

Gordon-Conwell is committed to academic excellence, strong biblical teaching and effective global and cultural engagement. To that end, it offers many degrees at the master's and doctoral levels and has gained an international reputation for leading faculty in the areas of Biblical Studies, Practical Theology and Christian Thought. In addition, the seminary has established a noted program in urban ministry training on its Boston campus and innovative educational models on its Charlotte and Jacksonville campuses that allow students to remain in full-time ministry while earning a degree. In the past ten years, Gordon-Conwell has expanded its reach in ways that have strengthened its ability to fulfill the seminary's vision "To advance Christ's Kingdom in every sphere of life by equipping Church leaders to think theologically, engage globally and live biblically."

Mission and Purpose

Gordon-Conwell's *Mission Statement* is comprised of six articles describing the seminary's priorities in serving the Church. These articles were revised slightly in the spring of 2005 and approved by the faculty and board of trustees.

Gordon-Conwell Theological Seminary is an educational institution serving the Lord and His Church. Its mission is to prepare men and women for ministry at home and abroad. The seminary undertakes this task as a training partner with the Church so that what is learned on campus may be complemented by the spiritual nurture and the exercise of ministry available through the Church.

Gordon-Conwell's mission arises out of God's redemptive work in this world effected in Jesus Christ, understood through the biblical Word and mediated by the Holy Spirit. As a theological seminary, it provides learning, resources and training through which men and women may acquire knowledge, gain skills and develop attitudes needed in Christ's ministry. Its mission, accordingly, is to serve the Church in the following ways:

Article 1: To encourage students to become knowledgeable of God's inerrant Word, competent in its interpretation, proclamation and application in the contemporary world. Because the teaching of God's Word is indispensable to the well-being and vitality of God's people, the seminary has a fundamental responsibility to encourage in its students a love for Scripture. The seminary is to teach exegetical skills by which they will be able to apply Scripture effectively.

Article 2: To maintain academic excellence in the highest tradition of Christian scholarship in the teaching of the biblical, historical and theological disciplines. Theological education, which is properly done within and for the Church, ought to function with rigor and academic integrity. The seminary, therefore, must provide an environment within which teaching and learning can best occur and encourage high levels of scholarly competence and research in its faculty.

Article 3: To train and encourage students, in cooperation with the Church, to become skilled in ministry. The Church and the seminary share the goal of seeing knowledge, skills and attitudes integrated in the person who ministers. Both in traditional degree programs and in continuing education, a combination of careful training and supervised experience in ministry are educational practices essential to achieving that goal.

Article 4: To work with the churches towards the maturing of students so that their experiential knowledge of God in Christ is evidenced in their character, outlook, conduct, relationships and involvement in society. Academic learning divorced from a life of biblical spirituality neither honors God nor serves His people. Such spirituality is to be expressed cognitively, relationally and socially. It is to be translated into action, God's people embodying His compassion, declaring His justice and articulating His truth in society.

Article 5: To provide leadership and educational resources for shaping an effective evangelical presence in Church and society. Gordon-Conwell's academic and institutional resources are to be put into the service of the Christian community to provide careful research on and informed understanding of critical issues, as well as in exercising leadership in learned societies, in movements of renewal and reform and in a variety of off-campus ministries in order to develop a more informed understanding of what the lordship of Christ means in our contemporary world.

Article 6: To develop in students a vision for God's redemptive work throughout the world and to formulate the strategies that will lead to effective missions, evangelism and discipleship. The central mission of the Triune God is the creation of a fellowship of men and women who are mature in Christ and who will love and serve Him forever. This mission is realized evangelistically through the proclamation of the biblical gospel by those who embody the message they proclaim and who seek to make disciples from all peoples.

Planning and Evaluation

The Seminary completed an extensive analysis of environmental factors and internal factors that could have significant implications on our strategic planning work. More than two dozen taskforces developed their work resulting in a document entitled "The Context for our Strategic Plan". The following summarizes a few of the most significant findings that have implications to our strategic plan that was completed in December 2008.

1. Trends in Global Christianity:
 - a. Hispanic Americans are the largest ethnic group in the USA with evangelical Hispanics likely to become the majority ethnic group within American evangelicalism by the year 2010.
 - b. Christianity and church growth have shifted dramatically to the global South.
 - c. Theologians from the global South will have an increasing voice in Protestant seminaries.
 - d. Increasingly Muslims, Hindus and Buddhists are found in traditionally "Christian lands".
2. Trends in Higher Education and Economy:
 - a. Assessment of outcomes is the "hot topic" in accreditation – yet no serious educational outcomes assessment system is in place for the seminary today.
 - b. Student indebtedness continues to grow and threatens affordability of a traditional seminary education.
 - c. Evangelical seminaries which are "tuition driven" (GCTS – 71%) are particularly vulnerable to declining economic downturns and international crisis that may limit immigration.
 - d. Intergenerational wealth of \$41 trillion to be transferred by 2052.

- e. The impact of the financial market crisis and loss in stock market values will have at least a three-year impact on schools with endowment funds.
3. Trends in North American Churches:
 - a. Between 2000 and 2005, the number of mega-churches nearly doubled to 1,210 congregations with average weekly attendance of 3,585.
 - b. Despite the growth in mega-churches, only 17% of evangelicals aged 21 to 45 are in a congregation of 1,000 or more.
 - c. Growing numbers of church leaders do not have a traditional seminary education.
 - d. Students today are less spiritually formed and biblically informed than in prior generations.
 4. Trends within Gordon-Conwell:
 - a. The top three reasons students choose GCTS are academic reputation, theological perspective and faculty, in that order.
 - b. Only 60% of surveyed alumni reported that they are in a paid church ministry (more extensive survey work will verify).
 - c. 44% of our full time faculty are 60 years or older.
 - d. Donation income for operations has been “flat lined” in total for the past ten years.
 - e. The Seminary’s ability to attract new students has been declining for the past four years.
 - f. The Seminary’s endowment fund has lost at least 20% in value since June 30, 2008.
 - g. Using an objective index for schools of higher education, the Seminary’s Composite Financial Index score represents a school “in financial distress” for the past three years.
 - h. GCTS under-invests in technology – spending \$445 per student compared to industry benchmark of \$831.

Vision Statement:

To advance Christ’s kingdom in every sphere of life by equipping Church leaders to think theologically, engage globally and live biblically.

Five Strategic Goals:

The vision will be realized by accomplishing five key strategic goals—many of which have already begun to be initiated—supported by the achievement of a variety of integrated initiatives.

1. **Create a More Robust and Integrated Educational Experience:** To provide a theological education more effective in preparing an increasingly diverse student body for a lifetime of ministry.
2. **Engage More Intentionally in Globalization of the Church:** To cultivate a growing network of global faculty, partnerships, and services so that the community is increasingly engaged in the global mission of the Church.
3. **Expand Student Access through Multiple Delivery Systems:** To build competencies in multiple delivery systems to achieve increased student access to affordable, quality education.
4. **Establish a Culture of Outcomes and Assessment:** To develop an institutional culture of assessment so that initiatives are focused on continually improving educational outcomes.
5. **Improve the Seminary’s Financial Strength:** To integrate new economic models and a comprehensive campaign with the strategic goals so that the financial strength of the Seminary

provides the resource base for the achievement of mission with excellence.

Key Initiative and Actions Steps

1. **Reach Out to Underserved Student Markets:** Improve student access by offering full degree programs, certificate programs and seminar experiences so that underserved student markets receive affordable, quality theological education.
 - a. *Web Courses:* Develop new web-enhanced and web-delivered courses while maintaining Semlink, our current distance learning program.
 - b. *Course Offerings, Schedules and Sites:* Integrate distance learning and web-enhanced courses with courses taught in one or two-week intensives, a new summer program format and new self-supporting sites, as needed, to improve accessibility to more students.
 - c. *Hispanic Program:* Launch a Hispanic program utilizing the above delivery systems in various locations.
 - d. *Explore New Markets for Theological Education:* Research, develop, test and market new, scalable, revenue-producing programs and offerings to meet needs of other underserved groups like lay leaders, missionaries, and Church staff.
2. **Establish New Global Partnerships:** Build on faculty mission and interests, the Wilson Center, the Center for the Study of Global Christianity, the CUME network and other global connections so that Seminary resources are used to develop new global partnerships.
 - a. *Mission Degree Expansion:* Expand enhanced missions degree programs.
 - b. *Global Partnerships:* Learn from and engage programmatically with global partners sharing our unique, core educational competencies throughout the world.
 - c. *Global Opportunities for Students:* Broaden student opportunities for global experiences.

Supporting Initiatives and Action Steps

1. **Optimize our Existing Educational Program:** While maintaining the outstanding strength of our full-time faculty, and in light of fiscal realities and educational value to our students, optimize our existing educational program.
 - a. *Tailored Marketing Plans:* Launch new marketing strategies to optimize enrollment.
 - b. *Develop Human Resources:* Develop and implement a faculty and staff compensation improvement plan and provide tailored, continued education opportunities.
 - c. *Integration of Part-time Faculty:* Develop a pool of qualified, diverse, part-time faculty.
 - d. *New Responsibility Center Accountability:* Implement a new budget philosophy that encourages every campus and major program to grow revenues and control costs.
 - e. *Facilities, Technology and Equipment:* Improve functionality of classrooms, upgrade technology and eliminate deferred maintenance.
2. **Implement Curricular Review:** In light of the seminary's mission, Church needs, and student outcomes assessment, initiate a curricular review beginning with the MDiv.
 - a. *Growth Area in Curriculum:* Give special attention in curriculum development to spiritual formation, leadership formation and globalization.

- b. *Integrate Church Needs and New Delivery Methods:* Integrate Church needs and flexible delivery models into our classical commitment to in-depth biblical, theological, historical, and ministries studies.
 - c. *Assessment System:* Utilize a new, comprehensive assessment system with 100 percent participation by faculty while also testing the use of e-portfolio for future integration into the assessment system.
3. **Adequately Resource Key and Supporting Initiatives:** Raise funds needed for operations and new initiatives.
- a. *Advancement Team:* Hire a VP of Advancement and invest in the fundraising program.
 - b. *Comprehensive Campaign:* Launch a comprehensive campaign to fund key and supporting initiatives and meet the annual operating needs of the seminary.
 - c. *Grow the Donor Base:* Develop name acquisition strategies and programs, continuously grow the number of active donors to the Seminary and improve donor retention results.
 - d. *Endowment Fund:* Enhance the endowment fund through current and deferred gifts with special emphasis on scholarships for diverse student groups.

Progress on Goals and Initiatives

Increased Enrollment: In the last decade, enrollment at Gordon-Conwell has increased from 1,470 to 1,892 students—significant growth of 29 percent. Top three reasons students chose Gordon-Conwell:

- a. Great academic reputation
- b. World-class faculty
- c. Spiritual atmosphere

One of Gordon-Conwell’s key strengths according to one of our student Leon Stevenson, M.Div., 2008: “Professors who are not just theologians. They’re also pastors and counselors active in the community, living out what they preached in our classes. It was real-life application.” Leon studied at both the South Hamilton and Boston campuses. He now pastors with two fellow alumni in the heart of Detroit, Michigan.

New Jacksonville Campus

Gordon-Conwell—Jacksonville began offering classes in 2006 at the request of local church leaders. This campus is another expression of Gordon-Conwell’s commitment to reaching students wherever they are. By allowing students to remain in full-time ministry while taking weekend and weeklong classes, the campus brings the rich spiritual and educational heritage of Gordon-Conwell to those for whom graduate theological education would otherwise be out of reach.

The campus’ diverse student body hails from 18 denominations. Its rapidly expanding library with more than 10,000 volumes and membership in a theological library consortium ensure that students have access to up-to-date resources. Its rigorous classes, intensive integration of classroom learning with practical ministry, and accreditation by the Association of Theological Schools in the United States and Canada provide students with a world-class education and thorough preparation for ministry.

Boston’s Center for Urban Ministerial Education

In 2005, CUME opened the newly obtained Michael E. Haynes Academic Building in Roxbury, MA. Entirely renovated to create classrooms, offices, study spaces and a library, the building is the hub of CUME. By easing access to classrooms on the weekends, quadrupling the library's holding capacity, providing study space for students and adding a sense of identity to the campus, it supports CUME's ongoing commitment to superb training in urban ministry.

CUME annually serves some 350 students representing 20 distinct nationalities and a very ethnically diverse student body—only 22.3 percent of students self-identify as white non-Hispanic. To make theological education more accessible to these students, CUME offers classes in English, Spanish, French Creole and Portuguese—language programs funded by The Henry Luce Foundation and intended to serve immigrant groups. This practice gives students the opportunity to listen to class lectures in their native languages and thus more deeply and effectively engage with what they are hearing.

Our Legacy – Our Future Comprehensive Campaign

A legacy is a wonderful resource. At Gordon-Conwell Theological Seminary, we have a rich legacy that has guided our past and mobilizes our future. But our legacy can become a lifeless tradition if it is not revitalized to address the needs and issues of the times. In the midst of changing times with new challenges in the Church and society, we have the opportunity to build upon our great legacy in order to serve the Church and advance Christ's Kingdom in every sphere of life. In the tradition of Gordon-Conwell Theological Seminary since its beginning, we are called to serve the Church with both excellence and innovation.

Gordon-Conwell Theological Seminary provides a rigorous, high-level academic standard that has earned the seminary deep respect around the world. Alumni are sought after by churches for their ability to impart God's Word with clarity and relevance to people longing to find their way amidst a complex, broken world. Every year since the seminary's founding, our graduates preparing for ministries of teaching have gone on to doctoral work in the top universities in the world, including Cambridge, Harvard, Oxford, Princeton and Yale. Our academic legacy is second to none among evangelical seminaries. But our commitment to excellence does not just focus on academics. It is also evident in a growing commitment to leadership development, spiritual formation and vital skills for ministry in diverse and challenging contexts. This commitment to excellence is understood as a stewardship of our legacy and a responsibility to utilize the gifts God has given to us. Above all, it is grounded in a desire to honor God with all that we are and have.

A significant part of our comprehensive campaign launched in July of 2010 has been campus revitalization. The Hamilton campus is now graced with a beautiful new stone wall entrance and, for the first time, lighting from the main entrance into the campus. New signage, including street names in honor of our founders, is found throughout the campus. The Alumni Hall renovation has been a catalyst for student forums, conferences and special dinners.

The Pierce Great Hall is providing space for student gatherings, meetings with mentors, informal study and simply hanging out with friends. The Pierce Center also has new offices that facilitate its significant ministry on our campus. It has truly revitalized the campus, enabling us to more effectively educate students in a context of community, spiritual vitality and educational richness.

Resourcing Future Leaders

In keeping with its commitment to making its education affordable for students—over 80 percent of student receive financial grants or scholarships—Gordon-Conwell is introduced six new, merit-based

scholarships at its South Hamilton campus (on all other campuses students automatically receive discounted tuition) beginning fall of 2010. These scholarships are designed around the seminary's vision statement, to encourage gifted applicants in a number of areas vital to Gordon-Conwell's mission to train men and women to think theologically, engage globally and live biblically. These generous scholarships will significantly reduce recipients' financial obligations and enable them to enter ministry less burdened by debt.

It's very common for students to enter seminary with debt from their undergraduate educations. While in seminary, many students incur further debt that hinders some from becoming missionaries and saddles others with a significant financial burden in pastoral ministry. We are always working to establish scholarships to help students limit additional educational debt, and also ensure that prospective students without adequate financial means can enroll in Gordon-Conwell, a seminary with strong evangelical, biblical and theological convictions.

Here is just a sampling of the new scholarships established since the launch of the comprehensive campaign:

- Pastors for Africa Scholarship
- Kern Pastors-Scholars Program
- Presidential Scholarship for Future Christian Leaders
- Church Planting Scholarship
- Centrihall Student Scholarship
- International Student Scholarship
- Christopher Brown Scholarship
- Military Chaplaincy Scholarship
- Partnership Program Full-tuition Scholarship
- George and Helen Bennett Scholarship for Pastor-leaders
- Doctor of Ministry scholarship for Chinese Pastors

Gordon-Conwell has a rich legacy of serving the Church. For God's glory and with the help of God and the people of God, we will continue to carry on this tradition with excellence and innovation. We simply cannot do this work alone and invite you to prayerfully consider your partnership with our seminary as we steward the resources entrusted to us. To God be the glory for the great things He has done, and will continue to do in and through the work of Gordon-Conwell Theological Seminary.

Campaign for Charlotte Campus

As technology saturates our world with newer tools for communication and the processing of information, the Charlotte campus increasingly reaches beyond the boundaries of its state and region. Through new distance-learning programs, the Charlotte campus is having an international impact, both among future leaders and current leaders seeking additional training and lifelong learning.

The Eight Strategic Initiatives of the Campaign for Charlotte

1. **Community Building Initiatives:** Expanding the boundaries of theological education by extending campus offerings to non-traditional prospects as well as offering greater opportunities for Christian reflection and interaction in larger venues.
2. **Distance Learning Initiatives:** Expanding the boundaries of contextualized theological education. Increasing student participation in the teaching and learning process as these relate to the latest technological developments in relationship developing ministry leadership.
3. **Technology Enhancing Initiatives:** Expanding the boundaries of traditional teaching through technology where a Bible professor, using artifacts to teach biblical archaeology, can teach to sites all over the world from one room.
4. **Public Education Initiatives:** Expanding the boundaries of theological education through larger classrooms to accommodate hundreds of new students in both degree and certificate offerings to constituencies in the southeast.
5. **Student Life Initiatives:** Expanding the boundaries through intentional relationship building. Intensified efforts of student advisement, mentoring and discipleship, spiritual counseling, and academic advising will help students keep more focused on moving through their degree program.
6. **Collaborative Learning Initiatives:** Expanding the boundaries through multi-ethnic leadership cast to multiple sites. As with the assembly space, the professor might choose to have a video conversation with leaders or students or another seminary class live on one of these screens.
7. **Spiritual Renewal Initiatives:** Expanding the boundaries of theological education by providing students with intentional opportunities for formal and informal gatherings intended to shape their theological and biblical thinking.
8. **Experiential Learning Initiatives:** Expanding the boundaries of theological education by becoming the premier seminary for research through the Robert C. Cooley Center, the Green Scholars Initiative and the Robert E. Cooley chair in early church history. Note that the current library will move to new space with a design more suited to collaboration and research among both hard and soft (electronic) resources. Break out rooms (here and throughout the building) will provide space for quiet or discussion based research.

Improving the Seminary's Financial Strength through Advancement

The Education Fund, which is our annual fund for operations, has grown from just under \$1.5 million to just under \$3 million since 2005. When you consider all Gordon-Conwell funds, unrestricted, temporarily restricted and permanently restricted, the seminary has increased giving from \$3.5 million in 2005 to over \$9 million in FY13. In the same time period, the seminary has experienced a drop and rebound of the total number of donors contributing to the seminary on an annual basis. In FY05 we had 3,771 donors, in FY10 we had 2,922 donors and in FY13 we had 4,995 donors. An interesting factor, even though the number of donors reached a low in FY10, the number of gifts has steadily increased from 6,750 in FY05 to 17,171 in FY13.

Campaign Goal Summary

Campaign Summary Purpose and Amount

Current Gifts		
- Revitalizing and Expanding Campuses	Capital	16,500,000
- Reaching More Students	Start-up Costs for Innovation	2,500,000
- Resourcing Future Leaders	Endowment	7,500,000
Total Current Gifts		26,500,000

Planned Gifts		
- Charlotte Building Operations	Endowment	2,500,000
- Student Scholarships	Endowment	21,500,000
Total Planned Gifts		24,000,000

Education Fund Support for Annual Scholarships and Operations (five years)	14,000,000
Comprehensive Campaign Totals	64,500,000

Student Enrichment

Pierce Center for Disciple Building

The Pierce Center for Disciple Building was founded in 2000 by late Gordon-Conwell Trustee John Pierce and his wife Lois in order to encourage discipleship and spiritual formation among students. The Center emphasizes personal disciplines that foster intimacy with Christ and small groups that encourage spiritual community and formation. Soul Sabbath retreats are made available four times a year to encourage students to take time to draw closer to God. Certain students are selected as Pierce Fellows: individuals who disciple their peers while being mentored and disciplined themselves. In the past nine years, the program has grown from 8 to about 60 Fellows per year in South Hamilton, Boston and Charlotte. These Fellows each lead soul care groups, which multiplies the impact of the Pierce Center to more than 350 students each year.

J Christy Wilson, Jr. Center for World Missions

The J Christy Wilson, Jr. Center for World Missions was established in 2000 to assist the local church in fulfilling Christ’s Great Commission. Named in honor of late Gordon-Conwell professor Dr. J Christy Wilson, Jr., the Wilson Center embodies his passion for missions and utilizes a variety of creative programs to foster a greater awareness of and sensitivity to the global mission of the church.

Key Activities:

- Cross-cultural experiences: The Center mobilizes, trains and sends out teams of students into cross-cultural settings worldwide for six-week internships through the Overseas Missions Practicum. Participants have the opportunity to partner with existing mission organizations in serving the poor, sharing their faith and networking with Christians and missionaries from a broad spectrum of other cultures and church traditions.
- Prayer for the Nations: A 30-year tradition of praying for the global mission of the Church, this daily, student-led prayer time focuses on a different area of the world each day, allowing students to learn about and support a wide variety of cultures and missions work.
- The Wilson Center also hosts about 20 events each year, including chapels, lunch forums, open house gatherings, lectures, cross-cultural plunges and discovery weekends. These events educate students about missions and also challenge them to think more deeply and engage more strategically in the global mission of the Church.

- Seasoned missionaries and leaders in the global Christian movement are consistently invited as guest lecturers for short periods or as missionaries-in-residence for longer-term periods to directly educate students about global Christian ministry.

The Center for the Study of Global Christianity

The Center for the Study of Global Christianity, located since 2003 at Gordon-Conwell's South Hamilton campus, integrates religion, history, sociology, anthropology, linguistics, missiology, demography and other disciplines to produce and maintain some of the most comprehensive statistics and information anywhere on the status of global Christianity. By collating and analyzing data collected around the world by Christian denominations and researchers, the Center provides an exceptionally trustworthy and respected view of global Christianity.

World Christian Database

At the core of the Center is the World Christian Database, a massive online searchable database of statistics on global Christianity (worldchristiandatabase.org). The World Christian Database, edited by Dr. Todd Johnson, Gordon-Conwell Research Fellow in Global Christianity and Director of the Center, is used extensively by journalists, scholars, historians and social scientists to locate the most up-to-date information on the status of Christianity worldwide. With information updated weekly on 9,000 Christian denominations, 13,000 ethno-linguistic peoples, 5,000 cities, 3,000 provinces and 239 countries, the World Christian Database provides an authoritative and cutting-edge view of global Christianity.

Atlas of Global Christianity

The Center's ongoing research and analysis of global Christianity was recently encapsulated in the historic *Atlas of Global Christianity* (2010), edited by Dr. Todd Johnson and Dr. Kenneth Ross, former Council Secretary of the Church of Scotland World Mission Council. This full-color atlas, which examines global Christianity since the Edinburgh 1910 World Missionary Conference, is an essential resource for understanding the past century of Christianity. The first to show the shift of the center of Christianity to the Global South, the first to analyze Christian affiliation provincially and the first to study global Christianity ecumenically, the atlas reflects the groundbreaking work of the Center and the unmatched statistics of the *World Christian Database*.

Highlights

- Nearly 400 pages, with more than 800 color illustrations
- Full-color maps of Christian affiliation in every United Nations region in the world
- Contextual maps of world issues and major religious traditions
- Global coverage of religious freedom and religious diversity
- Historical essays on Christianity from 1910-2010 by scholars from each region of the world
- An interactive CD of all maps and graphics for classroom use

Technology Improvements

The IT department at Gordon-Conwell works assiduously to keep the seminary's technology current. During the past decade, the seminary has made hundreds of technological advances. As a result, educational technologies, student services and seminary operations have shown marked progress. The department's work supports Gordon-Conwell's cutting-edge programs, facilitates day-to-day operations and regularly enhances students' educational experience.

Major IT Projects

- Installed smart classrooms and video conferencing technology. This technology enriches students' classroom experiences by enabling professors to utilize a greater variety of teaching techniques.
- Went live on iTunes U, an "innovative way to get educational content into the hands of students." iTunes U allows viewers to easily access information about classes and the seminary, as well as listen to lectures, sermons and special campus events.
- Implemented CAMS Enterprise and Blackbaud Financial Edge. These seminary-wide systems offer vital support to many administrators and provide students with essential academic and financial information.
- Set up an emergency notification system. This system contributes to Gordon-Conwell's safe environment by providing a means to warn the Gordon-Conwell community in the event of a dangerous situation.
- Updated the website to make information easier to find and resources more readily available.

New Seminary President

Dr. Dennis P. Hollinger is President and the Coleman M. Mockler Distinguished Professor of Christian Ethics at Gordon-Conwell. Prior to assuming his present role in 2008 he served as President and Professor of Christian Ethics at Evangelical Theological Seminary in Myerstown, PA.

Over the years Dr. Hollinger has served in administrative, pastoral and seminary teaching ministries, including Vice Provost at Messiah College, Pastor of the Washington Community Fellowship on Capitol Hill in Washington, DC, and Associate Professor of Church & Society at Alliance Theological Seminary in Nyack, New York. He has served as an adjunct or visiting professor at several seminaries internationally, including Moscow Theological Seminary in Russia, Union Biblical Seminary in India, and the Eastern European Seminary for Evangelical Leadership in Ukraine. He is also a visiting professor of Christian Ethics at Trinity International University, in the graduate program in Bioethics.

Dennis is a frequent speaker in churches, pastors' conferences, seminaries, colleges and academic forums. He is the author of four books, including *The Meaning of Sex: Christian Ethics and the Moral Life* (Baker), *Head, Heart, Hands: Bringing Together Christian Thought, Passion and Action* (Inter Varsity Press), and *Choosing the Good: Christian Ethics in a Complex World* (Baker). He has authored nearly seventy articles, mostly in ethics (including bioethics), church and society, and preaching, and has served as the co-editor for the Eerdmans book series, *Critical Issues in Bioethics*. He is a board member for the National Association of Evangelicals, Hope International, and is on the board of reference for the CS Lewis Institute in Washington, DC. Dennis is a Distinguished Fellow with the Center for Bioethics and Human Dignity in Bannockburn, IL, and for many years was a member of the Health Care Ethics Committee at Holy Spirit Hospital in Camp Hill, PA.

Dr. Hollinger received the B.A. from Elizabethtown College, the M.Div. from Trinity Evangelical Divinity School, the M.Phil. and Ph.D. from Drew University, and did post-doctoral studies at Oxford University. He and his wife Mary Ann live in Beverly, MA and have two adult daughters, Daphne (married to Ryan Fowler) and Naphtali (married to Nathan Mitten).

Dr. Hollinger has brought compelling leadership to Gordon-Conwell guiding the seminary to develop a strategic plan, which has given clear direction and vision. He has led the seminary in re-working our vision statement to capture afresh the historic goals of Gordon-Conwell.

Hispanic Ministries Program

Gordon-Conwell has launched a strategic initiative to provide top-quality theological education to Hispanic students—one of the most underserved ethnic groups in the United States. This program will use an innovative hybrid model of theological education to reach the Hispanic population with a quality Gordon-Conwell experience. Tailored for students in ministry, the program will offer classes through multiple venues, including extension sites, online classes and intensive classes at the seminary's main campus.

Successful trial classes have already been conducted in New York City and solid Hispanic leadership is in place: Dr. Alvin Padilla, former Dean of Gordon-Conwell's Boston campus, serves as Dean of Hispanic Ministries. This equips Hispanic students to serve powerfully in the ministries to which they are called.

Biblical Literacy Project

With a special grant, the Charlotte campus of Gordon-Conwell is testing a project in biblical literacy to explore how the unique mission and educational resources of Gordon-Conwell—Charlotte might be used to strengthen biblical literacy in the church. Born out of an awareness of the reality of increasing biblical illiteracy in the church and the consequent need for training laity in theology and the Bible, the project will examine Gordon-Conwell—Charlotte's ability to fill that need through certificate programs and the development of online and other resources. A pilot course will begin in September. Launched by the Robert C. Cooley Center for the Study of Early Christianity, the project will help to train Bible teachers and will make instruction in the Bible widely accessible. It has the potential to strengthen the faith, practice and ministry of many Christians.

Publications

Archaeological Study Bible,

The *Archaeological Study Bible*, generously funded by the Grace Foundation, was an extraordinary initiative to introduce readers to the archaeological, historical and cultural contexts of the Bible. Published in 2006 by Gordon-Conwell Theological Seminary in partnership with Zondervan, the Bible paired the best insights from more than 100 scholars with accessibility to bring the biblical world to life. The *Archaeological Study Bible* won the 2007 the Gold Medallion Book Award for Bibles and remains a valuable resource today.

Highlights:

- Reflects the superb scholarly abilities of Senior Editor Dr. Walter C. Kaiser, Jr., then President of Gordon-Conwell, and Editor Dr. Duane Garrett, former Gordon-Conwell Professor of Old Testament.
- More than 8,000 study notes, 500 articles and 500 color photographs, maps and charts reveal the archaeological, historical and cultural contexts of beloved biblical stories and characters.

Africanus Journal

The *Africanus Journal*, based at Gordon-Conwell's Boston campus, reflects the exceptionally diverse, urban atmosphere that is one of CUME's great strengths. Published by the Africanus Guild and founded by Drs. Bill and Aida Spencer and John Runyon in 2009, this academic, urban-oriented, multi-ethnic and multilingual journal features the academic work of Gordon-Conwell professors, alumni and the Africanus Guild community. It is committed to interpreting the Bible as the authoritative voice in conversation with the realities of the world, engaging the vital themes and issues facing Christians today.

Contact Magazine

Since 2000, the readership of *Contact*, the ministry magazine of Gordon-Conwell Theological Seminary, has nearly doubled, from 10,000 to more than 19,000. Circulation continues to grow as interest in this impactful and high-quality magazine remains strong.

Urban Voice Book Series

The Urban Voice Book Series, by CUME and ministry partner Emmanuel Gospel Center, seeks to give voice to the complexities of the urban experience through the lens of applied biblical exposition.

Believing that the Word of God will transform individuals and society when accurately applied, the series is designed to provide faithful Scriptural instruction appropriate for the city context. The first book in the series, *The Cat and the Toaster*, written by long-time urban ministry professors Doug and Judy Hall with Steve Daman, was published in early 2010. Using the letter to the Laodicean church in Revelation 3, the book addresses the modern church's tendency to unwittingly undermine God's work and calls the church to a new and transformative paradigm for ministry.

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