

September 7, 2012

**Princeton Theological Seminary's  
Bicentennial Strategic Plan**

*Preamble from the Board of Trustees*

The Board of Trustees of Princeton Theological Seminary requested President Torrance and his planning team to develop this strategy to ensure that the Seminary maintains its capacity to lead and to serve, with heightened relevance, the many and varied roles played in the lives of Christ's followers by global communities of faith in the Reformed tradition. The emerging strategy has been widely, vigorously and constructively reviewed and discussed, at multiple points during its development, by all of the constituencies participating in and contributing to the life of the Seminary: faculty, students, staff, administrators, alumni/ae and critical thinkers in the global church. The trustees wish to thank the entire campus community, and all who participated in the development of the strategy for their level of commitment, their effort, their extensive engagement, and their steadfast love and devotion to this institution and its future. Your engagement has played a critical role in helping the trustees discharge their duty to provide encouragement, guidance and support. Because of its scope and its significance, formal review and final approval of the Strategic Plan is a responsibility only the Trustees, acting as a body, can undertake. This step was taken at a special meeting of the Trustees on 27 September, 2012. The Bicentennial Strategic Plan, as approved, is included in this document in its entirety.

The trustees believe that we are at one of the critical junctures in the history of the global church, among people of faith everywhere, and of Princeton Theological Seminary itself. It is an essential part of the mission of the Seminary to prepare all of our students to articulate in word and deed what the Christian Gospel is, why we believe it and how it helps to address the issues and challenges faced by all peoples, everywhere, in today's world and its ever changing cultures. We need a strategy for the Seminary that comprehends both renewal of our traditional strengths and transformative change in the way these strengths are lived out and delivered to meet our objective for increased breadth, depth, and relevance to the global communities we serve. Strategies intended to deliver transformative change in an institution such as ours require rigor that will withstand the test of time. A realistic horizon is essential precisely because some of the required changes may take the next decade to complete.

The trustees also believe that completing this effort now, in time to help our new president step quickly into the role furthering our transformation, is one of our most critical responsibilities. We want to underscore that guiding transformative change over the next decade requires a living set of ideas that can and should be expected to grow and evolve as we move forward. President Torrance has been exceptionally well suited to lead this work. We are grateful for his generous commitment of time and effort and for his devotion to the Seminary and to this project. We are thankful for the result and confident it represents a lasting contribution that can only serve to reinforce the legacy of his tenure.

## **Imperatives of the Strategic Plan**

As Princeton Theological Seminary (PTS) celebrates the 200<sup>th</sup> anniversary of its founding, we look forward to unprecedented opportunities, each of which carries within itself an imperative for change. These imperatives are stakes in the ground about the big, important things we must do to meet our objectives for the future. They are carefully considered representations of our will to renew and to transform. Building on the journey we began in 2006, they will take us well into our 3<sup>rd</sup> Century. Taken as a set, the imperatives are the foundation of our strategy.

### **Situation**

The heritage of PTS extends back to the earliest days of Presbyterian theological education on this continent. For the first 150 years following its founding, Princeton Seminary's reputation was shaped by the faculty who taught here and the pastors, including global missionaries, who were formed here. Successive generations of faculty produced internationally renowned scholars, who concurrently served as leaders in the national Presbyterian Church and were prominent on the world stage of the emerging ecumenical movement. The mission of forming future leaders of the church was furthered by this close personal connection between scholarship and personal leadership in the denomination.

Times have changed. We are in the midst of a migration to Europe and North America of millions of people from Asia, Africa, Latin America, and the Caribbean that began during the middle of the last century. One result in the United States is a profound cultural and demographic shift. Mainline Protestant denominations do not have the same culture-shaping influence and identity we once took for granted. In this country, and in Europe, growing numbers of people are not practicing Christians; many do not have Christian roots. In many regions and geographies these people constitute a majority. Seminaries must adapt to serve faith communities within this changed context. We must address and resolve new questions about need and priority such as: what constitutes culturally embedded intellectual excellence; what educational and experiential backgrounds best qualify students for admission to seminary; and what determines the current intellectual agenda for a school of the church.

Change comes slowly to seminaries, especially in relation to the pace of events over the last 60 years. Without faster, more determined and more purposeful change we risk becoming marginal both to the PC(USA) and to the world Church of Jesus Christ in the 21<sup>st</sup> century. Pedagogic practices need to recognize the variety of student learning styles and the context of a multiracial and multiethnic educational ethos informed by the diversity of communities represented by our students and faculty. We need to focus more intently on those aspects of the storied history of Presbyterianism that can help us to embrace an equally storied future, one which will be increasingly multinational, multiracial, and broader in its socioeconomic compass.

The relevant aspects of culture in which church and seminary are called to serve are not just those articulated in human and social sciences but, also, those articulated in the natural sciences and in technology based on them. This dimension is increasingly the basis of the global economy as well as the commonly assumed framework underlying the diversity of global culture. It is also a main source of challenges to Christianity (and to other religions) with which a theology for a global Christianity will have to wrestle. The core of the scientific culture has an unyielding quality which theologians, and others who work in the human sciences, sometimes find uncomfortable, but which theology must face and address with intellectual integrity and rigor, as well as with faith. The experience, the achievements and the failures of Christian theology in Europe and North America in the last four centuries are important resources to be used in diverse, innovative and critical ways by Christian theologians of all races, nations and cultures and by both sexes.

Change is a moving target. It is hard to keep our institution evolving toward a renewed capacity to serve, at a pace that connects to the new social context, while maintaining our steadfastness of purpose. Nevertheless, we have confidence in outcomes-based assessment to gauge the relevance of the degree programs that flow from the seminary's identity and mission. We recognize that the trajectory of theology is changing, most especially as it serves faith communities. Biblical studies, theology, and theological reflection on the practices of ministry, all stalwarts of the PTS curriculum, will be increasingly impacted by interdisciplinary approaches that will incorporate attention to the social, human and natural sciences.

We have taken the last two years to complete this work. The inclusivity of the process and the degree to which all participants have engaged has shown that members of our community are clear-headed about the institution's strengths and the challenges we face, as well as the significant change required of us to meet these challenges. This change will be effected over a number of years, beginning with the actions we have identified in this plan.

The first step in seizing the opportunity presented by our current situation is to reaffirm our basic purpose. ***We are a school dedicated to forming women and men in service to Jesus Christ for leadership in changing churches and to serving as an unsurpassed resource for Reformed theology worldwide.***

Our task is not, ultimately, to impart an abstract body of knowledge; it is to form leaders for ministry. We recognize the fundamental connection between spiritual life and practice and are concerned with the entire ecology of formation, especially one anchored in residential learning, a unique aspect of our life that we do not yet use to its fullest extent. We also recognize the emerging need to develop strategies that enable us to embrace and to utilize techniques and practices of virtual communication and learning to provide access beyond our walls.

With all of the above in mind, we have articulated seven imperatives with which to frame our strategy.

## **IMPERATIVES**

### *Imperative, Contextual Narrative, Objectives, and Strategies*

**Please note that the Imperatives are not stand-alone expressions. There are significant linkages between, for example, Imperative 1 and Imperatives 2, 3 and 4; between 5 and 6; and between 7, 4 and 2. In addition, the Objectives and Strategies represent the concentrated, collaborative, creative, and strategic thinking of the constituent parts of the Seminary – Board, Faculty, Administration, Students, Staff and Alumni/ae – and will continue to evolve in the years to come.**

#### **IMPERATIVE 1: Renewed M.Div.**

We must reaffirm and re-align the entire institution to its primary mission of forming church leaders in service to Jesus Christ. Essential to this process is reforming the M.Div. curriculum and strengthening the entire campus culture needed to support it.

*Social and cultural changes are driving such swift and radical change in churches that demands for competence and vision from seminary graduates are greater than ever before. At Princeton Theological Seminary we have a distinctive obligation to equip our graduates with the foundations to become competent and visionary leaders of churches within today's radically changing landscape. Every student who graduates must be able to articulate (and to help other Christians articulate) what Christ's Gospel is, why we believe it, how it addresses the realities of the increasingly scientific culture of the 21<sup>st</sup> century world and how it engages individual and social problems of life in this world.*

*In addition to incorporating appropriate elements of emerging pedagogical methods, the content and balancing of the curriculum should be reviewed and re-imagined. The church itself will need to become a primary classroom through expanded field education opportunities and enriched chapel services that familiarize students with the breadth of Christian communities and their worship styles. Greater attention will be given to addressing gaps between the explicit curriculum and the implicit curriculum where student personal growth and integration occurs. Comprehensive student formation (academic, spiritual, personal, and professional) will become an integral component of formal and informal preparation for ministry. As a seminary committed to providing a residential community of learning, we also have a responsibility and a duty to foster a campus climate conducive to formation.*

*Forming leaders for changing churches requires a faculty that is diverse, flexible and eager to mentor students called to serve the church. The Board has already mandated that the Seminary reduce the faculty's tenure rate to two-thirds within ten years. Reaching this goal will require new strategies, such as assistance in planning for retirement. By using term appointments at various levels, encouraging faculty exchanges, employing expert reflective-practitioners, and placing an emphasis on attracting faculty from diverse ecclesial and cultural contexts, the Seminary will be in a better position to prepare church leaders for the realities they will face in ministry while maintaining the quality for which PTS is justifiably renowned.*

### **Objective 1**

We will know we have addressed this imperative when there is a continuing process of review focused on ongoing alignment between the curriculum, the faculty, and the need to form judgment, vision, and character for church leadership, including ministerial leadership.

#### **Strategy 1**

Provide members of the campus community responsible for the implicit and explicit curriculum (faculty and administrators) with ongoing education regarding the changing landscape of the churches, the academy, the student demographic, and the social, cultural, political, and economic influences, which shape the contextual narrative.

#### **Strategy 2**

Continue to re-imagine the current M.Div. experience (including competencies; outcomes; structure; courses) to reflect desired implicit and explicit curricular goals.

#### **Strategy 3**

Better equip current and newly appointed faculty to utilize a broad array of instructional methods through faculty development seminars, sharing of best practices, and mechanisms for individualized faculty development (e.g., sabbatical prospectus, annual report/review). Recruit new faculty who employ a diversity of pedagogical methods.

#### **Strategy 4**

Increase diversity at all levels of the faculty (ranked and adjunct).

### **Objective 2**

We will know we have addressed this imperative when graduates report satisfactory results for job placement and preparation for ministerial leadership. Specifically, we will have addressed this imperative when an assessment of curricular and co-curricular learning and development indicates that 75% of graduating students meet or exceed expectations in the practice of and reflection on spiritual disciplines and sensibilities (M.Div. learning goal 3). This data must then reconcile with data from the GSQ (Graduating Student Questionnaire) and AQ (alumni questionnaire) for the five most recent classes since this data reflects their degree of satisfaction with the vocational and spiritual formation (implicit and explicit curriculum) received in seminary.

#### **Strategy 1**

Develop a more integrated administration of the implicit curriculum with respect to vocational discernment, academic advising, field education, and placement. Strengthen the role of field education and praxis-based learning within the overall curriculum.

#### **Strategy 2**

Increase opportunities for spiritual formation for all students, and foster a community that nurtures the spiritual formation of all its members.

### **Strategy 3**

Clearly define the educational and formational role of the chapel in the Seminary community and more fully integrate worship in chapel with reflection upon worship in the classroom.

### **Strategy 4**

Formulate learning goals for the implicit curriculum and develop mechanisms for assessment.

### **Objective 3**

We will know we are successful when we can show that our graduates are prepared to lead communities in eager, informed and sensitive ways among the unchurched as well as those who attend church and among those who are not Christian at all.

### **Strategy 1**

As part of strengthening the role of field education, concentrate on the development of opportunities for students to practice small group leadership in worship, mission and outreach settings.

### **Strategy 2**

Develop curriculum elements that emphasize relationship building skills within and across diverse constituencies.

### **Objective 4**

We will know we have addressed this imperative when the quality of the overall M.Div. experience (as determined through measures such as engagement in campus life, student learning outcomes, student and alumni/ae satisfaction) is strengthened.

### **Strategy 1**

Develop ways to maximize the benefit of our residential identity for pastor/scholar formation.

### **Strategy 2**

Offer student and new employee orientation that strengthens the culture of hospitality and our communal identity.

### **IMPERATIVE 2: Ph.D. Program**

We must re-envision the Ph.D. program while maintaining its current level of admissions.

*The Seminary's Ph.D. program should be designed to nurture excellence in research and writing, teaching, and academic citizenship. Its purpose should be to form scholars, servants, and leaders of the church through constructive, critical engagement with the Christian tradition in its complexity and diversity. Given the shrinking of M.Div. enrollments and the decline in the*

*academic job market, most of our peer schools have significantly reduced admissions to their Ph.D. programs to levels approximating our own and are considering how to sustain appropriately sized cohort groups for doctoral seminars. Impetus comes not only from cost, but also from a wish to re-envision what a truly excellent Ph.D. program hosted by a seminary should look like today.*

*Within this context of shrinking demand, there remains the need to foster the core skills of doctoral students who are emerging faculty members. We must reshape our doctoral program to be more efficient, to structure it so that it can be completed in 5 years, and to provide proficiency in teaching, course planning, and the skills needed to leverage opportunities for distance learning.*

### **Objective 1**

We will know we have addressed this imperative when the average length to degree approaches 5 years.

#### **Strategy 1**

Structure the Ph.D. program so that students realistically can complete the degree in no more than five years of full-time study as currently described in the current Seminary Catalogue. (p.58).

Consider the following:

- Five years of financial assistance upon admission.
- Comprehensive exams scheduled as early as possible.
- Dissertation proposal approval by February 15<sup>th</sup> of the third year.
- A social compact on the part of the faculty to continue appropriate supervision of doctoral students even when on sabbatical or other leaves.

### **Objective 2**

We will know we have addressed this imperative when our graduates report they have received excellent academic training, opportunities for spiritual formation, and feel prepared for their respective leadership roles in the academy and/or the church.

#### **Strategy 1**

Continue our commitment to increase the diversity and quality of the applicant pool and the admitted student body.

Consider the following:

- Active recruitment of applicants from underrepresented groups.
- Admissions process to consider diversity as a key criterion.
- Financial support.
- Academic support for students throughout the program.
- Childbirth and adoption accommodation policy.
- Interviewing all candidates for admission (including when necessary online).
- Offering a “virtual” visit to campus for all who are admitted.

### **Strategy 2**

Align seminar offerings with attention not only to subject matter but also to student interests and needs.

Consider the following:

- The relationship between the students taking seminars and the seminars being offered.
- Lessen the requirement that faculty submit Ph.D. seminars for approval two years in advance.
- Expand the pool of appropriate seminar enrollees (M.Div., Th.M. students, visiting students, auditors).
- Review of specialization requirements to ensure that students continue to be identifiably linked to recognized fields from the perspective of future employers.
- Encourage faculty to explore intradepartmental and interdepartmental seminar offerings.

### **Strategy 3**

Provide intentional opportunities for spiritual and professional formation.

Consider the following:

- Specific ways that the Teaching Apprenticeship Program (TAP) can serve as an avenue for spiritual and professional formation.
- Fostering fellowship opportunities within Koinonia by encouraging faculty support and interaction.
- Departmental seminars for professional formation.
- Create opportunities for Ph.D. students to participate in worship leadership in the chapel.

### **Objective 3**

We will know we have addressed this imperative when graduates report satisfactory results for job placement and teacher preparedness.

### **Strategy 1**

Implement the Teaching Apprenticeship Program (TAP), monitor its success and make changes as necessary to increase its effectiveness in preparing our Ph.D. graduates to be successful teachers. Provide training to enable students best to take advantage of their field experience.

Consider the following:

- Mentoring of faculty to prepare them for TAP.
- Preparation for classroom and distance teaching in a variety of educational settings.
- Regular review of Ph.D. students' teaching performance in M.Div. courses with faculty observation and planned improvement.

## **Strategy 2**

Provide centralized administrative support for job placement.

Consider the following:

- Job placement responsibilities assigned to new or existing staff.
- Use of the Interfolio online system by Ph.D. students to manage letters of recommendation, curriculum vitae, writing samples, evaluations, transcripts, and other documents.
- A comprehensive and ongoing tracking system for alumni/ae.
- Placement services for Ph.D. students as early as the fourth year of the program.

## **IMPERATIVE 3: Building the Best Student Body**

We must recruit, admit, enroll, and welcome a diverse student body comprised of women and men primarily seeking roles defined by the church (ministerial or other).

*As a school of the PCUSA, we are both a depository and a contemporary witness to the traditions of Reformed theology on behalf of the world church. Our student body should be comprised of individuals who heed the churches' calling, who respectfully seek to engage our Reformed tradition and who reflect the diversity of Christ's church today. Amid profound demographic shifts, we have begun to change so that we may reflect this diversity. A long-term enrollment management plan that addresses the changing needs of the churches is currently being devised and will be implemented.*

*In building the kind of student body we are called to serve, the admissions process will continue to consider an applicant's call to church ministries, leadership abilities, and potential. Further, we must tap the totality of our Seminary's resources (churches, alumni/ae, board, faculty, etc.) with much greater intentionality to build an applicant pool and secure an admitted student's timely enrollment. In order to create a culture of formation, the Seminary must develop an intentional and collaborative strategy for orienting and welcoming new students, integrating them into a mutually supporting community, fostering their development, and shaping a culture able to learn and benefit from their diversity.*

## **Objective 1**

We will know we have addressed this imperative when we are able to articulate clearly the size and composition of the student cohort most fitting for Princeton Theological Seminary.

## **Strategy 1**

Determine the attributes of the students for whom the PTS educational experience would be a best fit. The following may be factors to consider in evaluating candidates through both written applications and interviews:

- Writing ability

- Educational preparation and teachability (including theological preparation)
- Vocational direction
- Maturity/stability
- Leadership in the Church and in society
- Match with PTS
- Denominational diversity (taking account of the institution's commitment both to denominational diversity and to the PCUSA)
- Demographic diversity (e.g. racial/ethnic, age, gender)
- Geographic diversity (domestic and international)
- Theological diversity

### **Strategy 2**

Determine essential and sustainable enrollment goals for all masters' degree programs, through analysis of mission, course enrollment, placement opportunities, physical plant, financial and human resources.

### **Objective 2**

We will know we have addressed this imperative when we implement a wide ranging enrollment management plan that encompasses recruitment, application, review, admission, enrollment, orientation, formation, timely progress toward graduation, placement, and alumni/ae involvement.

### **Strategy 1**

Develop an enrollment management plan that comprehends but is not limited to the following strategies (2-5). Create and install the organizational responsibilities, capabilities and structures to "house" and administer this plan in an effective and efficient manner.

*The following strategies are related to pre-matriculation components of the enrollment management plan (recruitment, application, enrollment):*

### **Strategy 2**

Increase the percentage of applications to masters' degree programs from the pool of potentially qualified applicants. Actions to advance this strategy include, but are not limited to:

- Analyze and quantify the ever-changing pool of potential applicants (define the pool). Figure out a legitimate way to measure effectively the share of potentially qualified applicants who actually apply to PTS. Set goals to increase our share and track our performance against this goal.
- Increase resources to create and utilize effective marketing tools
- Continue to create intentional partnerships with feeder institutions, including, but not limited to PCUSA-related institutions (e.g., colleges/universities, churches, other non-profits, NGOs)

- Utilize more intentionally the resources within our campus community, alumni/ae, trustees, and other ‘friends of PTS’ to increase our applicant pool

### **Strategy 3**

Develop specific recruitment plans for each degree program.

*The following strategies related to post-matriculation components of the enrollment management plan (orientation, formation, timely progress toward graduation, placement, and alumni involvement):*

### **Strategy 4**

Strengthen institutional resources for and provision of academic planning and support services, giving specific consideration to:

- A professionally staffed resource center
- Enhanced academic advising (improve the online module and add an individual advising component)
- Extended orientation, such as weekly Wednesday seminars through the fall term

### **Strategy 5**

Utilize more intentionally the resources within our campus community, alumni/ae, trustees, and other ‘friends of PTS’ to expand our placement network.

## **IMPERATIVE 4: Serving Graduates**

We must affirm and increase our commitment to life-long formation and professional development of church leaders, enhancing the institutional affinity of our graduates, and instituting career support through a strengthened alumni/ae network.

*To fulfill our mission faithfully Princeton Theological Seminary needs to deepen and extend its relationship with its graduates and other church leaders throughout their entire careers. Research and experience reveal that pastors and those in other forms of ministry need lifelong sources of learning, inspiration, and renewal to help sustain their energy. We have the capacity to execute an authentic program of lifelong formation. Furthermore, our graduates have expressed a clear desire to see the Seminary offer a robust and re-imagined cohort-based, in-service degree, which would allow the Seminary to initiate new partnerships, employ more innovative pedagogical strategies, and stay in closer touch with the reality of churches today. Finally, with the diminishing ability of denominational offices to offer career support, and the growing denominational diversity of our graduates, it will be a real benefit to provide robust career support for our alumni/ae – and it will be perceived as such.*

### **Objective 1**

We will know that we are addressing “the current intellectual (as well as spiritual and pastoral) agenda for a school of the church” when we are providing masters’ level and continuing

formation that faithfully reflects the demands being made on our students who are future and present leaders of the church.

**Strategy 1**

Build on and significantly expand the scope of the faculty's curriculum review mechanism and the School of Christian Vocation and Mission (SCVM) program of field research to include ongoing identification of the needs of church leaders and ongoing (as contrasted to periodic) translation of these needs into our masters' and SCVM curricula.

**Objective 2**

We will know that we are providing lifelong formation and professional development when, in close partnership with other seminaries and professional schools, PTS offers a rich set of cohort-based, technologically enabled courses of study in areas critical to the church that, at the same time, are recognized as enhancements to the careers of the participants.

**Strategy 1**

Construct and offer, in critically chosen areas, a set of structured, cohort-based certificates (for clergy and laity) utilizing advanced technology to minimize travel to campus and to maintain and enhance the cohort experience.

**Strategy 2**

Vigorously explore the feasibility of offering, perhaps in conjunction with at least one other seminary, an in-service degree to pastors. This degree should be designed as a radical departure from the prevalent in-service degrees offered by other seminaries. It should have a significant non-US component, and it should rely on synergies wherever possible, such as drawing for class work on a revitalized Th.M. curriculum.

**Objective 3**

We will know that we are providing life-long formation and professional development when we are recognized as a reliable place to assist in the planning for individual learning that prepares and equips church leaders for personal challenges in their rapidly changing ministries.

**Strategy 1**

Develop and maintain the capability of offering robust learning plans that can be applied on a large scale to church leaders seeking to undertake ministries in areas of evolving and critical needs of the church, or those who are about to engage in a significant change of assignment. Seek to address the majority of instructional needs of these plans (by in-person and online programming) and identify where to direct leaders to fulfill the remainder of their learning objectives.

**Objective 4**

We will know we are offering differentiated, continuing formation and professional development when we effectively utilize our unique physical resources.

### **Strategy 1**

Build on the existing reputation of the Erdman Center and Adams House (as conference centers for middle-judicatory meetings and spiritual retreats) and their close physical proximity with the library to provide a differentiated learning environment.

### **Objective 5**

We will know that we are providing lifelong formation and professional development when a third of the M.Div. student body enrolls in at least one course focused on transition into a post-graduate vocation; drafts a multi-year (post-graduation) learning plan; and attends at least one continuing education course in the first three years after graduation.

### **Strategy 1**

Continue the development of transition courses such as ML 4100 and offer the opportunity for all seniors to develop a multi-year learning plan with which to launch their careers. Continue to offer a meaningful credit for SCVM course registration and aggressively market this opportunity, specifically during the first three years after graduation.

### **Objective 6**

We will know that we have enhanced the institutional affinity of our Graduates when: (1) 10% of members of the recent reunion classes (first 10 years) attend reunion; (2) alumni/ae giving increases from 17% to 25% (absolute levels of donation are addressed in Imperative #7); (3) there are robust networks (including internationally) of alumni/ae reflecting the gender and ethnic composition of our graduates; and (4) our alumni/ae are a reliable source of referral of potential M.Div. applicants.

### **Strategy 1**

Alumni/ae Relations will bring the Seminary to our graduates by collaborating with SCVM to create and execute an annual schedule of five to six (US) regional events that feature either the President or an educational program.

### **Strategy 2**

As soon as possible, a comprehensive database of alumni/ae will be created (by contracting with outside vendors, if practicable) and maintained, that includes vocational status. In addition, a comprehensive survey of all alumni/ae will be undertaken, and regularly repeated, to understand the distinct needs of alumni/ae from every generation.

### **Strategy 3**

Alumni/ae Relations and Annual Giving will focus staff and volunteer attention on participation and giving totals for 5 year anniversary classes (i.e., 5th, 10th, etc) with the objective of increasing giving of each class by 10%.

### **Strategy 4**

Seminary Relations will reinforce the annual Reunion program as a key alumni/ae and

donor relations event in support of this Imperative and Imperative #7 by envisioning a way to increase dramatically the attendance of recent classes (particularly the 5<sup>th</sup>, 10<sup>th</sup> and 15<sup>th</sup> years).

### **IMPERATIVE 5: Library**

We must develop creative ways in which this valuable Seminary resource may be made accessible to the global church and to parishes and scholars all across America. We must then market the Library's resources, capabilities and accessibility to these same constituencies in creative and effective ways. It is our responsibility to see that the global Reformed theology community views the Library as a treasured resource for all, stewarded by PTS.

*The Seminary's library is regarded as among the most prestigious in the world. When completed, the new library building will become an unparalleled resource: a center of scholarly excellence connecting faculty, students, and researchers through innovative services and technologies. The challenge will be how most effectively to expand access to the resources of the library beyond Princeton while continuing to develop its collections and services at the highest levels. The new library will be much more than a building warehousing books. We will focus on enhancing discovery and search while upgrading both onsite and distance access. To do this we must maintain our traditional, high standards of quality, physical organization and professionalism while transforming to the virtual world and catching up to the rapidly evolving standards of digital curation. We recognize that we have neither the knowledge nor the resources to do this alone. We must search out and partner with leading organizations and companies that can contribute enabling technology and expertise. We must also develop a staff with the skills to execute this vision. The scope and depth of our collections confer upon us a responsibility to act as a hub, a crucial center in a growing, global collaborative enterprise.*

### **Objective 1**

We will know we have addressed this imperative when the Theological Commons becomes a noted and heavily used world resource for theological research.

#### **Strategy 1**

By encouraging libraries, publishers, and other cultural organizations to contribute digitized materials in their fields of expertise via the Internet Archive, the Theological Commons will offer high-quality and well-organized content from all areas of theological inquiry. This new resource will be promoted with a robust marketing plan.

#### **Strategy 2**

The seminary library will build a comprehensive web-based infrastructure allowing for greater dissemination and accessibility of scholarly content and resources produced by both PTS faculty and scholars and practitioners across the globe. These will be made available in a variety of formats, as appropriate (webcasts, podcasts, online course work, etc.).

## **Objective 2**

We will know we have addressed this imperative when we have established a technology-enabled organization that provides for the full utilization of the library's resources.

### **Strategy 1**

By evaluating and implementing emerging technologies likely to have a large impact on teaching, learning, and creative inquiry, the seminary will strive to be at the forefront of numerous digital frontiers, including smart technologies, mobile and gesture-based computing, open content and data sets, electronic books, and digital publishing.

## **Objective 3**

We will know we have addressed this imperative when the library develops international partnerships with librarians in countries with low gross national income (GNI) per capita to foster the digitization of "at risk" materials.

### **Strategy**

The Seminary will enter into dialogue with librarians in low GNI per capita countries about designing programs (including plans for site surveys, standards, technology, training and support) to digitize and provide access to fragile, rare, and endangered materials (whether in manuscript, printed, or digital form). The Seminary will begin with a pilot test in the near term and cultivate several global partnerships (especially via existing alumni/ae networks) in the long term.

## **Objective 4**

We will know we have addressed this imperative when we have become an acknowledged partner in the large-scale academic digital library programs of our generation.

### **Strategy**

By participating in efforts to build the Digital Public Library of America and by becoming members of the HathiTrust, the Seminary will focus on building digital capacity for religious and theological communities.

## **Objective 5**

We will know we have addressed this imperative when we have built a client-service-oriented organization that seamlessly presents information resources and technologies to the global church.

### **Strategy**

By evaluating mission critical IT, library, and SCVM budget and staffing needs in terms of AV/IT support (of the library and other facilities) the Seminary will review and draft appropriate AV/IT institutional policies to support the global outreach of the library.

## **IMPERATIVE 6: Engaging the World Church**

We must cultivate sustained collaborative relationships between the Seminary and the world church.

*In an increasingly interconnected world, there are tremendous opportunities for the Seminary to forge strong partnerships with diverse institutions and ecclesial bodies. These partnerships should be reciprocal in nature, with each party offering its distinctive gifts, knowledge and resources. Such relationships will enrich both our partner and the Seminary in multiple ways and at multiple levels.*

### **Objective 1**

We will know we have addressed this imperative when PTS has established multidimensional relationships with 6-8 strategically important global institutions.

#### **Strategy 1**

Identify potential institutions that offer the best opportunity to build and sustain relationships that benefit both the partner institution and the Seminary.

#### **Strategy 2**

In conversation with our partner institutions, develop strategies and models for collaboration that avoid the pitfalls of paternalism and colonialism. Successful overseas Field Ed placements provide one model of embedded learning; courses such as PR3280 Preaching in a Global Context (contextualized hermeneutics in India) provide another.

#### **Strategy 3**

Implement phased long-term plans with each partner institution that include robust mutual assessment protocols.

### **Objective 2**

We will know we have addressed this imperative when PTS has effectively leveraged technological resources to sustain and enrich our global partnerships.

#### **Strategy 1**

Identify technological tools, resources, models, and best practices that will be effective in facilitating a rich collaboration between the Seminary and its global partners. The newly appointed Global Network Librarian can help provide expertise.

#### **Strategy 2**

Develop an integrated technology strategy for global collaboration. This would include a “product” setting forth our prescription of ways partnering institutions could share.

### **Strategy 3**

Implement the technology strategy incrementally on a pilot basis that gradually results in proficiency of use by an increasing number of stakeholders at both the Seminary and our partner institutions.

### **IMPERATIVE 7: Stewardship**

We must build a culture of stewardship of our financial, human, and physical resources.

*The Seminary has been blessed with a significant endowment, which it holds in trust. Being a steward of this gift requires us to exercise attentive and consistent financial discipline. The steps taken by the Seminary administration in 2005-7 to reform radically the Seminary's budget and refocus on our core mission proved to be an extraordinary blessing. When the recent economic downturn hit, these steps saved the Seminary untold harm and preserved our ability to offer outstanding education at low or even zero tuition cost to students and to continuing education participants.*

*Building on this renewed sense of fiscal responsibility and discipline, we need to envision new and different means of funding our many obligations. We require greater efficiency and must ask for a more effective return on investment. Reinforcement of a culture of stewardship is essential to securing our future. Our endowment alone cannot be our only means of revenue. As we continue to monitor closely and manage our expenses, we must enable a culture of giving and develop new revenue streams. Without increasing our personnel expenditures, we must ensure we have the human resources and administrative structures and processes in place to enact the changes called for in the strategy.*

### **Objective 1 – Stewardship of Financial Resources**

We will know we have succeeded when we annually replenish the unrestricted endowment by adding to it 10% of the operating budget, with such funds to be derived from a combination of gifts, additional revenues, and greater operating efficiency.

#### **Strategy 1**

Build a sustained fundraising infrastructure to ensure excellence in institutional development. Consider the following:

- Annual Giving: Revise and implement a renewed “Case for Support.”
- Major Gifts and Planned Giving: Build on Bicentennial Campaign solicitations to create a pipeline for a major gifts and planned giving program.
- Establish an (Institutional) Advisory Committee for Seminary Relations to prioritize institutional needs and create a funding menu for major gift opportunities.
- Collaboration with members of the Seminary community in maintaining and increasing donor relations and cultivation.

### **Strategy 2**

Right-size the employee base (all constituents) in line with the mission of the Seminary, using activity-based analysis, taking seasonal demands into account, and re-engineering programs, departments and workforce where necessary.

### **Strategy 3**

Clarify/develop policies governing Seminary practices in selected areas to align them better with PTS's interests and expectations. Improve consistency and enforcement of all policies, including those related to:

- Honoraria (internal and third-party)
- Outside employment and other professional activities
- Use of seminary property/facilities

### **Strategy 4**

Evaluate options for increasing revenues and prioritize them based on materiality and likelihood of success. Consider such sources as:

- Increasing the size of the student body
- Offering new degree/non-degree programs that generate revenue
- Increasing tuition/reducing financial aid
- Selling/leasing some Seminary homes
- Reducing subsidies of various auxiliary functions/programs, e.g., housing, food service, and childcare.

## **Objective 2 – Stewardship of Human Resources**

We will know we have succeeded when we have a fairly compensated, high-performance workforce and a Seminary community that is united in seeking common institutional goals.

### **Strategy 1**

Provide the tools and training (including the use of an expanded orientation program) employees need to perform their jobs efficiently and effectively; strengthen programs for incentive-based compensation to reward achievement and excellence; and develop and implement a program for intentional retirement and succession planning.

### **Strategy 2**

Utilize third-party resources to assist with completion of a comprehensive review of the Seminary's benefits (including work hours) and adjust as necessary to optimize costs/benefits within existing/forecast budget realities.

### **Strategy 3**

Build and sustain all constituencies of the Seminary. Consider the following:

- Recognize employment milestones in a meaningful way.
- Improve community-wide communication
- Evaluate programs like Navigating the Waters and other such initiatives to ensure effectiveness.
- Institute a Code of Conduct and implement it as a management tool.

- Provide more opportunities for interaction among Seminary constituencies.

**Objective 3 – Stewardship of Physical Resources**

We will know we have succeeded when there is on-going alignment between our physical plant and the institution's mission.

**Strategy 1**

Renew and re-energize the master planning process.