

REVIEW REPORT

Greek Bible College, Athens
Related to visit for Cyclical Review; 8th, 9th and 10th of
December 2021

ECTE

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A. EXECUTIVE SUMMARY

Three-year program (residential) leading to certification which is equivalent to a research-oriented bachelor's in theology. Described by the school as a "certificate of Studies of level B (comparable to a Bachelor of Theology)". 180 ECTS.

This report relates to a process, including an onsite visit 8th, 9th and 10th of December 2021, for the purpose of accrediting the institution and programmes of the Greek Bible College (GBC) on the basis of the European Council for Theological Education (ECTE)'s current *Standards and Guidelines*, in the form of a Cyclical Review. It finds the school generally excellent in achieving its intentions in theological education, suggests to the ECTE Accreditation Commission 20 commendations of excellence, 12 recommendations and 2 requirements.

B. INTRODUCTION TO THE REVIEW

The Greek Bible College is an evangelical/protestant institution that serves the evangelical Christian community in Greece by providing biblical and theological education. The college was founded in the 1970s, and has served the evangelical community in Greece for more than 40 years. Since 2004, their main program has been accredited by ECTE (former EEAA) at the level of vocational bachelor (the new nomenclature in ECTE standards, for this being practice oriented). Further cyclical reviews took place in 2011 and 2016.

Although GBC produced two SERs for this visit, a C-SER for the cyclical review of its existing programme and a P-SER for a new certificate programme, the P-SER was withdrawn by the school at the commencement of the visit because the content and outcomes were deemed to be adequately covered by the first year of the existing bachelor level programme. The school also requested that the designation of the bachelor level programme be changed from "practice-oriented" to "research-oriented" and judged as such by ECTE in this review. After consultation with ECTE management, this was agreed.

The process of review undertaken by the school in order to write the SER was careful and comprehensive and is described by the school as follows;

"The self-evaluation process reflecting the results of this report lasted for one year (September 2020 – September 2021). The process was assigned to a committee of two, Stefanos Mihalios and Danae Diamantatou, who set up the evaluation schedule, coordinated the evaluation groups, sent questionnaires, and oversaw the writing of the report. During the self-evaluation process, we reviewed all aspects of the institution and the programs, according to the ECTE standards and guidelines, noting all areas where we feel we are doing well, and areas where we need to improve. We met systematically, two or three times per month, with the faculty, the staff, or in common meetings. We also met twice with the students to include them in the evaluation process and sent them a comprehensive questionnaire for feedback. Finally, we also

sent a questionnaire to pastors and Christian leaders in Greece, from whom we also received valuable feedback.

The college was in lockdown the majority of the past year, which means that classes were delivered online, but the government allowed students to live in the dorms, so we were able to sustain community life with the students. Lockdown restrictions made some meetings easier (through Zoom), but also did not allow for our self-evaluation to take place in an ideal setting. Nevertheless, we believe that the process was productive and valuable to us. During the evaluation process, we made several changes, decisions, and revisions, some of which are still in the process of being implemented as we speak. At the end of the process, some sections of the report were assigned to staff or faculty to gather all relevant feedback, and the supporting documents were produced by both staff and faculty. The final editing of the report was done by Stefanos Mihalios.”

The team was very warmly received by the leadership and the staff and the school provided all means needed for an effective evaluation of the institution, academic work and communal life of the institution. The programme of visitation and meetings was agreed upon in advance and carried out effectively. Among other activities, members of the team were involved in meeting students, participating in community life events and lecture delivery. Discussions with board, leadership, faculty, staff and students were carried out in a collegial and friendly manner. From the team’s point of view, the documentation submitted and discussions held were highly transparent. The C-SER was submitted to the ECTE with hyperlinks to supporting documentation. A number of other documents were submitted to the VET on request in the days leading up to and during the visit. The SER provides a good summary of the school’s current state and reflect very positive development in all areas, particularly since the last reviews in 2011 and 2016.

The *Standards and Guidelines* which form the basis of this report are those applying post December 2019.¹

The review was authorised by Dr Hubert Jurgensen as the ECTE Quality Assurance Co-ordinator (QAC). It was conducted by a Visitation Evaluation Team (VET) put together by the Review Secretary of ECTE. The team consisted of peer experts, a student VET member and the review secretary, viz:

- Carmen Crouse, Germany (Team leader)
- Dr. Paul Kleiner, Switzerland
- Raul Grajdan, Romania (student representative)
- Dr. Graham Cheesman, UK, (Review Secretary).

Dr. Graham Cheesman, ECTE Review Secretary, was involved in the initial preparation for the visit on behalf of ECTE, as well as the report writing based on the VET members’ findings.

The SER was planned and written in a professional manner following the template set out in the ECTE protocol for writing a SER which can be found at <http://ecte.eu/wp-content/uploads/2020/07/Guidelines-for-Producing-Self-evaluation-Reports.pdf> . It addressed each area of the relevant standards competently and comprehensively.

¹ ECTE *Standards and Guidelines* and can be found at <http://ecte.eu/qa/standards/>

Additional embedded supporting documents were also well constructed and helpful. Logistical and administrative arrangements prior to the visit were set up as follows;

1. The Review Secretary sent the SER, accompanying documents, and all previous correspondence with the school, to all VET members using Dropbox links.
2. VET members communicated the results of their initial reading of the documents to the team leader and RS via email.
3. In conjunction with the VET leader, the school organised and agreed a programme for the visit.
4. An initial pre-visit meeting of the VET took place via Zoom.
5. A working report document was set up using Google Docs for members of the team to access and modify, which followed the structure of the worksheet or interim report form pertaining to the current standards and protocol of ECTE. This was filled out and commented on by members of the VET as the visit progressed in preparation for the interim report-writing on the last day of the visit.
6. The review took place over three days, beginning on Wednesday morning, 8th December 2021 and concluding late on Friday afternoon, 10th December 2021.

SCHEDULE

	Dr. Paul Kleiner	Carmen Crouse	Raul Grajdan
Wednesday, December 8, 2021			
8.00 – 8.30	Breakfast		
8:30 – 8:55	VET-Team Briefing		
9:15 – 10:15	Senior Leadership Team		
10:20– 10:45	Team room		
10:50 – 11:10	Coffee break – available for individual Q & A		
11.15 – 11.45	Tour of Library	Hostel Staff	
11.45 – 12.10	Library Team		
12.15 – 12.45	General orientation session with faculty, administration, and staff		
13:00 - 13.45	Administrative Staff, Student Services		
14:00 – 14.30	Lunch		
15.00 – 15.30	Campus Tour		

	Dr. Paul Kleiner	Carmen Crouse	Raul Grajdan
15.30 – 16.30	Faculty		
17.00 – 17.45	Program Directors/Coordinators Certificate and 3-year-program		
18.00 – 19.00	Team Room		
	Dinner with Faculty		Dinner with Students
Thursday, December 9, 2021			
8.00 – 8.30	Breakfast		
	Team Room		
9.00	Class attendance		
10.00 – 10.45		Registrar – Myrto Theocharous	
11.00 – 11.30	Chapel (by VET-team)		
11.30 – 12.00	Coffee Break – available for Q & A		
12:00 – 13:00	Dean of Students & Ministry Coordinator	Board Members	Dean of Students & Ministry Coordinator
	Team Room		
14:00 – 14:30	Lunch with student representatives, and Student Dean (Kat de Penning is in the US; Mark will fill in for her)		
15:00	Alumni (via zoom)	Students from both programs and each year of the 3year	
16:00	Team room as needed	Finances & Strategic Planning	Team room as needed
Rest of day	Team Room		
Friday, December 10, 2021			
8.00 – 8.30	Breakfast		
9.00	Senior Leadership Team – follow up from previous conversations		
10.00 – 10.50	VET plus Graham Cheesman		
11.00 – 11.30			

	Dr. Paul Kleiner	Carmen Crouse	Raul Grajdan
11.30 – 12.00	Preparing for exit meeting		
12.30 – 13.30			
14:00 – 14:30	Lunch		
15:00	Preparation for Exit meeting		
16:00 – 17:00	Exit meeting with Senior Leadership Team (Graham Cheesman via Zoom)		

C. INTRODUCTION TO THE INSTITUTION AND PROGRAMMES

History

For many years, Christians from various countries were struggling to establish a sustainable interdenominational centre for biblical education in Greece. Notable among them were missionaries from Greater Europe mission in the 1960s and early 1970s. While this vision was initially in the heart of only a few people, gradually more were inspired to help. After much research and preparation, the Society of Biblical Studies was established as a non-profit legal entity, according to the requirements 741-784 of the Civil Law, on the 20th of July 1971.

In the autumn of 1973, evening classes began to take place in an office complex in the centre of Athens. These evening classes continued for six years and laid the foundations for establishing a permanent Greek program for biblical training for students resident on campus. In 1980, a permanent two-year training program with eleven resident students began at Kastri. In 1985 a third year was added to the course, and in 1990 a separate one-year program was also added. In the summer of 1995, the college moved to a new purpose-built campus in Pikermi, Attiki and the first permanent Greek national teacher was employed. Following that, a fourth year was added to the program, set-up in cooperation with [Liberty University](#), through which the Bachelor of Science (B.Sc.) degree was offered.

In 2004, the Greek Bible College was recognized by the European Evangelical Accreditation Association (EEAA), allowing it to offer a Certificate of comparability to the Bachelor of Theology (B.Th) degree. This accreditation allows the college's classes to be recognized by other comparable institutions in Europe and worldwide.

In July of 2009 the school received permission from the Ministry of Education to establish itself as a college. In October 2009 they received a permit to function. This, unfortunately, was immediately withdrawn when a new government took office, as was the case for all private colleges. However, in September of 2010, the Operation License as a Centre for Post-Lyceum Studies (College) was again given, and in June 2010 the co-operation of the Greek Bible College with [Liberty University](#) was renewed and received recognition by the Ministry of Education.

In 2014 an additional property was purchased adjacent to the school and the new building was completed for use in 2019. Meanwhile, in 2016, GBC began a partnership with Union School of Theology UK and their masters programme.

Facilities



The school has residential accommodation to meet its needs, a canteen serving all meals, three main classrooms well equipped for teaching, offices for staff, a library, conference room and College assembly room. There are basketball and volleyball courts and facilities for badminton.

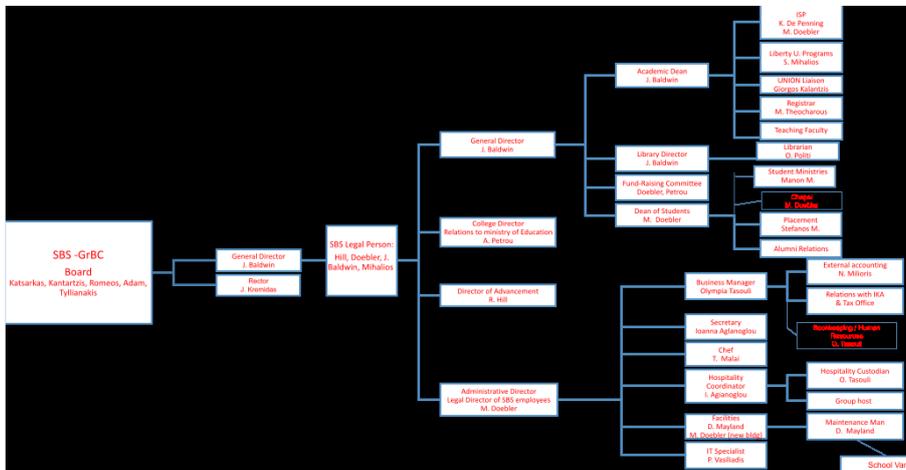
In 2019, a new academic building was completed. This building added four new classrooms, the capability of uniting the classrooms into one larger hall, a new study area, new office space, five new apartments, and much room to expand in the basement. It also increased the legal capacity of students to 99, and it increased the dormitory capacity of the college with 20 new beds. Moreover, it released more space in the old academic building for other uses.

Governance

The Greek Bible College functions under the government registered Society of Biblical Studies (SBS). The GBC has its own board of directors of five to nine members who are pastors and Christian leaders and represent the stakeholders of the college. The board of directors is responsible for determining the policies and giving general direction as to how these are carried out. They also appoint the general director, the administrative director, the academic dean and the business manager and approve the budgets. They also give approval to the curricular programmes of the college presented to them by the Academic Dean and the General Director. The post of Administrative Director is currently vacant. The leadership and management see themselves as not just acting in stewardship of the college but also giving examples of Christian character and godly service to each other and students. The present

General Director Jeff Baldwin has struggled with cancer for the last four years but has continued to provide leadership to the college.

The organizational chart as given by GBS is as follows;



Student numbers

The college averages 23-40 full-time students plus 5-10 part-time students. The current enrolment 2021-2022 is 17 full-time and 8 part time students with the possibility of 3 more part-time students. (The ISP or International Student Programme is a one-year course in English, not for accreditation.)

Academic Year	One Year Program (1st Year)	Three Year Program (2nd Year)	Three Year Program (3rd Year)	Total Part time Students	ISP Students	ISP ministry track and/or Ethnic Church Students
2011-2012	13	5	5	0	8	0
2012-2013	15	5	2	6	8	0
2013-2014	16	6	2	14	11	0
2014-2015	6	7	5	11	10	0
2015-2016	12	7	4	16	4	0
2016-2017	13	6	7	7	9	0
2017-2018	12	10	5	12	0	0
2018-2019	12	3	9	16	9	14
2019-2020	9	5	2	6	10	13
2020-2021	8	6	4	7	3	9

Educational and non-educational staff

The faculty list is available from the review secretary on application.

The ratio of students to teaching staff (adjusted for hours taught by part time teachers) is 2.1/1 averaged over the last five years.

Non-educational staff hired are;

Secretarial support and hospitality (one full-time)
Finances and management (one full-time)
Library (one full-time)
Grounds maintenance and development (one full-time; one part-time)
Cooking (one full-time)

In addition, there are volunteer staff working in;

Student internship,
International student programme and student life
Theological education and accreditation

Budget

The college has gone through a difficult time over the last year because of the restraints brought about by Covid - 19. This has reduced a number of income streams. However, it has been greatly helped by donations and by staff working on a missionary (where their salary comes from elsewhere) or a volunteer basis.

Accounts are audited regularly internally and externally, and budget discussions take place within the college structure relating to allocation of funds. Budgets, budget procedure documents, financial reports and financial audits were presented for the last seven years.

The VET was satisfied that, having been sustained for 40 years and with the prospect of a return to normal service this year, the college can be regarded as sustainable in its core functions.

Programmes and delivery modes

Programme	Delivery mode
Three-year program leading to certification which is equivalent to a research-oriented bachelor's in theology.	Residential on site in Greek

Functions, activities and mission statement

FUNCTIONS AND ACTIVITIES

In addition to the ECTE accredited course, GBC has a one year international student programme, an arrangement with Liberty University for an additional year of work beyond the ECTE accredited course to achieve that university's award and a partnership with Union School of Theology for Union's masters in theology programme.

CORE BELIEFS, VALUES AND GOALS (as updated by GBC in 2021)

"Our Vision

Our vision is to inspire, train and equip persons with hearts of service so that they can participate in the development and progress of the Christian churches in Greece and throughout the world, to the glory of God.

Our Mission

Our mission is . . .

1. To inspire our students with the value of Christian thought, the virtue of Christian character and the vision of worldwide Christian witness and action ...
 2. To equip our students with tools for interpreting Holy Scripture and understanding historical and contemporary Christian doctrine and theological thought ...
 3. To train our students in the skills of communicating the message of Holy Scripture and the Christian faith, as well as of the pastoral care of communities of faith ...
- ... in order to prepare persons who will serve Christian churches through pastoral ministry, preaching, teaching, counselling, mission, church planting and development, and any other Christian witness and action for the benefit of humanity and the glory of God.”

GENERAL DESCRIPTION OF INSTITUTION AND PROGRAMMES

The Greek Bible College is a provider of tertiary level biblical and theological education within an evangelical church affiliation, training individuals in the interpretation of the holy scriptures, the understanding of theological thought and in the wisdom and skills of Christian ministry.

Rather than following in line with only one evangelical denomination, the college follows a Statement of Faith that is very similar to that of the Greek Evangelical Alliance and is thus generic enough to be endorsed by various evangelical denominations, but also specific enough to ground the college in the most essential evangelical doctrines.

The Greek Bible College is a *Bible* college and, for GBC, this means they are committed to core Christian moral values. They believe that these Christian values should be expressed by everyone at the college and should also be evidenced systemically in the very structures and regulations of the college. Thus, for example, while teacher-student relations should be at an appropriate distance to maintain the integrity of the learning and assessment process, there should also be the element taught by Christ, of teachers viewing themselves as servants of the students. At the core of their identity lies a commitment to the authority of scripture, which undergirds all programs as one can observe in the curriculum and in the individual syllabi: biblical languages are emphasized, exegesis and hermeneutics are considered core courses, several courses relate to studying biblical books, and even beyond this, theology, ethics, counselling, and pastoral ministry courses, are all informed by scripture.

There is one programme included in the cyclical review;

The three-year Greek program leading to certification which is equivalent to a research-oriented bachelor's in theology

D. Findings of the review

Description of the extent of the review

This report relates to a Cyclical Review of the institution and the one already accredited course;

Bachelor in Theology (residential) research-oriented equivalent.

Therefore, standards relating to the institution (part A of *Standards and Guidelines*) and standards relating to the programme (part B of *Standards and Guidelines*) are both examined.

The school was visited for a cyclical review of its accreditation in 2016 which was first granted in 2004. Requirements and recommendations from the review of 2016 have been recorded below on the assumption that the 2016 review took account of the findings of the previous review in 2011.

The course has run with no major changes over the last 5 years. Subsequent to the previous accreditation visit. It was, at that time, designated as a practice-oriented degree. However, GBC obtained permission from ECTE to re-designate the degree for the purposes of this cyclical review (not least in the light of staff development) as research-oriented and it is hereby investigated as such.

D1 - Standards relating to the institution

A.1 - IDENTITY AND PURPOSE

INSTITUTIONS HAVE CLEARLY FORMULATED STATEMENTS OF IDENTITY AND PURPOSE

Guidelines examined	A.1.1 identity, A.1.2 Legal and Fiscal status, A.1.3 Vision and Mission, A.1.4 Public information.
Previous requirements or recommendations	2016 Recommendation; On the basis of the Director's report to the board intensified efforts to win the support of the Greek churches need to be applied. 2016 Recommendation; - We recommend stronger involvement with ethnic churches.
Evidence of Compliance;	SER A.1, examination of ancillary documents, in particular, <ul style="list-style-type: none">• Brief History of the Greek Bible College• Historical Overview Regarding Legal Status• Legal Constitution GR - Last Amendment 2021

	<ul style="list-style-type: none"> • Legal Constitution EN - Last Amendment 2021 • Licensing Certification – 2013 & 2015 • Licensing Certification – 2017 • Licensing Certification – 2019 • Statement of Faith • Vision and Mission Statement – Updated 2021 • Revisions to Vision and Mission Statement - with Notations • Implementation of Values • GrBC Brochure • College Catalogue 2018-2019 • Student Handbook Greek Program 2020-2021 • Student Handbook ISP 2019-2020 <p>Meetings with leaders faculty, stakeholders and students of the school.</p>
Analysis	<p>Faculty is aware that in order to be successful in context, addressing the areas of Islam and cross-cultural issues (refugees, migration, minorities) are to be pursued.</p> <p>GBC is in good standing with the Greek government and its laws. GBC has deepened reflection on their context (Orthodoxy, 21st century) and sharpened their vision.</p> <p>The team strongly encourages the school to continue to make conscious and concerted efforts to communicate their Mission/Vision to external stakeholders (churches, parachurch organisations).</p>
Commendations, recommendations, requirements	<p>Commendation: Integration of the Statement of Faith into the vision is well done.</p> <p>Commendation: Reflection on relationships between faculty and students on the tension of close relationships while maintaining professional roles is to be commended.</p> <p>Commendation: Development of Vision with current adjustments (i.e. including Orthodox context).</p> <p>Recommendation: On updating and sufficiency of public information:</p> <ul style="list-style-type: none"> • To update English homepage (mission/vision, one professor listed as “ending in 2013”) - making sure Greek pages are up to date. • Also, under the tab “Faculty and Staff” only Faculty is listed - add relevant staff or change the heading. • Annual review and update of all public documents is a “best practice” exercise and should be implemented - if this is done regularly (ideally during a “down” time) it actually takes less time and energy than major revisions every 5 years (VET-Team received a copy of the Student Handbook dated 2018-19 with partial updates).

Panel conclusion	Substantial compliance
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A.2 - GOVERNANCE AND QUALITY ASSURANCE.

INSTITUTIONS HAVE APPROPRIATE AND EFFECTIVE GOVERNANCE AND QUALITY ASSURANCE STRUCTURES

Guidelines examined	A.2.1 Governance, A.2.2 Leadership and Management, A.2.3 Decision-making structures, A.2.4 strategic planning, A.2.5 Internal Quality Assurance procedures, A.2.6 Cyclical External Quality Assurance.
Previous requirements or recommendations	<p>2016 Requirement; Short strategic planning is in place. However, there is no mapped out long term planning recognizable.</p> <p>2016 Recommendation; Is there a clear distinction of the responsibilities of the Board of governors and the school management? (Written policies).</p> <p>2016 Recommendation; - Organisational Chart is available; the school is encouraged to enhance its implementation in all areas of school management.</p>
Evidence of Compliance;	<p>SER A.1.2, examination of QA processes on the ground and meetings with leadership and governance personnel.</p> <p>Documents including;</p> <ul style="list-style-type: none"> • Legal Constitution EN - Last Amendment 2021 • Licensing Certification - 2019 • The Society of Biblical Studies By-Laws • Organizational Chart • Strategic Plan - Revised in 2021 • Board of Directors • Budget 2020-2021 • Budget 2021-2022 • Report of Financial Audit 2019 • Report of Financial Audit 2020 • Scholarship Committee 2019-20 • Scholarship Committee 2020-21 • Staff Turnover • EEAA VET Letter Report 2016
Analysis	<p>The school's structure seems solid - see comments below.</p> <p>Organizational structure includes multiple circular reporting relationships along with the General Director also serving as Academic Dean, the Dean of Students filling in as interim for the Director of Administration (along with other responsibilities). It</p>

	<p>seems that tasks have been assigned organically as changes over the years occurred.</p> <p>The school needs a person with strong implementation and managerial skills in an official role with decision making authority (usually the Academic Dean).</p> <p>VET has had very open communication with GBC faculty, staff and students as well as opportunities to see the everyday work.</p> <p>Observation: Participation in decision making is in place - much happens informally due to size of the institution. Culture of participation exists, final decision-making-structure is hierarchical. A process of reflecting on current decision making might be helpful under the guidance of an organizational development professional.</p> <p>The VET-members perceive a “bottleneck-situation” since two persons cover large areas of responsibility and are the ones to make the final decisions. It is impossible to keep up (even under the best of circumstances) with the daily operations in so many areas).</p> <p>Quote from SER: “More important decisions need the approval of the General Director, while other decisions are approved by managerial staff.”</p> <p>It seems that experienced staff know what is “important” and which decisions they can make themselves.</p> <p>Capacity building (developing leadership competence among current or new staff) is essential to survive this next phase and thrive.</p> <p>Multi-year personnel and resource projections (income and expenses) need to be included in the strategic plan. Since this was already a requirement in 2016 which was addressed by GBC in a rudimentary manner this really must be addressed. The urgency has grown with succession planning for the role of General Director and Academic Dean starting. The VET is deeply concerned with the current leadership situation and the challenges within this. Because of the existential importance of such a plan we would ask for an initial draft (including all elements requested, but not all details) within three months of receiving the report.</p> <p>Also, less is more in a time of major transition. Strategic Plan would best also include conscious decisions of what will NOT be done (or postponed) in order to focus on most important areas.</p> <p>Overall, staff and faculty shared many good ideas for worthwhile initiatives, but a chronic lack of SMART goals in the decision</p>
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	<p>making process on all levels leads to compiling ideas without implementation, follow through, and follow up.</p> <p>VET was able to assess QA tools on paper and in electronic form. Observation: There is work to be done in closing the assessment loop. The hiring of an Assistant to the Dean to focus on internal QA shows great promise to design and implement a QA-cycle at GBC.</p> <p>Documentation in QA is crucial: survey results and a written evaluation with action points (SMART!), multi-year analysis of surveys and statistics (Annual Fact Book). This includes the regular review of policies and main documents (intentional and consistent). The school should strongly consider establish document maintenance for GBC:</p>
<p>Commendations, recommendations, requirements</p>	<p>Commendation: Daily operations at GBC have continued with a high degree of stability in challenging times (position of Admin. Director not filled, health situation of General Director/Academic Dean, Corona Pandemic). All staff and faculty are to be commended for their hard work and willingness to carry extra loads of tasks and responsibilities.</p> <p>Commendation: Many tools of QA are in place, much feedback is gathered.</p> <p>Commendation: narratives in SER of developments through accreditation cycles show substantial work, development and improvements throughout GBC's accreditation history.</p> <p>Recommendation: GBC should consider defining parameters for decision making in writing per department (for example in the job descriptions). This is especially important as responsibilities might shift in the near future and for new staff and faculty in orientation. This is related to the first requirement below.</p> <p>Recommendation; To seek a professional who can help to bridge the gap in the planning from Vision/Mission to implementation with SMART goals. Include a period for consolidation (leadership and structural changes).</p> <p>Recommendation: Simple protocols and procedures to be established and followed to harvest the "fruit" of the hard work in QA. This to include document maintenance.</p> <p>Requirement: With succession planning for General Director starting, the opportunity to align tasks & responsibilities according to gifting and competence must be grasped. Organizational Structure needs clarity and stringency (avoiding</p>

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	<p>circular reporting structures, utilizing existing potential in staff and faculty) documented in the organizational chart.</p> <p>Requirement (repeated from 2016): A substantial and comprehensive Strategic Planning must be developed. Multi-year personnel and resource projections (income and expenses) must be included in the strategic plan.</p> <p>Since this was already a requirement in 2016 which was addressed by GBC in a rudimentary manner this really must be addressed. The urgency has grown with succession planning for the role of General Director and Academic Dean starting. The VET is deeply concerned with the current leadership situation and the challenges within this. Because of the existential importance of such a plan we would ask for an initial draft (including all elements requested, but not all details) within three months of receiving the report.</p>
Panel conclusion	Partially compliant

A.3 - HUMAN RESOURCES

HUMAN RESOURCES IN INSTITUTIONS ARE FIT FOR PURPOSE AND MANAGED FOR FLOURISHING

Guidelines examined	A.3.1 Human Resources; A.3.2 Non-Educational Staff; A.3.3 Educational Staff; A.3.4 HR Policies and procedures;
Previous requirements or recommendations	<p>2016 Recommendation; One full-time secretary is employed; additional secretarial help for administering the English language programmes is needed.</p> <p>2016 Recommendation; We recommend a regular internal mentoring of staff & faculty by their superior (see organisational chart).</p> <p>2016 Requirement; As to faculty not being sufficient in number and not carrying realistic workload, no major improvements seem to have taken place since 2011. Cf. comment from last review team.</p> <p>2016 Recommendation; A number of faculty members are involved in research. However, policies should be put in place and implemented in order to regulate this in a better way. (Sabbatical, etc.)</p> <p>2016 recommendation; GBC is encouraged to make the necessary replacements of faculty retirements; the staff is experiencing strain, especially in the summer months, and needs additional help.</p>

Evidence of Compliance;	<p>SER A.1.3, discussion in meetings with leaders, staff and students, ancillary documents including;</p> <ul style="list-style-type: none"> • Staff Evaluation Form The Society of Biblical Studies By-Laws • Staff Involvement in Ministry • Quality Controls for Faculty and Study Leave Application • Faculty evaluation for continued teaching • Faculty List with Qualifications • Overview of Faculty Profiles • Greek and Non-Greek Teachers • Ratio of Teaching Staff to Students • Sample of Conferences with Faculty Participation • Work and Vacation Policy • Educational Staff Development Plan
Analysis	<p>GBC has worked carefully and with external feedback by specialized professionals to refine the harassment policy which has turned out to be excellent and very comprehensive.</p> <p>If only GBC assignments are considered, the workloads are manageable, with a few notable exceptions. However, most faculty and staff have multiple ministries, which should be monitored by the respective superiors with a view to the overall picture.</p> <p>Highly skilled and motivated team on all levels. Mission/Vision is well understood by all.</p> <p>The institution gives freedom for staff in their jobs and for professional development opportunities initiated by staff. Yet there is little structured and regular formative feedback or professional development suggestions initiated by the respective superior.</p> <p>Some tools for a high quality personnel leadership approach exist, but are not used or implemented by leaders, - i.e. job descriptions, staff manual. Consultation is sought as issues come up, but there is no intentional, disciplined and structured time set aside for staff with their immediate supervisors. Introducing a jour fixe (weekly, bi-weekly, monthly) would feel unnatural for all when introduced. Over a short period of time, however, it would increase the quality of communication and reduce constant interruptions throughout the day significantly.</p> <p>Highly qualified faculty academically - this meets the requirement for the research-orientation in their program. They have much to</p>

	<p>share with each other each other in educational approach, teaching methods and variety in assignments. The VET-team encourages regular professional exchange by sharing best practices among the faculty. Growth in teaching excellence is recognized.</p> <p>The policy relating to self-supported faculty members applies to the specific situation of GBC and is well thought through.</p>
Commendations, recommendations, requirements	<p>Commendation: For sexual harassment policy.</p> <p>Commendation: For HR document for missionary staff/faculty.</p> <p>Recommendation: The VET strongly encourages the leadership team and board to take a fresh look at the potential in existing staff members to take on roles with officially delegated authority (which many have filled for a while already without officially delegated authority). Mentoring in the areas of leadership principles and personnel management will be needed to help them succeed.</p> <p>Recommendation to use (FREE) ICETE Academy courses on teaching and learning for Faculty development and as a basis for internal discussion: https://icete.academy/course/</p>
Panel conclusion	Substantially compliant

A.4 - COMMUNITY AND CONTEXT

INSTITUTIONS DISPLAY HEALTHY COMMUNITY DYNAMICS IN ACTIVE RESPONSE TO CONTEXT

Guidelines examined	A.4.1 Learning Community; A.4.2 Stakeholder Community; A.4.3 Civil Community; A.4.4 Communication.
Previous requirements or recommendations	<p>2016 Recommendation; Student representatives should meet on a regular basis with faculty and administration.</p> <p>2016 Recommendation; We recommend that the code of ethics be reformulated in line with adult education.</p>
Evidence of Compliance;	<p>SER A.4. Meetings with students and alumni, meetings with faculty formally and informally, ancillary documents including;</p> <ul style="list-style-type: none"> • Student Handbook ISP 2019-2020 • Student Handbook Greek 2020-2021 • Building Community • Student Dean Duties • Systematic Mentoring of Students • Student Body Representatives

	<ul style="list-style-type: none"> • Student Due Process • Relations with Churches and Organizations • Distribution of Publication Material • School website
Analysis	<p>Students and alumni are deeply appreciative of the learning community, pointing out the significance of the annual retreat especially.</p> <p>Strategic and structured communication strategy towards alumni, churches/organizations and individual supporters suggested to be pursued AFTER the upcoming changes in personnel and leadership structure have been successfully managed.</p> <p>VET heard in different interviews the importance of JoOS and had it demonstrated on campus: Comment: Students perceive a need for timely information on events, schedules, etc. See recommendation in A 1 on public information.</p>
Commendations, recommendations, requirements	<p>Commendation: Bringing in pastors and representatives of para-church-organisations to chapel and mission work. Alumni deeply appreciate the introduction to many churches and para-church organisations during their time at GBC</p> <p>Commendation: For progress in relationship with Orthodox Church through informal discussion and a number of faculty members participating and contributing to dialogues and conferences.</p> <p>Commendation: For starting conversations within the faculty on gender issues and sexual identity.</p> <p>Commendation: For design and implementation of database accessible to various groups of people (students, faculty, staff) with respective access rights.</p>
Panel conclusion	Fully Compliant

A.5 - EDUCATIONAL RESOURCES

INSTITUTIONS HAVE EDUCATIONAL RESOURCES THAT SUPPORT THEIR MISSION AND STRATEGY

Guidelines examined	A.5.1 Student services; A.5.2 Study facilities; A.5.3 Library/Learning Resource Centres; A.5.4 Information management; A.5.5 Information Technology; A.5.6 Virtual Learning Environment and Educational Resources.
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Previous requirements or recommendations	<p>2016 Recommendation; Need for: a written development plan for the library, clearly delineated policies for the library, appropriate budget for new library acquisitions.</p> <p>2016 Recommendation; Development plans (for the library) depend on the financial situation. Is there a possibility for fund raising?</p>
Evidence of Compliance;	<p>SER A.5. Meeting formally and informally with different staff members involved in student services: VET received an insightful tour of the campus as well as experienced the excellent facilities. Anilliary documents including;</p> <ul style="list-style-type: none"> • Special Needs and Exceptional Circumstances Policies • Library Catalogue • Student Support - Writing Center • Library Policies GR • Library Policies EN • Holiday Book-Lending Policies • Library Holdings • Sample of Record-Keeping Procedure in JoOS • Library Development Plan - New Section • IT Infrastructure Development Plan • Student Mobility Data • Handbook on Writing Research Papers - 2021-22
Analysis	<p>Library is well organized with substantial holdings in Greek. No written policy for library development, but very proactive, capable, astute, committed and theologically trained librarian with the potential to fill the role of library director.</p> <p>Finances are dedicated annually to new library acquisitions in the budget. This is complemented in 2022 by a considerable grant.</p> <p>Much information is digital with back-up procedures in place. Collection and analysis of date - see comments on internal QA.</p> <p>Well organized files overall and especially student progress files.</p> <p>Stabile Internet access, class rooms are equipped with projectors, internal database, Moodle in use as content management tool</p> <p>No online delivery. Existing environment is good for GBC.</p>
Commendations, recommendations, requirements	<p>Commendation: Development and implementation of virtual network to include digital student files.</p> <p>Commendation: Highly dedicated, capable, and motivated staff.</p>

	Commendation: - Beautiful campus and facilities with room for growth in student numbers, summer schools, conferences, etc..
Panel conclusion	Full compliance

A.6 - Finances and sustainability

INSTITUTIONS HAVE SUITABLE FINANCIAL POTENTIAL, PLANNING, POLICIES AND PROCEDURES

Guidelines examined	A.6.1 Financial Potential and Planning; A.6.2 Financial Policies and Procedures; A.6.3 Sustainability; A.6.4 Remuneration and Fees; A.6.5 Fundraising.
Previous requirements or recommendations	None
Evidence of Compliance;	<p>SER A.6, ancillary documents including;</p> <ul style="list-style-type: none"> • Budget 2019-2020 • Budget 2020-2021 • Budget 2021-2022 • Budget Procedure 2019-2020 • Budget Procedure 2020-2021 • Budget Procedure 2021-2022 • GrBC Financial Report - 2019 December • GrBC Financial Report - 2020 • GrBC Financial Report - 2021 June • Report of Financial Audit 2018 • Report of Financial Audit 2019 • Report of Financial Audit 2020 • Scholarship Committee 2018-19 • Scholarship Committee 2019-20 • Scholarship Committee 2020-21 • Staff Turnover • Financial Report for New Building Expenses – Sample 1 • Financial Report for New Building Expenses – Sample 2
Analysis	<p>The Institution is dependent on donations;</p> <ul style="list-style-type: none"> - Donations for projects, eg library - Missionary staff (externally funded), which is not shown as a monetary value in any budgetary information. It might

	<p>be worthwhile to think through in which ways this can be shown and used also in fundraising activities inside Greece (making clear to churches/organizations that the need for more Greek faculty will come at a cost). See recommendation below.</p> <p>As there is no comprehensive strategic plan, there are also no multi-year budget projections (income/expenses) linked to the strategic plan. See requirement under Strategic planning above A.2.</p> <p>Financial policies and procedures are in place overall and managed well by the very capable business manager.</p> <p>The VET team is not aware of any written policies for preparing, establishing and revising budgets.</p> <p>Sustainability is as in many non-denominational schools who are happily dependent on gift provisions through individuals, foundations, and the like. The school has been in operation for over 25 years, thus God has provided for a proven track-record of sustainability.</p> <p>Fees are considered very reasonable by students. Scholarships are available, scholarship criteria are clear. In 2021 more scholarship money was available than requested.</p> <p>Paid staff are remunerated reasonably comparable to the prevailing scales of the country.</p> <p>Fundraising proposals made are truthful, gratefulness for grants/subsidies are genuine.</p> <p>Fundraising Committee is not operating. Fundraising is done intuitively by GBC folks with contacts.</p> <p>Before Covid, fundraising was limited to scholarships and projects. Loss of income in hospitality during Covid has increased need for donations.</p> <p>Foundations are approached and some have supported regularly.</p>
Commendations, recommendations, requirements	<p>Recommendation: Find a way to show in writing the subsidies provided by self-funded faculty and staff members - see A 3.</p> <p>Recommendation: Develop and implement fundraising strategy (identify stakeholders and target appropriately)- for running operating costs with a focus on -remuneration of much needed and desired national faculty.</p>
Panel conclusion	Substantial compliance

D2 Standards relating to the programme

B.1 - HOLISTIC INTEGRATION

INSTITUTIONS FORM THEIR STUDENTS WITHIN A HOLISTIC APPROACH TO THEOLOGICAL EDUCATION, CAREFULLY INTEGRATING SPIRITUAL FORMATION, CHARACTER EDUCATION, ACADEMIC ACHIEVEMENT AND PRACTICAL TRAINING

Guidelines examined	B.1.1 Holistic Integration; B.1.2 Spiritual Formation; B.1.3 Character Education; B.1.4 Academic Achievement; B.1.5 Practical training; B.1.6 Mentoring.
Previous requirements or recommendations	<p>2016 Recommendation; The vocational segment of the curriculum needs to be strengthened (e.g. credit for all ministry activities, offer additional practical theology courses, increase the number of required Christian ministry courses, etc.).</p> <p>2016 Recommendation; Include credits for all Christian ministry learning activities with proper supervision and assessment.</p> <p>2016 recommendation; The balance of the programmes, in particular the first year (Diploma programme), needs to be reconsidered. The English and Greek language programmes should be brought closer together so as to allow for an easier transition from one to the other. Requirements and syllabi should be in agreement.</p> <p>2016 Recommendations; Mentoring is in place. However its consistent and systematic implementation is still deficient (e.g. mandatory meetings with assigned mentor).</p>
Evidence of Compliance;	<p>SER B.1, observing lecturing and arrangements, talking with students and relevant staff, ancillary documentation including,</p> <ul style="list-style-type: none"> • Examples of Integrating Theology with Society and Culture • Bird's Eye View • Christian Ministry Evaluation and Church Attendance Forms GR • Christian Ministry Evaluation and Church Attendance Forms EN • Internship - Requirements Assessment Timeline • Faculty Advisor Questionnaire 1 • Faculty Advisor Questionnaire 2 • Student Progress File • Student handbook.

Analysis	<p>Holistic integration works well in this small setting via the example of faculty and staff members.</p> <p>There appears to be almost an overload of spiritual, character formation and mentoring where multiple staff/faculty are involved with one student formally and informally. There might be potential to free resources by avoiding duplication of investment (time, energy, etc.).</p> <p>There are various opportunities for spiritual formation integrated into daily life as extra-curricular elements which are required and expected of students. GBC decided to keep these elements as extra-curricular expectations without ECTE credits. Students seem to be happy and content with this.</p> <p>There are various opportunities for character education, especially through internship as well as residential programme with many students living on campus.</p> <p>Academic achievement is a strong point of GBC. Much appreciated by Alumni and Board members (Representatives of churches/organisations) as the unique contribution of GBC within Greek Christian circles.</p> <p>There are good opportunities for practical training, a good assessment system - well rounded program. Gifted and able Student Ministry coordinator.</p> <p>Suggestion for further exploration: Assignments in Bible and Theology classes could be designed to tie in with practical training (see Vision - 3 areas: Biblical Studies, theological studies, ministry skills).</p> <p>No credit hours assigned for mentoring as per conscious decision - importance of other elements within the curriculum is considered higher.</p> <p>Suggestion: more sharing about how mentoring is done among those officially tasked with it. Important to identify support staff who are informally involved in mentoring and at times find it challenging to draw healthy boundaries.</p>
Commendations, recommendations, requirements	None
Panel conclusion	Full compliance

B.2 - CURRICULUM DEVELOPMENT

INSTITUTIONS DESIGN AND IMPLEMENT APPROVED, OUTCOME-BASED PROGRAMMES THAT ARE FIT FOR PURPOSE IN CONTEXT

Guidelines examined	B.2.1 Design and approval processes; B.2.2 Outcomes and fitness for purpose; B.2.3 Curricula, Module descriptors and learning activities; B.2.4 Graduate profiles; B.2.5 Content, level, feasibility and progression; B.2.6 Credit allocation and duration; B.2.7 Content; B.2.8 Monitoring processes.
Previous requirements or recommendations	<p>2016 Programme profiles of the first year (Diploma programme) and second-third years would need to be defined.</p> <p>2016 Recommendation; We recommend a more careful and systematic handling of course evaluations.</p>
Evidence of Compliance;	<p>SER B.2, examining staff work, meetings with faculty, students and leadership. Ancillary course documents including;</p> <ul style="list-style-type: none"> • College Catalogue 2018-2019 • Bird's Eye View • General Learning Outcomes of the Program • Program Curriculum • Avoidance of Content Duplication • Calculation of ECTS Credits Based on Learning Activities • Learning Activities that Fulfil Learning Outcomes • Syllabus Template • Course Evaluation by Student - GR Sample from JoOS • Course Evaluation by Student - EN Sample from JoOS • Handbook on Writing Research Papers - 2021-22
Analysis	<p>Design and approval are related to stakeholders, as a conscious approach by faculty under the leadership of the Academic Dean. Fitness for purpose was confirmed by Alumni in conversation with VET.</p> <p>Module descriptors and learning activities are fully developed and exemplary in structure.</p> <p>Outcomes are stated and are reflected in module descriptions to include assessment of student learning.</p> <p>As to graduate profiles, school described actual graduates.</p> <p>Reflection on what graduates should BE and DO in their ministries as new opportunities and needs arise in changing society - and make adjustments to curriculum based on this has not been part</p>

	<p>of the SER. However, overall awareness and understanding of this concept is discernible within the team.</p> <p>Concerning content, level, feasibility and progression, the written documentation is good. Students confirm the feasibility.</p>
Commendations, recommendations, requirements	<p>Commendation: Designing a curriculum with good content, level, feasibility and progression is a job well done.</p> <p>Commendation: Credit allocation and duration is accurately understood and done.</p> <p>Recommendation: Consider responding within the curriculum to changing needs in society and churches, i.e. Studies on Islam, cross-cultural understanding/communication etc. (See also comments and recommendation for Internal Quality Assurance under A.2. -It is necessary to close the loop.)</p>
Panel conclusion	Substantial compliance

B.3 - LEARNING, TEACHING AND ASSESSMENT

INSTITUTIONS IMPLEMENT GOOD EDUCATIONAL PRACTICE IN AREAS OF LEARNING, TEACHING AND ASSESSMENT

Guidelines examined	B.3.1 Educational philosophy and adult pedagogy; B.3.2 Student centred learning and teaching and assessment; B.3.3 Module design and delivery; B.3.4 Variety; B.3.5 Delivery feedback; B.3.6 Assessment.
Previous requirements or recommendations	None
Evidence of Compliance;	<p>SER B.3, Meetings with students and staff. VET could visit classes and see the Greek/English syllabi for all modules, ancillary documents including,</p> <ul style="list-style-type: none"> • Student Progress File • Paper Evaluation • Exegetical Paper Evaluation • Sermon Evaluation • Christian Ministry Evaluation and Church Attendance Forms GR • Christian Ministry Evaluation and Church Attendance Forms EN • Student Retreat Evaluation • Course Evaluation by Student - GR Sample from JoOS • Course Evaluation by Student - EN Sample from JoOS

Analysis	<p>Observation: sometimes classes are taught by different professors with different approaches - this has the potential to create confusion among students if not communicated pro-actively and well in advance.</p> <p>Variety in teaching has potential for further development.</p> <p>Again - some ICETE courses might provide an opportunity for faculty to learn together.</p> <p>Student feedback does flow into evaluation of faculty members.</p> <p>There is a grievance Policy in Handbook.</p> <p>Useful forms/templates for grading. Students seem satisfied with this area.</p>
Commendations, recommendations, requirements	<p>Commendation: Especially for the two classes that the team was able to observe.</p> <p>Commendation: Learning outcomes in syllabi are clearly student centered. The hard work over the past few years has clearly paid off.</p> <p>Recommendation: Clearly articulated curriculum document to be drawn up and made available publicly (i.e. in Student Handbook) as already mentioned as to be done in the SER.</p> <p>Recommendation: Consider ways to encourage faculty to share their best practice approaches and thus benefit from each other's proven experience.</p>
Panel conclusion	Substantial compliance

B.4 - STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

INSTITUTIONS FORMULATE AND IMPLEMENT SUITABLE POLICIES FOR THE STUDENT "LIFE CYCLE" THAT INCLUDES ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION.

Guidelines examined	B.4.1 Admission; B.4.2 Progression; B.4.3 Recognition; B.4.4 Graduation and certification.
Previous requirements or recommendations	<p>2016 Recommendation; Assessment sheet needs to be applied consistently.</p> <p>2016 Recommendation; Final thesis should be graded on the basis of a formalized grading sheet. A respective form should be formulated and used by all professors. In addition, double blind marking should be implemented for the grading of the final thesis.</p>

	<p>2016 Recommendation; We recommend the school to prepare and hand out a "Diploma Supplement", even if it is retitled "Certificate Supplement", as it includes helpful information for further studies in the EHEA.</p> <p>2016 Recommendation; Has the policy for special access been defined?</p> <p>2016 Recommendation; - More structured approach to the caring of GBC graduates recommended (e.g. GBC to facilitate events for graduates).</p>
Evidence of Compliance;	<p>SER B.4, meetings with staff and students, ancillary documents including,</p> <ul style="list-style-type: none"> • Απλιχαιτιον Σαμπλε (Application sample) • Pastoral Reference Greek Sample • Pastoral Reference English Sample • First-Year Admissions Statistical Info • Student Background Statistical Data - Sex • Student Background Statistical Data – Ethnicity • Student Background Statistical Data – Age • Student Background Statistical Data - Marital Status • Student Background Statistical Data – Education • Student Background Statistical Data – Denomination • Tabulation of Academic Qualifications for Admission • Continuation Retention Rate • Number of Students who Dropped • Student Handbook Greek Program 2020-2021 • Student Handbook ISP 2019-2020 • Student Contract • Student Progress File • Proof for Recognition of Credit - Sample • Invitation to Graduation Dinner • Inspection Guide for Leaving Dorms GR • Inspection Guide for Leaving Dorms EN • Preparation for Graduation and Departure GR • Preparation for Graduation and Departure EN • Graduation Bulletin Program 2021 • Sample Greek Certificate • Sample Certificate with Translation and ECTS Certificate • Memorandum between GrBC and Liberty University • UNION proposal to GrBC • GrBC letter to UNION • UNION confirmation of Partnership with GrBC

Analysis	<p>The admission process works well, admission committee functions well.</p> <p>Students have electronic access to their student progression file as well as a personal interview with the faculty adviser regarding formal progression.</p> <p>Comment: There is no policy for accepting transfer credit -it is handled on a case by case basis by the Academic Dean. As a new person transitions into this role it might be a good time to include a policy in the student handbook on this and consider if this should be a shared responsibility (i.e. with Registrar or Dean of Students or future Advisor or.....)</p> <p>Graduation requirements are clear. Graduation documents are comprehensive. Diploma Supplement-Template exists but is not in use as graduates do not seem to need such document.</p>
Commendations, recommendations, requirements	<p>Commendation: Progression is well done including student access to their progression file and student's progression interviews with faculty.</p> <p>Recommendation: Expand Grading Scale on transcripts from A-D with the wording used in Student Handbook (excellent, good...). This would be helpful for receiving institutions operating within other educational systems.</p>
Panel conclusion	Substantial compliance

B.5 - QUALIFICATION NOMENCLATURE AND CREDITS

INSTITUTIONS FOLLOW INTERNATIONALLY RECOGNISED QUALIFICATION NOMENCLATURE AND CREDIT-COUNTING SYSTEMS

Guidelines examined	B.5.1 Qualification nomenclature; B.5.2 Credits;
Previous requirements or recommendations	None
Evidence of Compliance;	<p>SER B.5, ancillary documents including,</p> <ul style="list-style-type: none"> • Sample Greek Certificate • Sample Certificate with Translation and ECTE Certificate • Student handbook

	<ul style="list-style-type: none">• School website.
Analysis	Equivalency statement by ECTE is clearly understood and applied. Credits are accurately awarded and recorded.
Commendations, recommendations, requirements	None
Panel conclusion	Full compliance

E. CONCLUSIONS

SUMMARY OF COMMENDATIONS

GBC is a fine institution, with many strengths. The C-SER well organized and clearly formulated. The school responded (where relevant) to the recommendations and requirements made by the previous accreditation visits. We would like specially to mention the following:

1. Integration of the Statement of Faith into the vision is well done.
2. Reflection on relationships between faculty and students on the tension of close relationships while maintaining professional roles is to be commended.
3. Development of Vision with current adjustments (i.e., including Orthodox context).
4. Daily operations at GBC have continued with a high degree of stability in challenging times (position of Admin. Director not filled, health situation of General Director/Academic Dean, Corona Pandemic). All staff and faculty are to be commended for their hard work and willingness to carry extra loads of tasks and responsibilities.
5. Many tools of QA are in place, much feedback is gathered.
6. Narratives in SER of developments through accreditation cycles show substantial work, development and improvements throughout GBC's accreditation history.
7. For sexual harassment policy.
8. For HR document for missionary staff/faculty.
9. Bringing in pastors and representatives of para-church-organisations to chapel and mission work. Alumni deeply appreciate the introduction to many churches and para-church organisations during their time at GBC.
10. For progress in relationship with Orthodox Church through informal discussion and a number of faculty members participating and contributing to dialogues and conferences.
11. For starting conversations within the faculty on gender issues and sexual identity.
12. For design and implementation of database accessible to various groups of people (students, faculty, staff) with respective access rights.
13. Development and implementation of virtual network to include digital student files.
14. Highly dedicated, capable, and motivated staff.
15. Beautiful campus and facilities with room for growth in student numbers, summer schools, conferences, etc.
16. Designing a curriculum, with good content, level, feasibility and progression is a job well done.
17. Credit allocation and duration is accurately understood and done.

18. GBC commended especially for the two classes that the team was able to observe.
19. Learning outcomes in syllabi are clearly student centred. The hard work over the past few years has clearly paid off.
20. Progression is well done including student access to their progression file and student's progression interviews with faculty.

SUMMARY OF RECOMMENDATIONS

1. There is a need to update and make sufficient GBC's public information. See page 16 of the above report for details.
2. GBC should consider defining parameters for decision making in writing per department (for example in the job descriptions). This is especially important as responsibilities might shift in the near future and for new staff and faculty in orientation.
3. GBC seek a professional who can help to bridge the gap in the planning from Vision/Mission to implementation with SMART goals. This to include a period for consolidation (leadership and structural changes).
4. Simple protocols and procedures to be established and followed to harvest the "fruit" of the hard work in QA. This to include document maintenance and closing of the loop of QA.
5. The VET strongly encourages the leadership team and board to take a fresh look at the potential in existing staff members to take on roles with officially delegated authority (which many have filled for a while already without officially delegated authority). Mentoring in the areas of leadership principles and personnel management will be needed to help them succeed.
6. GBC to consider use of free ICETE Academy courses on teaching and learning for Faculty development and as a basis for internal discussion.
<https://icete.academy/course/>
7. GBC to find a way to show in writing the subsidies provided by self-funded faculty and staff members.
8. GBC to develop and implement fundraising strategy (identify stakeholders and target appropriately) for running operating costs with a focus on remuneration of much needed and desired national faculty.
9. GBC to consider responding within the curriculum to changing needs in society and churches, i.e., Studies on Islam, cross-cultural understanding/communication etc.
10. A clearly articulated document setting out the curriculum to be drawn up and made available publicly (i.e. in Student Handbook) as already mentioned as to be done in the SER.
11. GBC to consider ways to encourage faculty to share their best practice approaches and thus benefit from each other's proven experience.

12. An expanding of the Grading Scale on transcripts from A-D with the wording used in Student Handbook (excellent, good...). This would be helpful for receiving institutions operating within other educational systems.

SUMMARY OF REQUIREMENTS

1. With succession planning for General Director starting, the opportunity to align tasks & responsibilities according to gifting and competence must be grasped. Organizational Structure needs clarity and stringency (avoiding circular reporting structures, utilizing existing potential in staff and faculty) documented in the organizational chart. Reference above report section A.2 pp 17-18 and ECTE Standards and Guidelines A.2.1, A.2.2, A2.3.
2. (Repeated from 2016): A substantial and comprehensive Strategic Plan must be developed. Reference above report A.2 pp_18, 20 and ECTE standards and guidelines A.2.4. Because of the existential importance of such a plan the VET suggests that the AC ask GBC for an initial draft (including all elements requested, but not all details) within three months of receiving the report to initially fulfil this requirement.

IN CONCLUSION

The visitation team recommends to the ECTE Council that GBC be judged to be in compliance with the *Standards and Guidelines* of the ECTE in both institutional and programme areas with the exception of the two requirements listed above.

The team recommends the renewal of accreditation, with the relevant recommendations listed above, monitored through the annual reporting processes of ECTE, once these requirements have been substantially met.

The visitation team would like to record their gratitude to GBC for a warm welcome and constantly helpful interaction with the team throughout the process. It was truly a meeting of colleagues in the process from which we in the team learnt much and greatly appreciated the staff and leadership of GBC for their excellence and commitment in following their calling.

In producing this report, all those involved as peer experts have been free from undue influence or stakeholders on the findings, analysis, conclusions, commendations, recommendations and requirements.

The visitation team.

Signed:

Carmen Crouse, (Team leader)

Dr. Paul Kleiner,

Raul Grajdan, (student representative)

Dr. Graham Cheesman, UK, (Review Secretary).

January 2022

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