

JACKSON THEOLOGICAL SEMINARY

Strategic Plan 2026–2031

INTRODUCTION

Jackson Theological Seminary (JTS) achieved full accreditation in July 2022 from the Transnational Association of Christian Schools (TRACS). With this accreditation, JTS is authorized to receive Title IV funds and believes this additional financial support will attract more candidates. By offering a Bachelor of Arts completion program and a Master of Divinity program, we provide immediate benefits to prospective and current clergy. We continue to receive support from the 12th Episcopal District of the African Methodist Episcopal Church as we build our donor base and create revenue-generating events, thereby augmenting tuition and fees that support the institution's budget and advance its vision and mission. By the fall of 2026, JTS aims to offer students options to pursue their education at designated teaching sites in Oklahoma, South Arkansas, and West Arkansas. JTS expanded its MDiv curriculum to include a Clinical Pastoral Education certificate, thereby attracting more students interested in chaplaincy ministry. Our Community Outreach Programs will assist those identified as oppressed or marginalized in the world and establish a public presence that showcases the impact of a Jackson education, attracting more students to our global academy.

In the fall of 2026, Jackson's graduates from 2024 and beyond who have demonstrated excellence in their academic work and practical ministry will form the Ministry Practicum Advisory Board (MPAB). The MPAB will provide student seminars and meeting space for faculty, administrators, and community partners to review the current curriculum and consider real-time needs across various fields of Christian service. Moreover, contact with students will not be limited only to graduates or denominational leaders. Instead, ecumenical figures will serve as guest speakers, seminar leaders, and internship hosts to support students in their studies and ministry efforts. To attract more qualified students and foster excellence in education, we will conduct periodic yet continuous observations and assessments of teaching experiences. Each instructor will have at least two recorded teaching experiences for professional growth. An assessment

tool will be used to evaluate the instructor's adherence to our educational standards. Our student body, both now and in the future, will uphold and advance new levels of excellence through appropriate academic rigor and ongoing curriculum refinement to meet their ministry needs and to promote the Kingdom of God. Our efforts to strengthen students' theological, spiritual, social, and moral resources—through our skilled administrators, faculty, and staff—will bring Jackson closer to “the high calling of God in Christ Jesus.”

Mission, Vision, Objectives

MISSION

Jackson Theological Seminary is an educational community preparing people for service to the local church and the broader community through transformative teaching and training. The faculty, administration, and staff are committed to preparing students for effective Christian leadership in pastoral and ministerial service.

VISION

Jackson's aspirations over the next five years can be summarized in the following Vision Statement:

A global academy providing biblical foundations for Christian ministries that serve, transform, and liberate communities.

To achieve the goals, objectives, strategies, actions, and necessary resources outlined in the Strategic Plan are perfectly aligned with the institution's vision. The pathway to becoming a global academy of this caliber will require a particular mission.

OBJECTIVES

The Institutional Objectives of Jackson Theological Seminary are sixfold. They are the following:

1. The seminary shall prepare students for careers and service in Christian Ministry for the local church and global Christian ministry.
2. The seminary shall promote and prepare academic and theological excellence and scholarship through the teaching and training of students for the Bachelor of Arts in Biblical Studies and the Master of Divinity degree programs.
3. The seminary shall educate, encourage, and engage students from varied spiritual, ethnic, cultural, male/female, and students with physical handicaps to encourage diversity and inclusiveness at the seminary.

4. The seminary staff, faculty, and Board of Trustees shall encourage solicitation of grants, aid, federal funding, research procedures, and practices to establish and enhance funding and scholarship for deserving students.

Environmental Analysis

SWOT Analysis

During the fall of 2025 and the spring of 2026, a series of sessions with the Strategic Planning Committee was held to develop the SWOT analysis, which aimed to establish the foundation for crafting the strategic plan's goals and objectives. Strengths and Weaknesses are internally focused, while Opportunities and Threats are externally focused; each is defined below.

- Strengths: Characteristics that give it an advantage over other colleges.
- Weaknesses: Characteristics that place Jackson Theological Seminary at a disadvantage relative to other colleges.
- Opportunities: External elements that Jackson Theological Seminary could use to its advantage, given its strengths.
- Threats: External elements that could affect Jackson Theological Seminary's success if not managed strategically.
- The steering committee collected information about the external and internal landscapes to conduct an environmental scan.

The SWOT assessment highlighted common themes aligned with the institution's near-term strategic priorities. Below is a summary of the SWOT analysis findings.

I. Strengths

Our current size enables us to make quick decisions that support both administrative and academic improvements. The school enjoys full denominational support and is located near churches and schools that could provide potential students in need of theological training. Located centrally in Arkansas, the institution uniquely focuses on Liberation Theology, particularly as it concerns American minorities. It also has the potential to become the state's accredited seminary. Its specialized courses are tailored for those pursuing or practicing professional ministry.

Since the fall 2022 semester, Jackson is approved for financial aid, which provides an opportunity to attract potential students who need financial assistance to attend school.

II. Weaknesses

The school relies on tuition revenue and student enrollment; budget constraints also limit initial advertising efforts. Its low enrollment and lack of diverse educational experiences prevent the formation of a cohesive student community.

III. Opportunities

Being the only accredited seminary in the state gives us a unique academic standing; leveraging our relationship with Shorter College's library has great potential for our students and provides sufficient space to temporarily store our textual resources. Our current accreditation status as a fully accredited institution is a positive indicator of growth for the school and serves as a selling point for prospective students, which Jackson can emphasize in its marketing efforts. Jackson's focus on clergy of color in the local area presents additional opportunities. The various denominations and leading Black clergy are promising starting points for expanding Jackson's presence, increasing the student body, and boosting revenue.

IV. Threats

The main threats to Jackson include a small student population, especially full-time students in both degree programs, and a shortage of staff in the recruitment and marketing departments. The region also struggles with a lack of educated clergy at the high school and undergraduate levels. Jackson has experienced cases where students pay tuition late or default on payments. All students can view their balances in Jackson's learning management system, Populi. Additionally, there is a cultural reluctance locally toward clergy education. Improving the relationship between Shorter and Jackson is essential for increasing undergraduate enrollment. Dr. Johnson, a member of the Shorter College staff, plays a key role in strengthening that relationship.

PEST Analysis

The Strategic Planning Committee examines the Political, Economic, Social, and Technological issues that could impact Jackson by analyzing external influences. Like the SWOT analysis, the PEST analysis is conducted annually from October to April to assess the external landscape that affects Jackson's ability to offer educational opportunities for clergy in Arkansas and Oklahoma.

I. Political Factors

Since Jackson is a school created to train men and women for Christian ministry, the likelihood of receiving public funding is low. Internally, we must ensure our procedures are followed and our processes are transparent. The Discipline states that the school must achieve a certain level of accreditation to be included in the Connectional budget.

Jackson met that requirement in 2022 with full accreditation from TRACS. We now receive the full amount allocated for accredited schools in our denomination. That requirement in our AME itineracy may change our personnel or student body, requiring us to keep a strong core. There is no active effort to attract degree-ministry candidates in the 12th District to increase the number of ministry candidates or personnel. They advised talking to pastors about potential churches that could become future teaching sites. There is little interest in education among local pastors and ministers. Some unhappy individuals have become guest lecturers in classes.

External: Former students with degrees from the previous version of Jackson cannot currently receive honorary degrees after accreditation. We should consider proposing a bylaw to grandfather these graduates for honorary degrees and seek their support.

Internal: Our district leadership or the representative who reports to him/her attends our strategic planning meeting. Our Trustee Board needs more diversity, including corporate personalities, but there is concern about losing control.

II. Economic Factors

Jackson's ability to improve infrastructure and operations will grow with increased funding. A rising student population, denominational support, and lending institutions

all require careful planning. Debt should be taken on only if there are viable repayment plans. There have also been suggestions for grants to students for specific academic projects, including research on the Tulsa Race Massacre of 1921. Securing such funding will require thorough preparation. Our previous grant requests through the Lily Foundation were unsuccessful, but other opportunities that match the Foundation's funding criteria could arise.

Growth within the local AME denomination has stagnated, requiring targeted efforts at larger gatherings, such as conferences, congresses, and annual events, to attract more participants. Improving infrastructure—primarily by hiring additional staff—and enhancing operations will require increased funding. Growing the student body is crucial for revenue growth. Denominational support doubled in 2024, and local district funds remain steady.

Economic and Lifestyle Constraints

Prospective students—especially within Black ministry contexts—often face:

- Employment obligations
- Family responsibilities
- Active ministry roles

At the same time, economic conditions create opportunity. The demand for **affordable, flexible, and ministry-relevant education** is increasing, particularly among adult learners seeking advancement without incurring significant debt.

Institutionally, JTS must also navigate:

- Dependence on tuition-driven revenue
- Limited endowment or external funding streams

- The need for diversified income sources (grants, partnerships, donor development)

Solutions

- Prioritize affordability and flexible payment structures
- Expand scholarships and donor-funded aid
- Develop bi-vocational-friendly program models
- Diversify revenue through grants, partnerships, and community engagement
- Align program offerings with practical ministry and community outcomes
- Continue enforcing the AME mandate that all clergy hold a Master of Divinity degree or its equivalent.
- Develop year-round “**all-hands-on-deck**” targeted recruitment and marketing campaigns

III. Social Factors

The social environment surrounding graduate theological education in Arkansas presents both **significant challenges and strategic opportunities**, particularly concerning Black student involvement, ministry training, and evolving perspectives on higher education.

Educational Pipeline and Attainment

Arkansas has a **limited higher education pipeline**, with fewer than half of high school graduates immediately entering postsecondary education. This restricts the number of students who progress to graduate programs, including theological education.

Arkansas is located within the Bible Belt, where church attendance and religious identity still hold cultural importance. Research shows that a large majority of educated Americans continue to identify with religion and stay highly committed to it. However, this religiosity does not necessarily lead to the pursuit of graduate theological degrees.

Graduate theological education, unlike professional degree programs, often does not promise an immediate financial return, which can reduce motivation to enroll. Additionally, many ministry leaders in Arkansas—particularly in Black church communities—serve in **bi-vocational roles**, which limits their ability to pursue full-time study. At the same time, economic conditions create new opportunities. The demand for **affordable, flexible, and ministry-relevant education** is

increasing, especially among adult learners seeking advancement without accumulating significant debt.

These enrollment trends in seminaries suggest that **adult learners and active ministers** are the most promising groups for theological education. This demographic represents JTS's **biggest mission-aligned opportunity**, particularly in central Arkansas and nearby regions. To grow as a graduate school of ministry and theology, JTS must address the **Call to Ministry** among Black clergy.

Cultural Understanding of Ministry

The social environment surrounding graduate theological education in Arkansas faces both **significant challenges and strategic opportunities**, particularly regarding Black student engagement, ministry preparation, and changing perspectives on higher education.

Many students and aspiring ministers in Arkansas perceive ministry primarily as a **calling confirmed by the church community**, rather than a profession requiring advanced academic certification. This cultural mindset can reduce urgency for seminary enrollment, especially at the graduate level.

Denominational Influence

Evangelical and Pentecostal traditions—strong in Arkansas—often emphasize **practical ministry training, mentorship, and local church licensing pathways**. While some denominations require formal seminary education, others allow alternative routes, shaping student attitudes toward graduate study.

In Arkansas—especially within African American church communities—ministry is typically seen as a **spiritual calling approved by the church**, rather than a profession that requires formal academic credentials.

This results in:

- Strong reliance on **church-based licensing and mentorship**
- Limited perceived necessity of graduate theological degrees
- Emphasis on **practical ministry effectiveness over academic preparation**

While this presents a recruiting challenge, it also provides a strategic chance for JTS to promote theological education as a complement to calling, strengthening leadership skills, biblical literacy, and community impact. The ministry education landscape in Arkansas can be divided into three primary groups:

1. **Traditional Seminary Students** (small but committed segment)
2. **Active Ministers Without Graduate Degrees** (primary target market)
3. **Deferred Adult Learners** (growth segment)

Black Student Participation and Historical Context

Key contributing factors include:

- Economic constraints
- Bi-vocational ministry demands
- Limited awareness of accessible seminary pathways
- Cultural preference for experiential ministry training

These realities drive demand for:

- Online and hybrid learning formats
- Evening and weekend classes
- Modular or stackable credential programs

Our institution's current cultural makeup includes a mix of rural, suburban, and urban populations. The culture tends to be conservative both politically and religiously, which could pose challenges for those considering Jackson, as it is a school strongly rooted in Black Liberation Theology.

Jackson is not yet diverse in its ethnic student body, with the area being 80% Caucasian and 50% in North Little Rock. Therefore, Jackson must continue to focus on the primarily Black denominations in the region, such as Missionary Baptist, AME, AME Zion, CME, Progressive Baptist, Church of God in Christ, and others.

Solutions to Problematic Social Factors

- Frame theological education as a continuation of spiritual calling
- Focus recruitment on Black church networks and ministry leader
- Develop flexible, affordable, and accessible program formats
- Leverage historical identity in Black theological education
- Build strong partnerships with local churches and denominational bodies
- Develop online and hybrid learning formats, expand teaching sites in areas 50 miles outside of the Little Rock/North Little Rock areas
- Expand opportunities for evening and weekend intensive classes
- Develop certificate programs that expand the career opportunities in ministry for students who are not looking to enter the pastoral ministry

IV. Technological Factors

Technology continues to transform the delivery of higher education, student expectations, and institutional competitiveness. JTS cannot establish a station where people are; they must travel long distances, which discourages attendance. Until we apply to TRACS and are granted permission to offer online courses, we will engage students who need distance education with intensive weekend courses, experiential learning credit courses, and teaching sites.

Jackson's goal is to incorporate these teaching methods into our TRACS-approved curriculum to meet the current demand from students who live more than fifty miles from the Little Rock/North Little Rock area. By fall 2027, we will offer online and hybrid courses while continuing to use the previously described teaching methods.

Our research into online and hybrid offerings in Arkansas and Oklahoma reveals that prospective students increasingly expect:

- Fully online or hybrid program availability
- User-friendly digital learning platforms
- Immediate access to academic resources and support services

For JTS, technology is both an essential need and a strategic chance. Institutions that do not implement effective digital delivery systems risk becoming irrelevant, especially among

working adults and younger students. At the same time, advancements in educational technology enable:

- Expansion beyond geographic limitations
- Increased enrollment capacity without proportional facility expansion
- Enhanced student engagement through multimedia and interactive learning

However, challenges remain, including:

- Infrastructure investment
- Faculty training and adaptation
- Maintaining academic rigor in online environments

Technological solutions for JTS

- Expand and refine online and hybrid program delivery
- Invest in Learning Management Systems (LMS) and digital tools
- Provide faculty training for effective online instruction
- Utilize digital marketing and recruitment strategies
- Enhance website functionality and student onboarding systems

As a result of the Strategic Planning Committee's efforts, five major strategic priorities (Goals) have been identified for this planning cycle. These goals largely represent refinements of previous strategic objectives, informed by the committee's work on both the SWOT and PEST analyses.

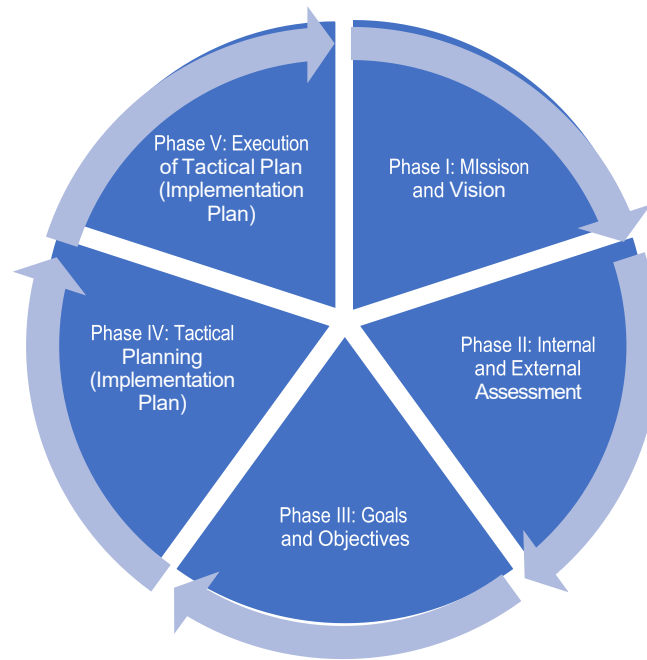


Figure 1 JTS Strategic Planning Process

***Strategic Planning Process
(October - April)***

Phase I: Mission and Vision

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- a. The Strategic Planning Committee reviews the Seminary's Vision and Mission collectively to ensure their
 - b.
 - c. relevance.
 - d. All discussions are recorded, and proposed changes are documented.

Phase II: Internal and External Assessment and Evaluation

- a. Perform and/or update findings from the following analysis (SWOT Analysis / PEST Analysis)
- b. Review Internal Assessment and Evaluation Data
 - Enrollment Trends
 - Retention Rates
 - Graduation and Placement Rates
 - Fiscal soundness and stability
 - Student Learning Attainment and GPAs
 - Student Satisfaction Survey Results (all aspects of the Seminary)
 - Facilities Survey Results
 - Student Course Evaluation Results

NOTE: The information above will be discussed during the dissemination of the Institutional Assessment Report

Phase III: Strategic Goals and Objectives

- a. Review Current Strategic Goals and Objectives:
 - i. Record accomplishments and achievements
 - ii. Discuss relevancy of remaining goals and objectives
- b. Update existing goals/objectives that are aligned with the Vision and Mission of the Seminary, as necessary.
- c. Create new goals/objectives that are aligned with the Vision and Mission of the Seminary, as necessary.

Phase IV: Tactical Planning (Implementation Plan)

- a. Review current implementation plan.
 - iii. Record accomplishments and achievements
 - iv. Discuss relevancy of remaining tactics/strategies
- b. Update existing tactics/strategies, as needed.
- c. Create new tactics/strategies, as needed.
- d. Align human resources, timeline, and fiscal resources (budget)

Phase V: Execution of Tactical Plan (Implementation Plan)

- a. Complete assigned strategies.

STRATEGIC GOALS AND OBJECTIVES

Strategic Goal 1

To achieve and maintain a student enrollment that ensures long-term viability and sustainability, and substantive student interaction and engagement.

According to the Jackson Theological Seminary Achievement Report, enrollment has been around 11 students over the past four years, and the Seminary plans to increase enrollment to 55 students by Fall 2027. Research shows that student enrollment directly affects the sustainability and engagement of higher education institutions at all levels, making it essential to Jackson Theological Seminary's future.

To reach these enrollment goals, the Seminary recognizes the importance of strengthening its brand awareness locally and regionally through marketing and advertising. A recent national survey indicates that, to stay competitive, colleges and universities "are focusing on branding and marketing far more than in previous years." For many institutions, the emphasis and investments are shifting toward creating unique brands that stand out from the competition, and some are even hiring marketing leadership from the corporate sector. As the survey highlights, colleges and universities are increasingly prioritizing branding and marketing to remain competitive (Smith, 2019). Many higher education institutions are directing their efforts and resources toward building distinctive brands. A strong web presence and targeted advertising campaigns aimed at specific demographics are vital for converting prospects. Therefore, the Seminary recognizes that refining its web presence and developing a strategic marketing and advertising plan to increase brand awareness is essential for boosting enrollment over the next five years.

Second, the Seminary must seek opportunities to provide additional financial assistance. According to the National Center for Education Statistics, over 80% of students in undergraduate programs receive financial aid. Additionally, the 2021 Student Satisfaction Survey (as referenced in the Institutional Assessment Report) reports that over 70% of students cited a lack of financial support as the reason for interrupting their matriculation. Therefore, the Seminary recognizes that increasing and maintaining student enrollment will significantly benefit from financial support through Title IV participation.

Third, the Seminary must use consistent recruitment strategies through community engagement and forming partnerships. According to the 2021 Student Satisfaction Survey, when asked about one change they would like to see at the Seminary, students openly expressed the need for a recruitment officer or someone to actively manage the recruiting process.

Towards this end, the Seminary extends its commitment to achieving the following objectives:

Objectives

- a. To increase student enrollment from 13 (10 FTE) to 55 (45 FTE) students by Fall 2027.
 - b. To increase student retention and persistence rates by 50% by 2027.
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Strategic Goal 2

To deliver academic excellence through high-quality programs, rich learning opportunities, and effective student support mechanisms.

To contribute to the achievement of Goal 2, the Seminary is systematically working to meet the needs of non-traditional learners, who constitute over 90% of the student body. These students require more flexible scheduling options, such as online courses. Although the seminary is not yet authorized to offer distance education, the pandemic has emphasized the necessity to expand current formats to include online and hybrid options. Students confirmed this need during the 2020-2021 Student Satisfaction Survey. Additionally, recognizing the unique needs of non-traditional students, the Seminary stresses the importance of providing targeted support services to improve student outcomes.

The quality of faculty at the Seminary is essential for academic excellence and the quality of teaching, learning, and services. Therefore, the Seminary is committed to attracting and retaining qualified faculty by improving compensation and benefit structures and offering professional development opportunities that enhance their knowledge and skills in andragogy.

Towards this end, the Seminary extends its commitment to achieving the following objectives:

Objectives

- a. To augment instructional modalities to include online and hybrid by 2028.
- b. To enhance academic support services to support student success and well-being.
- c. To increase the number of qualified and credentialed faculty by 100% by 2028.

- d. To expand and strengthen faculty and staff professional development programs, experiences, and opportunities to improve leadership knowledge and ensure accountability in achieving shared values, vision, and mission.
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Strategic Goal 3

To secure reaffirmation with TRACS.

Research shows that higher education institutions are perceived as more credible after successfully completing the accreditation process and receiving certification from an accrediting agency. Seminary students may not understand why accreditation matters when choosing a college or university. Accreditation guarantees academic quality. Attending an accredited school can affect a student's eligibility for federal financial aid or for transferring credits to another school. Therefore, gaining state recognition through the Arkansas Department of Higher Education increases visibility and appeal to prospective students.

Towards this end, the Seminary extends its commitment to achieving the following objectives:

Objectives

- a. Objective: To continue membership with TRACS as an accredited institution by 2027.
 - b. Objective: To gain recognition from the Arkansas Department of Higher Education by 2027.
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Strategic Goal 4

To secure and sustain funding sources to fulfill the vision and mission of the Seminary.

Securing annual fundraising sources helps institutions of higher learning stay open and staffed to fulfill their vision and mission. The Seminary recognizes the necessity of adopting fundraising strategies with components specifically designed to support the improvement of academic programs and campus facilities.

Towards this end, the Seminary extends its commitment to achieving the following objective:

Objective

- a. Objective: To continue and foster relationships to secure denominational funding of \$235,000 and develop new funding sources through 2027.
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Strategic Goal 5

To establish human resource management best practices that attract, engage, and retain employees.

Human resources must be managed with excellence to foster the highest quality of employee performance in any business setting. Undoubtedly, HR management helps bridge the gap between employees' performance and the organization's strategic objectives. Moreover, an efficient HR management team can give organizations a competitive edge. Therefore, the Seminary must focus on attracting new talent and retaining existing personnel. To stay competitive as an employer, the Seminary must offer employees competitive wages, implement effective onboarding procedures, and provide employee benefits that meet the workforce's needs.

Towards this end, the Seminary extends its commitment to achieving the following objectives:

Objectives

- a. Objective: To increase the salaries of faculty (full-time) and staff by 70% by 2027.
 - b. that meet the needs of the workforce.
-

Strategic Goal 2

To deliver academic excellence through high-quality programs, rich learning opportunities, and effective student support mechanisms.

- a. **Objective: To augment instructional modalities to include online and hybrid by 2026.**

Tactics/Strategy	Person(s) and Positions Responsible	Fiscal Resources	Start Date	Due Date	Status (In-progress, Pending, Complete)	Completed Date	Notes
1. Semi-annual Faculty Professional Development	CAO (Rev. Boone)	TBD	7/1/2022	7/1/2023	Completed	08/1/23	Expense covers association fees, retreat opportunities and materials for professional development
2. Assess and acquire additional tools to augment instructional modalities (whiteboards, SMS, additional software, etc.)	CAO (Rev. Boone CFO (Mrs. Washington), Faculty (Dr. Chism (Rev. Newsom)	TBD	7/1/2023	6/28/2027	In-Progress	In-Progress	Resource needs are assessed at designated Faculty meetings and requested annually in Budget process or as needed if urgent
3. Designate classes to be offered through Teaching Sites	CEO (Rev. Guy), CAO (Rev. Boone)	None Required	8/1/2024	8/1/2025	Completed	08/15/25	Designation of distance learning classes will take place pending Accreditation
4. Request additional Teaching Sites to support Distance Education	CEO (Rev. Guy), CAO (Rev. Boone)	None Required	11/1/2024	1/1/2025	Completed	08/15/25	Request of sites for distance learning classes will take place pending Accreditation
5. Complete TRACS Institutional Change Form & Prospectus Checklist	CEO (Rev. Guy), CAO (Rev. Boone)	None Required	11/1/2025	12/15/2025	Completed	05/31/25	Form for distance learning classes will take place pending Accreditation

6. Prepare for TRACS Visit for additional Teaching Site recommendations	CAO (Rev. Boone)	\$4700*	1/31/2025	4/30/2025	Pending	11/1/25	Dates subject to change based on TRACS direction
7. Adjust Institutional Publications	CAO (Rev. Boone), DAR (Ms. Davis)	None Required	5/15/2025	7/15/2025	Completed	07/01/2026	Dates subject to change based on TRACS direction
8. Upon approval, advertise additional sites.	CEO (Rev. Guy), CAO (Rev. Boone)	None Required	7/1/2025	7/8/2025	Pending	Pending	Dates subject to change based on TRACS direction
9. Request approval for CPE certificate program in partnership with VA.	CEO (Rev. Guy) CAO (Rev. Boone)	None Required	6/1/2024	9/15/2024	Pending	Pending	Request change From TRACS and approval from ICPT
10. Complete agreement with ICPT for curriculum	CEO (Rev. Guy)	None Required	10/1/2024	2/1/2025	Complete	6/1/2025	Apply for TRACS approval
11. Complete application for certificate program and submit to TRACS for approval	CEO (Rev. Guy)	None Required	4/15/2025	6/30/25	Complete	7/1/2025	Approved by TRACS; waiting for DOE decision to start program

Budget Narrative:

*Visit and membership cost as listed on TRACS Budget under Accreditation (24-25)

a. Objective: To enhance academic support services to address student success and well-being.

b.

3. Create Student Body Gov.	CAO (Rev. Boone)	None Required	1/15/2024	8/15/2027	Pending	Pending	To be student directed
4. Receive and implement necessary recommendations from Student Body Government	CAO (Rev. Boone)	TBD	8/15/2024	12/31/2027	Pending	Pending	To be student directed
Budget Narrative: No fiscal resources are needed for this objective.							

a. Objective: To increase the number of qualified and credentialed faculty by 100% by 2

Tactics/Strategy	Person(s) and Positions Responsible	Fiscal Resources	Start Date	Due Date	Status	Completed Date	Notes
1. Use staffing sites to search for recruits	CAO (Rev. Boone)	None Required	5/1/2024	7/1/2027	Pending	Pending	Budgeting for 2 new faculty members in 2026-2027 academic year
2. Conduct screening interviews of qualified applicants	CAO (Rev. Boone)	None Required	12/1/2024	3/30/2027	Pending	Pending	Budgeting for 2 new faculty members in 2026-2027 academic year
3. Conduct final rounds of hiring interviews	CAO (Rev. Boone CEO (Rev. Guy), Full-Time Faculty (Dr. Newsom), Full-Time Faculty (Dr. Scott)	None Required	4/1/2024	6/28/2027	Pending	Pending	Budgeting for 2 new faculty members in 2026-2027 academic year
4. Hire qualified candidates	CAO (Rev. Boone), CEO (Rev. Guy), CFO (Mrs. Washington)	\$29,000*	7/1/2024	7/1/2027	Pending	Pending	Budgeting for 2 new faculty members in the 2026-2027 academic year

Budget Narrative:

*Current projected dollars available for graduate and undergraduate instructors, found on Program Services/Instruction on the 2024-2025 Budget of five-year budget.

Strategic Goal 3

To receive reaffirmation, maintain membership and recognition with TRACS to enhance the Seminary's credibility and reputation nationally and regionally.

a. Objective: To acquire reaffirmation with TRACS as an accredited institution by 2027.

Tactics/Strategy	Person(s) and Positions Responsible	Fiscal Resources	Start Date	Due Date	Status	Completed Date	Notes
1. TRACS Reaffirmation	Board, Administration, Faculty & Staff	\$9050*	10/1/2025	5/15/2026	In-progress	N/A	TRACS team visit 7/25/2026
2. TRACS Membership Dues	CEO (Rev. Guy), CAO (Rev. Boone) CFO (Mrs. Washington)	\$9050**	1/1/2025	1/1/2025	In-progress	Annual fee paid	Annual fee paid
Budget Narrative: *Total of payments to TRACS; found in 2024-2025 Budget. **This is the cost of the visit, and other fees but does not include the annual fee for membership; found on 202-2027							

Strategic Goal 4

To secure and sustain funding sources (state, federal, corporate, and/or other external entities) to fulfill the vision and mission of the Seminary.

- a. **Objective: To continue the relationship to receive denominational funding support of \$235,000 and develop new sources through 2027.**

Tactics/Strategy	Person(s) and Positions Responsible	Fiscal Resources	Start Date	Due Date	Status	Completed Date	Notes
1. MSWAWO+PK Event	CEO (Rev. Guy)	\$12,500*	3/1/2022	4/1/2027	Pending	Pending	Funds are donated annually
2. Denominational & District support	CAO (Rev. Guy) CEO (Dr. Boone)	\$235,000**	Monthly	Monthly	Pending	Pending	Funds are built into annual denominational budget
3. Fall Convocation	CEO (Rev. Guy) CAO (Dr. Boone)	\$2,500***	8/1/2022	8/31/2027	Pending	Pending	\$500 Annually requested donation
4. Spring Convocation	CEO (Rev. Guy) CAO (Dr. Boone)	\$2,000***	4/1/2023	4/31/2027	Pending	Pending	\$500 Annually requested donation
5. Establish “friend-raiser” model events to recruit new donors	CEO (Rev. Guy), CAO (Rev. Boone)	TBD	12/9/2021	6/30/2023	In-Progress	Pending	Currently on schedule

Budget Narrative:

*Represents 5 years of annual fundraising from MSWAWO+PK event; Gifts and Fundraising on 2022-2027.

**Represents annual denominational & district church support; found on the “Budget” tab on 2022-2027.

*** Found on Gifts and Fundraising on 2022-2027.

Strategic Goal 5

To establish human resource management best practices that attract, engage, and retain employees.

a. Objective: To increase the salaries of faculty (full-time) and staff by 60% by 2027.

Tactics/Strategy	Person(s) and Positions Responsible	Fiscal Resources	Start Date	Due Date	Status	Completed Date	Notes
1. Request budget approval from the Board of Trustees annually for salary increases for faculty and staff annual increases for	CEO (Rev. Guy CFO (Mrs. Shelia Washington), CAO (Rev. Boone)	None Required	5/3/2022	5/3/2027	In-process	On-going	Increases may need adjustment in requests, but overall will reflect 100% increase by 2030
2. Give incremental salary increase to approach industry scale and 100% growth for full-time faculty	CEO (Rev. Guy), CFO (Mrs. Shelia Washington), CAO (Dr. Palmer)	5-10% increase*	7/1/2022	6/30/27	In-process	On-going	Increase pending Board approval at 5/3/22 Meeting. Amounts can be viewed in Budget
3. Give additional annual salary increases to faculty and staff (pending positive performance evaluations and budget approval)	CEO (Rev. Cecil Williams), CFO (Mrs. Shelia Washington), CAO (Dr. Palmer)	40% increase *	7/1/2023	6/30/2027	In-process	On-going	Increases represent majority of 60% goal to be achieved by 2027

Budget Narrative:

*Percentages are based on totals from Salary increases starting in 2022-2023 fiscal year

b. Objective: To enhance onboarding procedures for all new employees.

Tactics/Strategy	Person(s) and Positions Responsible	Fiscal Resources	Start Date	Due Date	Status	Completed Date	Notes
1. Create a new system that shows the process and required paperwork	DAR (Ms. Davis) CFO (Mrs. Washington), CEO (Rev. Guy) CAO (Dr. Boone)	None Required	01/04/2027	07/31/2027	In Progress		Present in Pre-Fall Semester Professional Development
2. Implement a new onboarding system	CFO (Mrs. Washington) CAO (Rev. Guy) CEO (Dr. Boone)	None Required	08/01/2027	07/31/27	In Progress		Current employee files reconciled to new system as needed
Budget Narrative: No fiscal resources are needed.							

c. Objective: To strengthen employee benefits that meet the needs of the workforce.

Tactics/Strategy	Person(s) and Positions Responsible	Fiscal Resources	Start Date	Due Date	Status	Completed Date	Notes
1. Consult with Shorter College HRM to review JTS current onboarding checklist	DAR (Ms. Davis), CEO (Rev. Guy), CAO (Rev. Boone)	None Required	1/1/2025	6/1/2027	Pending	Pending	
2. Research current state and federal laws for accurate planning for implementation	DAR (Ms. Davis), CEO (Rev. Guy) CAO (Rev. Boone)	None Required	1/1/2025	6/1/2027	Pending	Pending	Acquire information for Health and Life Insurance and 401K
3. Structure basic benefits package for full-time employees	DAR (Ms. Davis), CFO (Mrs. Washington),	TBD*	6/1/2025	6/30/2027	Pending	Pending	At least Health and Life Insurance and 401K; cost to the institution TBD
4. Offer employee benefits package to all eligible employees	CEO (Rev. Guy), CAO (Rev. Boone), CFO (Mrs. Washington)	TBD*	7/1/2026	Annually	Pending	Pending	Benefits offered to new employees annually; cost to the institution TBD
Budget Narrative: *Impact/cost to 2024-2027 To Be Determined after research and package approval by the Board of Trustees.							

COMPLETED ITEMS (ANNUAL STATUS UPDATES)

To achieve and maintain a student enrollment that ensures long-term viability and sustainability and substantive student interaction and engagement.

a. Objective: To increase student enrollment from 13 (10 FTE) to 55 (45 FTE) [68 (50 FTE)] students by 2027. *

Tactics/Strategy	Persons and Positions Responsible	Fiscal Resources	Start Date	Due Date	Status	Completed Date	Notes
1. Select and hire the appropriate marketing firm.	President/CEO (Rev. Williams)	\$22,900*	11/16/2021	7/31/2022	Completed	12/1/2021	Cumulus has been secure which will cross over to the 2022-2023 year. Cost will be on-going.
2. Create a marketing plan (with the assistance of the marketing team)	President/CEO (Rev. Williams)	Built into acquisition of hiring firm	10/1/2021	1/30/2022	Completed	1/30/2022	3-year Marketing Plan is observed monthly and adjusted on an ongoing basis
3. Implement Marketing and Advertising Plan	President/CEO (Rev. Williams) CFO (Mrs. Washington)	\$109,890**	1/15/2022	10/31/2022	Complete	6/30/2025	Marketing plan is 6-mo from creation on 4/2021. Cost is based on 2022-2027.
4. Create a recruitment plan (strategies)	Strategic Planning Committee	None Required	5/10/2022	12/31/2022	Completed	12/31/2022	Partnering with Strategic Planning Committee with Cumulus

5. Implement recruitment plan (strategies)	Strategic Planning Committee	None Required	1/1/2023	1/1/2023	Completed	Pending	With pre-launch of plan in Fall 2022, adjusted plan to be implemented to boost Fall 2023 enrollment
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6. Acquire third party financial aid servicer	CEO (Rev. Williams), CFO (Mrs. Washington)	\$18,000***	4/1/2022	4/28/2022	Completed	4/28/2022	Contract signed with Global Financial Aid Services
7. Become a Title IV institution	CEO (Rev. Williams), CAO (Dr. Palmer), FAC (Mrs. Hinton)	None Required	10/1/2021	6/28/2022	Completed	3/22/2022	Provisional status granted, awaiting DOE final approval
8. Advise students and potential students on acquiring Title IV funds	FAC (Mrs. Hinton)	None Required	5/15/2022	No date specified	Completed	On-Going	Advising to take place on a regular basis prior to registration

Budget Narrative (Fiscal Resources):

* Breakdown of annual projection of undergraduate and graduate students found 2025-2030 Budget

** Total marketing budget cost includes website creation and maintenance, radio ads, social media ads, geo-targeting and monthly meetings found 2022-2027 Budget

***Required 3rd party servicer allotment found on Technology line item: Global FAS cost is \$1500 monthly charge; budgeted amount is an annual summation.

Goal 1: To achieve and maintain a student enrollment that ensures long-term viability and sustainability and substantive student interaction and engagement.

a. Objective: To increase student enrollment from 13 (10 FTE) to 68 (50 FTE) students by 2027.

Tactics/Strategy	Persons and Positions Responsible	Fiscal Resources	Start Date	Due Date	Status	Completed Date	Notes
9. Find reputable marketing firms.	President/CEO (Rev. Williams)	None Required	8/1/2021	11/16/2021	Completed	11/16/2021	Cumulus has been selected
10. Apply for Title IV to the Department of Education	FAC (Mrs. Conley)	None Required	10/1/2021	No date specified	Completed	10/25/21	
11. Create Financial Aid policy and infrastructure	CFO (Mrs. Washington), CAO (Dr. Palmer), FAC (Mrs. Conley)	\$1000***	6/1/2021	9/1/2021	Completed	9/1/2021	Outside consultant hired to assist in policy creation
12. Hire employees for Financial Aid infrastructure	CEO (Rev. Williams), CFO (Mrs. Washington),	\$20,800***	10/1/2020	1/1/2021	Completed	12/1/2021	Mrs. Cindy Conley hired
13. Create annual process for identifying Professional Development needs	CAO (Dr. Palmer), Faculty	None Required	8/1/2018	8/1/2019	Completed	8/1/2020	Process is annually observed for greater efficiency and effective

Goal 3: To secure membership and recognition with reputable accrediting agencies to enhance the Seminary's credibility and reputation nationally and regionally.

a. Objective: To acquire membership with TRACS as an accredited institution by 2022.

Tactics/Strategy	Person(s) and Positions Responsible	Fiscal Resources	Start Date	Due Date	Status	Completed Date	Notes
4. TRACS Candidacy	Board, Administration, Faculty & Staff	\$29,250*	12/1/2018	7/31/2020	Completed	9/1/2020	All conditions met and submitted

Goal 3:

b. Objective: To acquire recognition with the Arkansas Department of Higher Education (ADHE).

Tactics/Strategy	Person(s) Positions Responsible	Fiscal Resources	Start Date	Due Date	Status	Completed Date	Notes
1. Submit Letter of Intent to ADHE	CAO (Dr. Lindo)	\$1000*	9/15/2022	9/30/2022	Complete	1/31/2023	Pending TRACS accreditation. ADHE regulations will be monitored for adjustments
2. Submit Application for Certification to ADHE	CAO (Dr. Lindo)	None Required	10/30/2022	11/15/2022	Complete	11/15/202	Pending TRACS accreditation. ADHE regulations will be monitored for adjustments

3. Submit TRACS accreditation document to ADHE	CAO (Dr. Lindo)	None Required	12/1/2022	12/15/2022	Complete	12/15/2022	Pending TRACS accreditation. ADHE regulations will be monitored for adjustments
4. Receive Certification from the ADHE	CAO (Dr. Lindo)	None Required	2/1/2023	2/1/2023	Complete	2/1/2023	Pending TRACS accreditation. ADHE regulations will be monitored for adjustments.
Budget Narrative: *Under Contingencies in 2022-2027 Budget; Fees include \$500 for each degree program; additional course fees will be determined.							

a. Objective: To increase student retention and persistence rates by 50% in 2027.

Tactics/Strategy	Person(s) and Positions Responsible	Fiscal Resources	Start Date	Due Date	Status	Completed Date	Notes
1. Create Student Retention Plan	Strategic Planning Committee	None Required	5/15/2022	7/31/2022	Completed	Completed	To create greater retention
2. Implement Student Retention Plan	CEO (Rev. Guy), CAO (Rev. Boone)	None Required	7/10/2022	8/1/2022	Completed	Completed	Will be implemented upon completion of plan
Budget Narrative: No fiscal resources for this objective.							

b. Objective: To increase and strengthen faculty & staff professional development programs, experiences, and opportunities to enhance leadership knowledge to ensure accountability in achieving shared values, vision, and mission.

Tactics/Strategy	Person(s) and Positions Responsible	Fiscal Resources	Start Date	Due Date	Status	Completed Date	Notes
5. Submit Professional Development dates and times into the calendar creation process	CAO (Rev. Boone), DAR (Ms. Davis)	None Required	5/1/2025	8/15/2025	Completed	8/15/25	Annual process
6. Revisit Professional Development needs annually	CAO (Rev. Boone), Faculty	None Required	5/1/2025 & 12/1/2025	Each May & December	Completed	05/01/25	Annual process
7. Conduct Professional Development Dates as scheduled	CAO (Rev. Boone)	None Required	6/1/2025 & 1/1/2026	Each January & June	Completed	As Scheduled Each Semester	Annual process

a. Objective: To enhance academic support services to address student success and well-being.

Tactics/Strategy	Persons & Positions Responsible	Fiscal Resources	Start Date	Due Date	Status	Completed Date	Notes
1. Monthly Faculty Senate assessment of strategies for student success	Full-Time Faculty (Dr. Chism & Rev. Newsom)	None Required	6/1/2021	Monthly	Completed	09/15/23	Senate meetings are monthly
2. Faculty Senate recommend strategies to Faculty/Staff Meeting for student success	Full-Time Faculty (Rev. Boone)	None Required	8/1/2024	Monthly	Completed	09/15/23	Senate meetings are monthly