STRATEGIC PLAN 2015

LEVERAGING OUR PAST

TO BUILD OUR FUTURE

CREATING A DIFFERENCE FOR THE WORLD WE LIVE IN
EXECUTIVE SUMMARY

These are harrowing times for theological education. Enrollments are down. Donations are down. Denominational bodies in decline are sending fewer students and fewer financial resources to support the mission of theological institutions. In the face of those systemic challenges, and the particular challenges stemming from the end of Claremont School of Theology’s (CST) relationship with Claremont Lincoln University, CST is seeing its way through to a new era in theological education.

This strategic plan was initiated by President Kah-Jin Jeffrey Kuan and developed by a team comprised of faculty, staff, students, alumni/ae and trustees over a period of 14 months. The plan articulates a vision for CST that leverages the School’s core strengths – a cutting-edge faculty, a tradition of open and expansive theology, and its location amidst the country’s most diverse and dynamic metropolitan region – to meet the needs of the church and the world for the 21st century.

The vision articulated by the Strategic Planning Task Force states that:

CST is committed to being an institution that Creates a Difference for the World We Live In through transformative educational practices that encourage our members to engage both local and global communities within an organizational framework that prioritizes sustainability.

This vision acknowledges that it is no longer enough for a graduate theological school to imbue its students with a fundamental knowledge of scripture, liturgy and theology. The needs of the church and the world demand religious leaders who are innovators – capable of using the tools and frameworks of ancient traditions to bring about real and embodied transformation of contemporary life.

CST’s Strategic Plan outlines three goals that are designed to bring this vision to fruition:

1. Promote Transformative Education

   Creating a Difference for the world and our faith communities requires the creation of an innovative and engaged learning environment that equips our graduates to become agents of transformation. We at CST seek to provide a transformative educational atmosphere that fosters intellectual, emotional, spiritual, and enacted transformational growth, and to provide tools that will help students transform their communities and the larger world.
2. Engage Local and Global Communities

CST aspires to have a more pronounced transformative local and global presence in theological education. We are committed to creating a difference for the world and faith communities in which we live and serve, and though we have a long and rich history of contribution to the field of religious studies, we know we can be even more influential. CST must commit itself to deepen its capacity for local and global engagement. A key component to building that capacity is through partnerships — strengthening existing partnerships and seeking out new partnerships with like-minded organizations in Southern California and across the globe.

3. Achieve Long-Term Institutional Sustainability.

Claremont School of Theology defines sustainability in an inclusive way that prioritizes effective stewardship of our relational, ecological, and financial resources. In order to achieve long-term institutional sustainability CST will focus on five key areas: enrollment, advancement, facilities, personnel and technology.

For more than 130 years, faith communities throughout the West and across the Pacific Rim have been shaped by Claremont School of Theology.

Open to the world, rooted in faith, and honed in scholarship, CST prepares leaders for transformational ministry and scholarship.

Innovative, faithful, inclusive, practical, and prophetic, we are strengthening our mission and impact through ecumenical and interreligious partnerships.

In tending to our partnerships, to our finances, to our physical plant, and to our capacity to change lives through transformative education, CST will find itself capable of successfully sustaining its legacy of Creating a Difference for the World We Live In.
HERITAGE

What is now Claremont School of Theology (CST) can be traced to the 1885 founding of Maclay College of Theology in San Fernando, California. In 1900, the school moved to the Los Angeles campus of the University of Southern California, which was affiliated with the Methodist Church. After the university severed its church ties, the school withdrew from the university in 1956 to form an independent corporation at its present site. Chartered as an ecumenical institution of the Methodist Church, CST has always sought to educate students across Christian traditions, and now the school has expanded by increasing the interreligious capacity of the students, while still maintaining its Christian identity.

MISSION

Claremont School of Theology is United Methodist in origin and affiliation, and ecumenical and interreligious in spirit. Students are nurtured by Scripture, tradition, experience, and reason, and are prepared for lives of ministry, leadership, and service. Graduates are prepared to become agents of transformation and healing in churches, local communities, schools, non-profit institutions, and the world at large.

Throughout the past 20 years, CST has evolved to include members from more than 40 different denominations or religions represented among the students, faculty, and staff. In 2009, the administration and faculty chose to embrace this shift by intentionally naming interreligious education as one of the missional foci of CST. To fulfill this new component of the mission, faculty began in 2010 to develop courses that could be extended to a religiously pluralistic student body.

CST students now benefit from traditional courses in Christian Studies, courses that are taught interreligiously—that is, courses that teach both Christian perspectives, as well as the perspectives of other religious traditions—and courses that are rooted in religious traditions other than Christianity. In the experience of the CST community, Christian students who learn in an interreligious context are better equipped for Christian ministry in a religiously pluralistic society. Interreligious learning challenges both students from Christian and other traditions to articulate their religious identities more intentionally and with greater nuance as they grow in relationship to each other.
PRESENT STATE OF CST

Today, CST is a vibrant community. Though there will always be challenges to overcome, we are committed to our ongoing work of training leaders of faith communities that will serve the world for decades to come. Its faculty continues to publish high-level texts that engage all facets of Christianity and the burgeoning field of interreligious scholarship. Faculty members travel extensively throughout North America, Asia, Europe, and Africa to offer lectures, sermons, and leadership in their various fields of study. CST’s Ph.D. program is a rarity among freestanding theological schools and has led to widespread theological research and publication.

CST also has nearly a dozen different Centers, which have been the fruit of its corporate identity. Scholars from around the world come to study and learn in its Center for Process Studies. The Clinebell Institute provides mental health care and counseling for nearly 200 people annually (more than 1,800 session hours and nearly 1,750 appointments annually), with populations as diverse as female prison inmates, the homeless, and at-risk adolescents. The Center for Engaged Compassion has taught concrete, learnable compassion practices in places such as prisons, Zimbabwean villages, and Capitol Hill.

CST’s historic campus currently houses art from internationally renowned artists such as Sam Maloof, a carpenter whose art has graced the Smithsonian and the Metropolitan Museum of Art; Dr. He Qi, an internationally recognized artist-in-residence at CST from China whose work has been featured by the BBC, National Geographic and the Washington Post; and early film and archival materials from Robert and Frances Flaherty, pioneers of documentary filmmaking.

CST’s intentional focus on cutting-edge scholarship, social justice, community engagement, and artistic commitment stems from its desire to provide holistic educational experiences for its students and the communities it serves. CST will continue to build upon these successes so that future generations may benefit from its core values and commitments.

Interreligious learning challenges both students from Christian and other traditions to articulate their religious identities more intentionally and with greater nuance.
INSTITUTIONAL ANALYSIS

In recent years, the school has faced many challenges, most significantly the devolution of the relationship between CST and Claremont Lincoln University (CLU). CLU began as an interreligious consortium, but in 2013 shifted focus in such a way that brought the partnership to an end shortly thereafter. After this devolution, faculty, staff, students, alumni/ae, and donors united in powerful ways to reclaim degree programs, support a frustrated student body, and reaffirm our call to advance interreligious theological education in the context of an ecumenical United Methodist seminary. These responses illustrate the community’s ongoing commitment to the institution’s mission and vision.

While these challenges have strengthened and refocused the institution in many ways, they have also forced CST to reexamine how it operates. Difficult steps to “right size” the School’s finances and administration have already begun and will likely continue for the next few years.

This Strategic Plan is the product of a process designed to affirm our commitment to the future viability and sustainable impact of Claremont School of Theology in our immediate community and the world at large for generations to come.

That process began with a thorough analysis of our current operating environment. In 2014, President Jeffrey Kuan commissioned two task forces: the Campus Master Planning Task Force (CMPTF) and the Strategic Planning Task Force (SPTF). While the CMPTF was charged with the responsibility of guiding CST in the creation, development, and implementation of a comprehensive campus master plan, the SPTF was asked to engage in a long-range planning and strategizing process.

STRATEGIC PLANNING PROCESS

The Strategic Planning Task Force was comprised of CST board members, faculty, staff, students, and alumni/ae. The Rev. Patricia Farris, current chair of the Board of Trustees, acted as SPTF chair and was assisted by an independent consultant.

Over a 12-month period starting in 2014, the SPTF moved through a strategic planning process that gathered data from various stakeholders (e.g., students, faculty, alumni/ae, trustees); analyzed current trends in theological education, internal strengths, weaknesses, opportunities and threats; and conducted a detailed degree-program market analysis.
Building on the data acquired, the SPTF clarified CST’s strategic imperatives and goals, then formulated a new vision for the future. This Strategic Plan is the result of these efforts, understood to be a “living document” that will grow and adapt to changing realities. It reflects goals and strategies as they appear now, but modifications will undoubtedly be needed as goals are met and/or new challenges appear.

It is also understood that this document serves as a strategic plan, not a tactical plan. Though it addresses key action points and strategies that need to be undertaken in the next two to five years in order to carry out our mission most effectively, this Plan is a value-based framework that seeks to inform and direct the implementation tactics of particular departments and peoples.

**STRATEGIC IMPERATIVES**

During the strategic planning process, two themes began to emerge that define CST’s strategic imperatives, recognizing the balance between the successes of the institution’s current model (i.e., keeping what works) and looking ahead so as to thrive in an ever-changing market. These two strategic imperatives have been pervasive in our thinking and should guide CST’s decision-making and resource allocation activities moving forward.

- The first theme is Creating a Difference for the World We Live In. Derived from a video interview with President Kuan, this theme expresses two of CST’s core attributes. First, CST has a long legacy of faculty, students and alumni/ae who apply a creative approach to the established disciplines of theology, the study of religion, and ministry. Second, the work of education at CST is grounded in the contemporary needs and challenges of God’s realm. On this shrinking and increasingly inter-related planet, we will continue to serve our local communities as we further expand the scope of our global contributions and partnerships.

- The second theme is recognizing a need to develop a sustainable organizational operating model in which we constantly balance student enrollment, fundraising, and development against wiser use of our resources. These efforts include a focus on environmental sustainability as well, both locally and globally. We will make a concerted effort to minimize our carbon footprint on campus, as well as incorporate environmental sustainability into our educational mission.
VISION

CST is committed to becoming an institution that Creates a Difference for the World We Live In through transformative educational practices that encourage our members to engage both local and global communities within an organizational framework that prioritizes sustainability.

STRATEGIC GOALS

Given our strategic imperatives, three goal areas will serve as the focal points for how CST will achieve its vision:

1. Transformative education
2. Local and global engagement
3. Institutional Sustainability

Strategic goal no. 1: promote transformative education

Creating a Difference for the world and our faith communities requires the creation of an innovative and engaged learning environment that equips our graduates to become agents of transformation. We at CST seek to provide a transformative educational atmosphere that fosters intellectual, emotional, spiritual, and enacted transformational growth, and to provide tools that will help students transform their communities and the larger world. We do not believe in education that is extracted from the pains and struggles of the world; rather, we are committed to education that allows students to wrestle with those pains and struggles so that they can both empathize with those who are suffering and envision solutions to ease the burdens of a world in need of change.

To this end, we have identified three sub-goals, including tactics that further enable transformative education: (1) reassess curricular offerings; (2) strengthen our interreligious focus; and (3) develop transformational leaders.

1. Reassess curricular offerings

CST boasts a world-renowned faculty in the field of religious studies. Historically, we have offered several degree-programs that were narrowly tailored to fit the sub-disciplines reflected by our faculty. Trends in higher education have shifted such that students now seek more flexible degree program options. To respond to such changing needs, we must reassess our curriculum to reflect current enrollment trends more accurately.
Within the next two years (FY15–17), CST will:

• Create criteria by which to assess existing programs and create new programs.
• Assess all current curricular offerings using newly developed criteria.
• Where appropriate, consolidate degree and non-degree offerings to more accurately reflect our three missional foci (United Methodist, ecumenical, and interreligious), as well as our fundamental values and commitments to transformative education, local and global education, and long-term institutional viability.
• Identify and develop new possibilities for curricular offerings, specifically non-degree offerings:
  - Certificate programs for non-degree oriented constituencies.
  - Partnerships with other organizations that would benefit from our services, such as other schools, para-church organizations, hospitals, social services, and community programs.

Within the next five years (FY15–20), CST will:

• Continue a process for regular assessments of curricular offerings based on the above improvements and changes.
• Develop a framework for a Ph.D. in Religion and/or Practical Theology for international students, leveraging educational technology to increase enrollment.

2. Strengthen interreligious focus

Over the past five years, CST has embraced its identity as a leader within interreligious theological education. We currently have more than 40 different denominations and religions represented on our campus. We have longstanding and mutually supportive relationships with Bayan Claremont, University of the West and the Academy for Jewish Religion California, and we continue to develop partnerships with institutions representing other traditions as well.

We believe that interreligious theological education is transformative by nature. It creates a context for students of different faiths to study and live side by side, leading to understanding and friendships that will enrich their lives and facilitate effective ministry in an interfaith, pluralistic world. Students learn how to articulate their beliefs clearly and respectfully with people who do not speak their “theological language.” As such, our aim is to prepare students for interfaith and intercultural engagement. We intend to achieve this aim by actively recruiting students who have shown interest in our degree offerings, by creating interfaith exchange programs, and by using our various Centers to promote events that reflect this aspect of our mission.
Within the next two years (FY15–17), CST will:

• Gather with its interfaith partners to strengthen current partnerships and to identify new partnerships to cultivate.
  - Within the above, explore potential interfaith internships and required cross-cultural internships.

• Require campus Centers to demonstrate and report on their participation in the interreligious mission of the school, which may include hosting annual events or workshops on interfaith capacities in relation to the Center’s topic.

Within the next two years (FY15–17), the President and Dean will:

• Raise consciousness about the interreligious focus at CST with the Boards of Ordained Ministry within the UMC, as well as with ordination committees of other partner denominations (e.g., Disciples of Christ, Episcopal Church).

Within the next five years (FY15–20), CST will:

• Increase enrollment in interreligious programs (e.g., M.A. in Interreligious Studies, M.Div. in Interfaith Chaplaincy, Ph.D. in Process Studies and Ph.D. in Comparative Theology and Philosophy), from 15 to 30 students in three years, and to 50 students in five years, by recruiting Muslim, Jewish, and other non-Christian persons who have shown a growing interest in those programs.

3. Develop transformational leaders

Our goal is to become even more effective in our holistic approach to equipping students to become transformative leaders. We aim to be more intentional in the way we prepare students who are capable of thinking critically, who are open to alternative viewpoints, and who understand how to interact within a global environment—all while being shaped holistically in their spiritual lives.

We recognize that such transformational education is not limited to the classroom, but which includes extra-curricular offerings within campus life and in global and community engagement. Chapel and other worship services contribute to this transformation, as does participation in on- and off-campus events that address both leadership and religious skill sets, as faith can and needs to be both academic and lived to be relevant.
Within the next two years (FY15–17), CST will:

- Assess the experiences we already provide to determine our best offerings, highlighting the things we do well.
- Identify what kind of transformative pedagogy our curriculum should embody and develop an assessment process to evaluate the effectiveness of particular courses in facilitating that transformative process.
- Identify and develop key experiences that would nurture students inside and outside the classroom (e.g., community engagement, cross-cultural experiences, global interactions).
- Assess the role of extracurricular worship experiences, such as weekly chapel, in relationship to the goals of the school.

Within the next two years (FY15–17), a team of Student Services personnel will:

- Create assessment tools to evaluate the entire student experience to better reflect the School’s desire for holistic transformation, including coordination of new student orientation, extra-curricular activities, classes, field education, larger community engagement opportunities, and spiritual direction support for students during their studies.
- Create an assessment measure, then assess the role and vitality of chapel services, as well as the overall spiritual health and growth of our community, with the goal being that this will become a regular assessment, performed every two to three years.
- Create a process by which alumni/a(e) (five to ten years out) can communicate what they found most transformative and helpful during their educational journey, as well as what they would have liked to experience but did not.
- Strengthen our partnership with the military chaplain community, and review our memorandum of understanding with the Department of Defense so that we may teach current and future military chaplains.

Strategic goal no. 2: engage local and global communities

CST aspires to have a more pronounced transformative local and global presence in theological education. We are committed to creating a difference for the world and faith communities in which we live and serve, and though we have a long and rich history of contribution to the field of religious studies, we know we can be even more influential.
To this end, within this category we have identified three sub-goals: (1) local engagement, (2) global engagement, and (3) partnerships.

1. Local engagement

To engage the world, we must first define who we are in relationship to our surrounding communities. We believe that global engagement emerges out of a commitment to engaging those who surround us and give shape to our institutional identity. As such we need to remove the barriers that often exist between institutions of higher education and the communities in which they reside.

*Within the next two years (FY 2015-2017), CST will:*

- Strengthen and build its relationship with the city of Claremont and the Claremont University Consortium (CUC) by making the campus available for city and Consortium events.
- Continue to develop relationships with both our immediate neighboring communities—Claremont, Pomona, Upland, and La Verne—and the larger Southern California community through hosting, sponsoring, and developing programs that are in line with our vision.
- Strengthen our relationships with local religious communities (e.g., churches, temples, mosques, etc.), and with organizations that hire, recruit, and have need for those with religious intelligence (e.g., hospitals).
- Create and/or delegate roles that are dedicated to developing relationships with local community agencies, using faculty, staff, students and alumni/ae ambassadors; this will include hiring a new part-time Coordinator of Campus Scheduling, who will coordinate events held on the CST campus by local community groups and plan off-campus events to grow the School’s visibility. It is anticipated that this position will be paid for by revenue from events hosted on campus.
- Increase promotion of the Clinebell Institute through securing external funding to provide conferences and workshops to the local community, as well as promoting discounted rates for those in Claremont and the surrounding cities.
- Actively work for engagement with minority students, both on campus and in this region, to promote and foster diversity as part of our institutional identity.

2. Global engagement

CST has a rich tradition of international engagement that includes alumni/ae working as clergy or faculty at several prominent international churches and universities. We must effectively maintain relationships with these alumni/ae.

We need to remove the barriers that often exist between institutions of higher education and the communities in which they reside.
Further, we will seek to leverage relationships with international universities to recruit renowned faculty to spend their sabbatical years at CST and encourage our faculty to respond in kind.

Additionally, to Create a Difference for the world, we seek to be at the forefront of international education for doctoral students. We need to re-envision our Ph.D. programs to meet the needs of international students, especially in the area of distance learning.

**Within the next two years (FY15–17), CST will:**

- Identify countries where a critical mass of students exist, with the goal of replicating the current Korean-alumni/ae relations model.
- Encourage faculty to present teaching and developing scholarship in global locales.
- Develop an international alumni/ae engagement program, which may include the development of international alumni/ae stations in global alumni/ae hubs.
- Recruit international faculty to spend sabbaticals at CST and encourage them to give public lectures on their scholarship.
  - Pursuant to the above, we should average three international scholars researching at CST within three years.
- Encourage our faculty to spend their sabbaticals at renowned international universities.

**3. Partnerships**

CST must strengthen our partnerships with institutions that maintain an active local and global presence. Current partners include:

- The Academy for Jewish Religion California
- Bayan Claremont Islamic Graduate School
- Bloy House Episcopal Theological Seminary California
- Claremont Graduate University
- Disciples Seminary Foundation
- Fuller Theological Seminary
- Mokwon University in Daejeon, South Korea
- University of La Verne
- University of Redlands
- University of the West
Additionally, we will develop new relationships with other religious organizations that have expressed interest in interreligious education, and review the current relationships with our Centers so that they align with our mission. This review will also include a proposed new Center for Spirituality and Practice.

**Within the next two years (FY15–17), CST will:**

- Undertake a comprehensive review of all Centers to evaluate their alignment with the School’s mission.
- Host and sponsor conferences that address salient religious and social justice issues and include faculty participation from the following nearby institutions:
  - University of La Verne
  - University of Redlands
  - Fuller Theological Seminary
  - Bayan Claremont
  - Academy for Jewish Religion California
  - Claremont Graduate University
  - University of the West
- Develop a formal memorandum of understanding with an educational institution within the Dharmic traditions.
- Strengthen our preexisting relationships with local church and religious foundations.
- Strengthen our preexisting partnership with the United Methodist Course of Study program, including the development of a formal memorandum of understanding.

**Within the next five years (FY15–20), CST will:**

- Develop formal memorandums of understanding with universities along the Pacific Rim that create pathways for graduate students to attend CST and for our graduate students to either attend or teach at their institutions.

**Strategic goal no. 3: institutional sustainability**

Claremont School of Theology defines sustainability in an inclusive way that prioritizes effective stewardship of our relational, ecological, and financial resources. As such, long-term institutional sustainability requires that we focus on five primary sub-goals: (1) enrollment; (2) advancement; (3) facilities; (4) personnel; and (5) technology.
1. Enrollment

Long-term organizational viability requires an increase in enrollment within the next five years. This includes increasing the enrollment of United Methodist (UM) students, as well as students from partner denominations.

Statistics have shown that the number of UM students who are candidates for ordained ministry has declined over the past five years. Moreover, a significant number of UM candidates from the California-Pacific (Cal-Pac) and Desert Southwest (DSW) Conferences have chosen to attend other UM seminaries outside of the Western Jurisdiction (consisting of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming) during this period. As one of two UMC seminaries located in the western United States, we are uniquely positioned to recapture market share, as well as meet the ordinand and leadership needs of the Western Jurisdiction by strengthening ties with The United Methodist Church.

In addition, as we are located in one of the most ethnically diverse regions of the world, a viable future for CST must include a campus community that represents the diversity found within Southern California.

Finally, Claremont School of Theology must strengthen and develop relationships with local denominational organizations such as the African Methodist Episcopal Church, the Episcopal Diocese of Los Angeles, and the Disciples Seminary Foundation.

Within two years (FY15–17), CST will:

• Identify key individuals and officers from local organizations and denominations to further partnership goals.

• Work collaboratively with each organization to host and/or sponsor events that further our vision of Creating a Difference for the World We Live In.

• Survey UM ordinands from the Cal-Pac and DSW Conferences who did not attend a UM seminary in the Western Jurisdiction to get a clearer understanding of what informed their choice and what changes we can make to increase our market share, which will be done with the help of the UMC Bishops as well as the Board of Ordained Ministry.

Within five years (FY15–20), CST will:

• Have an enrollment (head count) of at least 400 students, with an aspirational goal of enrolling 600 students.
• Enroll the majority of UM ordinands from the Cal-Pac and DSW Conferences, with an aspirational goal of enrolling 70% (variable depending on survey data).

• Increase enrollment of Episcopal students from 3% to 6%, with special attention given to the Diocese of Los Angeles.

• Increase enrollment of African Methodist Episcopal students from 1% to 4%, with special attention given to the Southern California area.

• Increase enrollment of Disciples of Christ students from 6% to 9%.

• Increase enrollment of African American and Latino students from 15% to 20% by connecting with such student groups at nearby colleges and universities (e.g., the Claremont Colleges, Occidental College, University of La Verne, University of Redlands, and the local “Cal State” schools of Fullerton, L.A., Dominguez Hills, and San Bernardino).

• Increase enrollment of Asian American students from 11% to 13% by strengthening ties with Asian American religious leaders, scholars, and faith communities.

• Increase the global representation of our student body by engaging with students from Africa and the Pacific Rim, ultimately increasing international student enrollment from 19% to 21%.

• Expand resource-sharing partnerships with other libraries to better serve our students in hybrid and non-residential programs, and increase our attractiveness for potential students.

2. Advancement

The financial realities within higher education are shifting, and theological education is no exception. To flourish in the midst of a competitive market, CST must maintain, grow, and discover new financially viable revenue streams (i.e., tuition, fundraising, endowment). We also need to decrease expenses to balance our budget. And finally, we must increase fundraising efforts to pay back and rebuild our endowment.

In addition to the enrollment goals stated above, various income-generating measures have already begun. A concerted effort to increase and focus our alumni giving is underway and will continue for the next several years. A faculty and staff giving campaign began last year and will continue, with the goal of achieving a 75% giving rate by the end of fiscal year 2018. Further, we have instituted a concentrated Board giving campaign to generate unrestricted revenue. We are also increasing our attention to foundation giving. Finally, we are launching a comprehensive campaign designed to strengthen our endowment, with the goal that our endowment deficit will be significantly reduced or fully eliminated.
Within the next two years (FY15–17), CST will:

- Operate out of a balanced revenue stream where 40% of our revenue is from tuition and 60% is from fundraising and our endowment (30% each).
- Cease overdrawing from our endowment.
- Educate alumni/ae about promoting CST to their congregations and peers to increase giving.
- Reduce expenses associated with non-performing assets and divest from these assets, such as the climate-controlled vault for Library celluloid-based materials, and certain items in the Library’s special collections.
- Identify 85-100 qualified major gift prospects, to be cultivated over the next 5 years, with a goal of at least 12 asks per year.
- Utilize donor mailings and visits to increase the current giving of donors who give more than $1000 but less than $5000.
- Implement a recurring/monthly giving campaign to cultivate new donors and upgrade current annual donors.
- Recruit a Trustee Giving chair or two co-chairs who will review Trustee donations and set an annual goal for board giving.
- Work with a planned giving consultant on expanding marketing efforts.
- Aim for 5% annual growth in Maclay Society members (planned giving).

Within the next five years (FY15–20), CST will:

- Create a separate cash reserve account so that future excessive endowment draws do not occur in lean financial times.
- Secure primary funding sources to implement the design phase of the Campus Master Plan (see next section).
- Increase scholarship endowment for financial aid by 50%.
- Increase our annual giving to 25% of development income.
- Increase faculty and staff giving to 75% participation.
- Begin gradual repayment of endowment through comprehensive campaign effort.
3. Facilities

A viable future for CST includes upgrading its infrastructure, which currently includes 11 buildings and occupies 16.4 acres. Most of the buildings are at least 50 years old and have serious deferred maintenance and cleanliness problems.

Thus, viable operations of campus facilities includes a property analysis, as well as the creation of a comprehensive plan that can guide us as we address these issues. This responsibility has been given to the Campus Master Planning Task Force (CMPTF), who are currently in the process of developing a comprehensive Campus Master Plan (CMP) that will provide a blueprint for developing an infrastructure for the future. Fundraising for the implementation of the CMP will be done by Advancement personnel and the President’s Office.

In certain areas of campus, such as the CST library, work is already beginning to better use our campus footprint and resources. The CST library is one of our largest assets and one of the best theological libraries in the United States, a rarity for a free-standing theological school. We are committed to continue growing and diversifying our holdings, including our interreligious holdings; streamlining its resources; and to the continuing development of the library as a center of academic research, teaching and learning.

This process has already begun through the repurposing of certain library spaces, the rapid growth of digital resources available to students and faculty, and the creation of a new library partnership program with local schools such as Biola University, the Honnold Library for the Claremont Colleges, and Fuller Theological Seminary. We also are a founding member of a new ATLA Reciprocal Borrowing Program, which includes seminaries and theological schools around the United States and Canada, to better serve our growing distance learning constituents. We know that as the needs of our students and personnel change with the times, so too must our campus adapt and adjust to best meet these new demands.

**Within two years (FY15–17), CST will:**

- Develop a comprehensive Campus Master Plan by December 2016.
- Begin the Comprehensive Campaign fundraising phase of the master planning process.
- Finish the repurposing of the Ancient Biblical Manuscript Center and open it up to current Ph.D. students for long-term study space.
- Hire a new Director of Facilities who will make a major effort towards bettering the appearance of the campus.
Within five years (FY15–20), CST will:

- Have completed the initial phase of the Campus Master Plan and begun the process of reassessing the plan for future needs.
- Increase digital e-book offerings in the library from 20,000 to 50,000 to better meet the needs of increasing numbers of hybrid and online students.

4. Personnel

In addition to the three areas listed above, we are aware of the need to continue fostering long-standing and dynamic personnel in order for CST to grow and thrive in the years ahead. This refers to both faculty and staff and their roles in the educational process.

As we are currently in the process of “right-sizing” CST, we are already making changes that have and will affect the people who make our school one of the top progressive institutions in the western United States. That said, even with the hard choices that are already being made, we are planning in such a way that will help us to carry out our mission wisely. This planning requires constant vigilance, particularly in the area of our greatest assets: our faculty and staff.

For faculty, we are aware that attention needs to be given to the following areas:

- Offering development, particularly to support faculty's academic, professional development, ongoing training, and community service endeavors.
- Offering a competitive salary and benefits package.
- Finding a healthy student-to-faculty ratio.
- Providing support for junior faculty as they develop their administrative leadership skills to create a seamless and smooth succession process for faculty leadership and administrative positions (e.g., Dean, Associate Deans, Committee Chairs).
- Increasing the training and support given to teaching and research assistants, particularly in the area of technical support, to enhance teaching and provide graduate students with additional marketable skills.
- Developing, training, and supporting adjunct, contract, and postdoctoral faculty to enhance the educational mission of the School, and to offset faculty transitions.
- Being intentional about seeking out diversity among our future faculty hires, which will be done by marketing open positions to minority populations and by interviewing at least one person who is a minority for a position, whenever possible.
For staff (including Administration), we are aware that attention needs to be given to the following areas:

- Ensuring that appropriate and competitive compensation is provided for all support staff members.
- Providing a Human Resources Department that is better suited to supporting both faculty and staff members with personnel dedicated to explaining benefits and other human resources related information—work that has already begun through an external company, Workforce Consultants, who are dedicated to this task.
- Maintaining a constant review of the structure that will best carry the institution forward, which includes an examination of staff size, as well as proper allocation of personnel.
- Intentionally seeking out diversity among our future staff hires, done through marketing open positions to minority areas, and by interviewing at least one person who is a minority for a position, whenever possible.
- Offering professional development, particularly for those who hold positions dealing with compliance and/or state or federal regulations.

**Within the next two years (FY15–17), CST will:**

- Undertake a comprehensive review of faculty development policies and procedures.
- Require all employees to attend diversity-training workshops to be sensitive to the evolving needs of our community.
- Develop and implement additional training for teaching and research assistants, including on current campus technologies that may be used in the classroom or in research.
- Develop and implement additional training and support resources for adjunct, contract, and postdoctoral faculty.

**Within the next five years (FY15–20), CST will:**

- Develop a training protocol for faculty with an interest in developing leadership skills.
- Develop a faculty configuration strategy that includes issues of succession and is aligned with the strategic planning goals, examining positions that need to be filled, as well as offer proper training and mentoring for future administrators and faculty leaders.
- Develop and initiate a staff professional development plan that allows for ongoing training and other opportunities to keep up with state and national trends, rules, and regulations, initially focusing on staff who hold compliance positions, with the option to expand this development to other staff on a case-by-case basis.
- Institute tenure-track faculty positions that are aligned with strategic program goals, the number and specialization of which will be evaluated during fiscal year 2019.
5. Technology

Students expect to have reliable technology on campus. Similarly, faculty and staff expect to have access to technology that enhances their productivity, efficiency, and efficacy. Over the past several years, we have improved the technological offerings on campus. Faster internet speeds for wireless connectivity; 24-hour access to the campus computer lab; new wireless hubs for increased capacity; and the creation of an IT Help Desk have all contributed to our technological growth.

That said, further improvements are necessary in order for us to satisfactorily compete with peer schools and local seminaries. Attention must be given to the following areas:

- Further monitoring and refinement of our hybrid and online course offerings, including appropriate technical support to students and faculty.
- Continuing the improvement of campus technologies, including, but not limited to, the library, IT staff, online services, and administrative programs and services.
- Prioritization of digital resources in the library, which has already been a priority in the area of acquisitions, but these resources should be further promoted to students.

One such way that that proper attention may be given to these areas is through a shared-services partnership with the Claremont University Consortium (CUC). We are currently in conversation with the CUC, anticipating an agreement being reached within the next three years.

Within the next five years (FY15–20), CST will:

- Create and implement assessment review of online and hybrid course offerings in conjunction with regular program review cycles.
- Pursue a shared-services agreement with the Claremont University Consortium, with particular attention to technical support.
- Undertake a comprehensive assessment of School technology, with the goal of identifying what needs upgrading, replacement, and/or repair.
- Improve the technological offerings in the areas of library, IT staff, online services, and administrative programs and services, as needed.
STRATEGIC PLANNING TASK FORCE SUMMARY STATEMENT

For more than 130 years, faith communities throughout the West and across the Pacific Rim have been shaped by Claremont School of Theology.

Open to the world, rooted in faith, and honed in scholarship, leaders have been prepared for transformational ministry and scholarship. With one of the top libraries in theological education, our world-renowned faculty, and students and alumni/ae leading vital, transformative ministry across the country and around the world, we now face our future determined to forge a sustainable institution that will continue to serve and lead.

Innovative, faithful, inclusive, practical, and prophetic, we are strengthening our mission and impact through ecumenical and interreligious partnerships for maximum impact in Creating a Difference for the World We Live In.

We now face our future determined to forge a sustainable institution that will continue to serve and lead.
STRATEGIC PLANNING COMMITTEE

Rev. Carolyn Baskin Bell, Alumna
Bishop Minerva Carcaño, Trustee
Christopher Carter, Staff/Student
Rev. Anna Cho, Student
Mr. Murad Dibbini, Staff
Ms. Kimberly Edwards, Student
Rev. Patricia Farris, Trustee; Committee Chair
Rev. Dr. Jack Jackson, Faculty
Steven Johnson, Trustee
Dr. Grace Yia-Hei Kao, Faculty
Rev. Dr. Jeffrey Kuan, President
Dr. Lynn O’Leary-Archer, Administrative Staff
Dr. Frank Rogers, Faculty
Dr. Diane Schuster, Trustee
Mr. Jeffrey Tirrell, Staff/Student
Rev. Molly Vetter, Alumna