

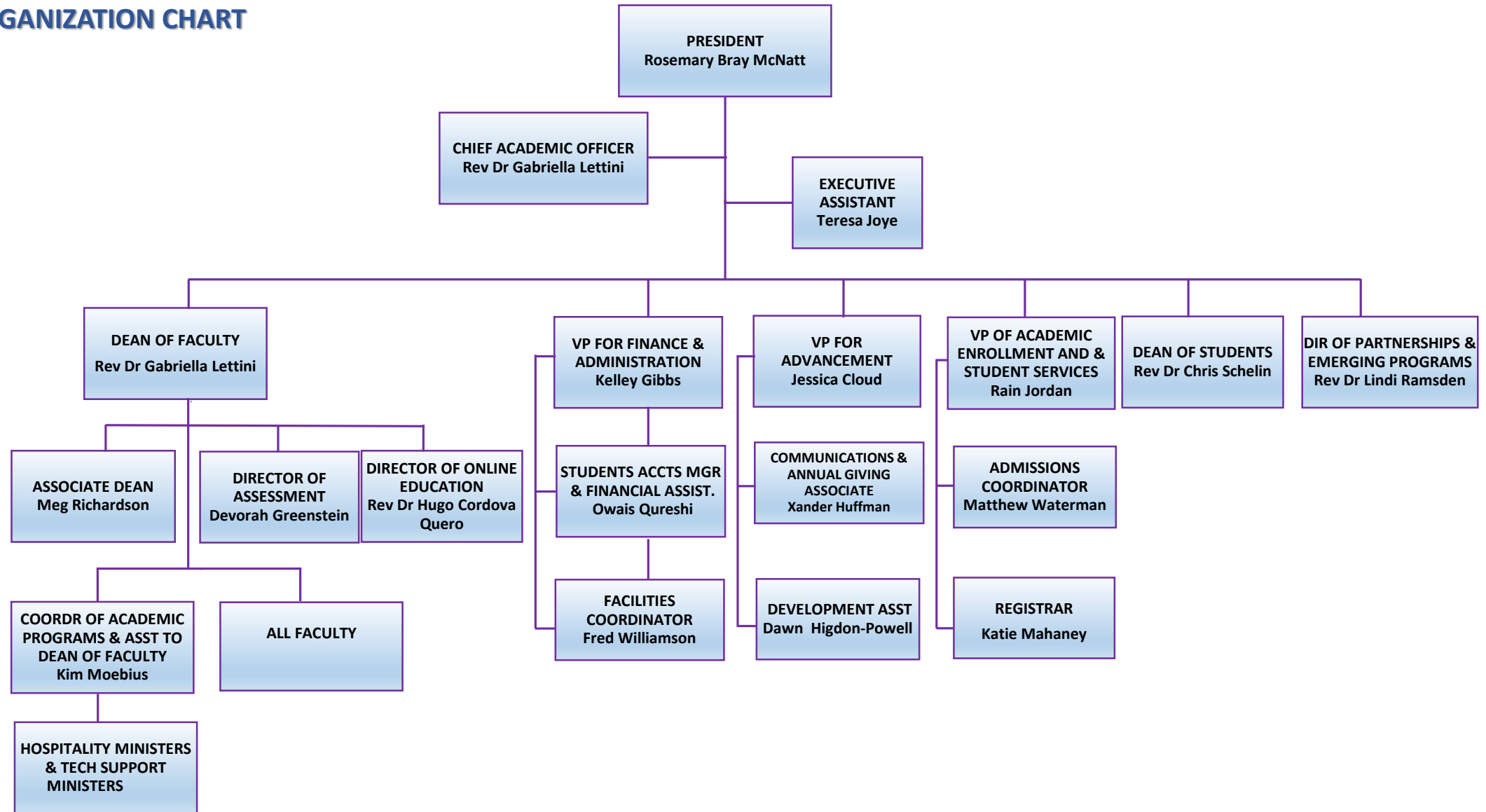
STARR KING SCHOOL FOR THE MINISTRY SELF -STUDY REPORT

LIST OF APPENDICES

1. Current Organizational Chart
2. Current Strategic Plan
3. Assessment Plan
4. Current Budget and Five-Year Plan
5. Audit and Management Letter
6. Handbooks: Board, Faculty, Staff, and Student
7. Academic Catalog
8. Targeted Issues Checklist

STARR KING SCHOOL FOR THE MINISTRY

ORGANIZATION CHART





Strategic Planning Documentation

**November 16-17, 2016
Developing the Strategic Framework**

**April 27, 2017
Defining the Implementation Plan**

Creating a positive future begins in human conversation. The simplest and most powerful investment any member of a community may make in renewal is to begin talking with other people as though the answers matter to them.
William Grieder, *Who Will Tell the People*

**Facilitated by
Jane Stallman
Center for Strategic Facilitation**

To do great and important tasks, two things are necessary: a plan and not quite enough time. —Anonymous

Strategic Planning Focus Question

What 5-year strategic plan will provide a broadly accepted, consistent framework for future action and a coherent, powerful message about the School as a Center for progressive UU and multi-religious scholarship, leadership and activism.

Strategic Planning Aims

- *Provides a consistent framework from which priority actions can be determined and decisions made.*
- *Creates a unified and powerful message about the focus of the school's work that inspires engagement and commitment of students, faculty, staff, alumni and other partners.*
- *Enables the board to engage in actions needed to ensure the future sustainability of the school.*

Agenda

Wednesday, November 16, 2016

Welcome and Getting Started

- **Welcome** - Why We Are Here
- **Overview** of the Planning Process
- **Ways to Productively Work Together**

Introductory Activity

The Starr King History Wall

Conversation of Significance 1

Creating the Starr King 5-Year 2020 Practical Vision

Discerning Contradictions to the Vision – Part 1

Closing Reflection

Reception and Two Presentations

Thursday November 17, 2016

Discerning Contradictions to the Vision – Part 2

Conversation of Significance 2

Defining Strategies and Strategic Directions

- Determining Key Actions to Address the Contradiction
- Forming Strategies
- Crafting Strategic Directions

Developing the Process to Engage our Larger Community

Next Steps and Closing

Reception and Dinner

Thursday, April 27, 2017

Mining for Data for Meaning
Reviewing the Strategic Framework
Defining Initiatives
Reviewing and Approving Initiatives
Communicating our Work
Celebrating the Plan

Participants in the Process

- Barb Greve - Chairman of the Board
- Rosemary Bray McNatt – President, SKSM
- Ted Fetter – Chairman of the Board Finance Committee
- Rev. Jay Leach – UU Church of Charlotte
- Bishop Yvette A. Flunder – City of Refuge UCC
- Jane Kolmodin – VP of Finance and Administration
- Rev. Elaine Gehrmann – Unitarian Universalist Church of the Monterey Peninsula
- Dr. Gabriella Lettini – Dean of Faculty
- Lauren Way --- Student Representative
- Shannon Eizenga – Student Representative
- Rev. Natalie Fenimore – UU Congregation at Shelter Rock
- Shane Snowden – Board Member
- Rev. Dr. Susan Moore - All Souls Church Unitarian – Washington
- Sarah Ebster – Executive Assistant to the President
- Jessica Cloud – Vice President of Advancement
- Jane Stallman - Facilitator
- Rev. Lindi Ramsden – Acting Dean of Students
- Rev. Susan Moore – All Souls Church Unitarian, Washington DC

Starr King's Mission

The mission of Starr King School for the Ministry is to educate people for Unitarian Universalist ministry and for progressive religious leadership in society.

Starr King School's distinctive educational approach is rooted in the Unitarian Universalist values of countering oppressions, cultivating multi-religious life and learning, and creating just and sustainable communities.

Starr King School aims to educate the whole person in the service of love, compassion, and justice, through:

- Teaching by who we are and what we do
- Student-centered participatory learning
- Excellence and depth in religious studies
- Formation in the arts of religious leadership
- Service with congregations and communities
- Active membership in the Graduate Theological Union
- Deepening self-awareness and cultivating spiritual practice
- Striving to live in right relationship with self, others, and the

Our Agreements for Working Together

Listen deeply

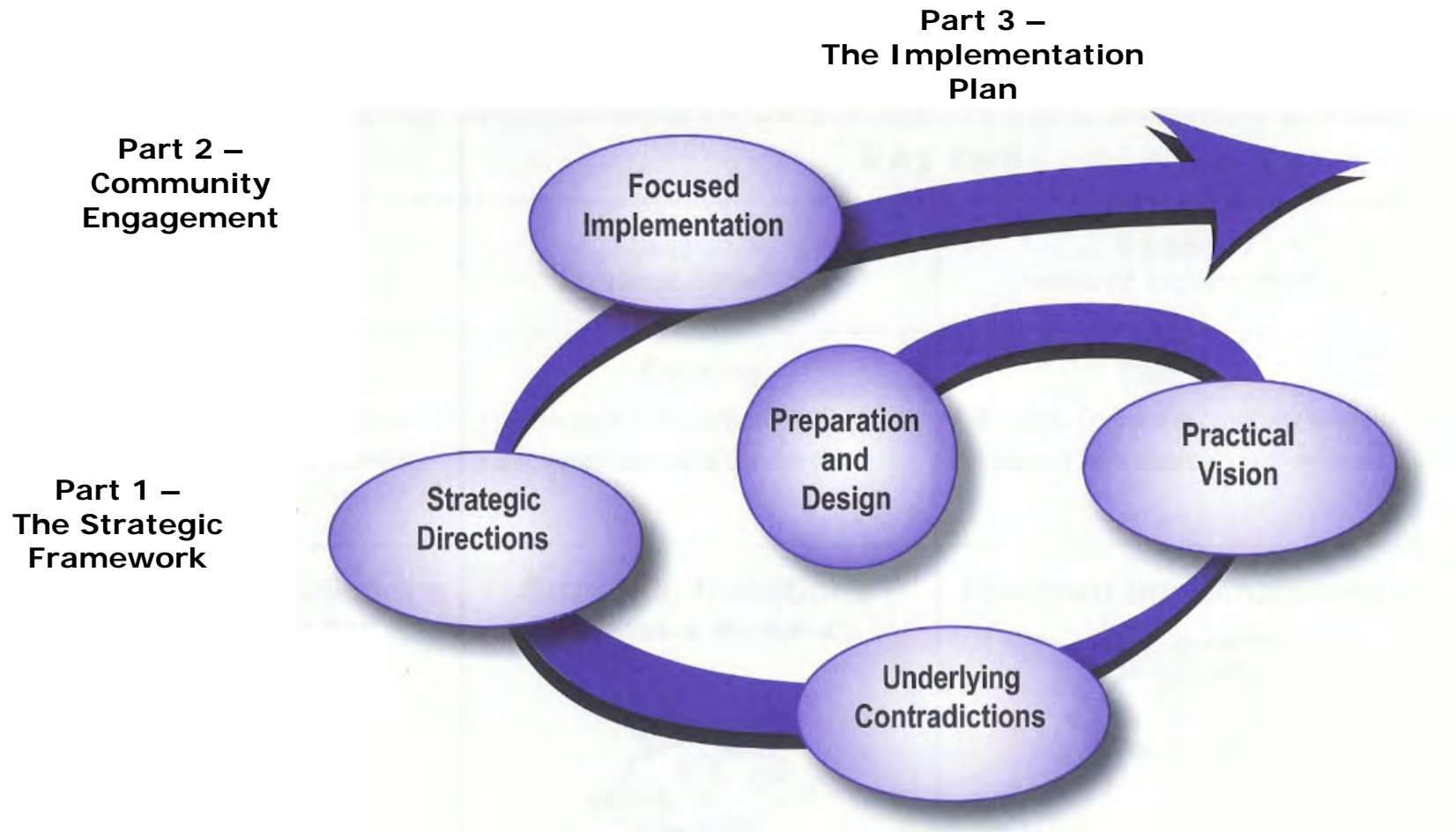
Share the air

Participate fully

Relax and be yourself

Electronics on vibrate

Participatory Strategic Planning Process

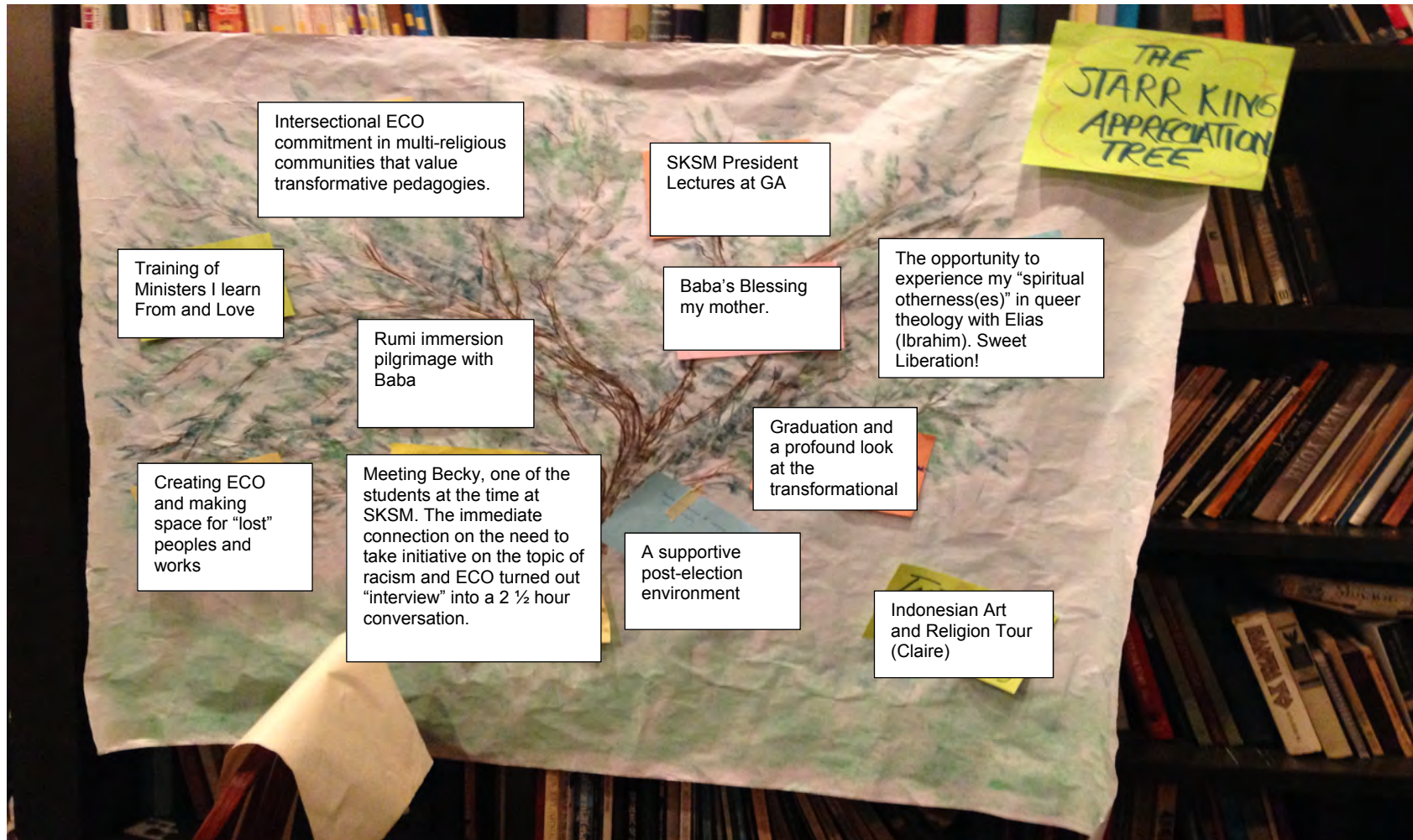


The Strategic Planning Process

Phase 1 – Preparing for Planning (Sep – Oct 2016)	Phase 2 – Creating the <i>Strategic Framework</i> November 16 – 17, 2016		Phase 3 – Stakeholder Engagement and Feedback (Nov 16, 2016 – April 17, 2017)	Phase 4 – April 2017 Creating & Implementing the Plan
Design Team Planning <ul style="list-style-type: none"> ▪ Defining the planning process ▪ Decide <i>Focus Question</i> ▪ Preparation of materials ▪ Invite people to participate in the strategic planning process ▪ Manage logistics 	Day 1 November 16, 8:30 am – 7:30 pm 8:30 am Breakfast 9:00 Start - Welcome – Opening Reflection & Chalice Lighting – Rosemary Bray McNatt Introductory Activity Learning from Our History: The History Wall <i>A Conversation of Significance</i> -1 Creating the 5-Year Practical Vision Discerning Our Contradictions 6:00 pm Board Reception – Rosemary and Barb – Co-host <ul style="list-style-type: none"> • A Major Announcement • Learning from Each Other: Rev. Jay Leach, Public Ministry in a Time of Crisis 	Day 2 November 17 8:30 am – 7:30 pm 8:30 am Breakfast Lauren Way – Chalice Lightening Reviewing our Vision and Contradictions <i>A Conversation of Significance</i> -2 Developing Strategies & Strategic Directions Craft Stakeholder Engagement Plan <ul style="list-style-type: none"> • Align with fundraising Reflecting on Our Work 6:00 pm Rosemary and Barb – Closing Reception	Sharing the Strategic Framework Reaching Out to Stakeholders How <ul style="list-style-type: none"> • Interviews – face-to-face • Webinars • Small group meetings • Community meetings Who <ul style="list-style-type: none"> • Students • Faculty and staff • Alumni • Major funders • UUA and related organizations 	Developing the Implementation Plan Reviewing the Feedback and Input Defining Year – 1 Initiatives and Their Charters Documentation & Distribution Creating an Implementation Calendar Developing a Communication Plan (include how others can participate on Initiatives) General Assembly Celebrating The 5-Year Plan

The Starr King Accomplishment Tree

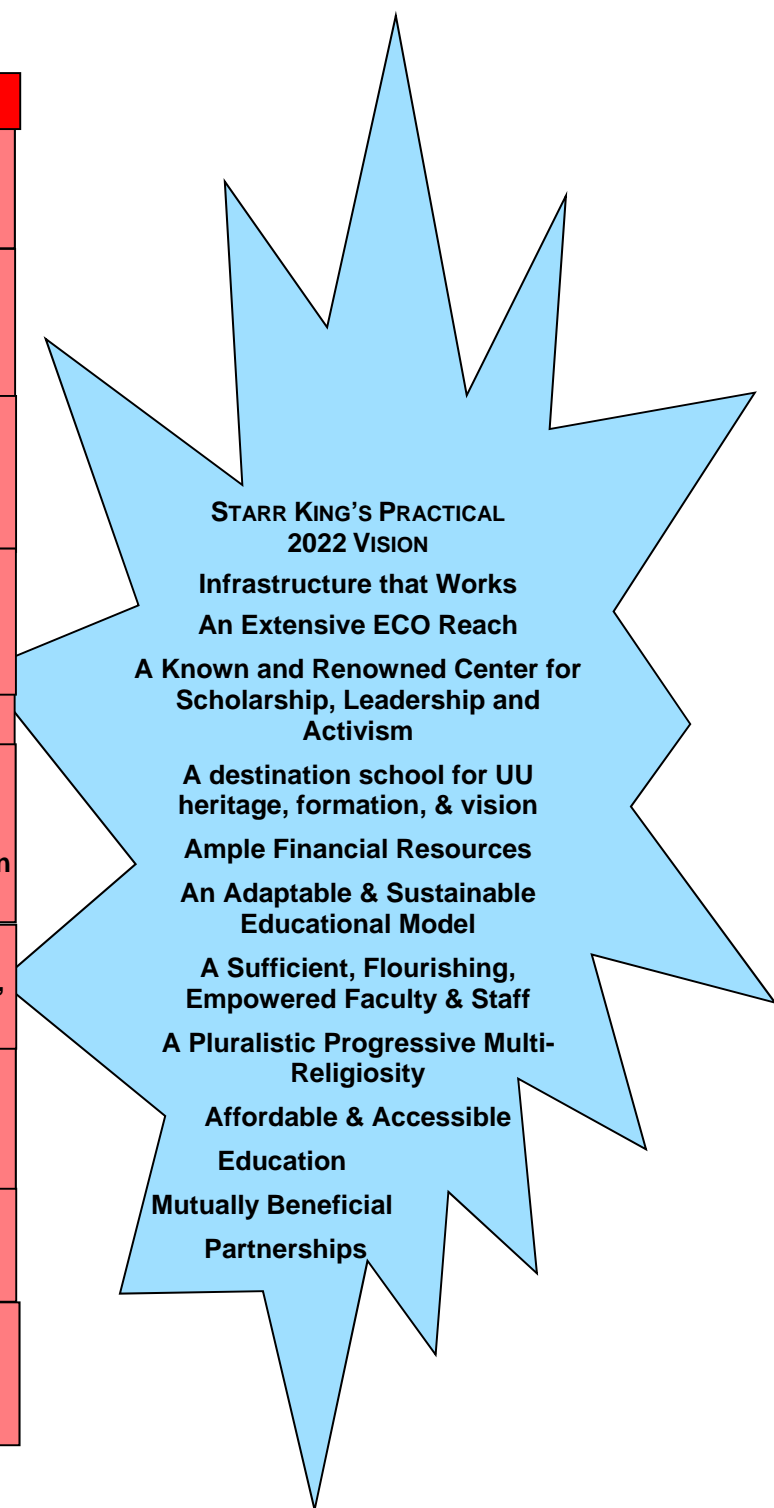
Participants introduced themselves by sharing a Starr King Accomplishment – something each was grateful about Starr King School for the Ministry and its work in the world.



	1900-1940	1941-1960	1961-1980	1981-2000	2001 - 2016	The Next 5 Years
The World	<ul style="list-style-type: none"> • Suffrage movement • Great Depression • End of WW 1 	<ul style="list-style-type: none"> • End of WW 2 • Founding of the state of India • GI Bill • Montgomery Bus Boycott 	<ul style="list-style-type: none"> • Civil Rights Act • MLK Assassination • Stonewall Riots • Vietnam • Civil Rights Movement 	<ul style="list-style-type: none"> • Berlin Wall • Fall of Soviet Block • Breakup of Soviet Union • End of Cold War 	<ul style="list-style-type: none"> • 9/11 and Patriot Act • Mortgage Crisis and Recession • Occupy/Moral Monday • Black Lives Matter • Obama's election 	<ul style="list-style-type: none"> • 2016 Election
The Field – Progressive Religion (UU+)	<ul style="list-style-type: none"> • Social Gospel • Azuza Movement 	<ul style="list-style-type: none"> • Labor Party Manifesto • Council of Liberal Churches • Bonhoeffer 	<ul style="list-style-type: none"> • Black Empowerment Movement • Ordination of James Black • Liberation Theology • Rise of Televangelism 	<ul style="list-style-type: none"> • Womanist Theology • Rise of LGBT Affirming Faith Organizations • 7th Principle • Earth centered • ECO theology • Welcoming Congregations 	<ul style="list-style-type: none"> • Black Lives Matter • UUA support for BLM • Naming the “Nones” 	
Starr King School for the Ministry	<ul style="list-style-type: none"> • Founded • Balasz Studies 	<ul style="list-style-type: none"> • Josiah Bartlett • Name change • School and fieldwork expansion 	<ul style="list-style-type: none"> • GTU Founded • SKSM Joins GTU 	<ul style="list-style-type: none"> • Arrival of Ibrahim Farajaje • ECO • Expanding Multireligious Faculty and Identity • Balasz Scholar Program Established. 	<ul style="list-style-type: none"> • Rebecca Parker leaves. • Low Res programs • Data breach • Student Faculty conflict • Meadville merger rejected • Kelly Flood elected to KY state legislature • Hiring new president. • Ibrahim's death 	

S1.2 Adjust Educational Model 1.2.1 Get all advising faculty on standardized contract		S1.1 Evaluate & Improve Systems 1.1.1 Investigate co-location 1.1.2 Explore requirements of 1 st Yr residency	SD 1 Refining What We Do Gabriella, Barb, Sarah, Shannon
S5.3 Cultivate an Understanding of Power 2.3.1	S2.2 Support Faculty & Staff through Effective Management Practices 2.2.1	S2.1 Clarify Lines of Authority & Responsibility for Staff, Faculty, & Board 2.1.1 Create up-to-date job descriptions	SD 2 Assessing & Supporting Roles and Leadership Ted, Natalie, Lauren
	S3.2 Broadening our Base 3.2.1 Develop communication and media plan that supports individual fundraising	S3.1 Cultivating Generosity 3.1.1 Reconstitute the Advancement Committee 3.1.2 Develop detailed	SD 3 Building Capacity Jessica, Rosemary, Shane, Susan
S4.3 Expand Educational Reach 4.3.1 Climate faith & justice 4.3.2 Scale ECO internally & externally	S4.2 Focus on Mission 4.2.1	S4.1 Reassess Partnerships for Value 4.1.1	SD 4 Creative Focus on Mission Yvette, Elaine, Lindi

CONTRADICTIONS
Not telling our story powerfully inhibits funding
Running in crisis mode prevents our thinking strategically and acting tactically
Unreconciled conflict between UU and multi-religious identities disempowers both
Unrealistic desires and expectations dilute our impact and sustainability.
Bay Area's High Cost
The SKSM pedagogical model with its ratio of staff, time & student demands put a burden on staff & faculty
Reluctance to honestly assess our infrastructure, systems & facility
Anti-authoritarian culture limits the exercise of leadership and efficiency
Current partnerships make unrealistic demands on resources
Unresolved institutional trauma blocks healthy growth and productivity



The Starr King 5-Year Practical Vision - (School Year 2022/2023)

The initial step toward autonomy for those of us in organizations is to put into work the future we wish to create for our own unit. This is called a vision of greatness. We describe a preferred future that we are committing ourselves to and are committing our unit to. The belief is that this vision will be good for the individual, good for the unit, and good for the organization. Creating this vision is our essential act of leadership.

Peter Block, The Empowered Manager

The Vision we will put in place for Starr King School of the Ministry by 2022 is ...

Infrastructure that Works	An Extensive ECO Reach	A Known and Renowned Center for Scholarship, Leadership and Activism	Ample Financial Resources	An Adaptable & Sustainable Educational Model	A Sufficient, Flourishing, Empowered Faculty & Staff	A Pluralistic Progressive Multi-Religiosity	Affordable & Accessible Education	Mutually Beneficial Partnerships
Sustainable building, energy efficient, and safe Efficient organizational chart Efficient systems & clean data – finance, student accounts & registration Student housing “Smart” classrooms	We are a training place for justice leaders (ECO certificate) Scaled ECO courses Cert/ concentrations in climate justice, indigenous African religions Strong insistence on values of a saving faith D. Min program in counter oppression ministry and witness • Training in anticipating parish realities	Destination school for aspirant UU & progressive ministers Vital voice in geographic area	Financial stability Each year, SKSM gets MORE funding from non-UU sources Annual fund & strong endowment & grants Partner congregations w/ SK in budget	We are still both hi & low res. (location) Updated educational model De-centralized physical plant in SKSM Identify Instruction in Kenya, Philippines, Transylvania & India Immersions in Andalucia, Italy and Turkey/Greece	Restore adjunct faculty and increase permanent faculty Fully endowed faculty chairs Faculty publications + SKSM public voice Professionalize staff & faculty have fair wages, sustainable jobs Faculty & staff salaries have increased noticeably Above living-wage – all faculty/staff More full-time permanent faculty with PhDs	More multi religious & racially diverse students, faculty, donors, board, staff and studies SKSM has truly multi-religious identify Diversity in student body	Less debt & more scholarships Student debt decreases substantially	Close collaboration with interfaith partners (GTU or successor) Partnership with tech industries – new teaching, new ministry Sorted our relationship with GTU

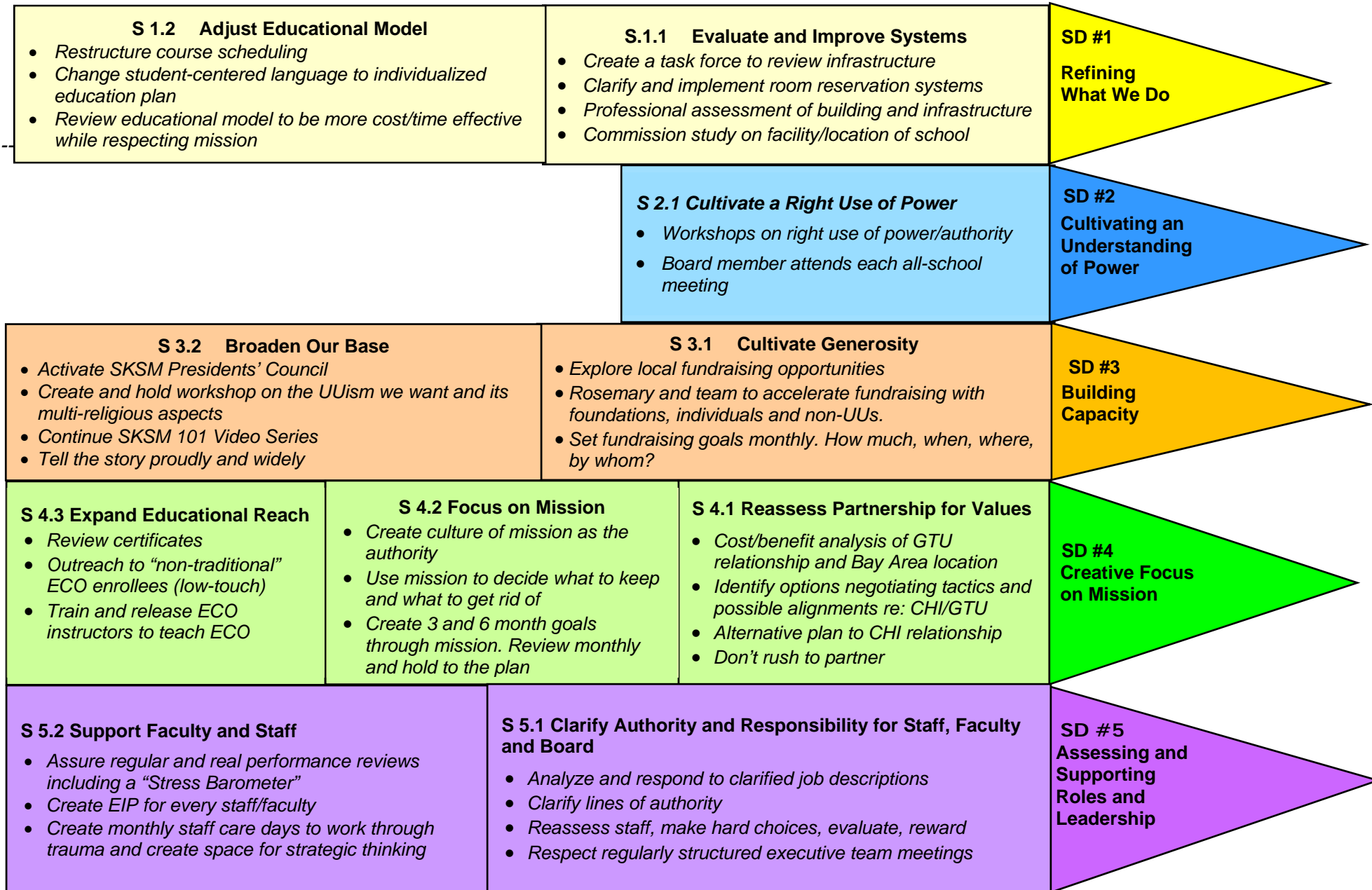
Contradictions

*Contradictions are the “patterns, attitudes, structures, and blocks” that we encounter. We’re looking for what’s there - **not** what’s missing. It’s like working in your garden watering the plants. The water is running from the hose and it stops. Usually you don’t just stare at the hose and shout, ‘There’s no water.’ However, you would turn and check to see if there’s a kink in the hose or if someone stepped on it or if someone turned off the water.*

The Institute of Cultural Affairs, *Participatory Strategic Planning*

Not telling our story powerfully inhibits funding	Unreconciled conflict between UU and multi-religious identities disempowers both	Running in crisis mode prevents our thinking strategically and acting tactically	Unrealistic desires and expectations dilute our impact & sustainability	Anti-authoritarian culture limits the exercise of leadership and efficiency	The SKSM pedagogical model with its ratio of staff time & student demands put a burden on staff and faculty	Unresolved trauma blocks healthy growth & productivity	Reluctance to honestly assess our infrastructure	SKSM's attachment to the Bay Area	Current partnerships make unrealistic demands on resources
Passive recruitment and fundraising Inadequate awareness of new recruitment strategies Failure to celebrate accomplishments PR machine of competition Tenuous and tentative plan of marketing Disorganized grad association	UU centrism and whiteness Defending the UU way Small donor pool Inclination of breadth vs. depth Negative PR and tarnished reputation.	Sacrificial/martyrdom mentality Reticence to let things go High staff turnover Good will and hard work are sometimes not enough	Mission creep Unrealistic desire to please everyone Magical thinking vs. realistically visionary Sustainability vs. relentless expansion	Ambivalence about organization We fear that to claim authority is to become the oppressor Too quick to polarize Too much suspicion of authority	The gap between tuition and cost of education High touch model and pedagogical approach Limited teacher training	Institutionalized & institutional trauma Biting the hook of drama Internalized oppression	Reluctance to examine assumptions about infrastructure Building limits to our functioning Too much suspicion of authority	Bay area location Cost of living Student housing being torn down	GTU/CHI inflexible Unbalanced relationships

Strategies and Strategic Directions



Phase 3

Stakeholder Engagement & Feedback

Beware of the stories you read or tell; subtly, at night, beneath the waters of consciousness, they are altering your world.

Ben Okri

Phase 3 – Interviews and Focus Groups

Key: PoC–People of Color W-White MASC-Master of Arts in Social Change MDiv-Master of Divinity

Student Focus Groups (20 students, 4 LGBTQ)

- ♦ Two Face-to-Face Sessions
- ♦ Two Virtual Sessions

Faculty Focus Groups (10 faculty: 5 PoC, 5 W)

- ♦ One Face-to-Face Session
- ♦ One Virtual Session

Staff Focus Group (9 staff: 2 PoC, 7 W)

- ♦ One Face-to-Face Session

Interviews - Starr King Graduates

(10 grads: 3 PoC, 7 W, 2 MASC, 8 MDiv)

Octavio Carrasco
Rev. Lynn Cox
Rev. Jaqueline Duhart
Rev. Alyson Jacks
Barbara Meyer
Rev. Dr. Makanah Morriss
Rev. Jennifer Nordstrom
Som Pourfarzaneh
Rev. Marilyn Sewell
Rev. Abbey Tennis

Interviews - Donors (10 donors)

Rev. Dr. Earl Holt III (Graduate)
Linda Laskowski
Lee Helena Lawrence
Kristi Lewis
David Norton
Sue Polgar
Samuel Thoron
Rev. Judy Welles (Graduate)
2 Anonymous Donors

Interviews - UU Leaders

(15 leaders, 2 PoC, 13 W)

Rev. Dr. John Buehrens
Rob Eller-Issacs (+ Graduate)
Jim Key
Rev/ James Kubal-Komoto
Rev. Sarah Lammert (+ Graduate)
Dan McKanan, PhD.
Rev. Kathleen McTigue (+ Graduate)
Rev. Alison Miller
Rev. Peter Morales (+ Graduate)
Rev. David Pettee (+ Graduate)
Rev. Jeanne Pupke
Rev. Meg Riley
Rev. Joseph Santos-Lyons
Don Southworth (+ Graduate)
Rev. James Ford

Interviews - Institutional Partners

Rev. Lauren Van Ham, (The Chaplaincy Institute)

Interviewers/Focus Group Leaders

Faryn Borella
Jessica Cloud
Aaron Eaves
Sarah Ebster
Shannon Eizenga
Ted Fetter
Barb Greve
Em Kianka
Rosemary Bray McNatt
Peter Olandt
Lindi Ramsden
Shane Snowden
Jane Stallman
Raphael Warner
Lauren Way

Mining the Data for Meaning

External Data – Interview Questions 1 and 2, *What the Stakeholder Requirements are for Starr King and how well they are being met.* Graduates, Donors, UU Leaders, Interview with CHI, Appreciations (Question 1) – Barb, Shannon,

Themes	Insights
<ul style="list-style-type: none"> ♦ Hold true to Mission – ECO UU & MR – and practical skills for parish balancing UU/MR – as well as balance of parish & other ministry. ♦ Communication and connection ♦ Develop partnerships ♦ Financial /scholarships ♦ Extend the learning community – place and people ♦ The great learning value of high residency 	<ul style="list-style-type: none"> ♦ “Star” leadership vs broad based leadership ♦ How we create community ♦ Both a professional school/and a place for scholarship, prophetic voice – both/and not either/or ♦ A question – “what are we modeling?” <p>Note: Only one response referred to RE. Not many from non-parish ministry.</p>

Internal Data – Focus Group Summaries (Includes requirements as well as comments on the Strategic Framework) – Students, Faculty, Staff - Ted, Lauren, Jessica.

Surprises/Caught our Attention	Themes
<ul style="list-style-type: none"> ♦ Emphasis on wanting mentorships, internships* - Alumni relationships can be developed, are possible ♦ Climate concerns 	<ul style="list-style-type: none"> ♦ ECO not fully lived into ♦ Students not attached to the Bay Area ♦ Under appreciation ♦ Still in white supremacy culture – intersectional oppression ♦ Composition of students, facilities and staff – people make the culture ♦ Managing expectations (UU and Multi-religious) ♦ Resisting crisis culture ♦ Need for functional space/technology ♦ High/low residency tension ♦ *Information is skewed by who comes to the table to share

Other Data - Questions 3 (Major Improvement), 4 (My dream for Starr King), 5 (Anything else you’d like us to consider), 6 (How you’d like to continue to be involved in strategic planning) – Rosemary

Surprises	Themes	Insights
<ul style="list-style-type: none"> ♦ Little talk of recent struggle ♦ Number of people aware of financial struggle ♦ Number of people who think we will close in 5-years 	<ul style="list-style-type: none"> ♦ Need more money ♦ Tell our story ♦ Make connections - Increase positive communications ♦ Expand ♦ Don’t give up on pedagogy 	<ul style="list-style-type: none"> ♦ Number of people who want us to remain the same yet change dramatically ♦ More opportunity for positive reconciliation and communication ♦ Make sure you give equal weight to intersectional justice issues.

Phase 4

Developing the Implementation Plan

Action is a great restorer and builder of confidence. Inaction is not only the result, but the cause, of fear. Perhaps the action you take will be successful; perhaps different action or adjustments will have to follow. But any action is better... than no action at all.

Norman Vincent Peale

Organizational Initiatives

SD # _____ Strategy # _____

3 to 14-Month Initiative Name _____	
Description in 2 or three sentences <div style="height: 80px;"></div>	
What is the purpose of the Initiative and what will be different when it's accomplished? <div style="height: 100px;"></div>	How will you measure success/progress? <div style="height: 100px;"></div>
What are the questions you most want to explore at this time? <div style="height: 100px;"></div>	Team members' names <div style="height: 100px;"></div>
What are the basic resources currently available to work on this Initiative? What do you need? <div style="height: 150px; position: relative;"> <div style="position: absolute; top: 10px; left: 10px;">◆</div> </div>	Others we want to invite to our team <div style="height: 100px;"></div>
<div style="height: 100px;"></div>	
Next Meeting Date <div style="height: 50px;"></div>	

<p>Key Milestones</p> <ul style="list-style-type: none"> ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ 	<p>Who takes the lead and who needs to be involved?</p>	<p>Completed by</p>
<p>Approved by/date</p>		

Center for Strategic Facilitation

The Center for Strategic Facilitation (CSF) is a partnership of consultants experienced in training, facilitation, and organizational development who collaborate to expand the use of participatory approaches and methods by individuals, organizations, and communities. CSF is affiliated with the Institute of Cultural Affairs, a leader over the past five decades in promoting lasting positive change in communities, nonprofit organizations and businesses. We utilize a distinct and proven approach developed by the ICA, called the Technology of Participation (*ToP*®)

The Center for Strategic Facilitation provides training and coaching in facilitation methods in the SF Bay area and for in-house clients across the State of California and occasionally in other areas of the country. We focus on meeting design and facilitation ranging from small board retreats to large scale community meetings. We facilitate participatory strategic planning, community impact and other planning processes for organizations, municipalities and communities.

In many situations we design and facilitate participatory data gathering and analysis sessions building shared participant understanding of their situation and commitment to actions resulting from planning activities.

CSF has two senior partners and six associates who work on a variety of projects. We also administer and teach all the Technology of Participation courses in the San Francisco Bay Area. We provide coaching support to participants in their design and facilitation of the ToP methods. CSF is SLEB-certified in Alameda County and is registered as a SAM provider in the Federal government.

Jane Stallman

Jane Stallman, a Unitarian Universalist since birth, is a Founding and Senior Partner at The Center for Strategic Facilitation (CSF). As a facilitator and consultant, Jane brings many years of experience in designing and facilitating leadership, team and organizational development projects, programs and meetings which support collaborative organizational and community change. Jane works with clients to design and implement participatory planning processes that enable all voices to be heard and committed action to occur. Clients call on Jane to facilitate complex meetings and off-sites, frequently with partners and other stakeholders participating.

Jane has an active consulting practice that works locally and nationally with all sectors including business, government and non-profit clients. She also oversees CSF Associate consulting initiatives.

Jane has an EMBA from the Peter Drucker Center at Claremont Graduate School and a Master's Degree in Urban Studies/Program Planning from Occidental College. She was a CORO Foundation Fellow in Los Angeles. Currently, Jane serves as a mentor trainer for the Institute of Cultural Affairs, *Technology of Participation (ToP*®) trainings and is an Assessor for ICA ToP Facilitation Certifications. She taught Organizational Behavior and Human Resources courses for The University of Phoenix and Foothill – De Anza Community College. Prior to her work as an external consultant Jane led organizational and leadership development functions at Lockheed Aircraft/SkunkWorks and Kaiser Permanente Medical Care Program in Southern California.

In 2005 Jane was certified as a Master Facilitator with both the *International Association of Facilitators* and the *Institute of Cultural Affairs*. Contact information: 510.532.6595, jane@strategicfacilitation.com

Background Information

Our Educational Philosophy and Approach

Starr King School emphasizes student-centered, holistic learning that cultivates habits for successful ministry and effective religious leadership. Its educational philosophy is rooted in Unitarian Universalist values. We educate in ways that:

- ◆ trust in an empowering and liberating grace that is larger than ourselves,
- ◆ call forth the full, authentic presence of people,
- ◆ welcome silenced knowledge, feeling and experience,
- ◆ undergird human wholeness, integrity, interdependence and agency,
- ◆ foster self-awareness and self-respect,
- ◆ strengthen relational capacities and the ethics of community,
- ◆ deepen knowledge and wisdom arising from engagement with primary texts and primary experience,
- ◆ embody an ongoing practice of inquiry, study, action and reflection.

Starr King's Emergent Educational Model advances Starr King as a school with "permeable walls" and opens the School to enrollment growth by making our programs more flexible, focused on student-centered education. It asks each student to engage in three modes of learning: on-line learning, residential learning, and immersion learning.

In our work we strive to embody what we hope to see in the world — a just, loving humanity and community in which people are free to be themselves fully and without fear; a community where no one is exiled, silenced or exploited because of gender, gender expression, race, color, ethnic or national origin, religion, sexual/affectional orientation, age, class, physical character or disability.

The Eight Threshold Areas

1. Life in Religious Community and Interfaith Engagement

- ◆ *MASC* students learn how to understand different faith communities and spiritual traditions and to support interfaith and multi-religious community work. *MDIV* students learn the components of the office of Pastor which includes supporting interfaith and multi-religious work.

2. Prophetic Witness and Work

- ◆ This Threshold invites students to deal with complex ethical issues and stances, understanding one's social location and engaging challenging new perspectives. *MDIV* students learn the components of the office of Prophet. *MASC* students learn how Religious Leadership for Social Change involves constant interchange between praxis and reflection, and challenges the academy to learn about justice from communities of struggles as much as from scholars.

3. Sacred Text and Interpretation

- ◆ *MASC* students know the sacred texts of the communities they serve and how they relate to social justice issue. They also need to be able to speak publicly in diverse settings and to know how to deal with different media in their community work. *MDIV* students understand this threshold as the office of Preacher.

4. History of Dissenting Traditions and the Thea/ological Quest

- ◆ Good leaders understand the *histories (*including her story and peoples' histories) of the communities in which they live, with a special regard for traditionally silenced voice. Leaders know the complex history of the social issues and values of the communities they engage.

5. Spiritual Practice and the Care of the Soul

- ◆ Good leaders develop deep self-understanding, spiritual grounding and self-sustainability. They are able to interact with diverse communities and engage conflicts in creative and transformative way. *MASC* students learn how to counsel individuals and communities in difficult times.

6. Thea/ology in Culture and Context

- ◆ How do we make meaning? What is the history of our beliefs and values and how do we more intentionally use our spiritual traditions as sources for justice work and spiritual grounding? How do we articulate beliefs and values that are sustainable and just? How do other perspectives change our worldview? How are our beliefs and values enriched and challenged by ethical challenges?

7. Educating for Wholeness and Liberation

- ◆ *MASC* students learn how transformative leaders need to be educators/ teachers and thus keep learning from and with their community. *MDIV* students learn about the office of leadership as Teacher.

8. Embodied Wisdom and Beauty

- ◆ Arts nourish and inspire the soul. Arts can decolonize and transform our ethical imagination. *MASC* students learn how the arts have been and are pivotal in spiritual communities, organizing and social change.

Educating to Counter Oppression

EDUCATING TO CREATE JUST COMMUNITIES THAT COUNTER OPPRESSIONS is a priority in our educational work

As a theological school, educating in a world blessed with resources of beauty, grace, resistance, and transformation and marked by intersecting forms of violence and injustice, we have made Educating to Create Just Communities that Counter Oppression a priority. The following statement summarizes our vision and hope and serves as a guiding document in our work.

1. To be what we want to see.

The President of the Starr King School for the Ministry and former chair of its board, Rev. Rosemary Bray McNatt, once has asked, “How [can] we teach authentically about creating the beloved community [unless we can] model it within our own walls?”

We recognize that we teach by how we are. We seek to embody just and loving human community, in which people are free to be fully themselves, in which people engage one another in respectful, welcoming ways, and in which no one is rejected, silenced, or exploited because of gender, race, sexual orientation, age, class, or physical character. We seek to claim the possibilities always present in life: that we will meet one another in love.

We seek to affirm rather than break bonds of intimate connection, interdependence, and relationship that are the givens of our existence. We seek to, “be with one another, as we are with ourselves, as we are with the ground of all relating, which some call God,” in the words of Robert Kimball.

To keep faith with this desire requires us to recognize that we strive to love one another and to be just, even as our lives have already been affected by violence, oppressions, and injustice. We have been victims in some contexts, and in others, perpetrators or complicit bystanders.

To be what we want to see involves us in the work simultaneously of *recovery* from oppression, and of *conversion* — amending our lives and seeking to restore right relationships when we have been complicit with violence, or have actively perpetuated oppressions. It also means deepening our capacity to be honest, direct, and present to one another.

2. To shelter prophetic witness in the world.

We seek to embrace, support, and promote the religious leadership, vision, and wisdom of prophetic people of all genders, who bring to the human community experiences and knowledge that the dominant culture has ignored or silenced. We affirm that such knowledge is present among those often excluded from theological education and from institutionally recognized offices of religious leadership.

We intentionally and pro-actively support the religious leadership of people of color, of euro-american women, and of transgender and queer people of all colors because of the importance of the witness of their experience and the gift of their religious insight. In attending to the “precincts not heard from,” the human community may discover wisdom that can lead us beyond the present patterns of oppression and violence towards one another and the earth.

“We are affirming the knowledge and vision from people of color, sexual minorities, and women that holds promise for the creative transformation of our culture.”

“Religious leadership in our time is coming from people who are capable of being present to suffering without turning away; people whose own life experience has taught them that it is possible to cross thresholds and survive; people who are willing to be authentically

themselves when others wish to silence them; people whose presence inspires, challenges, surprises, and calls forth strength from others; people who give themselves to the work of mending the world, and are themselves grounded in love.”

“We envision theological education that includes engagement with culturally diverse values and life experiences, including those of people whose economic circumstances, lack of education, sexual orientation, and racial characteristics mark them as less valued by culturally dominant groups. This engagement must take place to add freshness to the questions, to deepen caring, and to create just community.”

3. To counter white supremacy.

We seek to resist the perpetuation of cultural and institutional patterns in which the wellbeing of ‘whites’ is assumed, often unconsciously or uncritically, to be of greater importance than the well-being of *all*; and in which the well-being of whites is achieved through ignoring, oppressing, or exploiting the lives of others.

People of color have resisted white supremacy in many ways. Communities of color teach patterns of resistance. Each person who survives oppression has found and moved along a path of resistance.

Those who ‘were never meant to survive’ but *have* survived, extend to the larger human community the wisdom and ways, options and opportunities, sounds and rhythms of resistance and survival. Such people make their lives a gift of authentic presence and witness.

Members of the dominant society often miss the opportunity for fuller human meeting. To become more fully present and engaged, we must all engage in the work of seeing how white identity has been constructed in narcissistic ways. An embrace of fuller humanness relinquishes self-centered needs, arrogance, and self-serving patterns, and contributes to fresh possibilities for just and sustainable community.

Members of the dominant society must accept responsibility for this religious task, without depending on people of color to be ‘the mirror that talks back’ and makes whites visible in their ignorance, thoughtlessness, or denial. At the same time, genuine and transformative human encounter happens when people are willing to speak the truth in love to one another and are open to being confronted.

White supremacy reveals a spiritual crisis at the heart of the dominant culture. Overconsumption and exploitation are hidden and tolerated for the sake of a quality of life that is neither abundant nor sustainable. Engaging white supremacy involves discovering a deeper experience of abundant life. This discovery, in turn, means confronting and changing social systems, including economic systems that perpetuate too banal a sense of ‘the good life’, making it available to too few and causing harm to too many and to the earth.

4. To work for the common good.

We seek to advance liberation, healing, and the establishment of a just and sustainable society by enabling people to gain the knowledge, experience, skill, and religious understanding they need to address intersecting forms of violence in North America and around the world.

This means our courses and sites of learning need to provide students of theology with opportunities, *for example*, to:

- ◆ explore various options, theories, and practices of resistance/liberation/social analyses and transformation
- ◆ critique theological norms and patterns that undergird racial violence, gender violence, violence against the earth, etc.
- ◆ discover, re-imagine and construct liberating theological visions
- ◆ gain literacy beyond the 'white canon'
- ◆ learn the histories of resistance and struggle against oppressions, as well as the histories of violence and oppressions
- ◆ critically examine the assumptions and foundations of our current, dominant economic system, which sustains the wealth of too few, and is historically aligned with a construction of race and racial hierarchy that justifies exploitation and stratifies wealth by race and gender
- ◆ draw on learning and experience in one area of resistance (for example, resistance to sexism) to make common cause with another (for example, resistance to racism)
- ◆ engage directly with oppressed communities and suffering people in the work of survival and resistance
- ◆ explore ways congregations and religious institutions can promote the common good

In our pedagogy and educational philosophy, we work in ways that:

- ◆ trust in an empowering and liberating grace larger than ourselves
- ◆ call forth and welcome the full, authentic presence of people
- ◆ welcome silenced knowledge, feeling, experience;
- ◆ undergird human wholeness, integrity, interdependence, and agency
- ◆ foster self-awareness and self-respect
- ◆ strengthen relational capacities and the ethics of community
- ◆ deepen knowledge and wisdom arising from engagement with primary texts and primary experience
- ◆ embody an ongoing practice of inquiry, study, action, and reflection.

(Note: Rebecca Parker, President of Starr King School, prepared this statement in 1996. The statement is based primarily on work done by the Board of Trustees during a 1992-1995 project of theological education with the Board, led by the Long-Range Educational Planning Committee. During that project, students, faculty, trustees, graduates, invited guests and consultants considered the mission and vision of the School. Subsequent public statements of the School, as well as the Board and faculty conversations, informed the statement. The faculty and the Board reviewed and reflected on the statement during the 1996-1997 year. During Fall, 1998, the faculty voted to establish the "Educating to Counter Oppressions Committee" with this statement as the working document to which we seek to hold ourselves accountable. In the fall of 2005, the ECO Steering Committee edited the document further.)

ASSESSMENT PLAN

Student's Academic Progress	Timeline	Oversight entity
Threshold self-assessment	During first/second semester	Advisor
Narrative grade form	End of each semester	Instructor, advisor
Portfolio conference includes revised threshold self-assessment	Midpoint through degree	Advisor, second faculty member, second student, community member
Field education, CPE, immersion, internship	During second or third year of program	Director of Contextual Education, advisor, instructor for integrative reflection course
SKIL (individual learning course)	During second or third year of program	Instructor, advisor
Petition to graduate includes updated threshold self-assessment and petition-letter	First half of final year of program	Advisor presents student at faculty meeting, discussed by entire advising faculty, deans
ECO background/experience	Admissions, and assigned advisor	Admissions, Advisor
ECO difficulties and ECO accomplishments	During faculty meetings	Instructor, advisor, entire advising faculty, deans
Curriculum	Timeline	Oversight Entity
Course selections	Each semester	Dean of Faculty, Instructor
Course satisfaction by students	Mid-semester to "fine-tune" course	Instructor, Dean of Faculty
Course outcomes by students (includes academics, 4-Cs)	Each semester	Instructor, Dean of Faculty
Field education, CPE, immersion, internship	Each semester	Director of Contextual Education
Online courses	Ongoing faculty support as needed	Director of Online Education
Degree Programs--Assessment	Timeline	Oversight Entity
MDiv. All graduating students score at least 80% success in meeting thresholds/4-Cs' program goals	At completion of degree program	Assessment coordinator, Dean of Faculty, Advising Faculty
80% graduating students rate positive satisfaction to each of the 4-C-linked areas	At completion of degree program	Assessment coordinator, Dean of Faculty, Advising Faculty
80% graduating students articulate their enhanced ECO values clearly in their petitions to graduate	At completion of degree program	Assessment coordinator, Dean of Faculty, Advising Faculty

ASSESSMENT PLAN (Cont.)

Degree Programs--Assessment	Timeline	Oversight Entity
80% of CPE and internship final evaluations reflect positive outcomes in 4-C-related program goals	At completion of degree program	Assessment coordinator, Contextual Education Director
Employment status, further education, residency program, etc.	In the fall after graduation—survey of all previous year's graduates	Assessment coordinator, faculty, deans, current students
MASC: All graduating students score at least 80% success in meeting thresholds/4-Cs' program goals	At completion of degree program	Assessment coordinator, Dean of Faculty, Advising Faculty
80% graduating students rate positive satisfaction to each of the 4-C-linked areas	At completion of degree program	Assessment coordinator, Dean of Faculty, Advising Faculty
80% graduating students articulate their enhanced ECO values clearly in their petitions to graduate	At completion of degree program	Assessment coordinator, Dean of Faculty, Advising Faculty
80% of MASC internship final evaluations reflect positive outcomes in 4-C-related program goals	At completion of degree program	Assessment coordinator, Contextual Education Director
All graduating MASC students have completed ECO-related final projects	At completion of degree program	Advisor, Dean of Faculty, other faculty, SKSM community
Employment status, further education, residency, etc.	In the fall after graduation—survey of all previous year's graduates	Assessment coordinator, faculty, deans, current students
Faculty Evaluation	Timeline	Oversight Entity
Mid-semester course evaluations completed by students	Mid-semester	Dean of Faculty
Final course evaluations completed by students	At the end of every semester	Dean of Faculty
Annual performance review	Annually in June	Dean of Faculty
ECO-perspective	Review of proposed course syllabi	Dean of Faculty, Curriculum Committee

Starr King School for the Ministry

5 year projections through 2025

Revenue

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Tuition	1,356,831	1,371,000	1,385,310	1,399,763	1,414,360	1,414,360
Contributions	812,584	1,022,584	1,225,084	1,478,209	1,794,615	1,794,615
Gross Revenue	\$ 2,169,415	\$ 2,393,583	\$ 2,610,393	\$ 2,877,972	\$ 3,208,975	\$ 3,208,975

Expenses

Departments						
Academic and Student Support	\$ 289,368	\$ 292,087	\$ 298,104	\$ 304,246	\$ 310,146	\$ 316,161
Advancement / Development	314,974	317,013	324,464	332,096	337,561	343,122
Board	12,000	12,000	12,360	12,731	12,858	12,987
Business Office	250,392	252,192	257,940	263,824	268,353	272,966
Communications	18,600	18,600	19,158	19,733	19,930	20,129
Institution'	561,810	561,810	578,664	596,024	601,984	608,004
Instruction	698,210	704,748	719,287	734,131	748,342	762,833
Emerging Programs (formerly Student Financial Assistance)	51,014	51,518	52,554	53,611	54,677	55,764
Operations & Maintenance	80,544	81,249	82,974	84,737	86,325	87,945
President	420,795	423,483	433,473	443,708	450,970	458,360
Recruitment' /Registrar	237,009	238,815	244,156	249,620	254,014	258,490
Work Study (formerly Registrar/Student Services)	9,868	9,868	9,868	9,868	9,868	9,868
Total Expenses	\$ 2,944,585	\$ 2,963,385	\$ 3,033,003	\$ 3,104,329	\$ 3,155,029	\$ 3,206,631
Net Surplus (deficit)	\$ (775,170)	\$ (569,802)	\$ (422,609)	\$ (226,357)	\$ 53,947	\$ 2,345

Natural Expense Categories

Salary	\$ 1,577,445	\$ 1,593,128	\$ 1,624,807	\$ 1,657,120	\$ 1,690,079	\$ 1,723,697
Benefits	233,518	235,853	240,570	245,381	250,289	255,295
Payroll Taxes	78,912	79,695	81,274	82,886	84,530	86,206
Total Salaries	1,889,875	1,908,675	1,946,651	1,985,387	2,024,897	2,065,198
Non-Salary Expenses						
Direct Expenses		-	-	-	-	-
Facility Overhead	139,500	139,500	143,685	147,996	149,476	150,970
Professional & Support Services	152,600	152,600	157,178	161,893	163,512	165,147
Equipment Leases	7,000	7,000	7,210	7,426	7,501	7,576
Conferences & Conventions						
General Assembly	50,400	50,400	51,912	53,469	54,004	54,544
Commencement	15,000	15,000	15,450	15,914	16,073	16,233
SYMPOSIUM	16,400	16,400	16,892	17,399	17,573	17,748
Conferences & Conventions	32,200	32,200	33,166	34,161	34,503	34,848
Total Conferences & Conventions	114,000	114,000	117,420	120,943	122,152	123,374
Computer Expenses	126,100	126,100	129,883	133,779	135,117	136,468
Office Expenses	108,000	108,000	111,240	114,577	115,723	116,880
GTU & Student Support						
GTU Fees (primarily Library)	254,010	254,010	261,630	269,479	272,174	274,896
Student Support	20,500	20,500	21,115	21,748	21,966	22,186
Total Student Support & GTU	274,510	274,510	282,745	291,228	294,140	297,081
Telephone & Utilities	23,500	23,500	24,205	24,931	25,180	25,432
Travel	109,500	109,500	112,785	116,169	117,330	118,504
Total Expenses	\$ 2,944,585	\$ 2,963,385	\$ 3,033,003	\$ 3,104,329	\$ 3,155,029	\$ 3,206,631

Financial Plan Narrative

Our school's five-year plan toward financial sustainability rests on several pillars not immediately apparent in a review of the numbers. The biggest change has been what we've learned from hard-won experience. In taking intermediate steps when bold moves were called for, school leadership ultimately realized that only a complete rethinking of our structures and educational model would deliver the success and stability we know to be possible.

This clarity for the sake of mission grew stronger in each successive year of Rev. McNatt's presidency. The deterioration of the GTU's shared service model meant that more and more financial, administrative and student information had to be brought in house. At the same time, these consortial issues gave SKSM the opportunity to increase the levels of professionalism and skill across several departments at the school. As a result, each subsequent hire was better attuned – and committed to – our unique mission.

We also are the beneficiaries of a shift within Unitarian Universalism itself, a shift that finally brought our religious movement into alignment with the Starr King's decades-long commitment to dismantle white supremacy culture. What once made the school an outlier now made us a forward-thinking theological resource. This, in turn, energized constituencies that we once thought were lost to us after the Great Recession – not only growth in the number of students, but growth in the number of contributions as well. At the height of our fundraising in 2008, Starr King raised \$1.2 million in contributions. When Rev. McNatt arrived, that number had dropped to \$270,000 in FY14. Thanks to the hiring of an advancement professional, combined with a reinvigorated advancement committee with broad expertise in fundraising, we have nearly doubled that amount. Most importantly we have reengaged with donors whose finances have improved since the Recession and continue to attract a new generation of donors committed to an anti-racist, progressive, multireligious future.

Perhaps nowhere has there been a greater additive to the success of Starr King and its mission than in its invigorated and enthusiastic board members. Each member currently serving has a rock-solid commitment to Unitarian Universalism, to countering oppressions of all kinds, and to multireligious life and learning. From peopling the working groups that examine what will be necessary in this next chapter of the school's life, to being Starr King's advocates and champions throughout the movement and beyond, this growing board configuration has helped to give all of us new energy.

With all these factors in mind, our President, CFO, board finance committee and others worked to construct a five-year plan that would build on the achievements of the previous year. For FY2020, for example, advancement committee members have begun their search for the appropriate individual or firm to conduct a feasibility study for a capital campaign to begin within two years. The capital campaign will focus on the decisions we are making this year and will be one of our key drivers to take the next leap in fundraising that will allow us to achieve the contribution goals that we have set in subsequent years.

Yet all our challenges are not driven by financial issues. For example, the rethinking of our relationship to the GTU Library is necessary in order to meet the urgent needs of the 60 percent of our student body who are distance learners. A digital theological library – one with resources accessible from any student’s home – is a critical tool for our students’ success. Thus, we are open to differing kinds and qualities of partnership – some with financial gain, others with rewards other than money. We see the opportunity of working with another like-minded, justice-seeking institution as a profound gift that we hope would strengthen both entities and finding such a partnership is the focus of one of our board’s working groups.

For now, we have planned the work and intend to work the plan. We enter into this space of uncertainty, however, with a great deal of faith – in ourselves, in our mission, and in The One who calls us to this work.

**STARR KING
SCHOOL FOR THE MINISTRY**

**FINANCIAL STATEMENTS
AND
INDEPENDENT AUDITORS' REPORT**

**JUNE 30, 2018
(With Comparative Totals for 2017)**

**STARR KING
SCHOOL FOR THE MINISTRY**

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INDEPENDENT AUDITORS' REPORT

To The Board of Trustees
Starr King School for the Ministry
Berkeley, California

Report on the Financial Statements

We have audited the accompanying financial statements of Starr King School for the Ministry, which comprise the statement of financial position as of June 30, 2018 and the related statement of activities, statement of functional expenses and statement of cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on my audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Starr King School for the Ministry, as of June 30, 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matter

Summarized Comparative Information

We have previously audited Starr King School for the Ministry's June 30, 2017 financial statements and we expressed an unmodified audit opinion on those audited financial statements in our report dated November 20, 2017. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2018 is consistent, in all material respects, with the audited financial statements from which it has been derived.

KPM Accounting & Management Solutions

KPM Accounting & Management Solutions
February 17, 2019

STARR KING SCHOOL FOR THE MINISTRY
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2018
(With comparative totals for 2017)

ASSETS		2018	2017
Current assets:			
Cash and cash equivalents	\$	536,019	\$ 359,617
Student accounts receivable		235,444	134,018
Contributions receivable (Note 4)		126,574	83,444
Other receivable		4,000	3,984
Prepaid expenses and other assets		-	2,017
Total current assets		902,037	583,080
Long-term assets:			
Investments (Note 3)		6,896,153	7,491,687
Property and equipment - net (Note 6)		220,747	257,960
Total long-term assets		7,116,900	7,749,647
Total Assets	\$	8,018,937	\$ 8,332,727
LIABILITIES AND NET ASSETS			
Current liabilities:			
Accounts payable and accrued liabilities	\$	34,310	\$ 62,116
Employee accrued liabilities		70,106	67,409
Total current liabilities		104,416	129,525
Net assets:			
Unrestricted			
Current funds (deficit)		364,446	(41,734)
Board designated and donor restricted (deficit)		-	5,388
Plant funds		220,747	257,960
Total unrestricted		585,193	221,614
Temporarily restricted			
Current funds		-	707,501
Donor restricted		87,527	6,766
Plant funds		-	25,520
Total temporarily restricted		87,527	739,787
Permanently restricted endowment (Note 9)		7,241,801	7,241,801
Total Net Assets		7,914,521	8,203,202
Total Liabilities and Net Assets	\$	8,018,937	\$ 8,332,727

See accompanying notes to financial statements.

STARR KING SCHOOL FOR THE MINISTRY
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2018
(With summarized comparative totals for 2017)

	2018				2017
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total	Comparative Totals
Support and Revenues					
Tuition and fees	\$ 1,552,170	\$ -	\$ -	\$ 1,552,170	\$ 1,502,570
Less scholarships and grants	(158,157)	-	-	(158,157)	(170,474)
Net tuition and fees	1,394,013	-	-	1,394,013	1,332,096
Support from Unitarian Universalist Association	200,000	-	-	200,000	200,000
Government grant	-	-	-	-	18,194
Private gifts	699,802	-	-	699,802	417,106
Long-term investments income and gains allocated to operations	-	493,931	-	493,931	1,082,985
Other income	14,304	-	-	14,304	18,873
Income before reclassifications	2,308,119	493,931	-	2,802,050	3,069,254
Reclassification of Temporarily Restricted					
Net assets released from donor restrictions:	1,226,952	(1,226,952)	-	-	-
Total support and revenues	3,535,071	(733,021)	-	2,802,050	3,069,254
Operating Expenses:					
Program services:					
Instruction	1,201,606	-	-	1,201,606	869,722
Library	91,541	-	-	91,541	155,235
Academic support	194,879	-	-	194,879	139,598
Student services	429,632	-	-	429,632	337,906
Total program services	1,917,658	-	-	1,917,658	1,502,461
Supporting activities:					
Advancement	259,206	-	-	259,206	183,677
Institutional support	144,431	-	-	144,431	150,902
General administration	850,197	-	-	850,197	627,334
Total Expenses	3,171,492	-	-	3,171,492	2,464,374
Change in net assets from operating activities	363,579	(733,021)	-	(369,442)	604,880
Non-operating activities:					
Long-term investment activities, net of long-term investment income and gains allocated for operations	-	80,761	-	80,761	(502,476)
Non-operating gifts and grants	-	-	-	-	2,024,846
Change in net assets from non-operating activities	-	80,761	-	80,761	1,522,370
Change in net assets	363,579	(652,260)	-	(288,681)	2,127,250
Net assets, beginning of year	221,614	739,787	7,241,801	8,203,202	6,075,952
Net assets, end of year	\$ 585,193	\$ 87,527	\$ 7,241,801	\$ 7,914,521	\$ 8,203,202

See accompanying notes to financial statements.

STARR KING SCHOOL FOR THE MINISTRY
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2018
(With summarized comparative totals for 2017)

	Program Services					Supporting Activities			2018 Total	2017 Total
	Instructional Services	Library	Academic Support	Student Services	Total Program Services	Advancement	Institutional Support	General and Administrative		
Salaries	\$ 789,139	\$ -	\$ 98,834	\$ 311,840	\$ 1,199,813	\$ 165,070	\$ -	\$ 312,409	\$ 1,677,292	1,107,602
Payroll taxes	45,395	-	8,496	15,378	69,269	7,946	-	17,127	94,342	86,993
Benefits	50,826	-	10,346	19,597	80,769	9,903	-	49,755	140,427	210,553
Employee expenses	885,360	-	117,676	346,815	1,349,851	182,919	-	379,291	1,912,061	1,405,148
GTU fees	-	91,541	7,975	25,036	124,552	-	57,398	15,315	197,265	334,521
Professional services	74,431	-	-	22,287	96,718	20,280	56,781	177,121	350,900	275,708
Bank & credit card charges	28,759	-	257	8,450	37,466	7,304	-	16,527	61,297	104,556
IT support & software	-	-	68,726	3,584	72,310	-	-	39,397	111,707	59,997
Student liability insurance	3,192	-	-	-	3,192	-	-	71,290	74,482	46,272
Travel	56,425	-	245	-	56,670	25,052	3,425	7,914	93,061	42,745
Honorariums	3,190	-	-	-	3,190	-	41	119	3,350	40,805
Chaplain expense	42,225	-	-	-	42,225	-	-	-	42,225	24,875
Food & entertainment	1,455	-	-	194	1,649	740	9	4,862	7,260	22,958
Depreciation	-	-	-	-	-	-	-	65,306	65,306	21,049
Campus event	4,025	-	-	1,070	5,095	-	2,420	1,519	9,034	17,150
Maintenance & repairs	9,469	-	-	16,740	26,209	6,898	3,739	29,166	66,012	14,354
Office supplies	2,235	-	-	2,307	4,542	1,066	-	2,724	8,332	11,563
Printing & photocopy	652	-	-	808	1,460	4,388	-	3,083	8,931	7,094
Employee conference	4,549	-	-	1,364	5,913	1,087	-	-	7,000	4,490
Legal & professional	35,463	-	-	-	35,463	-	-	3,706	39,169	4,439
Employee dues & memberships	1,165	-	-	67	1,232	707	-	1,285	3,224	3,663
Utilities	-	-	-	-	-	-	-	15,512	15,512	3,535
Security expense	-	-	-	-	-	-	-	400	400	3,182
Program expenses	45,596	-	-	-	45,596	-	17,398	-	62,994	3,150
Telephone	189	-	-	570	759	1,935	189	4,582	7,465	2,998
Postage	322	-	-	340	662	6,598	-	3,312	10,572	2,365
Supplies	-	-	-	-	-	-	-	-	-	1,739
Guest expenses	-	-	-	-	-	-	-	-	-	1,603
Off campus housing	-	-	-	-	-	-	-	-	-	1,505
Accreditation	-	-	-	-	-	-	-	-	-	1,376
Dues & subscriptions	2,903	-	-	-	2,903	232	3,031	1,677	7,843	1,286
Employee training	-	-	-	-	-	-	-	-	-	128
Taxes, license & permits	-	-	-	-	-	-	-	6,089	6,089	120
Non-employee expenses	316,245	91,541	77,203	82,817	567,806	76,287	144,431	470,906	1,259,430	1,059,226
Total expenses	\$ 1,201,606	\$ 91,541	\$ 194,879	\$ 429,632	\$ 1,917,658	\$ 259,206	\$ 144,431	\$ 850,197	\$ 3,171,492	\$ 2,464,374

See accompanying notes to financial statements.

STARR KING SCHOOL FOR THE MINISTRY
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2018
(With comparative totals for 2017)

	<u>2018</u>	<u>2017</u>
Cash flows from operating activities:		
Change in net assets	\$ (288,681)	\$ 2,127,250
Adjustments to reconcile change in net assets to net cash used for operating activities:		
Depreciation	65,306	21,049
Unrealized (Gains)/Losses on long-term investments, net	(243,348)	(487,895)
Allowance for doubtful accounts	(14,091)	(1,609)
Donated stock contributions	(186,273)	-
Contributions restricted for long-term investment	-	(2,024,846)
(Increase) decrease in assets:		
Student accounts receivable	(87,336)	(79,790)
Other receivable	(16)	2,339
Contributions receivable	(43,130)	84,382
Prepaid expenses and other assets	2,017	10,183
Increase (decrease) in liabilities:		
Accounts payable and accrued liabilities	(27,806)	8,348
Accrued vacation	2,697	(1,216)
Student deposits	-	(12,161)
Net cash used in operating activities	<u>(820,661)</u>	<u>(353,966)</u>
Cash flows from investing activities:		
Purchases property and equipment	(28,093)	-
Purchases endowment investment, net	(1,199,372)	(6,289,284)
Sales of endowment investment, net	2,224,528	4,567,477
Net cash (used)/provided by investing activities	<u>997,063</u>	<u>(1,721,806)</u>
Cash flows from financing activities:		
Proceeds from sale of contributed securities restricted for endowment	-	21,867
Contributions restricted for long-term investment	-	2,024,846
Net cash provided by financing activities	<u>-</u>	<u>2,046,713</u>
Net increase/(decrease) in cash and cash equivalents	176,402	(29,059)
Cash and cash equivalents, beginning of year	<u>359,617</u>	<u>388,676</u>
Cash and cash equivalents, end of year	<u><u>\$ 536,019</u></u>	<u><u>\$ 359,617</u></u>

See accompanying notes to financial statements.

(1) ORGANIZATION AND NATURE OF ACTIVITIES

Starr King School for the Ministry (the “School”) is a Unitarian-Universalist graduate school formed to conduct instruction on the graduate theological level and to grant such academic degrees as are customary.

The School is a member of the Graduate Theological Union, (“GTU”) a consortium of two Roman Catholic and six Protestant professional theological schools. Under the terms of an agreement with the GTU, the School is obligated to pay a ratable portion of the operating costs of a common library and certain administrative costs. The School’s share of these costs for the years ended June 30, 2018 and 2017 approximated \$197,265 and \$227,149 respectively. In the event that the School withdraws from the GTU, it is obligated to pay its share of these costs for an additional two years.

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Under this basis of accounting, revenues are recognized in the period in which they are earned, and expenses are recognized in the period incurred.

(b) Basis of Presentation

Net assets and revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of The School and changes therein are classified and reported as follows:

- Unrestricted net assets – Net assets that are not subject to donor-imposed stipulations and are currently available at the discretion of the board for use in the School’s operations. Expenses are reported as decreases in unrestricted net assets. Income earned on donor restricted funds is initially classified as temporarily restricted net assets and is reclassified as unrestricted net assets when expenses are incurred for their intended purpose.
- Temporarily restricted net assets – Net assets subject to donor-imposed stipulations that may or will be met, either by actions of the School and/or passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. .
- Permanently restricted net assets-Net assets subject to donor-imposed stipulations that they be maintained permanently by the School. Generally, the donors of these assets permit the School to use all or part of the income earned on related investments for general or specific purposes.

(c) Cash and Cash Equivalents

The School considers cash on hand, cash on deposit, and investments with original maturities of ninety days or less at the time of purchase to be cash and cash equivalents. Cash and cash equivalents accounts may, at times, exceed federally insured limits. The School has not experienced any losses in such accounts.

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - continued

(d) Investments

Investments consist of cash and cash equivalents that are part of an investment pool, fixed income church bonds, mutual funds, and stocks. Investments with readily determinable fair values and all investments in debt securities are measured at fair value in the statements of financial position. In the absence of donor stipulations or law to the contrary, losses on the investments of a donor-restricted endowment fund reduce temporarily restricted net assets to the extent that donor-imposed temporary restrictions on net appreciation of the fund have not been met before the loss occurs. Any remaining loss reduces unrestricted net assets. If losses reduce the assets of a donor-restricted endowment fund below the level required by the donor stipulations or law, gains that restore the fair value of the assets of the endowment fund to the required level are classified as increases in unrestricted net assets.

(e) Student Receivable and Allowance for Doubtful Accounts

Student and other accounts receivable and student loans are stated at unpaid balances, less an allowance for doubtful accounts. The amount of the allowance is based on management's evaluation of the collectability of the student accounts. Uncollectible accounts are reported as additions to the allowance for doubtful accounts when it is determined the amounts will be uncollectible. Recoveries of student accounts previously written off are recorded when received. Receivables are generally unsecured. A student receivable is considered delinquent if payment or payment arrangements are not made by the due date. Delinquent accounts are not charged a service fee.

(f) Property, Equipment and Library Books

Property, equipment and library books acquired in excess of \$5,000 and a life expectancy of more than one year are capitalized and stated at cost if purchased and at fair value if donated. Maintenance and repair costs are expensed as incurred. The School also owns a collection of paintings and rare books which are capitalized at 1932 appraised values and are not depreciated. Depreciation is recorded using the straight-line method over the estimated useful lives of the assets, which are as follows:

Equipment, furniture and fixtures	3 - 10 years
Buildings	50 years

(g) Contributions Receivable

Contributions receivable are supported by unconditional promises to give. Unconditional promises to give are recognized as income when received and recorded at fair value based upon estimated future cash flows. The School's management expects to collect all unconditional promises to give, therefore no allowance for uncollectible amounts has been recorded. Unconditional promises to give that are due in one to five years are discounted accordingly. The total amount of net contributions receivable at June 30, 2018 and 2017 totaled \$126,574 and \$83,444, respectively.

(h) Contributed Services

Contributions of services are recognized if the services received (a) create or enhance nonfinancial assets or (b) require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. Volunteer services donated by individuals, corporations and foundations for the School's various programs have been received as donations throughout the year. However, these services do not meet the above criteria, and therefore have not been recorded.

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - continued

(i) Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the Statement of Activities and in the Statement of Functional Expenses. Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Management and general expenses include those expenses that are not directly identifiable with any other specific function but provide the overall support and direction of The School.

(j) Income Taxes

The School is a qualified organization exempt from Federal income and California franchise taxes under the provisions of Sections 501(c)(3) of the Internal Revenue Code and 23701(d) of the California Revenue and Taxation Code, respectively. Accordingly, no provision for income taxes has been made. During the fiscal year ended June 30, 2018 and 2017, The School had no unrelated business income on which taxes would be due.

(k) Support and Revenue

Revenues from sources other than contributions are generally reported as increases in unrestricted net assets. Expenses are reported as decreases in unrestricted net assets. Income earned on donor restricted funds is initially classified as temporarily restricted net assets and is reclassified as unrestricted net assets when expenses are incurred for their intended purpose.

Contributions, including unconditional promises to give, are recognized as revenues in the period received and are reported as increases in the appropriate categories of net assets in accordance with donor restrictions. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

(l) Tuition and Fees

Tuition revenue is recognized in the period the classes are provided. Financial assistance for tuition and fees is in the form of scholarships and grants. Other scholarships for living expenses and other non-tuition and fees expenses are reflected in operating expenses.

(m) Retirement Plan

The School provides a retirement plan for eligible faculty, administration and staff employees. The plan is a defined contribution plan and the participants' interests are fully vested. The School contributed \$49,309 and \$29,608 to the plan during the years ended June 30, 2018 and 2017, respectively.

(n) Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – continued

(o) Federal Direct Loans

The School participates in the U.S. Department of Education's Federal Direct Loan Program. Under the Federal Direct Loan Program, eligible students borrow funds directly from the U.S. Department of Education at participating schools and the schools draw down loan proceeds and post them to student accounts. These funds are considered to be third-party payments on behalf of specific students, and as such, are treated as pass-through agency funds by the School and are not included as revenues or expenses in the statements of activities. Students at the School were disbursed \$1,010,464 and \$1,129,301 under the Federal Direct Loan Program for the years ended June 30, 2018 and 2017, respectively.

(p) Fundraising

Fundraising expenses approximated \$259,206 and \$183,677 for the years ended June 30, 2018 and 2017, respectively.

(q) Reclassifications

Certain amounts appearing in the 2017 financial statements have been reclassified to conform to the 2018 presentation. The reclassifications have no effect on reported amounts of total net assets or change in total net assets.

(r) New Accounting Pronouncements

In February 2016, FASB issued ASU 2016-02, *Leases*. The standard increases transparency and comparability among entities. Lessees will need to recognize nearly all lease transactions (other than leases that meet the definition of a short-term lease) on the statement of financial position as a lease liability and a right-of-use asset (as defined). Lessor accounting under the new guidance will be similar to the current model. The ASU is effective for fiscal years beginning after December 15, 2019. Early application is permitted. Upon adoption, lessees and lessors will be required to recognize and measure leases at the beginning of the earliest period presented using a modified retrospective approach, which includes a number of optional practical expedients that entities may elect to apply. The School is assessing the impact this standard will have on its financial statements.

(s) New Accounting Pronouncements- (continued)

In August 2016, FASB issued ASU 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities*. The new guidance improves and simplifies the current net asset classification requirements and information presented in financial statements and notes that are useful in assessing a not-for-profit's liquidity, financial performance and cash flows. ASU 2016-14 is effective for fiscal years beginning after December 15, 2017, with early adoption permitted. ASU 2016-14 is to be applied retroactively with transition provisions. The School's financial statement presentation for the fiscal year beginning July 1, 2018 will reflect the ASU 2016-14 FASB.

(3) INVESTMENTS AND FAIR VALUE MEASUREMENTS

Fair Value Hierarchy - Fair value is defined in the accounting guidance as the exchange price that would be received to sell an asset or paid to transfer a liability (an exit price) in the principal or most advantageous market for the assets or liability in an orderly transaction between market participants at the measurement date. Under this guidance, a three-level hierarchy is used for fair value measurements which are based on the transparency of information, such as the pricing source, used in the valuation of an asset or liability as of the measurement date.

Financial instruments measured and reported at fair value are classified and disclosed in one of the following three categories.

Level 1 - Inputs are quoted prices (unadjusted) in active markets for identical assets or liabilities that the reporting entity can access at the measurement date.

Level 2 - Inputs other than quoted prices included in Level 1 that are observable for the asset or liability, either directly or indirectly. This includes quoted prices for similar assets or liabilities in active markets, quoted prices for identical or similar assets or liabilities in markets that are not active, inputs other than quoted prices that are observable for the asset or liability, or market-corroborated inputs.

Level 3 - Inputs are unobservable for the asset or liability. Unobservable inputs reflect the assumptions that market participants would use in pricing the asset or liability (including assumptions about risk), using the best information available in the circumstances, which may include using the reporting entity's own data.

Valuation Techniques and Inputs

Level 1 - Level 1 assets include:

- ☐ Investments in domestic equities, international equities and corporate bonds for which quoted prices are readily available.

Level 2 - Level 2 assets include:

- ☐ Investments in money market funds as these funds are not traded on a regular basis.
- ☐ Investments in government and agency issues for which quoted prices are not readily available. The fair values are estimated using Level 2 inputs based on multiple sources of information, which may include market data and/or quoted market prices from either markets that are not active or are for the same or similar assets in active markets.

In certain cases, the inputs used to measure fair value may fall into different levels of the fair value hierarchy. In such cases, the level in the fair value hierarchy within which the fair value measurement in its entirety falls has been determined based on the lowest level input that is significant to the fair value measurement in its entirety. The assessment of the significance of a particular input to the fair value measurement in its entirety requires judgment and considers factors specific to the asset or liability.

(3) INVESTMENTS AND FAIR VALUE MEASUREMENTS – (continued)

The investments in the small cap social and all country international equity funds is measured at fair value using the net asset value (NAV) per share (or its equivalent) of such investment fund as a practical expedient for fair value. The School has estimated the fair value of that funds by using the net asset value provided by the investee. The School adopted ASU 2015-07, *Disclosures for Investment in Certain Entities That Calculate Net Asset Value per Share (or the Equivalent)*, during the year ended June 30, 2016. Under the new guidance, investments measured using the net asset value per share (or its equivalent) practical expedient are not classified in the fair value hierarchy.

Except for the implementation of ASU 2015-07, there have been no changes in the techniques and inputs used as of June 30, 2018 and 2017.

While the School believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different estimate of fair value at the reporting date.

Total assets at fair value consist of the following at June 30, 2018 and 2017:

	2018	2017
Money market funds held in cash and cash equivalents	\$ 321,277	\$ 35,663
Long-term investments	6,896,153	7,491,687
Total	<u>\$ 7,217,430</u>	<u>\$ 7,527,350</u>

The following table presents information about the School's assets measured at fair value on a recurring basis as of June 30, 2018:

	Total	Level 1	Level 2	Level 3
ASSETS				
Money market funds	\$ 321,277	\$ -	\$ 321,277	\$ -
Domestic equities	1,716,170	1,716,170	-	-
International equities	85,062	85,062	-	-
U.S. Treasury	408,001	-	408,001	-
Non-taxable bonds	114,062	114,062	-	-
Corporate bonds	1,369,420	1,369,420	-	-
Subtotal assets by valuation hierarchy	4,013,992	<u>\$ 3,284,714</u>	<u>\$ 729,278</u>	<u>\$ -</u>
Assets measured using NAV				
Small cap social fund	1,201,928			
All country international equities	<u>2,001,510</u>			
Total assets at fair value	<u><u>\$ 7,217,430</u></u>			

(3) INVESTMENTS AND FAIR VALUE MEASUREMENTS – (continued)

The following table presents information about the School's assets measured at fair value on a recurring basis as of June 30, 2017:

	Total	Level 1	Level 2	Level 3
ASSETS				
Money market funds	\$ 483,691	-	\$ 483,691	\$ -
Domestic equities	1,780,228	1,780,228	-	-
International equities	98,194	98,194	-	-
Government and agency issues				
U.S. Treasury	414,702	-	414,702	-
Non-taxable bonds	115,800	115,800		
Corporate bonds	1,511,490	1,511,490	-	-
Subtotal assets by valuation hierarchy	4,404,105	<u>\$ 3,505,712</u>	<u>\$ 898,393</u>	<u>\$ -</u>
Assets measured using NAV				
International equities	1,927,770			
Small cap social fund	<u>1,195,475</u>			
Total assets at fair value	<u>\$ 7,527,350</u>			

The School uses the net asset value ("NAV") as a practical expedient to determine fair value of all underlying investments which (a) do not have a readily determinable fair value; and (b) are in investment companies or similar entities that report their investment assets at fair values.

The following table lists the investments in which NAV was utilized as a practical expedient for estimating fair value by major of category as of June 30, 2018:

	Fair Value June 30, 2018	Unfunded Commitments	Redemption Frequency (if currently eligible)	Redemption Notice Period	Remaining Life (Years)
Asset class/funds:					
Small cap social fund	\$ 1,201,928	None	Monthly	5 days	N/A
All country international	\$ 2,001,510	None	Monthly	5 days	N/A

Small cap social fund - The fund's objective is to achieve long-term capital appreciation by investing primarily in socially screened U.S. small capitalization equity securities with low valuations. The fund is valued using a net asset value per share determined each month. The fund allows redemptions to be made on the first day of each month based on the price per unit of the fund. All underlying assets of the funds are fully marketable. Investments, in general, are subject to various risks, including credit, interest and overall market volatility risks. Due to the level of risk associated with certain investment securities, it is reasonably possible that changes in values of investment securities will occur in the near term and that such change could materially affect the amounts reported in the financial statements.

All Country International Equity – The fund is a Separately Managed Account in the USA. The strategy seeks long-term capital appreciation by investing in a diversified portfolio of non-U.S. stocks that appear undervalued relative to their long-term fundamental outlook. The strategy has a 3-5-year time horizon with low turnover.

(3) INVESTMENTS AND FAIR VALUE MEASUREMENTS – (continued)

Investment management fees for the small cap social and the all country international equity funds were approximately \$31,704 and \$21,334 for the years ended June 30, 2018 and 2017, respectively. Investment return gain/(loss) on the small cap social and all country international equity funds totaled approximately \$286,896 and \$90,478 for the years ended June 30, 2018 and 2017, respectively.

(4) CONTRIBUTIONS RECEIVABLE

Contributions receivable are supported by unconditional promises to give, which at June 30, 2018 and 2017, were as follows:

	2018	2017
Temporarily restricted – operations	<u>\$ 126,574</u>	<u>\$ 83,444</u>
Amount due:		
Less than one year	\$ 126,574	\$ 83,444
One to five years	<u>-</u>	<u>-</u>
	<u>\$ 126,574</u>	<u>\$ 83,444</u>

The contributions receivable was not discounted in 2018. Amounts due in less than one year are not discounted.

(5) NET ASSETS RELEASED FROM RESTRICTIONS

Net assets released from temporary donor restrictions by incurring expenses satisfying the restricted purposes or by occurrence of events specified by the donors were reclassified to unrestricted net assets for scholarships, instruction, plant maintenance and other departmental support.

(6) PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30, 2018 and 2017:

	2018	2017
Land and building	\$ 957,579	\$ 957,579
Furnishings and equipment	<u>71,587</u>	<u>43,494</u>
	1,029,166	1,001,073
Less: Accumulated depreciation	<u>(841,864)</u>	<u>(776,558)</u>
	187,302	224,515
Book collections	32,100	32,100
Paintings	<u>1,345</u>	<u>1,345</u>
	<u>\$ 220,747</u>	<u>\$ 257,960</u>

The School has been deeded the mineral rights to land in Tehama and Glenn Counties, California. The value of such rights has not been determined and, accordingly, no value has been recorded by the School. Mineral rights income is received from the operators of the leased properties and is reflected in unrestricted net assets as other income. In addition, the School receives royalty income from gas wells which commenced production in prior years.

(7) RELATED PARTY TRANSACTIONS

For each of the years ended June 30, 2018 and 2017, officers and trustees of the School donated \$2,875 and \$6,500, respectively, to the School. The gifts were mainly for unrestricted use.

(8) CONCENTRATIONS OF CREDIT RISK

Financial instruments that potentially subject the School to concentrations of credit risk consist principally of cash and cash equivalents, accounts receivable and investments. Cash and cash equivalents in excess of federally insured limits are subject to the usual risks of balances in excess of those limits. The majority of the School's cash and cash equivalents are on deposit with a single bank. Investments are diversified in order to limit credit risk. Accounts receivable are due from a variety of sources. In addition, the School's students receive a substantial amount of support from federal student financial assistance programs which are subject to audit by governmental agencies. A significant reduction in the level of this support, if this were to occur, could have an adverse effect on the School's programs and activities.

(9) ENDOWMENT

The School's endowment consists of 34 individual funds established primarily for student assistance, instructional support and general support of the school. Its endowment includes both donor-restricted endowment funds and funds designated by the Board of Trustees to function as endowments. As required by generally accepted accounting principles (GAAP), net assets associated with endowment funds, including funds designated by the Board of Trustees to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

Interpretation of Relevant Law

The School's governing board has interpreted the California enacted version of the Uniform Prudent Management Institutional Funds Act (UPMIFA) as allowing the School to appropriate for expenditure or accumulate so much of an endowment fund as the School determines is prudent for the uses, benefits, purposes and duration for which the endowment fund is established, subject to the intent of the donor as expressed in the gift instrument. Unless stated otherwise in the gift instrument, the assets in an endowment fund shall be donor-restricted assets until appropriated for expenditure by the Board of Trustees. See Note 1 for further information on net asset classifications.

The remaining portion of the fund, which consists of earnings and gains/losses from the investment of such funds net of expenditures, is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the School in a manner consistent with the standard of prudence prescribed by UPMIFA. In accordance with UPMIFA, the School considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

- (1) The duration and preservation of the endowment fund
- (2) The purposes of the School and the endowment fund
- (3) General economic conditions
- (4) The possible effect of inflation or deflation
- (5) The expected total return from income and the appreciation of investments
- (6) Other resources of the School
- (7) The investment policy of the School

(9) ENDOWMENT – (continued)

<i>Endowment net asset composition by type of fund consists of the following:</i>	June 30, 2018			
	Unrestricted	Temporarily Restricted	Permanently Restricted	2018 Total
Donor-restricted endowment funds	\$ -	\$ 87,527	\$ 7,241,801	\$ 7,329,328
Board-designated endowment funds	-	-	-	-
Total endowment net assets	\$ -	\$ 87,527	\$ 7,241,801	\$ 7,329,328

<i>Changes in endowment net assets for the year ended June 30, 2018 as follows:</i>	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets June 30, 2017	\$ 5,388	\$ 6,766	\$ 7,241,801	\$ 7,253,955
Investment return:				
Investment income	-	62,460	-	62,460
Net loss - realized and unrealized	-	512,232	-	512,232
Total investment return	-	574,692	-	574,692
Net assets released from restrictions	(5,388)	-	-	(5,388)
Appropriation of endowment assets for expenditure	-	(493,931)	-	(493,931)
Endowment net assets June 30, 2018	\$ -	\$ 87,527	\$ 7,241,801	\$ 7,329,328

<i>Endowment net asset composition by type of fund consists of the following:</i>	June 30, 2017			
	Unrestricted	Temporarily Restricted	Permanently Restricted	2017 Total
Donor-restricted endowment funds	\$ (6,924)	\$ 6,766	\$ 7,241,801	\$ 7,241,643
Board-designated endowment funds	12,312	-	-	12,312
Total endowment net assets	\$ 5,388	\$ 6,766	\$ 7,241,801	\$ 7,253,955

<i>Changes in endowment net assets for the year ended June 30, 2017 as follows:</i>	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets June 30, 2016	\$ (44,328)	\$ 558,958	\$ 5,216,955	\$ 5,731,585
Investment return:				
Investment income	927	91,687	-	92,614
Net loss - realized and unrealized	48,789	439,106	-	487,895
Total investment return	49,716	530,793	-	580,509
Contributions	-	-	2,024,846	2,024,846
Net assets released from restrictions	-	-	-	-
Appropriation of endowment assets for expenditure	-	(1,082,985)	-	(1,082,985)
Endowment net assets June 30, 2017	\$ 5,388	\$ 6,766	\$ 7,241,801	\$ 7,253,955

(9) ENDOWMENT – (continued)

Restricted uses of endowment assets as of June 30,	2017	Change	2018
Lifetime earnings, net of spending (unrestricted and temporarily restricted)			
Restricted/designated for student aid	\$ 451,472	\$ (363,945)	\$ 87,527
Restricted for faculty and program support	(397,707)	397,707	-
Restricted for other uses	(41,611)	41,611	-
	<u>12,154</u>	<u>75,373</u>	<u>87,527</u>
Permanently Restricted			
Restricted for student aid	3,549,950	2,520,012	6,069,962
Restricted for faculty and support program	2,797,890	(2,077,293)	720,597
Restricted for other uses	893,961	(442,719)	451,242
	<u>7,241,801</u>	<u>-</u>	<u>7,241,801</u>
Total			
Designated/Restricted for student aid	4,001,422	2,156,067	6,157,489
Restricted for faculty and support program	2,400,183	(1,679,586)	720,597
Restricted for other uses	852,350	(401,108)	451,242
	<u>\$ 7,253,955</u>	<u>75,643</u>	<u>\$ 7,329,328</u>

Endowment net assets consist of the following:	2017	2018
Endowment investments	\$ 7,491,687	\$ 6,835,397
Due (to)/from operating fund	(237,732)	493,931
	<u>\$ 7,253,955</u>	<u>\$ 7,329,238</u>

Funds with Deficiencies

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level that the donor or UPMIFA requires the School to retain as a fund of perpetual duration. In accordance with GAAP, deficiencies of this nature are reported in unrestricted net assets. These deficiencies result from unfavorable market conditions that occur after the investment of new permanently restricted contributions and continued appropriation for certain programs that were deemed prudent by the governing board. Subsequent gains that restore the fair value of the assets of the endowment fund to the required level will be classified as an increase in unrestricted net assets.

Strategies Employed for Achieving Objectives

To satisfy its long-term rate-of-return objectives, the School relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The School targets a diversified asset allocation that places a greater emphasis on equity-based investments to achieve its long-term return objectives within prudent risk constraints.

(9) ENDOWMENT – (continued)

Return Objectives and Risk Parameters

The School has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of the endowment assets. Endowment assets include those assets of donor-restricted funds that the School must hold in perpetuity or for a donor-specified period as well as board-designated funds. Under this policy, as approved by the Board of Trustees, the endowment assets are invested in a manner that is intended to produce results that equal or exceed the spending rate plus inflation over a market cycle, while assuming a moderate level of investment risk. The School expects its endowment funds to equal or exceed the average return of appropriate capital market indices weighted by the asset allocation target percentages over rolling seven-year periods. Actual returns in any given year may vary from this amount.

Spending Policy and How the Investment Objectives Relate to Spending Policy

The School has a policy of appropriating for distribution 5% for the years ended June 30, 2018 and 2017 of its endowment fund's average fair value over the prior 13 quarters through the calendar year-end preceding the fiscal year in which the distribution is planned. In fiscal 2016, the Board of Trustees approved an additional distribution of up to \$850,000 over fiscal year 2017, of which the School utilized \$708,000. The total draws in 2018 were \$493,931 and the total additional draws in fiscal years 2017 were \$708,000. In establishing its spending policy over the last two years, the School made the decision to fully fund all cash expenses as that is reflective of the use of cash from the investment pool. Additionally, the School has determined that it will maintain the purchasing power of the scholarship funds by accounting for them separately from the faculty and program funds in the investment pool. For the scholarship funds, the School anticipates a long-term growth, exclusive of spending, of approximately 3-4%. Faculty and program endowment funds are completely utilized. Over the long term, the School anticipates regaining financial stability such that it can begin to grow the faculty and program endowment funds once again.

(10) SUBSEQUENT EVENTS

The School has evaluated subsequent events through February 17, 2019 which is the date that the financial statements were approved and available to be issued.

Starr King School for the Ministry



BOARD OF TRUSTEES HANDBOOK

FY 2019-2020

A Welcome from Ted Fetter, Chair of the Board of Trustees

Summer 2019

I am glad to welcome you to the Board of Trustees of Starr King School for the Ministry. Our Board seeks to work together collaboratively, as one body to support the mission of the school while respecting the voices of each of us individually as we find the direction for our school in the future.

Starr King seeks to instill a strong counter-oppressive approach to the education of faith leaders. We operate based on a welcoming and inclusive Unitarian Universalist faith while encouraging the multi-religious character of the school and its student body. We try to lift and center the experiences and the truths of those who have historically been at the margins and seldom been invited to lead.

As I write this letter, the most important work of the Board of Trustees is to help the school find financial sustainability and stability in processes and policies. We are searching for new ways to attract financial support and minimize unnecessary costs. And we are developing up-to-date, clear policy statements and written procedures so that our whole school community is confident in the administration and leadership of the Board and key staff.

As we continue with these efforts, though, we cannot ignore the changes in theological education and the wider world. More and more is being demanded of faith leaders, both ordained and lay. And those leaders must be able to explore new ideas and new approaches to ancient issues of inclusion, welcome, compassion, and love. These growing demands mean that our school must be able to respond with knowledgeable faculty, exciting curriculum opportunities, and caring support for our students.

Thank you again for agreeing to join us in this wonderful and valuable journey!

STARR KING'S MISSION

Starr King School's distinctive educational approach is rooted in the Unitarian Universalist values of countering oppressions, cultivating multi-religious life and learning, and creating just and sustainable communities.

Starr King School aims to educate the whole person in the service of love, compassion, and justice, through:

- Teaching by who we are and what we do
- Student-centered participatory learning
- Excellence and depth in religious studies
- Formation in the arts of religious leadership
- Service with congregations and communities
- Active membership in the Graduate Theological Union
- Deepening self-awareness and cultivating spiritual practice
- Striving to live in right relationship with self, others, and the earth

HISTORY OF STARR KING SCHOOL FOR THE MINISTRY

Starr King School for the Ministry came into existence in 1904 because there were people who wanted liberal ministers more suited to the context of the West Coast. It was felt that the many new congregations in the West needed ministers suited to their particular needs, not ministers imported from the East. The students who left the West in order to attend Meadville-Lombard or Harvard Divinity School rarely returned. Those ministers who did come to congregations in the West were often in ill-health and seeking more genial climates, or had failed in their ministries in the East.

The opening of the School was delayed for many years. An effective and willing leader could not be found, and the panic of 1893 depleted the resources that a major benefactor had pledged to contribute. However,

By one of those remarkable co-incidences that sometimes make it seem easier to believe in the workings of Providence in human affairs than to doubt it, on the same day early in 1904, Mr. Davis to Dr. Samuel A. Eliot, President of the American Unitarian Association in Boston, and Mr. and Mrs. Cutting to the Rev. George W. Stone, representative of the Association's work at Oakland, entirely without each other's knowledge, re-opened the plan for a divinity School, and made the matter definite by promising for a period of five years the money necessary for its maintenance. (Earl Morse Wilbur, *Pacific Unitarian School for the Ministry: The History of Its First Twenty-Five Years*, 1929, p. 15.)

Rev. Earl Morse Wilbur, then minister in Meadville, Pennsylvania, and formerly minister in Portland, Oregon, accepted the call to serve as President.

The School held its first classes in the fall of 1904 at the Oakland Unitarian Church. After two years, the experiment was deemed sufficiently successful, and on May 12, 1906 the School was incorporated as the Pacific Unitarian School for the Ministry. At its incorporation, the School had 14 students, 3600 books in its library and two instructors. Within a few years, the School moved to a building on Bancroft Way to be closer to the University of California.

From its beginning, Starr King School endeavored to approach theological education in a fresh way. While respecting East Coast establishment, the School's early advocates felt that traditional theological education, as offered in the East, was not adequate. They said such an education tended toward the

theoretical, ignoring the practical realities of ministry and church life. The image of minister as “master scholar” did not suit the conditions of the West.

A different kind of school was wanted, because a different kind of minister was wanted. The founders wanted ministers who were practical and active; not only thinkers, but also doers. They wanted ministers who were open-minded and sensible, devoted to applying reason to the questions of religion, and to approaching life with an investigative spirit; civic minded, interested in congregational life as an important element in the creation of a good society; exemplary in character, tolerant of differences of opinion, but firm in personal conviction. Finally, the ministers they wanted to see were well educated and could serve in the community as an example of literate, knowledgeable, and rational living. (*Prospectus of a New School of Liberal Theology*, Earl Morse Wilbur, circa 1904.)

In fact, a special committee appointed to explore the “Establishment of a Training School for Ministers to be located at Berkeley, California” concluded, “The coast needed a ministry trained for the coast churches. The traditions and customs of the far West were sufficiently different from those of the Atlantic Seaboard as to demand that the minister be a practical parson rather than a sophisticated pulpit preacher.”

Cooperation with other denominations and the University of California-Berkeley was vigorously pursued. While this was, in part, a practical necessity, it was understood as an educational advantage that cultivated a liberal interchange of ideas and pursuit of knowledge. Four other theological schools existed in Berkeley, and all engaged in free interchange of courses, and held joint meetings twice a month.

According to Wilbur, the principles of the School were,

First, complete mental freedom in religion, rather than bondage to creeds or confessions; second the unrestricted use of reason in religion rather than reliance upon external authority or past tradition; third, generous tolerance of differing religious views and usages rather than insistence upon uniformity in doctrine, worship or polity.

The School was oriented to the needs of the Unitarian congregations but was not limited to a denominational realm. While the School was “under the patronage” of the Unitarian Church, and under the “direct control” of the American

Unitarian Association, no doctrinal tests were required of instructors or students, and “every encouragement will be given to the candid and unbiased study of religious truth, in a spirit of broad sympathy and of wide tolerance of differences of opinion.”

There were numerous trials and tribulations in the first decades of the school. As Wilbur explains in his book, “The second decade of the century was a period of manifold trials. The school was acutely embarrassed during much of this time for want of funds sufficient to carry on its work. The growth of the school did not progress as fast as some had assumed. Some thought it should be closed...” Until 1920, usually one student graduated each year, sometimes two and, occasionally, none. However, the number of books in the school’s library continued to grow, especially during Wilbur’s travels to Europe, where Unitarian historical books were readily available. After 25 years, the school had graduated a total of 20 students and acquired 22,000 books.

Wilbur led the school from 1904 to 1931 and, in any given year, there would be an average of 25 students studying at the school. This included women, as well as men. During this time, the 10-room house used for the school became terribly inadequate and the Unitarian Campaign donated \$45,000 for a new 3-story structure on the University of California campus; the Pacific Unitarian School for the Ministry’s new home was completed in 1922. The years during the Depression were particularly difficult and the School went into debt.

Dr. William S. Morgan succeeded Wilbur in 1931, at which time sad events troubled the life of the School. In the 1930’s, the Treasurer, Leonard Cutler, who was unbonded, made some investments that failed. Most of the School’s endowment was lost, and the Treasurer took his own life when the fraud was discovered. As Morgan recalled several years later, “August 11, 1931 was a dark day in the history of the School.” Because of the fraudulent actions of the former treasurer, “nearly half of its [the school’s] endowment had disappeared, taxes on ... [investment property] were delinquent for years, debts to booksellers at home and abroad, as well as for materials, public and private services to the School, had accumulated.” A committee was appointed by the AUA (at the request of the School) to investigate and report on the advisability of continuing the work of the School. The committee concluded:

It is evident ... that during the past twenty-seven years, the School has been able only in part to fulfill the intentions of the founders ... [But that] past success or failure should be judged as somewhat incidental to the further development of the school ... If the Trustees can raise the money to purchase one of the few remaining lots in the vicinity of the other schools and erect a modest

equipment thereon, the Committee can see the School advantageously relocated and continuing with growing strength ... The Committee recommends increasing cooperation with the Pacific School of Religion and the Divinity Schools adjacent to it and with the University.

As Arnold Crompton would later remember,

As I have looked at the school during the depression years, my admiration for Dr. William Morgan has climbed high. I think he is a president who saved the school, not only by his sacrifice, salary and otherwise, but by his going out to the people and persuading them the school was still worthwhile.

In 1941, the University of California expanded its campus and took the School's building by eminent domain. The same year, the School purchased a vacant lot on Le Conte Avenue, which would become its current location (opened in April 1942), and the School changed its name to Starr King School for the Ministry, in honor of Thomas Starr King, a Unitarian and Universalist.

Morgan resigned in 1941, and the school was served during the war years by a series of Presidents for one to two years each when tragedy struck again. The School's librarian was murdered by her husband when he discovered that she and the President of the School, Rol Benner, were having an affair. Benner was dismissed and, though the story was covered up by the Unitarian editor of the San Francisco paper, scandal immediately engulfed the school. Horace Westwood, pastor of the Berkeley Unitarian Church and a school trustee, appointed himself the new President and attempted to keep things moving forward at the school. Over the next years, the continued existence of Starr King School was thrown into question.

In 1946, the Board of Trustees initiated a self-study to determine the best future course of the School. Among its many candid conclusions about the school,

The record of the School can be summarized by saying that, while the School was founded primarily to prepare ministers for and to further the work of Unitarian churches on the Pacific coast, it has singly failed in that primary purpose and, far from gaining, the churches have lost ground during the life of the School... (Starr King School for the Ministry, *Report of the Appraisal Committee*, April 16 1947.)

By 1946, despite 42 years of continued existence, only seven former students (graduates and non-graduates) served in the Unitarian ministry. In fact, only two years earlier, in 1944, only one student attended the school.

With each change in leadership, there was a shift in policy, program, methods, requirements, and practices, as well as theology. Planning was piecemeal to meet specific temporary situations rather than part of an integrated, comprehensive program. Meanwhile, the student body steadily declined, and the reputation of the school hit a new low. (Peter Sampson, Committee on Curriculum report, 1946.)

The Committee proposed a bold re-conceptualization of its approach to theological education, which included: a rigorous selectivity of students admitted into ministerial education, 'field work' as the center of the curriculum, study programs which were individual and tailor-made, and treatment of students as self-directing and mature and for whom the school serves as a guide, resource, minister and community.

In 1949, the Board of Trustees appointed Josiah Bartlett as President; he served from 1949 to 1968. It was during his time that the practice of individually tailored programs of study under close guidance and supervision of the Dean and faculty, as well as the eight thresholds, took hold. The student body began to grow and an atmosphere of collegiality among faculty and students came into being, with students participating in the governance of the School, including on the Admissions Committee. By 1950, Starr King was seen as a new and very different school; it was seen as an organization on the move. (Sam Wright '50).

Over the next several years, funds were raised, and the School was enlarged by adding a wing with a classroom, offices, chapel and library. The work was completed in 1956 and, in 1959, the school began its search for additional faculty. Rev. Dr. Robert Kimball, a teaching assistant to Paul Tillich at Harvard Divinity School, was appointed in 1960. Though, overall, funding continued to be a struggle, as the newly consolidated UUA did not financially support theological education as part of its ongoing operational budget.

In July 1964, Starr King accepted an invitation to join the Graduate Theological Union which had been founded two years earlier. The School held out for the right of each seminary to graduate students individually and, maintaining the library collection which Wilbur had created.

In the late 1960s, tensions between the Starr King Board and Bartlett arose, and he resigned in 1968. The Board then asked Dr. Robert Kimball, the only remaining faculty member, to serve as Interim President. He was subsequently

called to serve as President of the School, which he accepted. At the time of his appointment as Interim, he was returning from sabbatical in India and found that no faculty had been contracted and no courses had been planned.

With Robert Kimball's leadership, the School entered a highly creative period that advanced every front of the School's life: the educational program and practice; administration and finances' publications; faculty presences; relationships with the wider worlds of theological education and the Unitarian Universalist movement; and student life. Values informed and were embodied throughout the School's life, such that it was right to say, "*the whole is more than the sum of the parts.*" During this time, religious leadership in the community became a focus of Starr King education, not just training for ministers.

Under Kimball's leadership, numerous accomplishments were achieved, including:

- Growing the student body from 25 to 50
- Operating the school in the black every year and building up an endowment when there had been none before
- Accreditation through the Association of Theological Schools (ATS)
- Creation of the Theological Education Endowment through a gift by Shelter Rock
- Education for religious leadership became a cornerstone
- Encouragement of participation in the GTU at all levels, including cross registration, faculty involvement in committees and library development.

By the end of the 1970s, women were coming to Starr King in increasing numbers, and began to demand an increased female presence on the faculty. Dr. Aurelia Henry Reinhardt was the President of Mills College from the Depression years into the 1950s. She also served as a Moderator of the AUA and was on the Board of Starr King School. Reinhardt fought to keep the school open in the 1930s, and also was a passionate and tireless advocate of women's advanced education. Money was raised to support a professorship, the Aurelia Henry Reinhardt Professorship, to honor her legacy. Dr. Clare Benedicks Fischer was the first AHR Professor, joining Starr King in September 1981; Rev. Til Evans, until then a part-time professor, joined the faculty full-time.

Robert Kimball resigned in 1982, but agreed to serve as acting President one additional year at the request of the Board. Kimball then returned to full-time teaching and accepted an appointment as Dean of Faculty.

Rev. Gordan McKeeman was appointed President of the School in 1983. The next few years brought some tumult and changes, including a move away from quarters to semesters. This led to some concern about over-extension of the

faculty in terms of time and energy. Up to that point, "The school ha[d] been able to exist most of its years by the sacrifice of faculty members." (McKeeman.)

By the late 1980s, the School no longer had the integrity of a *"whole greater than the sum of its parts."* Instead, the School's educational practices had been fragmented by the Panel on Theological Education (POTE) and the Ministerial Fellowship Committee (MFC) which tied UUA funding to oversight of the school's life and work, and increasingly defined specific requirements for students preparing for ministry which divided students' attention between denominational requirements and the direction/ guidance of faculty.

Gordon McKeeman resigned in 1988 and the Rev. Til Evans served as acting President for the remainder of 1988 through June 1990. During this time, the school continued its relationship with the Shelter Rock congregation in the hopes of providing greater financial resources to its faculty and staff. Also, the school entered fully into a capital campaign, as well as continued presidential search and in-depth planning for financial improvements. A presidential search ended when the board did not have the necessary two-thirds vote to approve the candidate, whom they experienced differently at the final in-person interview than in earlier communications.

A second search began for a new president, with the Rev. Marge Keip serving as chair of the search committee. At the recommendation of the Rev. Peter Raible ('53), Marge wrote to the Rev. Dr. Rebecca Parker, asking her to apply for the position. Parker was a young, United Methodist parish minister in the state of Washington. She was considering a move from the parish to the academy and exploring the possibility of earning a Ph.D. so she could teach. As she was about to throw away the letter of inquiry from Starr King, thinking it an unlikely possibility, her church secretary urged her to reconsider, saying Parker would make a good seminary president. Liking the tone of Marge Keip's letter, Parker decided to follow through. The Board chose Parker, but delayed her start for a year, hoping the school could raise funds. Til Evans agreed to serve as interim president until June 30, 1990.

During the year Parker waited, she and Til Evans worked together on behalf of the school, and both enjoyed their collegial relationship. Evans consulted Parker on decisions, and Parker traveled to Berkeley for commencement in the fall and the board meeting the following spring. She also started the process to become a fellowshipped Unitarian Universalist minister.

During Parker's presidency, racial/ethnic diversity and Education to Counter Oppressions were to become high priorities for the school, resulting in significant inroads in the recruitment of both faculty and students of color.

In Parker's words,

The mission, theological vision and educational philosophy of the school support us in educating to counter oppressions. It is a priority in our work to be a school where we embody what we hope to see in the world – a just, loving humanity and community, in which people are free to be fully themselves without fear, and no one is exiled, silenced or exploited because of gender, gender expression, race, sexual orientation, age, class or physical character.

Starr King was, by now, the single largest producer of religious leaders in the UUA, according to the number of Starr King graduates listed in the UUA directory.

When Parker arrived at Starr King, she was quick to notice the school's "sense of hospitality was underdeveloped." At the start of orientation, students huddled on the porch; the door was locked, and no coffee was ready. During her first week at the school, she dismissed the Assistant to the President, who she felt was unsuited for the job. Because there was no money to hire a new administrator, Parker added this work to her own for the first six months, managing the school on a cash basis since she had no access to accounting records. Nancee Campbell ('93), a student with office experience, helped out; Parker called her a "lifesaver." Further, Parker found that working with a former President was difficult, as people at the school continued going to Kimball with issues, then would tell Parker that, "Bob said..."

Patti Lawrence, an experienced church administrator, lay educator and consultant to congregations, joined the staff in January 1991 as an administrative assistant to the President. To Lawrence came the monumental task of helping to straighten out the school's financial recordkeeping. Lawrence remembered that when she arrived, the board hadn't seen a financial statement in over a year, and Parker was trying to keep financial information in her head. Two GTU students worked on computerizing years' worth of handwritten records. Additionally, the previous administrator had filed, unanswered, stacks of letters asking for applications, along with junk mail and unopened mail. Lawrence worked on financial oversight and care of the physical plant, while also helping Parker with mail, travel, answering letters from prospective students, and trying to make sure the office ran as a professional center.

Til Evans resigned from the faculty in 1992, but the position remained open until finances improved. In 1994, Alicia Forsey became Dean of Stewardship and

Continuing Education, while Patti Lawrence became Dean of Students and Congregational Outreach. At the same time, the Board appointed a Search Committee for a new faculty member, with articulated qualifications and characteristics as follows, "We seek a teacher of insight and spirit; a person of integrity with a passionate, critical and constructive relationship to his or her faith traditions; a mentor who respects a student-centered, participatory educational philosophy."

The Search Committee finished reviewing the more than 100 applications and presented a short list to the President. The committee recommended making two appointments, rather than one, as Professor Ron Cook announced that he would resign at the end of the following academic year. Additionally, at the spring Board meeting, Dean Robert Kimball advised that he resign soon thereafter.

In May 1995, the Board elected Dr. Elias Farajajé-Jones (now Ibrahim Farajajé), a tenured professor of the history of religions from Howard University, who had mentored UU students there, and was an advocate of many social justice issues important to Unitarian Universalism. That Fall, the Board elected two new professors: Dr. Rosemary Chinnici, a radical Roman Catholic nun, and Yielbonzie Charles Johnson ('86). While faculty and students were delighted with Farajajé's arrival, a number of graduates and other members of the wider Starr King community objected. Board members resigned and withdrew financial contributions as they complained that racial diversity should not have been given such high priority in the search.

In spite of the controversy, students experienced the new faculty hires as bringing richness to the school. The Rev. Sean Dennison ('00) said,

As some of us became aware that faculty selections had been controversial, we developed a deep loyalty to both the faculty and the school. I know [we] felt good about the risk SKSM had taken to diversify the faculty and bring in leaders who would live out the school's commitments to anti-oppression and interfaith work. I sometimes describe my time at SKSM as "magical." It felt magical because there was great unity among students, faculty and staff. It felt as though we quickly created a "family" of equals that was marked by respect, love and trust... I felt I was part of building a truly unique institution that made a real difference in the world by training Unitarian Universalist and other liberal religious leaders. I felt no divide between faculty and staff, or faculty and students. We were all part of something larger than ourselves that we loved.

In 1998, Bob Kimball retired after 38 years at Starr King and Alicia Forsey was named Dean of Faculty. Unexpectedly, Yielbonzie Charles Johnson resigned abruptly in June 2000 citing differences between himself and Parker concerning her leadership of the school. Around the same time, Farajajé-Jones was named Dean of Faculty and the staff was expanded to assist in some of the workload, freeing up faculty to focus on the educational program. The following year, Parker was appointed as Professor of Theology and two years later, in 2003, Patti Lawrence was promoted to a full professorship in Congregational Studies.

Around this same time, the spiral took on the role of the Starr King logo. The Rev. Kelly Flood said,

The spiral is an ancient and sacred symbol that captures an elemental truth in human experience that life is a pilgrimage. The spiral evokes the natural dance of life – from the swirl of an evening star and the flickering flame of a chalice to the churning waters of a mountain stream – images that beckon us to travel the path uniquely ours, so that we reach our depths, discern our truest selves, and offer these gifts in love and service to the world.

Entering the new millennium, Starr King continued to change and adapt. Portfolio conferences came into existence wherein fourth or fifth semester students were invited to an hour-long discussion of their work in the school and larger community. In Spring 2000, Starr King moved into the 21st century by offering, for the first time, two online courses: Unitarian Universalist History and Polity. Online resources expanded significantly in 2004, including a complete overhaul of the school's website, which now offers not only information about the school, but also an extensive library of online papers and historical resources.

Around the same time, the school introduced the eight threshold areas in which students must now achieve competency to receive the Master of Divinity degree:

- Life in Religious and Interfaith Community
- Prophetic Witness and Work
- Sacred Text and Interpretation
- History of Dissenting Traditions and Thea/ological Quest
- Spiritual Practice and the Care of the Soul
- Thea/ology in Culture and Context
- Educating for Wholeness and Liberation
- Embodied Wisdom and Beauty

The downturn in the US economy, beginning in 2001, disrupted Starr King's hard-won financial stability, including a higher draw on the endowment to

develop staffing infra-structure, decline in enrollment, loss of investments, and unexpected needs for faculty coverage due to a resignation.

In June 2002, the school received preliminary ATS approval for the development of a new Master of Arts in Religious Leadership for Social Change (MASC). This two-year program is designed to advance Starr King's commitment to public ministry by preparing people for religious leadership in society through institutions and organizations that work for justice, equity, compassion and peace.

In honor of the school's 100 years, the Board launched a Centennial Campaign with the goal of raising \$7 million for faculty endowment, student financial aid, educational initiatives and building improvements. With the theme of "Transforming Lives, Transforming the World," the campaign brought new donors to the school and increased to nearly 100 the number of people annually giving \$1000 or more. The campaign was a success and the goal was reached by the summer of 2006.

Starr King School has come a long way since it emerged as a spark in the imaginations of a handful of visionary people more than 100 years ago. Certainly those founders could never have envisioned online courses and discussion over advocacy for bisexual, gay, lesbian and transgender concerns.

Some things, however, have remained constant across much of the school's lifetime. There has never been enough money to do all that Starr King's leaders have dreamed of. But, more importantly, the core mission of the school has remained remarkably stable throughout the years of its history. In the prospectus that Earl Morse Wilbur, the school's first president, created to draw students to the fledgling seminary, he wrote:

The direct aim of the school will be to prepare its students for practical and efficient work in the ministry; and while the necessity of a thoroughgoing intellectual preparation and for careful scholarship will be constantly kept in view, it will also be remembered that students are but means to an end, and especial emphasis will be laid upon such phases of his work as will tend to make the minister, under modern conditions, an effective influence in the religious and moral life of the community.

One hundred years later, in 2004, Rebecca Parker, Starr King's president at the time, said:

We are focused on our core mission: preparing people for Unitarian Universalist ministry and religious leadership in society and deepening our commitment to education that counters oppressions and creates just community.

The vision of practical ministry informed by scholarship and dedicated to improving the world around us that created this school for the liberal ministry is the same one which sustains it today, and which leads it toward educating new generations of ministers in the years to come.

In July 2014, Rev. Rosemary Bray McNatt took over the presidency at Starr King School for the Ministry. She previously served as Senior Minister at The Fourth Universalist Society of the City of New York. She is the first woman of color to serve as president of Starr King, and only the fifth woman of color at the time of her inauguration to serve as president of a theological school.

During her first five years as president, Rev. McNatt led the school into its next evolution with an aim to effectively prepare Starr King students for the work of 21st century religious leadership. This included strengthening and expanding the school's commitment to educating to counter oppressions and create just and sustainable communities. This process included not only an expansion of course offerings, but also an internal review and revision of school policies and training faculty, staff, and board members on how to do their work in counter-oppressive, fully inclusive ways.

During this time, Rev. McNatt recalibrated the faculty and staff to better serve the needs of the school. She also strengthened the curriculum to better prepare students for religious leadership today. Rev. McNatt expanded the school's donor base and public engagements, inviting more religious leaders from a variety of backgrounds and religious traditions into the school. And in 2015, she led the school through a celebration of the 10th anniversary of the revolutionary Master of Arts in Social Change (MASC) degree program.

Most recently, Rev. McNatt, alongside the Board of Trustees, began to lead the school through a "new beginnings" process, designed to determine how the school can best meet the challenges of theological education today and how Starr King can more fully meet its students' needs.

Excerpted from: Commemorative History of Starr King School for the Ministry: The First 100 Years, 1904-2004, Arliss Ungar, Abridged by Lynn Ungar,

2018 STATE OF SEMINARIES REPORT

by Dianne M. Daniels for the Starr King School for the Ministry Board of Directors

I researched the current state of seminaries and seminary education via Google and several other websites.

I found the 2017 - 2018 Annual Data Tables from the Association of Theological Schools (<https://www.ats.edu/uploads/resources/institutional-data/annual-data-tables/2017-2018-annual-data-tables.pdf>). Within this report are extensive data tables regarding Institutional Characteristics, Enrollment, Composition of Faculty and Compensation of Personnel, Finances and Development.

Categories and trends I found applicable to Starr King include:

- Total Number of Member Schools
 - Accredited Schools showed a minimal increase from 2016 to 2017, increasing from 248 to 250, with the increase showing within the United States.
 - An overall decrease in the number of Member Schools from 274 to 270 from 2016 to 2017, with the greatest decrease showing within the United States.
- The number of accredited schools with basic programs oriented toward Ministerial Leadership (including Master of Divinity program) increased slightly from 206 in 2016 - 2017 to 208 during 2017 - 2018.
- Applications to schools offering Ministerial Leadership (w/ MDiv) decreased from 13,376 in 2016 to 12,813 in 2017 - agreeing with the overall trend seen in other data groups. The percentage of applicants accepted increased from 77.6% in 2016 (10,375 acceptances across all schools) to 80.1% in 2017.
- Head Count enrollment among Member Schools in the United States dropped nearly 3% for schools offering the MDiv as part of their Ministerial program from 2016 to 2017, and full-time equivalent enrollment dropped 2% among US Member Schools
- In the categories above, the largest decrease over the 5-year reporting period between 2013 and 2017, the majority of the largest decreases appeared between 2016 and 2017.
- The majority of enrolled students across Member Schools are pursuing the Masters of Divinity (MDiv) degree, with a Ministerial Non-MDiv degree in second place. The majority of enrolled students across Member Schools are Male, with White males ahead of Black males. The 40 - 49 age group outpaces most others, with the 25 - 29 age group coming in a close second. 25 - 29 year old males outpace all other student categories. The largest number of females enrolled come from the 50 - 64-year age group.

In conclusion, I would characterize the state of seminaries as neutral, with the potential for them to slide into negative territory if the decrease in enrollment is not countered. While the report does not give reasons for the decrease in enrollment, the reading I've done within the report and my own experience leads me to believe that overall graduate-level education enrollment is decreasing as financial pressure comes to bear from the challenges in our economy.

One way to help reverse the decline is to highlight the success stories of graduates – beyond the accepted way of talking about ministry, I think we also need to talk about the level of fulfillment that people achieve when working in the field they love; the realistic financial rewards – and there are real rewards to be had, as all ministers are not struggling financially.

GUIDELINES FOR TRUSTEES OF STARR KING SCHOOL FOR THE MINISTRY

1. Trustees uphold and sustain Starr King School's Statement of Purpose and Bylaws.
2. Trustees are advocates for Starr King School.
3. Trustees have oversight responsibility for the quality of theological education, for the physical and financial resources, and for the people of the School. They support the work of the School by providing clear, appropriate and adequate policies to achieve the purpose of the School.
4. Trustees make a direct financial contribution to the School in an amount appropriate to their ability. They are advocates for the financial support of the School, and, as they are able, provide access to new sources of revenue.
5. Trustees support majority decisions of the Board, while retaining personal freedom to express dissent.
6. Trustees recognize that respect, trust, directness and candor matter. Trustees teach by who they are.
7. Trustees attend meetings of the Board regularly. They review the materials distributed to the Board, participate in Board discussions, and vote on motions presented to the Board. They serve on one or more committees of the Board.
8. Trustees respond promptly to communications concerning the work of the Board of the School, where appropriate.
9. Trustees are involved in Board development and evaluation. They become familiar with all aspects of the School, the nature of theological education, issues of governance, and the decision-making process.
10. Trustees are encouraged to become acquainted with the students and their progress, and to attend events of the School, especially Commencement. They shall be visible to the community at large as members of the Starr King Board of Trustees.
11. Trustees act in the name of the School only if given specific authority by the Board of Trustees.

12. Trustees keep the confidentiality of the Board's work in executive session until it is released for general information.
13. Trustees abstain from any actions that might lead to a conflict of interest. Trustees should not engage in business relationships with the School, nor derive any material benefit from serving on the Board. If conflicts of interest arise, Trustees must recuse themselves from any vote or participation in the Board's decision on that issue.
14. Trustees resign from the Board of Trustees if unable to fulfill these commitments.

GUIDELINES FOR WORKING WITH STAFF

As a board member, it's important to stay connected to the organization's program. It is the heartbeat, the *raison d'être*, the passion point that presumably drew you in the first place.

Programs are the source of inspiration, and their impact on the community is what allows you to successfully ask for money, enlist new board members, and raise visibility for the organization.

It's only natural, then, to want to have relationships with one or more staff people involved in the programs that interest you the most. But you want to keep in mind two essential points.

The first is that the people who run the programs, do the finances or marketing or fundraising, are paid employees who report either indirectly or directly to the [President]. You are not their boss.

One of the biggest causes of burnout in nonprofits is staff people feeling that they have "too many bosses" – their own supervisor and several (or all) board members. They feel torn by requests and often get caught in the middle.

The second point is related. If staff people with whom you're working start confiding in you about the inner operations of the organization, particularly matters regarding the [President], you must handle it carefully, openly, and in a non-conspiratorial fashion.

In some organizations, CEOs forbid board members to contact program and administrative staff directly.

Know the boundaries and respect them.

Grace, Kay Sprinkel. The Ultimate Board Member's Book. Emerson & Church Publishers. Medfield, MA. 2011. pp 93-94.

STARR KING SCHOOL FOR THE MINISTRY

**Calendar of Scheduled In-Person Board Meetings
FY 2019 – 2022**

Approved by the Board at its June 11, 2019 Meeting

FY 2019-2020

November 12-13, 2019

April 21-22, 2020

FY 2020-2021

November 17-18, 2020

April 13-14, 2021

FY 2021-2022

November 9-10, 2021

April 19-20, 2022

FY 2022-2023

November 15-16, 2022

April TBD

ACADEMIC RELATIONSHIPS

The Graduate Theological Union (GTU) began with a vision that the future of religious renewal and theological education in this world depends on the willingness of faith traditions to come together amid differences. Today, our consortium of eight theological schools, five centers, and four affiliates offer doctorates, masters, and education for denominational leadership within a unique interfaith context. The GTU is a thriving example of what can happen when an atmosphere of open dialogue and exploration is nurtured.

One of the primary benefits of the Graduate Theological Union is that students have access to over 750 courses each year, as opposed to approximately 50 that are offered by Starr King School. Additionally, the Registrar at the GTU also assists in publicizing our courses to a larger audience.

Students and faculty have access to the Flora Lamson-Hewlett Library which was founded in 1969 from the historical, original collections of the GTU member schools. Built in 1981, the library serves as the central library for research and study for Starr King students and faculty. One of the largest and most comprehensive theological libraries in the United States, this facility, together with the branch library at the San Francisco Theological Seminary, holds over 450,000 volumes, more than 1500 periodical subscriptions and 292,000 microform and audio-visual materials. The library collection reflects the GTU's ecumenical spectrum and the diversity of worldwide religious groups. The collection has the breadth to support a full range of theological education programs and considerable depth in many areas of religious and theological inquiry.

Free cross-registration is available, through the GTU, at the University of California, Berkeley for all Starr King degree students. Located two blocks from the Starr King campus, UC Berkeley is one of the world's finest public universities. Its libraries, courses, research centers and world-renowned faculty are resources for specialized and advanced student in a variety of topics that enhance preparation for religious leadership. Starr King students are encouraged to draw on university resources in designing their course of study.

The GTU also has cross-registration agreements with Mill College and Holy Names University both located in Oakland.

Finally, the GTU offers important opportunities for our faculty to collaborate with colleagues. Through their work in common doctoral areas, participation in symposia and attendance at special lectures, faculty members find support for their academic work. Starr King's participation in the joint doctoral program creates an educational environment at Starr King that includes doctoral students. This enriches the vitality of our classrooms, stimulates our faculty in their own scholarship, and inspires our M.Div students to consider and undertake doctoral studies.

Balázs Scholars Program

The Scholars Program has brought a Unitarian Transylvanian Minister to study at Starr King School of the Ministry almost every year since 1994. In June Reverend Lehel Molnár just completed the program; the scholar for the coming year is Reverend **Szabó Előd who will be arriving with his family in August. He will join** a long line of Balázs scholars, Transylvanian Unitarian ministers who are committed to not only improving the lives of their fellow congregants in their homeland, but also to sharing with North American Unitarian Universalists the breadth and depth of their passion and caring for our common faith tradition.

The program is named for Francis Balázs, a young Transylvanian Unitarian minister, who graduated from seminary in Kolozsvár, then studied at Oxford and at Starr King School. After traveling across Japan, parts of China, India and Palestine to learn from leaders such as Gandhi and Schweitzer about creating peace, he returned to Transylvania through Asia. He then became head of a Unitarian High School. In 1929, he became the minister in the village of Mészkő, the Alabaster Village, where he also wrote poetry, prose and music, mentored seminary students, and, with his wife, restored the historic Unitarian church, ministered to the village, and brought health programs and economic development throughout the valley. He died of tuberculosis in 1937 at the age of 36.

Starr King School provides fundraising and administrative assistance as well as waiving tuition for the Balázs scholar. The volunteer Balázs Scholars Program Coordinating Committee provides hospitality and support for the scholar and family, and schedules preaching engagements and transportation. The Committee is made up of representatives from the school, the Starr King community, the host churches and a liaison to the Partner Church Council. The host church for the scholar rotates between the Unitarian Universalist churches in San Francisco, Oakland, Walnut Creek and Berkeley. Arliss Ungar (arliss@ungar.us) is Chair of the committee.

The Balázs Scholars Program is funded by donations from individuals, a grant from the Partner Church Council, and from honoraria, donations and Sunday service collections from the churches where the Balázs scholar preaches. We appreciate your help to sustain this important program. Checks for donations should be made out to Starr King School, with the notation "Balázs," and sent to Starr King School, 2441 Le Conte Avenue, Berkeley, CA 94709.

SKSM BOARD OF TRUSTEES ROSTER

As of July 10, 2019

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Ted Fetter- Chair

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Bruce Field

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EX-OFFICIO TRUSTEES

School President

Rev. Rosemary Bray McNatt

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Faculty Representative
Appointed by Faculty:

Dr. Gabriella Lettini

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Student Representatives
Elected by students:

Meg McGuire

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Dianne Daniels

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Graduates' Representative
Appointed by Graduate Association

Rev. Elaine Gehrmann

Unitarian Universalist Church of the
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STARR KING BOARD COMMITTEES

COMMITTEES

Per California law, Board committees are composed only of board members, and everyone has a vote. They may act in lieu of the full board. The following two committees are designated as Board committees in the Starr King by-laws.

Executive:

Shall be composed of not less than five (5) trustees, including the officers of the corporation. The Chair of the Board shall be the chair of the Executive Committee. The Executive Committee shall have the authority between meetings of the Board of Trustees to take whatever action the interests of the School may require that are not reserved or otherwise delegated by the Articles of Incorporation, these By-laws, or by resolution of the Board of Trustees. When in the judgment of the Chair matters concerning the School involving administration, faculty, trustees, or students (such as personnel matters), require special action, the Chair may convene a meeting of the Executive Committee to resolve these matters. Meets at the call of the Chair or at the request of two trustees.

Admissions/Scholarships:

This committee is out of compliance with both Starr King by-laws and the State of California. Per the by-laws it includes five members with trustee chair, including two student members elected by the students. Current members include:

- Rosemary Bray-McNatt
- Meg Richardson
- Rain Jordan
- Devorah Greenstein (non-voting, only for ATS)
- Ariel Aaronson-Eves
- Kathryn Jay

The committee is chaired by Matthew Waterman, who has no vote. Per California regulations, Board Committees consist only of Board members, and everyone has a vote. This can be solved by changing it to an Advisory Committee.

ADVISORY COMMITTEES

Per California law, Advisory Committees may include non-trustee members. Their actions are subject to approval by the full Board. Starr King by-laws designate the following as advisory.

Trustee Development:

Chaired by Vice Chair; it is composed of at least three Trustees. Duties include preparing and maintaining a list of candidates to fill vacancies in the Board, nominating candidates to be voted on at each annual meeting and other board meetings as vacancies occur, and nominating candidates for officers of the Board. The Committee shall plan and oversee the recruitment, orientation, training, and evaluation of Trustees. It shall also plan and oversee the evaluation of the board.

Finance:

Composed of at least three members, chaired by the Treasurer. Oversees preparation and administration of the budget. Keeps informed on matters of finances and informs the Board regarding the state of such finances. Members are Ted Fetter, Greg Larson, Rosemary McNatt, Linda Laskowski; Ted serving as interim chair. Members include chairs of the two following financial subcommittees (both vacant and inactive):

Investment: Three members, one of which is a trustee and chairs the subcommittee.

Audit: Three members, one of which is a trustee and chairs it.

Advancement:

Three members, one of which must be a trustee and chairs it. Susan Newman-Moore, Jerry Muntz, Rosemary Bray McNatt (ex-officio), Ted Fetter (ex-officio). Works with staff to plan, evaluate and advance fundraising strategies. Guides trustees to participate in giving and obtaining gifts for School.

Awards:

Three members, one of which must be a trustee and chairs it. Not active. Makes recommendations for honorary degrees to be awarded by the School.

Academic Affairs:

Composed of not less than three members and chaired by a Trustee. Members are Jay Leach, Gabriella Lettini, Sofia Betancourt. Keeps informed of School's educational work and provides forum for trustees to engage with faculty, staff, and students to support the School's mission. Considers recommendations from the faculty as a body before presentation and recommendation to the Board. Includes changes and updates to the faculty handbook, establishment of and major revisions to degree programs, associate and full professor appointments and promotions, faculty sabbaticals, and other matters on which the faculty seeks Board action relating to faculty life or the curriculum.

ADMINISTRATION AND STAFF DIRECTORY

As of July 10, 2019

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BYLAWS OF STARR KING SCHOOL FOR THE MINISTRY

As amended on November 6-8, 2002,
corrected in the minutes of March 30-April 1, 2003,
and revised in the minutes of November 5-7, 2003,
and amended November 2-4, 2005
and amended June 7, 2010.

ARTICLE I PURPOSE

The purpose of Starr King School for the Ministry is to educate people for Unitarian Universalist ministry and for progressive religious leadership for society.

ARTICLE II TRUSTEES

Section 1. Number and Term

Section 2. Vacancies

Vacancies occurring in the Board of Trustees, whether by expiration of terms of office or otherwise, shall be filled by the Board. Trustees will normally be elected at the annual meeting. They shall take office immediately following the Board meeting at which they are elected, and shall hold office until their respective successors have been elected and shall have accepted.

Section 3. Resignations

Resignations shall be effective upon receipt in writing by the Chair of the Board, the President of the School, the Secretary, or the Board of Trustees of this corporation, unless a later effective date is specified in the resignation.

Section 4. Trustee Development Committee

The Trustee Development Committee, provided for in Article IV, Section 6, shall prepare and maintain a list of candidates to fill vacancies in the Board, and shall nominate

candidates to be voted on at each annual meeting and other Board meetings as vacancies shall occur. The Trustee Development Committee shall likewise nominate candidates for officers of the Board.

Section 5. Removal of Trustees

Members of the Board of Trustees may be removed from office by a vote of three-fourths of the Trustees then in office.

Section 6. Executive Compensation Review

The Board of Trustees (or a Board Committee) shall review any compensation packages (including all benefits) of the President of the School or the chief executive officer and the Treasurer or chief financial officer, regardless of job title, and shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of this corporation.

ARTICLE III OFFICERS

Section 1. Officers

The officers of the corporation shall be the Chair of the Board, Vice Chair of the Board, Secretary and Treasurer, and the President of the School.

Section 2. Term of Officers

Except for the President of the School, all officers shall serve from the date of their election by the Board until the close of the annual meeting next following the meeting at which they were elected and accepted office, provided that no person shall be eligible to serve as Chair of the Board for more than three successive years unless, by vote of the board, the term of the Chair is extended. The person holding the senior staff position of the corporation as chief executive officer shall, by virtue of serving in that position, also serve in the officer position of President of the School.

Section 3. Removal of Officers

All officers of the School may be removed, with or without cause, by the Board of Trustees by majority vote. If the President of the School shall be removed for any reason, he/she/ghe shall also be removed from the senior staff chief executive officer position. If an officer is an elected trustee, sh/he/gher may also be removed as a Trustee as provided in Article II, Section 5 of these By-Laws.

Section 4. Duties of Officers

a. The Chair

The Chair shall preside at all meetings of the Board and of the Executive Committee. The Chair shall be an ex-officio member of the committees of the Board, and shall sign,

in the name and on behalf of the corporation, all deeds and conveyance of real property, all mortgages, promissory notes and other evidences of obligations of this corporation, and also all transfers or assignments of stocks, bonds, or other securities owned by the corporation, or in which the corporation has an interest, except as provided in Article IV, Section 8. The Chair shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

b. Vice Chair

The Vice Chair, in the event of the absence of the Chair or his/her/gher inability to act, shall preside at all meetings of the Board, shall act in his/her/gher stead on all committees of the Board, and shall in his/her/gher place and stead perform all acts and duties authorized or required of the Chair, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

c. Secretary

The Secretary shall insure that minutes of the Board and of the Executive Committee are taken and that such minutes and other records of the proceedings are retained and that copies of the minutes of each meeting of the Board of Trustees and of the Executive Committee are distributed to each Trustee following the meeting. The Secretary shall be responsible for official correspondence of the Board. S/he/gher shall also assure that the required notices of all meetings of the Board and Executive Committee are sent out, and shall be responsible for the safekeeping of the corporate seal, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

d. Treasurer

The Treasurer shall insure that the financial affairs of the corporation are fully and competently managed, subject to these Bylaws and the directions of the Board of Trustees, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

e. President of the School

The President shall be the chief executive officer of this corporation and shall, subject to control of the Board, generally supervise, direct and control the business and other officers of this corporation and shall have the functions set forth in Article VI of these Bylaws.

Section 5. Liability Insurance

Liability insurance in an amount to be determined by the Board shall be furnished for the indemnification of Trustees as the Board may designate. The premium, unless otherwise provided for, shall be paid by the corporation.

ARTICLE IV COMMITTEES

Section 1. The Executive Committee

- a. The Executive Committee shall be composed of not less than five (5) Trustees, including the officers of the corporation. The Chair of the Board shall be the chair of the Executive Committee. The Executive Committee shall have the authority between meetings of the Board of Trustees to take whatever action the interests of the School may require that are not reserved or otherwise delegated by the Articles of Incorporation, by these Bylaws, or by resolution of the Board of Trustees. When in the judgment of the Chair of the Board matters concerning the School involving administration, faculty, trustees, or students (such as personnel matters), require special action, the Chair may convene a meeting of the Executive Committee to resolve these matters.
- b. The Executive Committee shall meet at the call of the Chair of the Board or at the request of two trustees.
- c. A majority of the members shall constitute a quorum of the Executive Committee.
- d. The executive committee may be given all the authority of the Board, except for the powers to:
 - (a) set the number of Trustees within a range specified in these Bylaws;
 - (b) elect Trustees or remove Trustees; elect the President or remove the President; elect professors or remove professors.
 - (c) amend or repeal these Bylaws or adopt new Bylaws;
 - (d) adopt amendments to the Articles of Incorporation of this corporation;
 - (e) amend or repeal any resolution of the Board of Trustees which by its express terms is not so amendable or repealable;
 - (f) approve any merger, reorganization, voluntary dissolution, or disposition of substantially all of the assets of this corporation

Section 2. The Admissions and Scholarship Committee

The Admissions and Scholarship Committee shall be composed of at least five members and shall be chaired by a Trustee. Additional members shall be the President or his/her/gher designee, a representative of the faculty and two student members elected by the Student Body. Other trustees or non-Trustees may also be appointed to serve. The Committee shall be responsible for admitting students to the School's degree programs and the distribution of scholarship funds.

Section 3. Advisory Committees

The Board of Trustees may establish Advisory Committees to the Board. The members of any Advisory Committee may consist of Trustees or non-Trustees and may be appointed as the Board determines. Advisory Committees may not exercise the authority of the Board to make decisions on behalf of this corporation, but shall be restricted to making recommendations to the Board or Executive Committee, and implementing Board or Executive Committee decisions and policies under the supervision and control of the Board or Executive Committee.

a. The Trustee Development Committee

The Trustee Development Committee shall be composed of at least three Trustees. The Vice Chair of the Board shall Chair the Trustee Development Committee. The duties of the Trustee Development Committee shall be to prepare and maintain a list of candidates to fill vacancies in the Board, to nominate candidates to be voted on at each annual meeting and other board meetings as vacancies shall occur, and to nominate candidates for officers of the Board. The Committee shall plan and oversee the recruitment, orientation, training, and evaluation of Trustees. It shall also plan and oversee the evaluation of the board as a whole.

b. The Finance Committee

The Finance Committee shall be composed of not less than three members, including the Treasurer, who shall be the Chair. The Investment Committee chair and the Audit Committee chair shall serve on the Finance Committee. The Finance Committee shall oversee the preparation and administration of the budget. It shall keep informed on matters of finances and inform the Board regarding the state of such finances. The Finance Committee shall have two sub-committees, the majority of whose members do not also serve on the Finance Committee.

b1. The Investment Committee

The Investment Committee shall be composed of not less than three members, including at least one Trustee, who shall be Chair. Non-Trustees may be appointed, particularly for their expertise in finance and investment. The duties of the Investment Committee shall include recommending investment policies to the Board, overseeing that the management of investments conforms to Board policy, and reporting regularly to the Board about the status of the School's investments. Subject to review by the Board, the Investment Committee shall, in consultation with the President, authorize the selection, purchase and sale of stocks, bonds and other investments in which the endowment and other funds of the corporation are from time to time invested, and, when directed by the Board or Executive Committee, shall appoint one or more investment advisors to exercise such authority in respect to the whole or any part or parts of the endowments and other funds of the corporation.

b2. Audit Committee

The Audit Committee shall be composed of not less than three Trustees, including one who shall be Chair. The duties of the Audit Committee shall be to oversee the annual audit of the school and report to the Board on the results of annual audit.

c. The Advancement Committee

The Advancement Committee shall be composed of not less than three members. The Chair shall be a Trustee. It shall be the duty of this committee to work with the staff to plan, evaluate and advance fundraising strategies. The committee shall guide all Trustees to participate in giving and obtaining gifts for the School, including cash, stocks, property or planned gifts to be added to the endowment and/or other funds of the School.

d. The Awards Committee

The Awards Committee shall consist of not less than three members. The Chair shall be a Trustee. The Awards Committee shall make recommendations to the Board for honorary degrees to be awarded by the School.

e. The Academic Affairs Committee

The Academic Affairs committee shall be composed of not less than three members and shall be chaired by a Trustee. The Committee shall keep informed on the School's educational work and provide a forum for trustees to engage with faculty, staff and students in supporting the school's educational mission. The Committee shall consider recommendations from the faculty as a body before presentation to the board and advise the Board as to the recommended courses of action. Matters to be thus considered include: changes and updates to the faculty handbook; establishment of degree programs; major revisions of degree programs; associate and full professor appointments and promotions; faculty sabbaticals; and any other matters on which the faculty seeks Board action relating to faculty life or the curriculum.

Section 4. Appointment to Committees

Members of all committees shall be appointed by the Chair of the Board. Committee members shall serve for one year and thereafter until their successors are appointed. Interim vacancies shall be filled by appointment by the Chair. Board Committee meetings shall be governed pursuant to Article VII, below, except as specifically provided in the committee description in Article IV.

Section 5. *Ad hoc* Committees

The Chair of the Board may appoint such *ad hoc* committees as s/he/ghe deems necessary.

**ARTICLE V
FINANCES AND BUSINESS MANAGEMENT**

Section 1. The Budget

An annual operating budget shall be adopted by the Board at the annual meeting and/or not later than the first day of the fiscal year. No obligation shall be incurred or expenditure made except as authorized in the budget or in this Article V.

Section 2. Additions, Transfers

Changes and additions to the annual operating budget may be made only by the Trustees at a meeting of the Board. Transfers from one budget line to another, within the annual operating budget, may be made by the President, provided the bottom line of approved expenditures is not exceeded. Transfers from one fund account to another shall be made by the Board or Executive Committee.

Section 3. Emergency Expenditures

The President and Chair of the Board may authorize such additional expenditures as it deems necessary to prevent loss or damage of or to persons or property in the event of an emergency.

Section 4. Sales and Purchases

Sales and purchases of real or personal property may be authorized by the Executive Committee or the Board. The Executive Committee shall not, however, authorize the sale or purchase of real property if the sale or purchase price exceeds \$25,000. The certificate of the Secretary shall be conclusive as to the due and effective adoption of any resolution concerning any purchase or sale of real or personal property. All sales and purchases of stocks, bonds, and other securities shall be authorized in accordance with Article IV, Section b1.

Section 5. Custodial Accounts

Investment funds shall be held by a reputable financial institution approved by the Board of Trustees, access to which and authority to withdraw from shall be made and exercised by the President and one of the following: Chair of the Board, Vice Chair of the Board, the Secretary, or the Treasurer. Return from endowment that has been previously budgeted may be transferred to the checking account by the President or her/his/her designee.

Section 6. Budget Administration

The budget shall be administered by the President in consultation with the Finance Committee. The President shall authorize disbursement of funds or incurring of obligations only in accordance with the provisions of the budget, except as otherwise specifically authorized by the Board of Trustees or by the Executive Committee acting within the limits of their powers. The President shall make reasonable efforts to assure that expenditures do not exceed available revenue, except when otherwise directed by the Board or the Executive Committee.

Section 7. Audit of Accounts

Accounts shall be audited within ninety days after the end of each fiscal year by a certified public accountant selected by the Board of Trustees.

Section 8. Fiscal Year

The fiscal year shall be from July 1 of each year to and including June 30 of the next succeeding calendar year.

ARTICLE VI

Section 1. Core Faculty

The core faculty shall consist of the President, such full or associate professors as the Board of Trustees may elect from time to time, and any additional faculty members (e.g.

visiting professors or adjunct instructors) appointed to the core faculty by the President with the consent of the board.

Section 2. Faculty Selection

Election of professors holding full or associate rank shall be made and their compensation and contract terms fixed by the Board of Trustees at any regular meeting or a special meeting called for that purpose, upon the recommendation of the President and the board elected professors. Additional faculty members (e.g. visiting professors or adjunct instructors) may be hired for specified, short terms by the President, subject to the provisions, limitations and nomenclature set forth in the Faculty Handbook. The Dean of the Faculty shall be appointed by the President with the consent of the Board. The duties of the Dean of the Faculty and other academic administrators shall be set forth in the Faculty Handbook.

Section 3. Faculty Responsibilities

The core faculty shall have the responsibility and authority for recommending candidates for degrees to the Board of Trustees, and shall be responsible for the educational life of the School. The core faculty shall choose its own secretary, keep a permanent record of its meetings, and report regularly to the Board of Trustees. The core faculty shall carry out its responsibilities in accordance with the policies, practices and guidelines of the Faculty Handbook, which shall be developed by the core faculty and approved by the Board of Trustees.

Section 4. President of the School

The President of the School shall be the senior staff person serving as the executive head of the faculty and the educational leader of the School. The President shall be responsible for all operations of the School unless otherwise specified herein, including relations with other institutions, the management of the facilities, administration, development and other operations. S/he/gher shall determine the administrative structure and appoint all administrative personnel. S/he/gher shall make periodic reports to the Board on the conditions and needs of the School, together with suitable recommendations. The Board shall elect the President, who shall hold office until resignation or removal.

ARTICLE VII MEETINGS

Section 1. Regular Meetings

A minimum of two regular meetings of the Board of Trustees shall be held annually, and each Board Committee shall hold at least one regular meeting annually.

Section 2. Annual Meetings

A regular meeting of the Board shall be held in the second half of the fiscal year and shall constitute the annual meeting of the Board.

Section 3. Special Meetings

Special meetings of the Board may be called at any time by the Chair of the Board or shall be called on the written request of three Trustees.

Section 4. Notice

Notice of the regular and any special meetings of the Board of Trustees shall state the date, place, and time of the meeting and shall be given to each Trustee at least ten days before any such meeting if given by first-class mail or forty-eight hours before any such meeting if given personally or by telephone, including a voice messaging system, or by other electronic transmission such as e-mail, in compliance with Article VII, Section 10 of these Bylaws. If the meeting is for the election of Trustees, the notice shall include the names of the candidates to be proposed by the Trustee Development Committee for election as Trustee.

Section 5. Waiver of Notice

The transactions of any meeting of the Board of Trustees, however called and noticed, and wherever held, shall be valid as though taken at a meeting duly held after proper call and notice, if a quorum is present, and if, either before or after the meeting, each of the Trustees not present provides a waiver of notice, a consent to holding the meeting, or an approval of the minutes in writing. The waiver of notice or consent need not specify the purpose of the meeting. All waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of a meeting shall also be deemed given to any Trustee who attends the meeting without protesting the lack of adequate notice before the meeting or at its commencement.

Section 6. Quorum

A majority of the total number of Trustees then in office shall constitute a quorum for the transaction of business. The act of a majority of the Trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees, except as otherwise provided in these Bylaws or in the California Nonprofit Religious Corporation Law. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Trustees, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 7. Closed Sessions

In general practice the meetings of the board shall be held in an open public session. Closed sessions may be called by the Chair of the Board or by written request of three Trustees. Closed sessions shall include all Trustees (elected and ex-officio) and any person invited by the Chair of the Board or his/her/gher designee.

Section 8. Trustee Addresses

In the event that any Trustee shall have failed to file his/her/gher address with the School, all notices shall be mailed to that Trustee at his/her last known place of residence.

Section 9. Telephone and Electronic Meetings

Trustees may participate in a meeting through use of conference telephone, electronic video screen communication, or other electronic transmission in compliance with Article VII, Section 10 of these Bylaws so long as all of the following apply:

- a. each Trustee participating in the meeting can communicate with all of the other Trustees concurrently, and
- b. each Trustee is provided with the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.

Section 10. Electronic Consents

Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board of Trustees may adopt from time to time, the terms “written” and “in writing” as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the corporation, the corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the corporation, the corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

Section 11. Action without a meeting

Any action required or permitted to be taken by the Board may be taken without a meeting if all members of the Board shall individually or collectively consent to such action in writing. Such written consents shall be filed with the minutes of the proceedings of the Board, and shall have the same force and effect as the unanimous vote of such Trustees.

ARTICLE VIII DEGREES

Section 1. Degrees

The Board of Trustees may, upon recommendation of the faculty, authorize the conferring of degrees in course.

Section 2. Honorary Degrees

The Board of Trustees may, upon recommendation of the Awards Committee, authorize the conferring of honorary degrees.

ARTICLE IX SEAL

The corporate seal shall be a circular device, on which shall appear a hand bearing a lighted torch, the motto "*Non ministrari, sed ministrare*" and the date of incorporation,

May 12, 1906, the whole encircled by the name of the School. The seal shall be kept at the school.

ARTICLE X AMENDMENTS AND SUSPENSIONS

These Bylaws may be amended by the vote of a majority of the Trustees present at any meeting of the Board of Trustees, provided written notice of the proposed amendment shall have been given in the notice of such meeting, or at least ten days before the Board meeting. Amendments may be made by the unanimous written consent of the Trustees without the necessity of a meeting of the Board, pursuant to Article VII, Section 11.

ARTICLE XI PLACE OF BUSINESS AND PLACE OF MEETING

The principal place of business of the corporation shall be in the City of Berkeley, Alameda County, State of California. The place of meeting shall be fixed from time to time by resolution of the Board of Trustees.

ARTICLE XII DISSOLUTION

Should the Corporation be dissolved, The Board of Trustees shall designate one or more appropriate educational or religious organizations qualified under Section 501 (c)(3) of the Internal Revenue Code of the United States, as amended, to distribute all remaining assets unless otherwise designated. These assets shall be used to educate people for Unitarian Universalist religious leadership.

**Articles of Incorporation
Of
Starr King School for The Ministry**

As amended on May 23, 1991

KNOW ALL MEN BY THESE PRESENTS

That we, the undersigned, a majority of whom are citizens and residents of the State of California, have this day associated ourselves together for the purpose of incorporating and establishing a seminary of learning under the laws of the State of California.

AND WE HEREBY CERTIFY

I
Name

That the name of the corporation shall be Starr King School for the Ministry.

II
Purpose

That the purpose for which it is organized is to establish and maintain an institution for educating students for the Christian ministry, and especially for that of the Unitarian Churches; and

To receive and hold, by purchase, gift, devise, bequest, or grant, real and personal property for educational purposes connected with the said corporation, or for the benefit of the said institution, and to sell, mortgage, lease and otherwise use and dispose of the property of the said corporation, and through its Board of Trustees to invest the property and funds of the said corporation for its benefit; and

To establish scholarships in the said seminary and in other institutions of learning, and maintain the same; and

To grant and confer through its Board of Trustees such degrees and other literary honors as are usually granted or conferred by any similar college or seminary of learning in the United States; and in testimony thereof to give suitable diplomas under the seal and signature of the officers of the said corporation and seminary as the Board of Trustees shall deem expedient; and

Generally, to do and perform every act and thing which in the judgment of the said Board of Trustees shall be necessary, convenient, or advisable to carry out the above-mentioned purposes, and fully to establish, equip, and maintain the said institution.

In order to carry out the foregoing purposes as fully as possible, no portion of the net income or net profits of this corporation shall ever directly or indirectly accrue or be paid to any member of this corporation.

III Location

That the place where the said seminary is to be conducted is Berkeley, Alameda County, California.

IV Trustees

That the number of the Trustees of the said seminary may be changed to no fewer than eleven (11) nor more than twenty-four (24) by amendment of the Bylaws of the corporation; and that the names and residences of the Trustees hereby appointed for the said seminary are as follows, to wit:

Name	
Francis Cutting	Oakland, Alameda County, California
Sarah Abbie Cutting	Oakland, Alameda County, California
Horace Davis	San Francisco, California
Edith King Davis	San Francisco, California
George W. Stone	Berkeley, Alameda County, California
Earl M. Wilbur	Oakland, Alameda County, California
John P. Irish	Oakland, Alameda County, California
W.H. Payson	Berkeley, Alameda County, California
Sheldon G. Kellogg	San Francisco, California
William H. Gorham	Seattle, Washington
Chester Rowell	Fresno, California
Charles R. Bishop	San Francisco, California
J. Conklin Brown	Berkeley, California
L.W. Blinn	Los Angeles, California

That the term for which the Trustees herein named, and their successors, are to hold office is as hereinafter stated, to wit:

Francis Cutting, Sarah Abbie Cutting, and Horace Davis are to hold office for the term of five (5) years from the date of incorporation of the said seminary;

Edith King Davis, George W. Stone, and Earl M. Wilbur are to hold office for the term of four (4) years from the date of incorporation of the said seminary;

John P. Irish, W.H. Payson, and Sheldon G. Kellogg are to hold office for the term of three (3) years from the date of incorporation of the said seminary;

Thomas L. Eliot, Charles R. Bishop, and William H. Gorham are to hold office for the term of two (2) years from the date of incorporation of the said seminary;

Chester Rowell, J. Conklin Brown, and L.W. Blinn are to hold office for the term of one (1) year from the date of incorporation of the said seminary.

At each annual meeting of the Board sufficient Trustees shall be elected to fill the number prescribed by the Bylaws and their terms shall be for three (3) years.

A majority of the Trustees must be members of Unitarian Societies.

V Endowment

That the names of those who have subscribed money or property to assist in founding the said seminary, together with the amount of money and description of property subscribed, are as follows, to wit:

SARAH ABBIE CUTTING has subscribed –

1. All that certain real property situated in the City of Berkeley, County of Alameda, State of California, described as follows, to wit: Commencing at a point on the northerly line of Bancroft Way, distant thereon ninety (90) feet westerly from the westerly line of Union Street; running thence westerly along said line of Bancroft Way sixty-five (65) feet; thence at right angles northerly one hundred and thirty (130) feet; thence at right angles easterly sixty-five (65) feet; thence at right angles southerly one hundred thirty (130) feet to the northerly line of Bancroft Way and point of commencement. Being a portion of Block No. 3, as designated on that certain “Map of Villa Lots Adjoining University on the South,” filed in the office of the County Recorder of Alameda County, together with the buildings and improvements thereon.

2. An annual contribution of one thousand dollars (\$1000) for the support of the said seminary, payable quarterly in each year for the period of three (3) years from the date of incorporation of the said seminary.

FRANCIS CUTTING has subscribed –

An annual contribution of one thousand dollars (\$1000) for the support of the said seminary, payable quarterly in each year for the period of three (3) years from the date of incorporation of the said seminary.

HORACE DAVIS has subscribed –

An annual contribution of one thousand (\$1000) for the support of the said seminary, payable quarterly in each year, for the period of three (3) years from the date of incorporation of the said seminary.

EDITH KING DAVIS has subscribed –

An annual contribution of one thousand dollars (\$1000) for the support of the said seminary, payable quarterly in each year for the period of three (3) years from the date of incorporation of the said seminary.

CHARLES BISHOP has subscribed –

The sum of five hundred dollars (\$500).

MRS. CORNELIUS B. HOUGHTON has subscribed –

The sum of fifty dollars (\$50).

W.H. PAYSON has subscribed –

The sum of one hundred dollars (\$100).

IN WITNESS WHEREOF, we have hereunto set our hands this 9th day of March, 1906.

FRANCIS CUTTING
EDITH KING DAVIS
JOHN P. IRISH
T.L. ELIOT
CHESTER ROWELL

SARAH ABBIE CUTTING
GEORGE W. STONE
W.H. PAYSON
CHARLES R. BISHOP
J. CONKLIN BROWN

HORACE DAVIS
EARL M. WILBUR
SHELDON G. KELLOGG
WILLIAM N. GORHAM
L.W. BLINN

Graduate Theological Union Common Agreement

May 10, 2001

I. PREAMBLE

In expression of their faith in God, love for one another, and hope for the future, the member schools of the Graduate Theological Union (GTU) have joined together in covenant to form a consortium whose fundamental purposes are to:

- Nourish ecumenical and interfaith encounter and dialogue within and beyond the consortium;
- Share educational resources in an ecumenical and interfaith environment, preparing women and men for vocations of ministry and scholarship.

In pursuit of these covenantal purposes, the member schools have established structures of governance and administration to carry out their common commitments to:

- Offer in common graduate academic programs in theological and religious studies, leading to the Ph.D., Th.D., and M.A. degrees;
- Maintain a common library as a resource for all the professional and academic programs of the consortium;
- Enter into relationship with affiliated centers of religious and theological studies and with the University of California at Berkeley;
- Develop other programs and consortial services that will advance the fundamental purposes of the consortium.

The member schools maintain independence as individual schools and acknowledge that interdependence is vital to the well being of each school as well as to their shared purposes and commitments.

Since the founding of the Graduate Theological Union in 1962, the Schools' agreements with one another and with the GTU Board of Trustees have been expressed in action and in word by the lived reality of common work and by written agreements that give formal expression to this covenant. From time to time written agreements have been updated to

reflect changes in practice or to formalize patterns that have emerged.¹ This document gives fresh expression to our covenant with one another. After adoption by the boards of each member school and the Graduate Theological Union, by our signatures we reaffirm the covenant that joins the member schools together, and state in writing the basic structures and practices that we agree to follow in pursuing our covenantal purposes and common commitments.

II. MISSION OF THE GRADUATE THEOLOGICAL UNION

The perduring mission of the Graduate Theological Union is to carry out the covenantal purposes and common commitments described in the Preamble. From time to time, the boards of the Graduate Theological Union and the member schools may concur in a fuller expression of this mission to fit contemporary contexts.² These fuller mission statements are always to be interpreted in light of our covenantal purposes and common commitments as stated in the Preamble.

III. ORGANIZATION AND GOVERNANCE

Organization

The Graduate Theological Union is a complex organization. It is made up of member schools, an administrative structure for carrying out specified common commitments of the consortium, and a series of relationships with a number of affiliated centers and the University of California at Berkeley. The Union, which encompasses all these aspects, finds its unity in the participants' common understanding of and adherence to the perduring mission of the Graduate Theological Union.

In the consortium, member schools share their resources for professional ministry education as well as for the academic programs in the graduate school operated by the consortium. The Graduate Theological Union has substantial, living relationships with churches and faith communities through the formal ties and informal relations of the member schools.

The consortium has created an administrative structure that enables it to achieve some of its functions as a *common enterprise*, which has a corporate existence for carrying out

¹ The guiding documents and written agreements of historic importance include: *Articles of Incorporation of Graduate Theological Union* (1962); *Common Library Agreement* (1971, last amended 1986); *Goals and Structures* (1975); *Structures and Responsibilities* (1988); *Restated Articles of the Incorporation* (1988); *Bylaws* (1963, amended through 1992); *Policies for Affiliation and Affiliate Agreements* (1992); and the *Mission Statement* (1995).

² Examples are the GTU mission statements, issued in 1975, 1986, and 1995, respectively, and attached in the appendix.

legal responsibilities with external parties. It is the principal though not exclusive means through which the consortium carries out its commitments to a common library and graduate academic programs.³ It is also responsible for a variety of common educational programs that enhance the mission of the consortium,⁴ for common registration, and for other consortial administrative services.

Through this *common enterprise* structure, a number of affiliated centers and the University of California at Berkeley participate in the consortium, adding richness and depth to the educational environment.

Governance

The governance of the consortium is shared by two sets of consortial bodies: one headed by the Council of Presidents, the other headed by the GTU Board of Trustees.⁵

On certain issues specified herein, both bodies have joint and co-equal responsibility, needing to act integrally together to achieve their purposes. But for purposes of more efficient operation, on some matters the GTU Board of Trustees has primary responsibility, initiating action and making decisions in consultation with the Council of Presidents, which continues to have important but secondary responsibility in these matters. On other matters, the Council of Presidents has primary responsibility, initiating action and making decisions in consultation with the GTU Board of Trustees, which continues to have important but secondary responsibility in these matters.

In the practice of shared governance, consultation is necessary on all issues of importance to the consortium, especially those that could substantially affect the consortium's common mission or that of the member schools. Consultation means that the primary or lead governance body must bring a proposal to the secondary governance body with enough information to be reasonably informed in a timely fashion, asking for input and taking that input into consideration before final action is decided upon by the primary governance body.

On some more important issues specifically identified in this document, or mutually agreed in the future, in addition to consultation there must also be concurrence by both governmental bodies. Concurrence means that after consultation, there must be a deliberative vote (by majority or supermajority vote, or by consensus, as specified) whereby both governance bodies, at the appropriate level, approve a proposed course of action. In the event such positive joint approval is not forthcoming, the proposal should not go forward and further discussion is called for.

³ Currently these include the GTU Ph.D., Th.D. and common M.A. programs.

⁴ E.g., the current program units, GTU lecture series, and faculty development programs.

⁵ The Council of Presidents is composed of the Presidents of the member schools and the President of the Graduate Theological Union.

Primary Responsibility of the GTU Board of Trustees

The GTU Board of Trustees has primary responsibility for the following:

- The continued maintenance and development of common graduate academic programs in theological and religious studies leading to the Ph.D., Th.D., and common M.A. degrees;
- The continued maintenance and enhancement of the Flora Lamson Hewlett Library, the common library, as a resource for all the professional and academic programs of the consortium;
- The continued maintenance and development of relationships with affiliated centers of religious and theological studies and with the University of California at Berkeley;
- The continued maintenance and development of other programs and consortial services which advance the fundamental purposes of the consortium and which have been agreed with the Council of Presidents.⁶

In exercising its shared, primary, or secondary responsibilities, the GTU Board of Trustees often works through such other consortial bodies as the GTU Board standing or ad-hoc committees, the Core Doctoral Faculty, and representatives from its affiliated institutions. These consortial bodies are under the general supervision of the GTU Board of Trustees. Unless otherwise specified in the Common Agreement, the GTU Board of Trustees may delegate authority in specific areas of its responsibility to one or more of these consortial bodies, to the GTU President, or to senior staff.

Primary Responsibility of the Council of Presidents

The Council of Presidents has primary responsibility for those matters not otherwise specifically allocated to the primary responsibility of the GTU Board of Trustees or to the joint responsibilities of the GTU Board of Trustees and Council of Presidents.

In exercising its shared, primary, or secondary responsibilities, the Council of Presidents often works through other consortial bodies such as: the Council of Deans, the Consortial Faculty, and less formal groupings of officers of the member schools and, in consultation with the GTU president, of the GTU administration in areas such as business, development, student services, etc.⁷ These consortial bodies or groupings are under the

⁷ The Council of Deans is composed of the Academic Deans of the member schools and the GTU Dean. The Consortial Faculty includes member school faculty, GTU rostered faculty, and program unit faculty.

general supervision of the Council of Presidents. Unless otherwise specified in the Common Agreement, the Council of Presidents may delegate authority in specific areas of its responsibility to one or more of these consortial bodies. In some matters of greater moment, as below, the member school Boards of Trustees retain authority.

Shared Responsibility

The GTU Board of Trustees and the Boards of the member schools have shared responsibility for the following matters:

- Amending this Common Agreement. For the procedures for amending this Common Agreement, see Part IX: Ratification, Amendment and Additional Agreements;
- Adding or removing new member schools or affiliates. For those procedures, see Part VIII, Membership;
- Oversight of additional agreements, dealing with more specific and changeable matters, which may be developed in keeping with the principles of this fundamental Common Agreement. For procedures by which additional agreements can be developed and approved, see Part IX: Ratification, Amendment, and Additional Agreements.

IV. STRATEGIC PLANNING

Strategic planning for the consortium is a function jointly of the Council of Presidents and the GTU Board of Trustees. The GTU President, the Chair of the GTU Board, the Convener of the Council of Presidents, the GTU Dean, and the Convener of the Council of Deans shall serve as the Strategic Planning Steering Committee. Together, these five individuals determine the planning needs of the consortium, establish the agenda for the Strategic Planning Steering Committee, and in consultation with the Council of Presidents and the GTU Board of Trustees, appoint such additional persons as are needed from time to time for specific planning efforts.⁸

V. ADMINISTRATION OF THE GRADUATE THEOLOGICAL UNION

Executive Officers

The administration of the GTU is carried out by the GTU President and by an executive staff that reports to the President. This administration works closely with the various

⁸ The Strategic Planning Steering Committee and the process described above supersede the Consortial Council, the Planning Council, and the Consortial Planning Committee and their respective subcommittees.

GTU consultative bodies organized under both the GTU Board and the Council of Presidents to achieve the common enterprise functions of the consortium in a manner consistent with achieving the common commitments of the consortium.

The GTU executive officers consist of an academic Dean and such other executive officers as the GTU Board shall authorize.⁹ All executive officers report directly to the GTU President.

GTU President

The President of the Graduate Theological Union provides visionary, executive, and programmatic leadership to carry out the covenantal purposes and common commitments of the consortium. The President oversees the development and maintenance of the common graduate academic programs and the common library. S/he monitors existing relationships with affiliated centers and program units and with the University of California at Berkeley, and is responsible for exploring proposals for new affiliations. The President initiates proposals for the development of other programs and consortial services to advance the fundamental purposes of the consortium. The President leads the consortium in nourishing ecumenical and interfaith encounter and dialogue within and beyond the consortium. The President challenges the consortium to share educational resources in an ecumenical and interfaith environment.

The President is the chief executive officer of those matters for which the GTU Board of Trustees is primarily responsible (i.e., the common graduate academic programs, the common library, and relationships with affiliated centers and the University of California at Berkeley) and as such reports to the GTU Board. The President is also the chief executive officer of those tasks entrusted to the GTU administration by the Council of Presidents and accepted by the President on behalf of the GTU administration. The President is accountable to the Council of Presidents for the performance of the tasks accepted.¹⁰

The GTU President is appointed by the GTU Board with the concurrence of the Council of Presidents, and may be removed by the GTU Board with the concurrence of the Council of Presidents. The President is a member of the Council of Presidents and of the GTU Board.

GTU Dean

The Dean is the chief academic officer of the common educational program of the GTU. With the concurrence of the Core Doctoral Faculty and after consultation with the Council

⁹ Currently these also include executive officers for the library, financial affairs, and institutional advancement.

¹⁰ Examples of such matters include the Lilly technology program and common financial aid services.

of Deans and the Council of Presidents, the President appoints the Dean with the approval of the Board of Trustees. The Dean administers the graduate programs (Ph.D., Th.D., and Common M.A.) of the Graduate Theological union and oversees and promotes joint degree programs with the University of California at Berkeley. S/he presides over the Core Doctoral Faculty and Doctoral Council. The Dean promotes consortial academic planning and cooperation in service of the highest academic values, respect for religious traditions, and commitment to cultural diversity. The Dean works closely with the academic deans of the member schools to initiate common policies and to strengthen and enrich educational programs across the consortium. S/he administers consortial academic services. In the Council of Deans, s/he facilitates coordination of the academic and professional theological programs of the member schools. The Dean promotes the integration of the affiliates, centers, and program units within the GTU.

Other Administrative Personnel

All executive officers are appointed by the GTU President after consultation with the GTU Board and the Council of Presidents, and may be removed by the President after similar consultation. All other administrative personnel of the GTU are hired by and may be removed by the GTU President. They report to the GTU executive officer responsible for their area of work.

VI. ACADEMIC COOPERATION

Faculty Resources

As a part of their contribution to the consortium, the member schools agree to make available their respective faculty members for maintaining the GTU common graduate programs through course offerings, mentoring of students, membership on comprehensive exam and dissertations committees, and membership in the Core Doctoral Faculty and its committees.¹¹ The member schools also agree to honor any consortial protocols for faculty recruitment, employment, development, and deployment that the member schools and the GTU Board may require.¹²

¹¹ The amount of time and responsibilities which member school faculty are allotted as Core Doctoral Faculty is governed by consortial agreement; currently there is agreement that member school faculty on the Core Doctoral Faculty are to devote one-fourth of their time to their consortial responsibilities.

¹² See document, *Faculty Resources and Their Development* (1999).

Core Doctoral Faculty

The Core Doctoral Faculty are members of the Consortial Faculty appointed by the GTU Board of Trustees upon the recommendation of the GTU Dean and with the concurrence of their own member school Dean.¹³

Rostered Faculty

GTU Rostered Faculty are faculty members holding appointments with the consortium as a whole, and not as faculty of any member school. GTU Rostered Faculty are also eligible for appointment to the Core Doctoral Faculty. They are appointed with tenure or on tenure track by the GTU President upon the recommendation of the GTU Dean, after consultation with the Council of Presidents, and with the concurrence of the GTU Board. All promotions or grants of tenure for GTU Rostered Faculty require the prior approval of the GTU Board.

Adjunct and Visiting Faculty

GTU Adjunct Faculty or Visiting Faculty are appointed for a limited term or purpose. For a specific course or courses of a period of one year or less, such faculty are appointed by the GTU President upon recommendation of the GTU Dean. If an appointment is to last longer than one year, it is made by the GTU President, upon recommendation of the GTU Dean, after consultation with the Council of Presidents and the concurrence of the GTU Board.

Degree Programs

The Graduate Theological Union offers a variety of common graduate academic programs in theological and religious studies, leading to the Ph.D., Th.D., and M.A. degrees. The Graduate Theological Union also offers joint graduate doctoral degree programs with the University of California at Berkeley.¹⁴ The member schools offer academic and professional degrees such as the master of divinity (M.Div.), master of theological studies (M.T.S.), and doctor of ministry (D.Min.) programs.

The academic policies and standards for the graduate doctoral degree programs are established by the Core Doctoral Faculty and approved by the GTU Board. The GTU Dean, in consultation with the Core Doctoral Faculty and with the Council of Deans, is responsible for developing, implementing, and coordinating these doctoral degree programs. Together the Core Doctoral Faculty, the GTU Dean, and the Council of Deans constitute the means of shared faculty governance of the doctoral programs of the Graduate Theological Union.

¹³ Consortial faculty hiring protocols specify the ways in which such consultation about hiring is carried out.

¹⁴ Currently these include Ph.D. programs in Jewish Studies and in Near Eastern Religions.

The GTU Dean and the Council of Deans bear equal responsibility for developing, implementing, and coordinating the common M.A. program. The Council of Deans, in active consultation with the GTU Dean, is responsible for coordinating M.Div. and other degree programs of the member schools. The GTU Board of Trustees, upon recommendation of the GTU President and the GTU Dean, confers the Graduate Theological Union graduate academic degrees.¹⁵

Common Registration

The member schools commit themselves to honoring, without additional charge, the cross-registration of member institution students in courses offered by the member schools. The GTU President is charged with the administration of the cross-registration function. The GTU President is responsible to the Council of Presidents for ensuring efficient and timely administration of cross-registration for member institution students.

Academic Cooperation Between Member Schools.

The Consortial bodies headed by the Council of Presidents have primary responsibility for coordinating academic cooperation between any two or more member schools,¹⁶ and less than all nine of the schools. The Council of Presidents will regularly inform the GTU Board about academic cooperation between member schools.

Relationships with the University of California, Berkeley

The consortium, through the *common enterprise*, has established and continues to maintain a number of cooperative relationships with the University of California, Berkeley.¹⁷ The GTU President and the GTU Dean, in consultation with the relevant Consortial bodies, are responsible for managing and enhancing these cooperative relationships.

Flora Lamson Hewlett Library

The Flora Lamson Hewlett Library, the common library of the consortium, symbolizes the collaborative enterprise of the consortium. It exists as a central, historic embodiment of the consortium's will to affect its mission of educational excellence. The Library's mission is to develop and maintain resources of superior quality for teaching, learning, and research in the disciplines of religion and theology for both professional and academic degree programs.

¹⁵ The Common M.A. must also be approved by member schools.

¹⁶ Current examples include a cooperative D.Min. program, and joint programs among the Catholic schools of the consortium.

¹⁷ Currently these include joint doctoral programs, reciprocal library borrowing privileges, mutual collection development, and UC faculty participation on Graduate Theological Union doctoral comprehensives and dissertation committees.

The Flora Lamson Hewlett Library, its physical plant and the general library collections, are the property of the GTU. The GTU Board is primarily responsible for all aspects of the library's operations, and for ensuring that the Library serves the educational needs of the member schools, the affiliates, and the mission and programs of the consortium. A portion of the annual library budget is funded through allocations from the member schools and affiliates.

The GTU Trustee Library Committee serves the Board and the consortium in establishing goals and policies for the Library. In order to ensure adequate consultation with and representation from interested stakeholders in the consortium, the Committee may be as large as the Board deems necessary. In addition, to accommodate broad representation when needed, the Committee may establish appropriate subcommittees.

The GTU Librarian is responsible for administering the library goals and policies. In cooperation with the GTU Dean and the Council of Deans, the Librarian establishes effective means of communication between the library and the constituent schools, affiliates and program units. With these constituents, the Librarian facilitates discussion about both the design of quality academic programs and the matter of securing educational and technological resources necessary for their maintenance. The Librarian serves as the public spokesperson for the library. S/he provides leadership in building on and extending the patterns of cooperation with the University of California, Berkeley, and others, and promotes special library funding and public relations endeavors.

The Librarian's administration is supervised by the GTU President. The Librarian consults as necessary with the GTU Dean on curricular and academic concerns.

VII. FINANCE

Member School Assessment and GTU Budget

The overall budget of the *common enterprise* is the responsibility of the GTU Board. The member schools participate in the formulation of that budget through representation on the GTU Board and GTU Board committees. Once the budget has been proposed, the GTU President recommends to the Council of Presidents an overall assessment package for the member schools. The assessment package includes the library assessment, the general budgetary support assessment and other specific assessments agreed at various times by the Council of Presidents. The Council of Presidents reviews the assessment package in the context of the overall budget, and approves the assessment package by a three-quarters majority. The GTU Board then approves the entire budget.

The library assessment is shared among the member schools in accordance with an allocation formula. This formula is revised from time to time and, after consultation with any affected affiliate, must be approved by the Council of Presidents and the GTU Board.

VIII. MEMBERSHIP

Admission of New Member Schools or Affiliates or of those seeking Library Privileges

Each institution seeking member school or affiliate status, or seeking library privileges, must demonstrate the following criteria in its application:

- a. That it is an institution established for purposes congenial with and complementary to the perduring mission of the GTU;
- b. If a degree granting institution, that the purpose and reasons for its application include detailed information regarding its academic offerings, degree programs, and accreditation;
- d. That it has the financial resources sufficient to satisfy the financial responsibilities of consortial membership;
- e. If seeking member school status, that it is an incorporated, non-profit entity accredited by ATS, WASC, or an equivalent accreditation agency; and that it operates a graduate degree program with full-time faculty and students;
- f. If seeking member school status, that it agrees to make a payment to the Graduate Theological Union in an amount deemed appropriate in light of all circumstances of the application as prescribed by the GTU Board and approved by a majority vote of the Council of Presidents;
- g. If seeking member school status, that it acknowledges that acceptance as a member school is subject to a two-year trial period with a six-month termination notice by either the applicant or the consortium during the trial period.
- h. If accepted as a member school, that it becomes a signatory to this Common Agreement; if accepted as an affiliate, that it endorses the appropriate parts of this Common Agreement;

Any application for affiliate status or library use privileges must acknowledge that any approval of such application will be upon such contractual terms and conditions as required by the GTU Board in consultation with the Council of Presidents.

The GTU President is charged with the responsibility to facilitate and negotiate agreements with potential new member schools or affiliates and with those from other institutions seeking library privileges. Once the GTU President is satisfied that an application has become sufficiently complete, s/he will consult with the Council of Presidents.

For a proposed new member school, the Council of Presidents must approve, by a three-quarters majority, the application from a prospective new member school before its application is referred for consideration to the boards of the member schools and of the Graduate Theological Union. The application must then be approved by three-quarters of the boards whose Presidents are members of the Council of Presidents.

For a proposed new affiliate, the Directors of existing affiliated institutions must be consulted prior to the approval vote by the Council of Presidents and by the GTU Board. The Council of Presidents must approve the application for affiliation by a three-quarters vote. The GTU Board must then approve the application by a three-quarters majority.

For other institutions seeking library privileges or similar status, the GTU Board will approve the relationship after consultation with the Council of Presidents.

Withdrawal, Cessation, or Dissolution of a Member School

The commitment of member schools to these covenants and fundamental purposes, embodied in the consortium and reflected in this Common Agreement, is meant to be permanent. If unforeseen circumstances make it necessary for a member school to consider withdrawing from the consortium or closing, such withdrawal may only take place with two years advanced written notice to the boards of the member schools and of the Graduate Theological Union.

All member schools understand that any such withdrawal or closure shall not involve any return on the withdrawing or closing school's equity, nor return of any library books or other property whose title has been transferred to the Graduate Theological Union, nor any payment in lieu of past services or contributions by the withdrawing or closing school.

Accreditation Status of Member School

If the relevant accreditation agency places a member school on probation, its membership in the GTU shall become probationary. Reinstatement of accreditation would result in reinstatement of the school in the GTU. Revocation of accreditation makes a school ineligible for membership and is treated as a termination of membership.

Termination of Membership

For fundamental failure to fulfill the substantial terms of this covenant, a school's membership in the GTU may be terminated by the vote of three-quarters of those boards whose Presidents are members of the Council of Presidents.

Dissolution of the GTU

IX. RATIFICATION, AMENDMENT AND ADDITIONAL AGREEMENTS

This Common Agreement goes into effect upon ratification by the Boards of Trustees of all member schools and by the Board of Trustees of the Graduate Theological Union.

Interpretation of this Common Agreement and the adjudication of disputes about its interpretation shall be addressed in the first instance by the Council of Presidents. If discussion there does not settle the matter to the satisfaction of all of the Presidents, any member of the Council of Presidents may ask for a joint decision by the Council of Presidents and the Executive Committee of the GTU Board, in which case the issue of interpretation is to be finally settled by the mutual agreement of the majority of the Council of Presidents and the majority of the GTU Board Executive Committee.

Amendment of this Common Agreement shall be by concurrence of the GTU Board of Trustees and the Boards of Trustees of three-fourths majority of the member schools, after consultation with the directors of each of the affiliated institutions. In addition to this Common Agreement, but always in conformity with the principles of this Common Agreement, additional consortial agreements on specific issues¹⁸ will, from time to time, have to be developed or changed in the light of experience. To simplify the method of Consortial concurrence for such additional agreements as they are developed or amended, each President is responsible for informing the Board of his/her institution, and consulting or seeking their concurrence in whatever ways seem most suitable for each institution. When signed by the President of each Member School and of the GTU, after whatever Board consultation each institution deems appropriate for itself, these additional agreements will be binding on all members of the Consortium.

¹⁸ E.g., existing agreements covering the library and consortial faculty hiring, and agreements are yet to be worked out regarding doctoral faculty roles and responsibilities, etc. Any existing agreements, to remain valid, will have to be examined in the light of the principles of this Common Agreement, and amended if necessary to be consistent with it.

2019 COMMON AGREEMENT
(effective _____, 2019)

A. Statement of Purpose

The Graduate Theological Union a California nonprofit public benefit corporation (the “GTU”), is both a graduate school of theological and religious studies as well as a participant in a consortium of independent theological seminaries, (“member schools”) and affiliates, (collectively the “Consortium”). The GTU was formed to serve as an educational institution for graduate theological education for the benefit of the member schools.

As of the date of this Common Agreement, the current Consortium member schools are American Baptist Seminary of the West, Church Divinity School of the Pacific, Dominican School of Philosophy and Theology, Jesuit School of Theology of Santa Clara University, Pacific Lutheran Theological Seminary of California Lutheran University, Pacific School of Religion, San Francisco Theological Seminary, and Starr King School for the Ministry. Member schools are legally distinct and separately accredited, degree granting institutions with their own independent and self-perpetuating boards of trustees. As member schools of the Consortium, they have certain rights and responsibilities as described in this Common Agreement.

In addition, there are a number of affiliate institutions. Affiliate members are separately incorporated institutions that may or may not be accredited, degree granting or not, that share common purposes with the GTU and Consortium. Affiliate institutions have rights and responsibilities distinct from the member schools as described in The Policies for Affiliation and Affiliate Agreements. The current GTU affiliates are: Center for Swedenborgian Studies, Institute of Buddhist Studies, New College of Berkeley, Patriarch Athenagoras Orthodox Institute.

The purposes of the Consortium are to:

- nourish ecumenical and interreligious encounter and dialogue within and beyond the Consortium;
- share educational resources in an ecumenical and interreligious environment, preparing women and men for vocations of ministry, scholarship and leadership in religious and humanitarian communities.

In pursuit of these purposes, the member schools and the GTU collectively have created governance and administrative structures and made financial and other commitments to facilitate:

- the offering of graduate academic programs in theological and religious studies, leading to the Ph.D. and M.A. degrees from the GTU;
- the maintenance by the GTU of a common library, the Flora Lamson Hewlett Library, as a resource for all the professional and academic programs of the member schools and the GTU, its programs and affiliates;
- the development and maintenance of a system of cross-registration that enables students to seamlessly take courses throughout the consortium;
- the creation of relationships with affiliated centers of religious and theological studies and with the University of California at Berkeley via the GTU;
- the development of other programs and consortial services that advance the fundamental purposes stated in this Statement of Purpose.

The purposes of the GTU are to:

- grant such academic degrees, certificates and honors in theology or theologically-related fields as are customarily granted in universities and seminaries of learning, either in its own name only, or in conjunction with another such institution; and
- participate with theological seminaries, including the member schools and other affiliated institutions of higher learning and others in cooperative programs of study.

While the member schools maintain independence as individual schools and the GTU maintains its independence as a separate legal corporation formed to provide graduate education, the member schools and the GTU acknowledge that interdependence and collaboration have been an important component of the well-being of each school and of the GTU, as well as fundamental to their shared purposes and commitments as a consortium.

Accordingly, the member schools and the GTU hereby agree as provided below.

B. Organization and Governance

i. Organization

The Consortium consists of member schools, the GTU and a series of relationships with a number of affiliated centers and the University of California at Berkeley. In the Consortium, member schools and the GTU share their resources to support ministerial and theological education across the Consortium and the degree-granting programs of the GTU. Through this structure, a number of affiliated centers and the University of California at Berkeley also participate in the Consortium, adding richness and depth to the educational environment.

ii. Governance

The governance of the Consortium is the responsibility of the Consortial Council established herein, led by the President of the GTU and described more fully below.

The governance of the GTU is the sole responsibility of the GTU Board of Trustees (the “GTU Board”). The President of each member school or the Dean of a seminary within the member school, as designated by the President of the member school, shall be the sole representative of the member school on the GTU Board, serving as an *ex officio* member of the GTU Board.

The members of the GTU Board, including the *ex officio* members, have fiduciary duties to the GTU regardless of their other affiliations. In the event a conflict of interest arises, *ex officio* members will disclose them and take appropriate action if necessary.

The member schools are legally distinct institutions with their own independent and self-perpetuating boards of trustees, which boards are bound by their own bylaws, covenants and policies.

C. Financial and Operational Arrangements

Member schools provide financial support to the GTU for the operations of common graduate programs, cross registration and the operations of the Consortium including the operations of the Flora Lamson Hewlett Library (the “Library”), discussed more fully below. The Library is essential to the accreditation of each of the member schools as well as to the GTU. The member schools also contribute faculty to the graduate programs of the GTU as further set forth in Appendix A and allow for cross-registration of the students of the Consortium as well as the University of California at Berkeley.

Each member school and the GTU further agrees to continue to annually contribute to the GTU as specified in Exhibit B.

Each member school and the GTU further agree to continue to provide faculty to the Core Doctoral Faculty, as specified in Exhibit A.

Each member school and the GTU further agree to open their academic courses to all students officially enrolled in any member school or the GTU and honor, without additional charge, the cross-registration of member school students in courses, unless restricted by a faculty member for reasons related to curricular or denominational requirements or other special cases.

Nothing in this Agreement shall prevent the GTU and its Board of Trustees to consider and establish other structures, relationships, including partnerships, or purposes for the benefit of the GTU.

Nothing in this Common Agreement shall prevent the acceptance of additional member schools and affiliates as part of the Consortium provided they meet the criteria established herein.

D. Consortial Council

The Consortial Council shall consist of the President of each member school, or at the election of a member school, another executive representative from such member school, in lieu of its President. The President of the GTU shall also be a member and leader of the Consortial Council convening meetings on a regular basis.

The fundamental purposes of the Consortial Council are to:

1. maintain the Consortium through ongoing engagement among the member schools and the GTU;
2. review and recommend the financial budget for consortial operations (Exhibit B);
3. consider, and as appropriate approve, the addition of member schools or affiliates to the Consortium as outlined in detail in section G;
4. represent the Consortium to the community at large;
5. foster and nurture ecumenical and interreligious discussions and educational programs;
6. Share resources, develop best practices, keep current on the state of higher education and theological education, and generally support the well-being, sustainability, and excellence of each of the member schools and the GTU;
7. encourage the members of the boards of the member schools and the GTU to engage with each other from time to time in order to keep alive the ecumenical and interreligious spirit that has permeated and empowered the Consortium and the GTU from their inception and which witnesses to the collaborative spirit that binds them;
8. coordinate academic cooperation between any two-or-more member schools, and among all of the members of the Consortium.

Each member of the Consortial Council when voting on matters related to the Consortium shall have one vote. A majority of the Consortial Council shall constitute a quorum. Matters requiring a vote shall be decided by a simple majority unless otherwise stipulated in this Common Agreement. ☺

The Consortial Council may establish subcommittees and also join with others to explore strategic planning for the Consortium.

The Consortial Council shall also serve as an advisory body to other bodies such as the Council of Deans, the Core Doctoral Faculty, and less formal groupings of the officers or others such as the Chief Financial Officers and Registrars of the member schools as they seek to strengthen and improve the work of the Consortium.

E. Academic Cooperation

i. Faculty Resources

The hiring and granting of rank and tenure to faculty members is generally the province of the member school to which faculty members belong. The GTU graduate academic program is a cooperative academic program that relies upon the significant contributions of faculty from the member schools and therefore requires a statement of the following special conditions and agreements:

Member schools decide which members of their faculty are able to apply to teach in the GTU's doctoral program, to offer appropriate courses, mentor students, serve on comprehensive exam and dissertations committees, and participate in the Core Doctoral Faculty and its committees.

Member schools will continue to provide members of the GTU Core Doctoral Faculty as set forth in Exhibit A;

ii. Core Doctoral Faculty

The Core Doctoral Faculty includes Rostered Faculty, Member School Faculty and In-residence Faculty who have applied to be Core Doctoral Faculty members and have been appointed to the Core Doctoral Faculty by the GTU Board of Trustees upon the recommendation of the GTU Dean and, in the case of Member School Faculty and In-

of the Dean and President of the faculty member's own member school or affiliate.

GTU Rostered Faculty are faculty members employed by the GTU who are also eligible for appointment to the Core Doctoral Faculty. Member School Faculty are faculty members employed by the member schools and who are eligible for appointment to the Core Doctoral Faculty. In-residence Faculty are faculty of institutions affiliated with the GTU or the Consortium, other than the member schools, and who are eligible for appointment to the Core Doctoral Faculty.

iii. Degree Programs

The GTU offers a variety of common graduate academic programs in theological and religious studies, leading to the Ph.D. and M.A. degrees.

The member schools and affiliates offer academic and professional degrees such as the Master of Divinity (M.Div.), Master of Theological Studies (M.T.S.), Doctor of Ministry (D. Min.) degree programs, as well as ecclesiastical degrees. Nothing in this agreement precludes member schools or the GTU from offering other degrees.

The academic policies and standards for the graduate doctoral degree programs of the GTU are established by the Core Doctoral Faculty and approved by the GTU Board.

iv. GTU Dean

The GTU Dean is the chief academic officer of the educational program of the GTU. With the consultation of the Core Doctoral Faculty, and after consultation with the Council of Deans, the GTU President appoints the Dean following consultation with the GTU Board of Trustees. The Dean administers the graduate programs (Ph.D., M.A.) of the GTU. S/he presides over the Core Doctoral Faculty and Doctoral Council.

v. Relationships with the University of California, Berkeley

The GTU has established and continues to maintain a number of cooperative relationships with the University of California, Berkeley. The GTU President and the GTU Dean, are responsible for managing and enhancing these cooperative relationships.

F. Flora Lamson Hewlett Library

The Flora Lamson Hewlett Library, the common library of the Consortium, symbolizes the collaborative enterprise of the member schools and the GTU. It exists as a central, historic embodiment of the Consortium's will to affect its mission of educational excellence. The Library's mission is to develop and maintain resources of superior quality for teaching, learning, and research in the disciplines of religion and theology for both professional and academic degree programs.

Library Ownership

The GTU owns and holds in fee title the physical library facilities at 2400 Ridge Road, Berkeley, CA. Members of the Consortium may house branches of the Library in their separate facilities and retain their ownership of such physical facilities.

All collections of the Library, whether located at the main facility at 2400 Ridge Road or at other GTU branches, whether existing as of the date of this Common Agreement, or subsequently acquired, are owned by GTU, including those rare books donated to the Library by the member schools as reflected in their signed statements in 2006 (See Exhibit C)¹. An exception shall be library materials specifically designated as “rare books” other than those previously donated,

¹ Agreement on special collection & rare books between GTU and SFTS is still in the process of being finalized.

whose chief value is as display items, which may be loaned to the GTU without giving up ownership of such rare books.

Other Assets

All miscellaneous library assets, including but not limited to furniture and furnishings, computer and electronic equipment, supplies, library records, financial books and records, wherever located, whether existing as of the date of this agreement, or subsequently acquired, are owned solely and exclusively by the GTU.

Library Administration

The GTU shall have the general, managerial and administrative control over the operations of the Library and is responsible for ensuring that the Library serves the educational needs of the member schools, the GTU, the affiliates, and the mission and programs of the Consortium. The GTU shall operate and maintain a library facility that provides all usual library services and materials for all members of the Consortium and shall develop a doctoral-level research collection in the theological field, and shall interact, as appropriate with the staff of the library system of the University of California, Berkeley and with other appropriate libraries.

The GTU Board is responsible for all aspects of the library's operations, and for ensuring that the Library serves the educational needs of the members of the Consortium, including member schools, the GTU, the affiliates, and the mission and programs of the Consortium. The annual Library budget is funded through allocations from the members of the Consortium, including the GTU, as described in Exhibit B.

The GTU Library Committee is an advisory committee of the GTU Board and serves the GTU Board in recommending goals and policies for the Library pursuant to its Charter. The Committee is responsible to the GTU Board and works with the Director of Library Services in an advisory capacity.

The Director of Library Services is appointed by the President in consultation with the Consortial Council and is responsible for the day-to-day functioning of the Library and for administering the Library goals and policies. In cooperation with the GTU Dean and the Council of Deans, the Director of Library Services establishes effective means of communication between the Library and the member schools, affiliates and program units. With these constituents, the Director of Library Services facilitates discussion about both the design of quality academic programs and the matter of securing educational and technological resources necessary for their maintenance. The Director of Library Services serves as the public spokesperson for the Library, and manages the Library staff, who are employed by the GTU. S/he provides leadership in building on and extending the patterns of cooperation with the University of California, Berkeley, including use rights, and others, and promotes special library funding and public relations endeavors.

The Director of Library Services is supervised by the GTU President. The Director of Library Services consults as necessary with the GTU Dean on curricular and academic concerns.

The financial obligations and contributions of the members of the Consortium to and in support of the Library are established by a formula set forth in Exhibit B, which is incorporated into and is part of this agreement. Exhibit B may be revised from time to time in consultation with the Consortial Council and as approved by the GTU Board.

Other institutions who are not members of the Consortium may use the Library at a cost to such institutions, which may be established from time to time by the GTU.

In the case of any of the members of the Consortium who are delinquent in the payment of its assessed financial contribution to the Library for more than 90 days, the GTU, without limiting other remedies, shall have the right in its sole discretion, to withdraw borrowing privileges from faculty and students of the delinquent institution. A delinquency of 180 days will be considered notification of intention to withdraw from this Common Agreement, but in accordance with the requirements of this Common Agreement in Section H, the withdrawing member school or affiliate remains obligated to pay its proportional share of the budget for a two-year period.

Accreditation and Rights to Use the Library

The faculty, staff, students and official guests of the members of the Consortium, including the GTU, member schools and affiliates, and including branches at member schools, whether existing as of the date of this Common Agreement or subsequently acquired, shall have full use rights and library privileges to all branches of the Library. For purposes of accreditation of each of the members of the Consortium, the entire Library shall be considered the library of each of the member schools and affiliates.

The use rights and privileges of other institutions may be established from time to time by the GTU with the notification to the GTU Board and the Consortial Council. Library privileges shall be extended to students and faculty of the University of California at Berkeley and may be extended to students and faculty of other academic institutions under guidelines fixed by the GTU with the notification to the GTU Board and the Consortial Council.

Member or Affiliate Dissolution - Library Rights

In the event that a member school or affiliate of the Consortium should i) cease to function; ii) dissolve; iii) cease to be an accredited institution of higher learning in theology or religion; iv) cease to have a full-time faculty; v) lose its qualification as a tax exempt organization under 501(c) (3) and such qualification is not reinstated within 90 days; or vi) suffer suspension or loss of privileges under the Nonprofit Corporation Law of California or under the nonprofit law of the State by whose laws it is governed, and such suspension or loss is not cured within

90 days, then all rights and obligations of such member school or affiliate shall cease, except the continuing obligation of the member school or affiliate to complete payment of any unpaid portion of such member school's or affiliate's, financial contribution to the operating budget.

If the parent body or successor in interest of such former or dissolved entity desires to continue utilization and financial participation in the Library as a member school or affiliate, as the case may be, application shall be made by such successor to the GTU President, the Consortial Council, and the GTU Board, pursuant to Section G of this Common Agreement.

Inability to Operate the Library

In the event that the GTU Board determines that the GTU is unable to continue its general, managerial and administrative control over the operations of the Library, and subject to the requirements of any applicable court order, the GTU President shall promptly advise the Consortial Council who shall meet and determine whether a) under the circumstances it is feasible for the Consortium, as then constituted, to continue to operate the Library, or b) determine what other steps might service the educational needs of the member schools.

G. Admission of New Member School

Consortium. Each institution must demonstrate the following criteria in its application:

- That it is an institution established for purposes consistent with the mission of the Consortium.
- If a degree granting institution, that the purpose and reasons for its application include detailed information regarding its academic offerings, degree programs, current faculty and accreditation;

That it agrees to contribute its existing library resources to the Flora Lamson Hewlett Library, which resources shall become the property of the GTU,

- That it has the financial resources sufficient to support the annual obligations required of member schools;
- That it is an incorporated, non-profit entity accredited by ATS, WSCUC, or an equivalent accreditation agency; and that it operates a graduate degree program with full-time faculty and students.
- That it agrees to make a financial contribution to the GTU Library on terms to be specified in the application and approved by the GTU Board and Consortial Council, with the amount of such contribution to be determined in light of all circumstances including other contributions brought by the applicant to the GTU (such as faculty, programs, or other resources);

- That it acknowledges that acceptance as a member school is subject to a two-year trial period with a six-month termination notice by either the applicant or the GTU Board and Consortium during the trial period;
- If accepted, that it must become a signatory to this Common Agreement and be bound by its terms;

If accepted, that it will make all financial contributions to the GTU as required by this Common Agreement.

The President of the GTU is charged with the responsibility to facilitate and negotiate agreements with potential new member schools or affiliates. Once the GTU President is satisfied that an application has become sufficiently complete, s/he will bring the application, including any proposed financial contribution, to the Consortial Council for its consideration and approval. The vote of 3/4 of the members of the Consortial Council is required to approve an application, including all financial arrangements, from a proposed new member school or affiliate. The application must also be approved by the GTU Board.

Agreements with new affiliates will be based on the Policies for Affiliation and Affiliate Agreements with such modifications as may be appropriate in light of then current conditions.

H. Withdrawal, Termination, or Dissolution of a Member School

If circumstances make it necessary for a member school to consider withdrawing from the Consortium or closing, such withdrawal or closing may only take place with one-year advanced written notice to the GTU Board and the Consortial Council.

All member schools agree that any such withdrawal or closure does not exempt the school from payment of its obligations for the two-year notification period and that there will be no return of any library books or other resources or other property previously donated to the GTU that are GTU's property (See Section F).

I. Accreditation Status of Member School

If the relevant accreditation agency places a member school on probation, its status as a member school in the Consortium shall become probationary. Reinstatement of accreditation will result in reinstatement as a member school in the Consortium. Revocation of accreditation makes a school ineligible for membership in the Consortium and is treated as a Termination of membership in the Consortium.

J. Termination of Membership

For failure to fulfill the substantial terms of this Common Agreement, a school's status as a member school in the Consortium may be terminated by the vote of 2/3 of the boards of the member schools.

K. Revision of Common Agreement

The Common Agreement effective as of May 10, 2001 (the “2001 Common Agreement”) is revised and replaced in its entirety by this Common Agreement.

L. Dissolution of the GTU

In the event of dissolution of the GTU and without a successor institution, the assets remaining after outstanding debts have been satisfied are to be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax-exempt status under Section 501 (c) (3) of the Internal Revenue Code.

M. Rescission of 2001 Common Agreement and Other Prior Agreements

The 2001 Common Agreement is hereby rescinded effective on the date hereof of this Revised Common Agreement.

N. Ratification, Amendment and Additional Agreements

This Common Agreement goes into effect upon the approval of 2/3 of the Boards of the member schools and by the Board of Trustees of the GTU as evidenced by the signatures hereto of the Presidents of each of the member schools and the GTU.

Interpretation of this Common Agreement shall be governed by the laws of the State of California and the adjudication of disputes related to the Consortium shall be addressed in the first instance by the Consortial Council and if related to the GTU, by the President of the GTU. All matters claims or disputes between the parties not resolved through this process shall be finally settled through mediation through the Northern California offices of JAMS Mediation, Arbitration and ADR Services.

Amendment of this Common Agreement shall be by the concurrence of 3/4 of the members of the Consortial Council and approval by the GTU board.

EXHIBIT A

Core Doctoral Faculty Workload and Compensation

All Core Doctoral Faculty members are expected to contribute academic services to support the PhD program, including advising, teaching and committee work. The standard workload expected of CDF members depends upon whether the faculty member is affiliated with a member school (*Non-GTU CDF*) or is a GTU rostered faculty member (*GTU CDF*). Rostered GTU faculty on the CDF are expected to carry a proportionately higher workload to recognize (a) that the GTU retains all tuition collected for the PhD program and (b) that GTU rostered faculty have advising, teaching or service obligations only to the GTU, while CDF from member schools split their time .25 to the CDF and .75 to their home institutions.

A. Workload

Generally, *GTU CDF* will carry a load of two times the load of *Non-GTU CDF*. The standard load for each type of academic work is calculated for 1.0 FTE, but will be proportionately reduced for part time faculty or faculty administrators.

1. Advising:

Advising load is based on a point system earned as follows:

- AD (Doctoral Adviser during the coursework): .5
- CC (Comps Coordinator): 1.5
- CM (Comps Member): 1.0

- DM (Dissertation Member): 1.0

GTU CDF are expected to carry a normal advising load of at least 8 points.

Non-GTU CDF are expected to carry the normal advising load of approximately 4 points. If a faculty member's advising point total is between 5 and 10, then the GTU will compensate the faculty member's school [amount to be determined] per year. If the advising point total is above 10, then the GTU will compensate the school [amount to be determined] per year.

2. Teaching:

GTU CDF are expected to carry a normal teaching load of at least four doctoral level courses (5000 or above) every four years.

Non-GTU CDF are expected to offer two doctoral level courses (5000 or above) every four years. If a faculty teaches more than the normal load, the GTU will compensate the faculty's school [\$x,000] per course above the normal load.

3. Committee Assignments:

The GTU Dean will distribute committee assignments to assure that member schools are fairly represented on all committees on a regular basis. There are 35 committee positions:

Awards Committee: 2 members

Appointments and Review Committee: 2 members

Grievance Committee: 4 members

Doctoral Council: 2 members

Faculty Council: 8 members

Faculty Representative to GTU Board of Trustees: 1 member

Department Chairs: 4 members

Admission Committee: 12 members

Non-GTU CDF are expected to serve on not more than one committee every year.

B. Ratio of CDF GTU to CDF Non-GTU

The PhD program is a joint academic degree offered collaboratively by consortial members. However, the degree is awarded by the GTU institution, which collects and retains all tuition for doctoral students.

To assure that the responsibility for the doctoral program is equally shared among all schools, the GTU is expected to achieve a blended CDF faculty that consists of approximately 50% faculty rostered at the GTU and approximately 50% faculty rostered at the member schools. There will be a good faith effort to achieve this ratio by the 2024-25 academic year.

C. Responsibilities of GTU Dean

The GTU Dean will annually notify the consortial school President or Dean before asking or appointing a faculty member from that school to teach in the doctoral program.

The GTU Dean will provide regular reports on the CDF workload to the Council of Deans at the end of each fall and spring semester.

D. Triennial Review

This core doctoral faculty workload and compensation exhibit will be reviewed on a triennial basis and any proposed changes will require approval by the Consortial Council and the GTU Board.

EXHIBIT B

Cost Allocations

In order for GTU as consortium to carry out its mission, all member schools and affiliates contribute human and financial capital. Human capital is addressed in Exhibit A, which outlines the Core Doctoral Faculty. Financial capital support covers the direct costs of programs, events, acquisitions, equipment and departments; the costs associated with the physical space used for these activities including maintenance, ongoing repairs, and improvements to maintain a modern and appealing environment; the costs to ensure staff are current in their fields and have training to manage and maintain the various support systems and programs; and the proportionate indirect costs including senior management, IT, human resources, business office, security and other expenses. The method by which these costs are agreed upon and allocated to the member schools and GTU is outlined below.

Annual Budget Approval

1. Triennial Budget Review

Every three years the Consortial Council will review the consortial budget as well as the fee structure and recommend any changes to the budget for the next three-year cycle. Cost will be broken down by area i.e. library, digital learning and course management, registrar, programming and administration, etc.) and type (personnel, operations). A list of included personnel and their titles will be provided.

2. Allocation Method

Costs will be allocated to member schools and GTU through two methods:

a. *Fixed fee*

Each member school and the GTU will contribute a fixed base amount. The fixed fee will be agreed upon by the Consortial Council and recommended to the GTU board for a three-year period. The initial fixed fee will be \$25,000 for member schools and \$12,500 for affiliates. The fixed fee will change subject to the triennial review by the Consortial Council.

b. *Variable fee*

After fixed fees have been assessed, the remaining costs will be divided by the total 4-year rolling average of credit hours enrolled across the consortium, including the GTU school, to

create a per-credit variable rate. The per-credit variable rate will be applied to each school's 4-year rolling average of credit hours to produce a variable fee for each school and the GTU.

When combined with the fixed fee, this will produce each school's total allocation for a given year. Each school, including the GTU school, will be responsible for reporting its credit hours to the GTU finance staff each year, and the GTU finance staff will calculate the averages and create the schedule of fee allocations.

3. Affiliate Members

Affiliate members' allocations will be calculated as follows:

- a. Institutions primarily contributing faculty resources with few or no students would pay the variable calculation if they have a student who cross-registers but would pay no fixed contribution.
- b. Institutions with 10 or more students cross-registering become a part of the financial contributions allocation, paying 50% of the then agreed upon fixed contribution and the variable calculation based on credit hours.

EXHIBIT C

AMERICAN BAPTIST SEMINARY OF THE WEST

Please indicate ownership of the American Baptist Seminary of the West rare books that are currently housed as part of the Common Library collection in the Flora Lamson Hewlett Library:

 American Baptist Seminary of the West hereby affirms that the Graduate Theological Union owns the rare books placed in the Common Library and now housed at the Graduate Theological Union's Flora Lamson Hewlett Library.

or

 X American Baptist Seminary of the West retains ownership of the rare books that were placed in the Common Library and are now housed at the Graduate Theological Union's Flora Lamson Hewlett Library.

Kent A. Russell
Signature

4/12/07
Date

Kent A. Russell
Printed Name

President
Title

Return completed form to Robert Benedetto, GTU Library Director, in the stamped self-addressed envelope provided.



Church Divinity School
of the Pacific

The Episcopal Seminary of the West

GTU

APR 20 2006

PRESIDENT'S OFFICE

April 13, 2006

TO: James Donahue

FROM: John Kater

RE: Rare books

This is to let you know that the CDSP Archivist has advised me that there are ~~two~~
~~categories of rare books~~ donated to the GTU Library by CDSP: those transferred from
CDSP to the GTU at the time it was established, and those that have been added to the
Library collection after that time.

In the case of rare books given by CDSP to the GTU, there are no documents showing
legal retention of any items. Books given to the GTU after its establishment have
received a letter of ownership from the library. The Archivist reports that there is no
evidence of any kind to indicate any intention on CDSP's part to retain possession of any
of these materials, nor is anything from CDSP on deposit in the library. You can
therefore assume that all rare books originating from CDSP are now the possession of the
GTU.

Enclosure

3/15/07

PRESIDENT



Phyllis Anderson
tu

May 10, 2006
Date

Resident
Title

PACIFIC SCHOOL OF RELIGION

Please indicate ownership of the Pacific School of Religion rare books that are currently housed as part of the Common Library collection in the Flora Lamson Hewlett Library:

☒ Pacific School of Religion hereby affirms that the Graduate Theological Union owns the rare books placed in the Common Library and now housed at the Graduate Theological Union's Flora Lamson Hewlett Library.*

or

☐ Pacific School of Religion retains ownership of the rare books that were placed in the Common Library and are now housed at the Graduate Theological Union's Flora Lamson Hewlett Library.

William McKinney
Signature

5-26-06
Date

William McKinney
Printed Name

President
Title

Return completed form to Bonnie Hardwick, GTU Library Director, in the stamped, self-addressed envelope provided.

*
With the understanding that PSR will have the opportunity to reclaim ownership of individual volumes before they are sold or removed from the permanent collection.

STARR KING SCHOOL FOR THE MINISTRY

Please indicate ownership of the Starr King School for the Ministry rare books that are currently housed as part of the Common Library collection in the Flora Lamson Hewlett Library:

X Starr King School for the Ministry hereby affirms that the Graduate Theological Union owns the rare books placed in the Common Library and now housed at the Graduate Theological Union's Flora Lamson Hewlett Library.

or

____ Starr King School for the Ministry retains ownership of the rare books that were placed in the Common Library and are now housed at the Graduate Theological Union's Flora Lamson Hewlett Library.

*Note: SKSM retains ownership of the E. A. Miller
Wilbur Pace Book Collection housed at Starr King.*

Rebecca Parker
Signature

May 4, 2006
Date

Rebecca Parker
Printed Name

Title

Return completed form to Bonnie Hardwick, GTU Library Director, in the stamped, self-addressed envelope provided.

5 year projections through 2025

		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Revenue							
Tuition		1,356,831	1,371,000	1,385,310	1,399,763	1,414,360	1,414,360
Contributions		812,584	1,022,584	1,225,084	1,478,209	1,794,615	1,794,615
Gross Revenue		\$ 2,169,415	\$ 2,393,583	\$ 2,610,393	\$ 2,877,972	\$ 3,208,975	\$ 3,208,975
Expenses							
Departments							
Academic and Student Support		\$ 289,368	\$ 292,087	\$ 298,104	\$ 304,246	\$ 310,146	\$ 316,161
Advancement / Development		314,974	317,013	324,464	332,096	337,561	343,122
Board		12,000	12,000	12,360	12,731	12,858	12,987
Business Office		250,392	252,192	257,940	263,824	268,353	272,966
Communications		18,600	18,600	19,158	19,733	19,930	20,129
Institution'		561,810	561,810	578,664	596,024	601,984	608,004
Instruction		698,210	704,748	719,287	734,131	748,342	762,833
Emerging Programs (formerly Student Financial Assistance)		51,014	51,518	52,554	53,611	54,677	55,764
Operations & Maintenance		80,544	81,249	82,974	84,737	86,325	87,945
President		420,795	423,483	433,473	443,708	450,970	458,360
Recruitment' /Registrar		237,009	238,815	244,156	249,620	254,014	258,490
Work Study (formerly Registrar/Student Services)		9,868	9,868	9,868	9,868	9,868	9,868
Total Expenses		\$ 2,944,585	\$ 2,963,385	\$ 3,033,003	\$ 3,104,329	\$ 3,155,029	\$ 3,206,631
Net Surplus (deficit)		\$ (775,170)	\$ (569,802)	\$ (422,609)	\$ (226,357)	\$ 53,947	\$ 2,345
Natural Expense Categories							
Salary		\$ 1,577,445	\$ 1,593,128	\$ 1,624,807	\$ 1,657,120	\$ 1,690,079	\$ 1,723,697
Benefits		233,518	235,853	240,570	245,381	250,289	255,295
Payroll Taxes		78,912	79,695	81,274	82,886	84,530	86,206
Total Salaries		1,889,875	1,908,675	1,946,651	1,985,387	2,024,897	2,065,198
Non-Salary Expenses							
Direct Expenses		-	-	-	-	-	-
Facility Overhead		139,500	139,500	143,685	147,996	149,476	150,970
Professional & Support Services		152,600	152,600	157,178	161,893	163,512	165,147
Equipment Leases		7,000	7,000	7,210	7,426	7,501	7,576
Conferences & Conventions							
General Assembly		50,400	50,400	51,912	53,469	54,004	54,544
Commencement		15,000	15,000	15,450	15,914	16,073	16,233
SYMPOSIUM		16,400	16,400	16,892	17,399	17,573	17,748
Conferences & Conventions		32,200	32,200	33,166	34,161	34,503	34,848
Total Conferences & Conventions		114,000	114,000	117,420	120,943	122,152	123,374
Computer Expenses		126,100	126,100	129,883	133,779	135,117	136,468
Office Expenses		108,000	108,000	111,240	114,577	115,723	116,880
GTU & Student Support							
GTU Fees (primarily Library)		254,010	254,010	261,630	269,479	272,174	274,896
Student Support		20,500	20,500	21,115	21,748	21,966	22,186
Total Student Support & GTU		274,510	274,510	282,745	291,228	294,140	297,081
Telephone & Utilities		23,500	23,500	24,205	24,931	25,180	25,432
Travel		109,500	109,500	112,785	116,169	117,330	118,504
Total Expenses		\$ 2,944,585	\$ 2,963,385	\$ 3,033,003	\$ 3,104,329	\$ 3,155,029	\$ 3,206,631

BUDGET AND FIVE-YEAR PLAN

Our school's five year plan toward financial sustainability rests on several pillars not immediately apparent in a review of the numbers. The biggest change has been what we have learned from hard-won experience. In taking intermediate steps when bold moves were called for, school leadership ultimately realized that only a complete rethinking of our structures and educational model would deliver the success and stability we know to be possible.

This clarity for the sake of mission grew stronger in each successive year of Rev. McNatt's presidency. The deterioration of the GTU's shared service model meant that more and more financial, administrative, and student information had to be brought in house. In turn, this led to increased levels of professionalism and skill in several departments at the school. Despite high levels of turnover at SKSM (directly related to the high cost of housing in the East Bay) each new employee brought a greater level of expertise to our work, as well as an increased commitment to our counter-oppressive, multireligious values.

We also are the beneficiaries of a shift within Unitarian Universalism itself, a shift that finally brought our religious movement into alignment with the Starr King's decades-long commitment to dismantle white supremacy culture. What once made the school an outlier now made us a forward-thinking theological resource. This, in turn, energized constituencies that we once thought were lost to us after the Great Recession – not only growth in the number of students, but growth in the number of contributions as well. At the height of our fundraising in 2008, Starr King raised \$1.2 million in contributions. When Rev. McNatt arrived, that number had dropped to \$270,000 in FY 2014. Thanks to the hiring of an advancement professional, combined with a reinvigorated advancement committee with broad expertise in fundraising, we have nearly doubled that amount. Most importantly we have reengaged with donors whose finances have improved since the Recession and continue to attract a new generation of donors committed to an anti-racist, multireligious future.

Perhaps nowhere has there been a greater additive to the success of Starr King and its mission than in its invigorated and enthusiastic board members. Each member currently serving has a rock-solid commitment to Unitarian Universalism, to countering oppressions of all kinds, and to a multireligious future. From peopling the working groups that continue to examine what will be necessary in this next chapter of the school's life, to being Starr King's advocates and champions throughout the movement and beyond, this growing board configuration has helped to give all of us new energies.

With all these factors in mind, our President, CFO, board finance committee, and others, worked to construct a five year plan that would build on the achievements of the previous year. In FY 2020 for example, advancement committee members have begun their search for the appropriate individual or firm that can help with a feasibility study for a capital campaign that will need to begin within two years. Only with a capital campaign focused on the decisions we will make this year can we “get over the hump,” and take the next leap in fundraising that will allow us to achieve the contribution goals that we have set in subsequent years.

Yet all our challenges are not driven by financial issues. For example, the rethinking of our relationship to the GTU library is necessary in order to meet the urgent needs of 60 percent of our student body who are distance learners. A digital theological library, one with resources accessible from any student’s home, is a critical tool for our students’ success. Thus our desires for differing kinds and qualities of partnership – some with financial gain, others with differing rewards. We see the opportunity of working with another like-minded, justice-seeking institution as a profound gift that we hope would strengthen both entities.

For now, however, we have planned the work and intend to execute the plan. We enter this space of uncertainty, however, with a great deal of faith – in ourselves, in our mission, and in The One who calls us to this work.



BASIC FINANCIAL VOCABULARY FOR SEMINARY BOARD MEMBERS

501(c)(3): the section of the Internal Revenue Service code that establishes the requirements for tax-exempt status for charitable organizations. This term is often used to refer to an organization which has tax-exempt status.

Accrual basis accounting: a method of accounting which records transactions when they occur. Using this method, a pledge of a gift is a transaction recorded when the pledge is made, rather than when the gift is received. A bill is a transaction for payment and is recorded when the bill is received, not paid. Thus, accrual accounting provides a window into some future cash receipts or payments. This future-looking method can require the transaction to be cancelled at a later date such as when a pledge is no longer expected to be received. Pledges over a many-year period are recorded at less than full value under accrual accounting.

Assets: resources, including cash and property, owned by the school.

Asset allocation: the distribution of the institution's investments across various categories of investments such as equities, bonds, treasury securities, and real estate. The asset allocation is the primary determinant of the likely risks and return on investment from an investment program.

Audited statements: the end-of-year financial statements of an organization that have been reviewed by an annual audit.

Auxiliary income: gross revenues generated by seminary-owned apartments, dormitories, food service operations, bookstores, and summer programs (e.g. conferences and camps). This income is shown before any costs attributable to the auxiliary revenues.

Balancing the budget: adjusting the seminary budget so that total revenues equal total expenditures. If the school has reserves, the adjustments can include adding to or subtracting from reserves. Revenues are difficult to adjust in the middle of a fiscal year so that most mid-year budget balancing efforts are focused on expenditure changes and reserves. When a proposed budget is being reviewed, balancing can include revenue changes such as fee increases or decreases, new fundraising efforts, and grant proposals.

Board designated reserves: monies that are set aside for special purposes by board resolution. The resolution can include rules or procedures for adding to or subtracting from the reserves. These rules and procedures can be changed by the board so the financial statements of the theological school record these reserves as unrestricted. Reserves are distinguished from endowments by the school's ability to utilize the entire value of the reserve while it can use only limited portions of an endowment.

Cash balances: investments of a seminary which are readily available at their full value. Investments that can be sold at full value within one to three months are viewed as part of cash balances. Bank accounts are considered cash if they can be liquidated without significant penalty in one to three months. A one-year certificate of deposit, for example, would not generally be considered part of cash balances.

Cash flow: the pattern of cash receipts and expenditures during the fiscal year. Cash flow is the underpinning for having sufficient cash available to meet scheduled expenses, of which payroll and tax obligations are most significant. Positive cash flow refers to periods in which more cash is received than disbursed; negative cash flow refers to periods in which more cash goes out than comes in, reducing cash balances.

Endowment: an investment account of a theological school that is intended to last in perpetuity and which allows only the total investment return to be utilized by the institution. Often the amount and timing of the use of the total return is specified by the original donor or by board resolution.

Endowment draw (see also target rate of return): the amount of total investment return of an endowment that is utilized by the seminary in a particular year. The draw may be specified by the original donor or by board resolution. The typical draw is three to five percent of the three-year moving average of the endowment's market value. This is also called endowment payout.

Financial reports (contrast with financial statements): a set of reports that are prepared for the use of board and/or staff to represent the financial activities and condition of the school. The most effective financial reports consist of a narrative about progress on the seminary's primary goals and objectives for the year with an accompanying table or two of data on that progress.

Financial statements (contrast with financial reports): financial tables that follow the specific definitions and formats required under generally accepted accounting principles (GAAP). Financial statements can be prepared only by certified public accountants (CPAs).

Forecasting: a plan that assigns specific levels of revenues and expenses to future years. The most important characteristic of a good forecast is that the plan is based on a series of events and activities that are compatible and mutually consistent with each other. It is less important that the level of revenue or expense in any year be an accurate prediction of what revenue or expense actually turns out to be. The board should use a forecast to ascertain if its plans are mutually consistent with each other and whether the plans result in a series of outcomes that are consistent with the mission and priorities of the institution.

Fund accounting: a concept particular to nonprofit organizations (including theological schools) and government entities. Financial records must be maintained for each program that receives contributions designated for the specific program. These are called "funds."

Investment risk: the risk that the value of an investment may decline. The cash balances of a theological school generally have no investment risk, while endowment funds can have considerable investment risk. Investment risk is related to the return on investment a seminary desires and to the asset allocation of the investment portfolio.

IRS Form 990: a mandatory annual filing for any tax-exempt organization except churches and those with less than \$25,000 of annual revenues. The form reports on achievement of the organization's mission, allocation of expenditures to each aspect of mission, gifts from major donors, as well as payments to staff, board members, and major vendors and consultants. Widely available on the internet (www.guidestar.org), the Form 990 is increasingly becoming a primary document used by grantors to evaluate the effectiveness and relevance of a nonprofit organization.

Liability: debts or obligations owed by the school.

Net assets: represents the net amount of resources available for carrying out the objectives of the school. $\text{Total Assets} - \text{Total Liabilities} = \text{Net Assets}$

Net tuition: tuition revenues minus financial aid. Financial aid is deducted from tuition revenues whether the financial aid is funded by donations or endowment distributions or represents a discount.

Nonprofit: an organization that is tax-exempt (see 501(c)(3)). Nonprofits are distinguished from for-profits by how they spend their profits, not by whether they earn profits.

Permanently restricted: a class of gifts in which the donor has set unchangeable rules that limit the seminary's ability to utilize the gifts. Restrictions generally specify the purpose for which monies can be spent as well as the amount of money that can be spent in any particular year. Permanently restricted gifts add to the wealth of a school but they generally are not available for budget balancing purposes.

Restricted: a term that describes a reserve or endowment that is subject to rules concerning the purpose for which monies can be used or the amount and timing of use of those monies. Restrictions can be unchangeable by the mandate of the donor or they can be changeable at the discretion of the board.

Target rate of return: in endowment and portfolio investment management, the desired return on investment. The target rate of return is closely related to the asset allocation and investment risk that the board has chosen. The endowment draw is usually closely related to the target rate of return that is chosen for the endowment.

Temporarily restricted: a term that refers to monies that are expected to be available for spending in the current year. Temporarily restricted monies usually are tied to specific expenses such that when the expense occurs the monies are immediately made available to pay the expense. For example, grant monies can be temporarily restricted when the money is already in hand but the school has not yet provided the service and incurred the expense the grant is funding.

Unrestricted: an asset that can be utilized for any purpose desired by leadership. At times the board may still choose to limit the staff's discretion on the use of some unrestricted monies, in which case the unrestricted monies are usually called board designated reserves. Unrestricted assets can be immediately available (unrestricted cash balances) or they can be limited as to the amount and time they are available (unrestricted endowment or board designated reserves).

Unrestricted cash balances: assets which are immediately available for any purpose. These assets are usually invested so that there is no investment risk and therefore a lower target rate of return.

**STARR KING
SCHOOL FOR THE MINISTRY**

**FINANCIAL STATEMENTS
AND
INDEPENDENT AUDITORS' REPORT**

**JUNE 30, 2018
(With Comparative Totals for 2017)**

**STARR KING
SCHOOL FOR THE MINISTRY**

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INDEPENDENT AUDITORS' REPORT

To The Board of Trustees
Starr King School for the Ministry
Berkeley, California

Report on the Financial Statements

We have audited the accompanying financial statements of Starr King School for the Ministry, which comprise the statement of financial position as of June 30, 2018 and the related statement of activities, statement of functional expenses and statement of cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on my audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Starr King School for the Ministry, as of June 30, 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matter

Summarized Comparative Information

We have previously audited Starr King School for the Ministry's June 30, 2017 financial statements and we expressed an unmodified audit opinion on those audited financial statements in our report dated November 20, 2017. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2018 is consistent, in all material respects, with the audited financial statements from which it has been derived.

KPM Accounting & Management Solutions

KPM Accounting & Management Solutions
February 17, 2019

STARR KING SCHOOL FOR THE MINISTRY
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2018
(With comparative totals for 2017)

ASSETS		2018	2017
Current assets:			
Cash and cash equivalents	\$	536,019	\$ 359,617
Student accounts receivable		235,444	134,018
Contributions receivable (Note 4)		126,574	83,444
Other receivable		4,000	3,984
Prepaid expenses and other assets		-	2,017
Total current assets		902,037	583,080
Long-term assets:			
Investments (Note 3)		6,896,153	7,491,687
Property and equipment - net (Note 6)		220,747	257,960
Total long-term assets		7,116,900	7,749,647
Total Assets	\$	8,018,937	\$ 8,332,727
LIABILITIES AND NET ASSETS			
Current liabilities:			
Accounts payable and accrued liabilities	\$	34,310	\$ 62,116
Employee accrued liabilities		70,106	67,409
Total current liabilities		104,416	129,525
Net assets:			
Unrestricted			
Current funds (deficit)		364,446	(41,734)
Board designated and donor restricted (deficit)		-	5,388
Plant funds		220,747	257,960
Total unrestricted		585,193	221,614
Temporarily restricted			
Current funds		-	707,501
Donor restricted		87,527	6,766
Plant funds		-	25,520
Total temporarily restricted		87,527	739,787
Permanently restricted endowment (Note 9)		7,241,801	7,241,801
Total Net Assets		7,914,521	8,203,202
Total Liabilities and Net Assets	\$	8,018,937	\$ 8,332,727

See accompanying notes to financial statements.

STARR KING SCHOOL FOR THE MINISTRY
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2018
(With summarized comparative totals for 2017)

	2018				2017
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total	Comparative Totals
Support and Revenues					
Tuition and fees	\$ 1,552,170	\$ -	\$ -	\$ 1,552,170	\$ 1,502,570
Less scholarships and grants	(158,157)	-	-	(158,157)	(170,474)
Net tuition and fees	1,394,013	-	-	1,394,013	1,332,096
Support from Unitarian Universalist Association	200,000	-	-	200,000	200,000
Government grant	-	-	-	-	18,194
Private gifts	699,802	-	-	699,802	417,106
Long-term investments income and gains allocated to operations	-	493,931	-	493,931	1,082,985
Other income	14,304	-	-	14,304	18,873
Income before reclassifications	2,308,119	493,931	-	2,802,050	3,069,254
Reclassification of Temporarily Restricted					
Net assets released from donor restrictions:	1,226,952	(1,226,952)	-	-	-
Total support and revenues	3,535,071	(733,021)	-	2,802,050	3,069,254
Operating Expenses:					
Program services:					
Instruction	1,201,606	-	-	1,201,606	869,722
Library	91,541	-	-	91,541	155,235
Academic support	194,879	-	-	194,879	139,598
Student services	429,632	-	-	429,632	337,906
Total program services	1,917,658	-	-	1,917,658	1,502,461
Advancement	259,206	-	-	259,206	183,677
Institutional support	144,431	-	-	144,431	150,902
General administration	850,197	-	-	850,197	627,334
Total Expenses	3,171,492	-	-	3,171,492	2,464,374
Change in net assets from operating activities	363,579	(733,021)	-	(369,442)	604,880
Non-operating activities:					
Long-term investment activities, net of long-term investment income and gains allocated for operations	-	80,761	-	80,761	(502,476)
Non-operating gifts and grants	-	-	-	-	2,024,846
Change in net assets from non-operating activities	-	80,761	-	80,761	1,522,370
Change in net assets	363,579	(652,260)	-	(288,681)	2,127,250
Net assets, beginning of year	221,614	739,787	7,241,801	8,203,202	6,075,952
Net assets, end of year	\$ 585,193	\$ 87,527	\$ 7,241,801	\$ 7,914,521	\$ 8,203,202

See accompanying notes to financial statements.

STARR KING SCHOOL FOR THE MINISTRY
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2018
(With summarized comparative totals for 2017)

	Program Services					Supporting Activities			2018 Total	2017 Total
	Instructional Services	Library	Academic Support	Student Services	Total Program Services	Advancement	Institutional Support	General and Administrative		
Salaries	\$ 789,139	\$ -	\$ 98,834	\$ 311,840	\$ 1,199,813	\$ 165,070	\$ -	\$ 312,409		1,107,602
Payroll taxes	45,395	-	8,496	15,378	69,269	7,946	-	17,127	94,342	86,993
Benefits	50,826	-	10,346	19,597	80,769	9,903	-	49,755	140,427	210,553
Employee expenses	885,360	-	117,676	346,815	1,349,851	182,919	-	379,291	1,912,061	1,405,148
GTU fees	-	91,541	7,975	25,036	124,552	-	57,398	15,315	197,265	334,521
Professional services	74,431	-	-	22,287	96,718	20,280	56,781	177,121	350,900	275,708
Bank & credit card charges	28,759	-	257	8,450	37,466	7,304	-	16,527	61,297	104,556
IT support & software	-	-	68,726	3,584	72,310	-	-	39,397	111,707	59,997
Student liability insurance	3,192	-	-	-	3,192	-	-	71,290	74,482	46,272
Travel	56,425	-	245	-	56,670	25,052	3,425	7,914	93,061	42,745
Honorariums	3,190	-	-	-	3,190	-	41	119	3,350	40,805
Chaplain expense	42,225	-	-	-	42,225	-	-	-	42,225	24,875
Food & entertainment	1,455	-	-	194	1,649	740	9	4,862	7,260	22,958
Depreciation	-	-	-	-	-	-	-	65,306	65,306	21,049
Campus event	4,025	-	-	1,070	5,095	-	2,420	1,519	9,034	17,150
Maintenance & repairs	9,469	-	-	16,740	26,209	6,898	3,739	29,166	66,012	14,354
Office supplies	2,235	-	-	2,307	4,542	1,066	-	2,724	8,332	11,563
Printing & photocopy	652	-	-	808	1,460	4,388	-	3,083	8,931	7,094
Employee conference	4,549	-	-	1,364	5,913	1,087	-	-	7,000	4,490
Legal & professional	35,463	-	-	-	35,463	-	-	3,706	39,169	4,439
Employee dues & memberships	1,165	-	-	67	1,232	707	-	1,285	3,224	3,663
Utilities	-	-	-	-	-	-	-	15,512	15,512	3,535
Security expense	-	-	-	-	-	-	-	400	400	3,182
Program expenses	45,596	-	-	-	45,596	-	17,398	-	62,994	3,150
Telephone	189	-	-	570	759	1,935	189	4,582	7,465	2,998
Postage	322	-	-	340	662	6,598	-	3,312	10,572	2,365
Supplies	-	-	-	-	-	-	-	-	-	1,739
Guest expenses	-	-	-	-	-	-	-	-	-	1,603
Off campus housing	-	-	-	-	-	-	-	-	-	1,505
Accreditation	-	-	-	-	-	-	-	-	-	1,376
Dues & subscriptions	2,903	-	-	-	2,903	232	3,031	1,677	7,843	1,286
Employee training	-	-	-	-	-	-	-	-	-	128
Taxes, license & permits	-	-	-	-	-	-	-	6,089	6,089	120
Non-employee expenses	316,245	91,541	77,203	82,817	567,806	76,287	144,431	470,906	1,259,430	1,059,226
Total expenses	\$ 1,201,606	\$ 91,541	\$ 194,879	\$ 429,632	\$ 1,917,658	\$ 259,206	\$ 144,431	\$ 850,197	\$ 3,171,492	\$ 2,464,374

See accompanying notes to financial statements.

STARR KING SCHOOL FOR THE MINISTRY
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2018
(With comparative totals for 2017)

	<u>2018</u>	<u>2017</u>
Cash flows from operating activities:		
Change in net assets	\$ (288,681)	\$ 2,127,250
Adjustments to reconcile change in net assets to net cash used for operating activities:		
Depreciation	65,306	21,049
Unrealized (Gains)/Losses on long-term investments, net	(243,348)	(487,895)
Allowance for doubtful accounts	(14,091)	(1,609)
Donated stock contributions	(186,273)	-
Contributions restricted for long-term investment	-	(2,024,846)
(Increase) decrease in assets:		
Student accounts receivable		(79,790)
Other receivable	(16)	2,339
Contributions receivable	(43,130)	84,382
Prepaid expenses and other assets	2,017	10,183
Increase (decrease) in liabilities:		
Accounts payable and accrued liabilities	(27,806)	8,348
Accrued vacation	2,697	(1,216)
Student deposits	-	(12,161)
Net cash used in operating activities	<u>(820,661)</u>	<u>(353,966)</u>
Cash flows from investing activities:		
Purchases property and equipment	(28,093)	-
Purchases endowment investment, net	(1,199,372)	(6,289,284)
Sales of endowment investment, net	2,224,528	4,567,477
Net cash (used)/provided by investing activities	<u>997,063</u>	<u>(1,721,806)</u>
Cash flows from financing activities:		
Proceeds from sale of contributed securities restricted for endowment	-	21,867
Contributions restricted for long-term investment	-	2,024,846
Net cash provided by financing activities	<u>-</u>	<u>2,046,713</u>
Net increase/(decrease) in cash and cash equivalents	176,402	(29,059)
Cash and cash equivalents, beginning of year	<u>359,617</u>	<u>388,676</u>
Cash and cash equivalents, end of year	<u><u>\$ 536,019</u></u>	<u><u>\$ 359,617</u></u>

See accompanying notes to financial statements.

(1) ORGANIZATION AND NATURE OF ACTIVITIES

Starr King School for the Ministry (the “School”) is a Unitarian-Universalist graduate school formed to conduct instruction on the graduate theological level and to grant such academic degrees as are customary.

The School is a member of the Graduate Theological Union, (“GTU”) a consortium of two Roman Catholic and six Protestant professional theological schools. Under the terms of an agreement with the GTU, the School is obligated to pay a ratable portion of the operating costs of a common library and certain administrative costs. The School’s share of these costs for the years ended June 30, 2018 and 2017 approximated \$197,265 and \$227,149 respectively. In the event that the School withdraws from the GTU, it is obligated to pay its share of these costs for an additional two years.

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Under this basis of accounting, revenues are recognized in the period in which they are earned, and expenses are recognized in the period incurred.

(b) Basis of Presentation

Net assets and revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of The School and changes therein are classified and reported as follows:

- Unrestricted net assets – Net assets that are not subject to donor-imposed stipulations and are currently available at the discretion of the board for use in the School’s operations. Expenses are reported as decreases in unrestricted net assets. Income earned on donor restricted funds is initially classified as temporarily restricted net assets and is reclassified as unrestricted net assets when expenses are incurred for their intended purpose.
- Temporarily restricted net assets – Net assets subject to donor-imposed stipulations that may or will be met, either by actions of the School and/or passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. .
- Permanently restricted net assets-Net assets subject to donor-imposed stipulations that they be maintained permanently by the School. Generally, the donors of these assets permit the School to use all or part of the income earned on related investments for general or specific purposes.

(c) Cash and Cash Equivalents

The School considers cash on hand, cash on deposit, and investments with original maturities of ninety days or less at the time of purchase to be cash and cash equivalents. Cash and cash equivalents accounts may, at times, exceed federally insured limits. The School has not experienced any losses in such accounts.

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - continued

(d) Investments

Investments consist of cash and cash equivalents that are part of an investment pool, fixed income church bonds, mutual funds, and stocks. Investments with readily determinable fair values and all investments in debt securities are measured at fair value in the statements of financial position. In the absence of donor stipulations or law to the contrary, losses on the investments of a donor-restricted endowment fund reduce temporarily restricted net assets to the extent that donor-imposed temporary restrictions on net appreciation of the fund have not been met before the loss occurs. Any remaining loss reduces unrestricted net assets. If losses reduce the assets of a donor-restricted endowment fund below the level required by the donor stipulations or law, gains that restore the fair value of the assets of the endowment fund to the required level are classified as increases in unrestricted net assets.

(e) Student Receivable and Allowance for Doubtful Accounts

Student and other accounts receivable and student loans are stated at unpaid balances, less an allowance for doubtful accounts. The amount of the allowance is based on management's evaluation of the collectability of the student accounts. Uncollectible accounts are reported as additions to the allowance for doubtful accounts when it is determined the amounts will be uncollectible. Recoveries of student accounts previously written off are recorded when received. Receivables are generally unsecured. A student receivable is considered delinquent if payment or payment arrangements are not made by the due date. Delinquent accounts are not charged a service fee.

(f) Property, Equipment and Library Books

Property, equipment and library books acquired in excess of \$5,000 and a life expectancy of more than one year are capitalized and stated at cost if purchased and at fair value if donated. Maintenance and repair costs are expensed as incurred. The School also owns a collection of paintings and rare books which are capitalized at 1932 appraised values and are not depreciated. Depreciation is recorded using the straight-line method over the estimated useful lives of the assets, which are as follows:

Equipment, furniture and fixtures	3 - 10 years
Buildings	50 years

(g) Contributions Receivable

Contributions receivable are supported by unconditional promises to give. Unconditional promises to give are recognized as income when received and recorded at fair value based upon estimated future cash flows. The School's management expects to collect all unconditional promises to give, therefore no allowance for uncollectible amounts has been recorded. Unconditional promises to give that are due in one to five years are discounted accordingly. The total amount of net contributions receivable at June 30, 2018 and 2017 totaled \$126,574 and \$83,444, respectively.

(h) Contributed Services

Contributions of services are recognized if the services received (a) create or enhance nonfinancial assets or (b) require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. Volunteer services donated by individuals, corporations and foundations for the School's various programs have been received as donations throughout the year. However, these services do not meet the above criteria, and therefore have not been recorded.

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - continued

(i) Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the Statement of Activities and in the Statement of Functional Expenses. Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Management and general expenses include those expenses that are not directly identifiable with any other specific function but provide the overall support and direction of The School.

(j) Income Taxes

The School is a qualified organization exempt from Federal income and California franchise taxes under the provisions of Sections 501(c)(3) of the Internal Revenue Code and 23701(d) of the California Revenue and Taxation Code, respectively. Accordingly, no provision for income taxes has been made. During the fiscal year ended June 30, 2018 and 2017, The School had no unrelated business income on which taxes would be due.

(k) Support and Revenue

Revenues from sources other than contributions are generally reported as increases in unrestricted net assets. Expenses are reported as decreases in unrestricted net assets. Income earned on donor restricted funds is initially classified as temporarily restricted net assets and is reclassified as unrestricted net assets when expenses are incurred for their intended purpose.

Contributions, including unconditional promises to give, are recognized as revenues in the period received and are reported as increases in the appropriate categories of net assets in accordance with donor restrictions. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

(l) Tuition and Fees

Tuition revenue is recognized in the period the classes are provided. Financial assistance for tuition and fees is in the form of scholarships and grants. Other scholarships for living expenses and other non-tuition and fees expenses are reflected in operating expenses.

(m) Retirement Plan

The School provides a retirement plan for eligible faculty, administration and staff employees. The plan is a defined contribution plan and the participants' interests are fully vested. The School contributed \$49,309 and \$29,608 to the plan during the years ended June 30, 2018 and 2017, respectively.

(n) Use of Estimates

(2) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – continued

(o) Federal Direct Loans

The School participates in the U.S. Department of Education's Federal Direct Loan Program. Under the Federal Direct Loan Program, eligible students borrow funds directly from the U.S. Department of Education at participating schools and the schools draw down loan proceeds and post them to student accounts. These funds are considered to be third-party payments on behalf of specific students, and as such, are treated as pass-through agency funds by the School and are not included as revenues or expenses in the statements of activities. Students at the School were disbursed \$1,010,464 and \$1,129,301 under the Federal Direct Loan Program for the years ended June 30, 2018 and 2017, respectively.

(p) Fundraising

Fundraising expenses approximated \$259,206 and \$183,677 for the years ended June 30, 2018 and 2017, respectively.

(q) Reclassifications

Certain amounts appearing in the 2017 financial statements have been reclassified to conform to the 2018 presentation. The reclassifications have no effect on reported amounts of total net assets or change in total net assets.

(r) New Accounting Pronouncements

In February 2016, FASB issued ASU 2016-02, *Leases*. The standard increases transparency and comparability among entities. Lessees will need to recognize nearly all lease transactions (other than leases that meet the definition of a short-term lease) on the statement of financial position as a lease liability and a right-of-use asset (as defined). Lessor accounting under the new guidance will be similar to the current model. The ASU is effective for fiscal years beginning after December 15, 2019. Early application is permitted. Upon adoption, lessees and lessors will be required to recognize and measure leases at the beginning of the earliest period presented using a modified retrospective approach, which includes a number of optional practical expedients that entities may elect to apply. The School is assessing the impact this standard will have on its financial statements.

(s) New Accounting Pronouncements- (continued)

In August 2016, FASB issued ASU 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities*. The new guidance improves and simplifies the current net asset classification requirements and information presented in financial statements and notes that are useful in assessing a not-for-profit's liquidity, financial performance and cash flows. ASU 2016-14 is effective for fiscal years beginning after December 15, 2017, with early adoption permitted. ASU 2016-14 is to be applied retroactively with transition provisions. The School's financial statement presentation for the fiscal year beginning July 1, 2018 will reflect the ASU 2016-14 FASB.

(3) INVESTMENTS AND FAIR VALUE MEASUREMENTS

Fair Value Hierarchy - Fair value is defined in the accounting guidance as the exchange price that would be received to sell an asset or paid to transfer a liability (an exit price) in the principal or most advantageous market for the assets or liability in an orderly transaction between market participants at the measurement date. Under this guidance, a three-level hierarchy is used for fair value measurements which are based on the transparency of information, such as the pricing source, used in the valuation of an asset or liability as of the measurement date.

Financial instruments measured and reported at fair value are classified and disclosed in one of the following three categories.

Level 1 - Inputs are quoted prices (unadjusted) in active markets for identical assets or liabilities that the reporting entity can access at the measurement date.

Level 2 - Inputs other than quoted prices included in Level 1 that are observable for the asset or liability, either directly or indirectly. This includes quoted prices for similar assets or liabilities in active markets, quoted prices for identical or similar assets or liabilities in markets that are not active, inputs other than quoted prices that are observable for the asset or liability, or market-corroborated inputs.

Level 3 - Inputs are unobservable for the asset or liability. Unobservable inputs reflect the assumptions that market participants would use in pricing the asset or liability (including assumptions about risk), using the best information available in the circumstances, which may include using the reporting entity's own data.

Valuation Techniques and Inputs

Level 1 - Level 1 assets include:

- ☐ Investments in domestic equities, international equities and corporate bonds for which quoted prices are readily available.

Level 2 - Level 2 assets include:

- ☐ Investments in money market funds as these funds are not traded on a regular basis.
- ☐ Investments in government and agency issues for which quoted prices are not readily available. The fair values are estimated using Level 2 inputs based on multiple sources of information, which may include market data and/or quoted market prices from either markets that are not active or are for the same or similar assets in active markets.

In certain cases, the inputs used to measure fair value may fall into different levels of the fair value hierarchy. In such cases, the level in the fair value hierarchy within which the fair value measurement in its entirety falls has been determined based on the lowest level input that is significant to the fair value measurement in its entirety. The assessment of the significance of a particular input to the fair value measurement in its entirety requires judgment and considers factors specific to the asset or liability.

(3) INVESTMENTS AND FAIR VALUE MEASUREMENTS – (continued)

The investments in the small cap social and all country international equity funds is measured at fair value using the net asset value (NAV) per share (or its equivalent) of such investment fund as a practical expedient for fair value. The School has estimated the fair value of that funds by using the net asset value provided by the investee. The School adopted ASU 2015-07, *Disclosures for Investment in Certain Entities That Calculate Net Asset Value per Share (or the Equivalent)*, during the year ended June 30, 2016. Under the new guidance, investments measured using the net asset value per share (or its equivalent) practical expedient are not classified in the fair value hierarchy.

Except for the implementation of ASU 2015-07, there have been no changes in the techniques and inputs used as of June 30, 2018 and 2017.

While the School believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different estimate of fair value at the reporting date.

Total assets at fair value consist of the following at June 30, 2018 and 2017:

	2018	2017
Money market funds held in cash and cash equivalents	\$ 321,277	\$ 35,663
Long-term investments	6,896,153	7,491,687
Total	<u>\$ 7,217,430</u>	<u>\$ 7,527,350</u>

The following table presents information about the School's assets measured at fair value on a recurring basis as of June 30, 2018:

	Total	Level 1	Level 2	Level 3
ASSETS				
Money market funds	\$ 321,277	\$ -	\$ 321,277	\$ -
Domestic equities	1,716,170	1,716,170	-	-
International equities	85,062	85,062	-	-
U.S. Treasury	408,001	-	408,001	-
Non-taxable bonds	114,062	114,062	-	-
Corporate bonds	1,369,420	1,369,420	-	-
Subtotal assets by valuation hierarchy	4,013,992	<u>\$ 3,284,714</u>	<u>\$ 729,278</u>	<u>\$ -</u>
Assets measured using NAV				
Small cap social fund	1,201,928			
All country international equities	<u>2,001,510</u>			
Total assets at fair value	<u><u>7,217,430</u></u>			

(3) INVESTMENTS AND FAIR VALUE MEASUREMENTS – (continued)

The following table presents information about the School's assets measured at fair value on a recurring basis as of June 30, 2017:

	Total	Level 1	Level 2	Level 3
ASSETS				
Money market funds	\$ 483,691	-	\$ 483,691	\$ -
Domestic equities	1,780,228	1,780,228	-	-
International equities	98,194	98,194	-	-
Government and agency issues				
U.S. Treasury	414,702	-	414,702	-
Non-taxable bonds	115,800	115,800		
Corporate bonds	1,511,490	1,511,490	-	-
Subtotal assets by valuation hierarchy	4,404,105	\$ 3,505,712	\$ 898,393	\$ -
Assets measured using NAV				
International equities	1,927,770			
Small cap social fund	1,195,475			
Total assets at fair value	\$ 7,527,350			

The School uses the net asset value ("NAV") as a practical expedient to determine fair value of all underlying investments which (a) do not have a readily determinable fair value; and (b) are in investment companies or similar entities that report their investment assets at fair values.

The following table lists the investments in which NAV was utilized as a practical expedient for estimating fair value by major of category as of June 30, 2018:

	Fair Value June 30, 2018	Unfunded Commitments	Redemption Frequency (if currently eligible)	Redemption Notice Period	Remaining Life (Years)
Asset class/funds:					
Small cap social fund	\$ 1,201,928	None	Monthly	5 days	N/A
All country international	\$ 2,001,510	None	Monthly	5 days	N/A

Small cap social fund - The fund's objective is to achieve long-term capital appreciation by investing primarily in socially screened U.S. small capitalization equity securities with low valuations. The fund is valued using a net asset value per share determined each month. The fund allows redemptions to be made on the first day of each month based on the price per unit of the fund. All underlying assets of the funds are fully marketable. Investments, in general, are subject to various risks, including credit, interest and overall market volatility risks. Due to the level of risk associated with certain investment securities, it is reasonably possible that changes in values of investment securities will occur in the near term and that such change could materially affect the amounts reported in the financial statements.

All Country International Equity – The fund is a Separately Managed Account in the USA. The strategy seeks long-term capital appreciation by investing in a diversified portfolio of non-U.S. stocks that appear undervalued relative to their long-term fundamental outlook. The strategy has a 3-5-year time horizon with low turnover.

(3) INVESTMENTS AND FAIR VALUE MEASUREMENTS – (continued)

Investment management fees for the small cap social and the all country international equity funds were approximately \$31,704 and \$21,334 for the years ended June 30, 2018 and 2017, respectively. Investment return gain/(loss) on the small cap social and all country international equity funds totaled approximately \$286,896 and \$90,478 for the years ended June 30, 2018 and 2017, respectively.

(4) CONTRIBUTIONS RECEIVABLE

Contributions receivable are supported by unconditional promises to give, which at June 30, 2018 and 2017, were as follows:

	2018	2017
Temporarily restricted – operations	<u>\$ 126,574</u>	<u>\$ 83,444</u>
Amount due:		
Less than one year	\$ 126,574	\$ 83,444
One to five years	<u>-</u>	<u>-</u>
	<u>\$ 126,574</u>	<u>\$ 83,444</u>

The contributions receivable was not discounted in 2018. Amounts due in less than one year are not discounted.

(5) NET ASSETS RELEASED FROM RESTRICTIONS

Net assets released from temporary donor restrictions by incurring expenses satisfying the restricted purposes or by occurrence of events specified by the donors were reclassified to unrestricted net assets for scholarships, instruction, plant maintenance and other departmental support.

(6) PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30, 2018 and 2017:

	2018	2017
Land and building	\$ 957,579	\$ 957,579
Furnishings and equipment	<u>71,587</u>	<u>43,494</u>
	1,029,166	1,001,073
Less: Accumulated depreciation	<u>(841,864)</u>	<u>(776,558)</u>
	187,302	224,515
Book collections	32,100	32,100
Paintings	<u>1,345</u>	<u>1,345</u>
	<u>\$ 220,747</u>	<u>\$ 257,960</u>

The School has been deeded the mineral rights to land in Tehama and Glenn Counties, California. The value of such rights has not been determined and, accordingly, no value has been recorded by the School. Mineral rights income is received from the operators of the leased properties and is reflected in unrestricted net assets as other income. In addition, the School receives royalty income from gas wells which commenced production in prior years.

(7) RELATED PARTY TRANSACTIONS

For each of the years ended June 30, 2018 and 2017, officers and trustees of the School donated \$2,875 and \$6,500, respectively, to the School. The gifts were mainly for unrestricted use.

(8) CONCENTRATIONS OF CREDIT RISK

Financial instruments that potentially subject the School to concentrations of credit risk consist principally of cash and cash equivalents, accounts receivable and investments. Cash and cash equivalents in excess of federally insured limits are subject to the usual risks of balances in excess of those limits. The majority of the School's cash and cash equivalents are on deposit with a single bank. Investments are diversified in order to limit credit risk. Accounts receivable are due from a variety of sources. In addition, the School's students receive a substantial amount of support from federal student financial assistance programs which are subject to audit by governmental agencies. A significant reduction in the level of this support, if this were to occur, could have an adverse effect on the School's programs and activities.

(9) ENDOWMENT

The School's endowment consists of 34 individual funds established primarily for student assistance, instructional support and general support of the school. Its endowment includes both donor-restricted endowment funds and funds designated by the Board of Trustees to function as endowments. As required by generally accepted accounting principles (GAAP), net assets associated with endowment funds, including funds designated by the Board of Trustees to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

Interpretation of Relevant Law

The School's governing board has interpreted the California enacted version of the Uniform Prudent Management Institutional Funds Act (UPMIFA) as allowing the School to appropriate for expenditure or accumulate so much of an endowment fund as the School determines is prudent for the uses, benefits, purposes and duration for which the endowment fund is established, subject to the intent of the donor as expressed in the gift instrument. Unless stated otherwise in the gift instrument, the assets in an endowment fund shall be donor-restricted assets until appropriated for expenditure by the Board of Trustees. See Note 1 for further information on net asset classifications.

The remaining portion of the fund, which consists of earnings and gains/losses from the investment of such funds net of expenditures, is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the School in a manner consistent with the standard of prudence prescribed by UPMIFA. In accordance with UPMIFA, the School considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

- (1) The duration and preservation of the endowment fund
- (2) The purposes of the School and the endowment fund
- (3) General economic conditions
- (4) The possible effect of inflation or deflation
- (5) The expected total return from income and the appreciation of investments
- (6) Other resources of the School
- (7) The investment policy of the School

(9) ENDOWMENT – (continued)

<i>Endowment net asset composition by type of fund consists of the following:</i>	June 30, 2018			
	Unrestricted	Temporarily Restricted	Permanently Restricted	2018 Total
	\$ -	\$ 87,527	\$ 7,241,801	\$ 7,329,328
Board-designated endowment funds	-	-	-	-
Total endowment net assets	\$ -	\$ 87,527	\$ 7,241,801	\$ 7,329,328

<i>Changes in endowment net assets for the year ended June 30, 2018 as follows:</i>	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets June 30, 2017	\$ 5,388	\$ 6,766	\$ 7,241,801	\$ 7,253,955
Investment return:				
Investment income	-	62,460	-	62,460
Net loss - realized and unrealized	-	512,232	-	512,232
Total investment return	-	574,692	-	574,692
Net assets released from restrictions	(5,388)	-	-	(5,388)
Appropriation of endowment assets for expenditure	-	(493,931)	-	(493,931)
Endowment net assets June 30, 2018	\$ -	\$ 87,527	\$ 7,241,801	\$ 7,329,328

<i>Endowment net asset composition by type of fund consists of the following:</i>	June 30, 2017			
	Unrestricted	Temporarily Restricted	Permanently Restricted	2017 Total
Donor-restricted endowment funds	\$ (6,924)	\$ 6,766	\$ 7,241,801	\$ 7,241,643
Board-designated endowment funds	12,312	-	-	12,312
Total endowment net assets	\$ 5,388	\$ 6,766	\$ 7,241,801	\$ 7,253,955

<i>Changes in endowment net assets for the year ended June 30, 2017 as follows:</i>	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets June 30, 2016	\$ (44,328)	\$ 558,958	\$ 5,216,955	\$ 5,731,585
Investment return:				
Investment income	927	91,687	-	92,614
Net loss - realized and unrealized	48,789	439,106	-	487,895
Total investment return	49,716	530,793	-	580,509
Contributions	-	-	2,024,846	2,024,846
Net assets released from restrictions	-	-	-	-
Appropriation of endowment assets for expenditure	-	(1,082,985)	-	(1,082,985)
Endowment net assets June 30, 2017	\$ 5,388	\$ 6,766	\$ 7,241,801	\$ 7,253,955

(9) ENDOWMENT – (continued)

Restricted uses of endowment assets as of June 30,	2017	Change	2018
Lifetime earnings, net of spending (unrestricted and temporarily restricted)			
Restricted/designated for student aid	\$ 451,472	\$ (363,945)	\$ 87,527
Restricted for faculty and program support	(397,707)	397,707	-
Restricted for other uses	(41,611)	41,611	-
	<u>12,154</u>	<u>75,373</u>	<u>87,527</u>
Permanently Restricted			
Restricted for student aid	3,549,950	2,520,012	6,069,962
Restricted for faculty and support program	2,797,890	(2,077,293)	720,597
Restricted for other uses	893,961	(442,719)	451,242
	<u>7,241,801</u>	<u>-</u>	<u>7,241,801</u>
Total			
Designated/Restricted for student aid	4,001,422	2,156,067	6,157,489
Restricted for faculty and support program	2,400,183	(1,679,586)	720,597
Restricted for other uses	852,350	(401,108)	451,242
	<u>\$ 7,253,955</u>	<u>75,643</u>	<u>\$ 7,329,328</u>
Endowment net assets consist of the following:	2017	2018	
Endowment investments	\$ 7,491,687	\$ 6,835,397	
Due (to)/from operating fund	(237,732)	493,931	
	<u>\$ 7,253,955</u>	<u>\$ 7,329,238</u>	

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level that the donor or UPMIFA requires the School to retain as a fund of perpetual duration. In accordance with GAAP, deficiencies of this nature are reported in unrestricted net assets. These deficiencies result from unfavorable market conditions that occur after the investment of new permanently restricted contributions and continued appropriation for certain programs that were deemed prudent by the governing board. Subsequent gains that restore the fair value of the assets of the endowment fund to the required level will be classified as an increase in unrestricted net assets.

Strategies Employed for Achieving Objectives

To satisfy its long-term rate-of-return objectives, the School relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The School targets a diversified asset allocation that places a greater emphasis on equity-based investments to achieve its long-term return objectives within prudent risk constraints.

(9) ENDOWMENT – (continued)

Return Objectives and Risk Parameters

The School has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of the endowment assets. Endowment assets include those assets of donor-restricted funds that the School must hold in perpetuity or for a donor-specified period as well as board-designated funds. Under this policy, as approved by the Board of Trustees, the endowment assets are invested in a manner that is intended to produce results that equal or exceed the spending rate plus inflation over a market cycle, while assuming a moderate level of investment risk. The School expects its endowment funds to equal or exceed the average return of appropriate capital market indices weighted by the asset allocation target percentages over rolling seven-year periods. Actual returns in any given year may vary from this amount.

Spending Policy and How the Investment Objectives Relate to Spending Policy

The School has a policy of appropriating for distribution 5% for the years ended June 30, 2018 and 2017 of its endowment fund's average fair value over the prior 13 quarters through the calendar year-end preceding the fiscal year in which the distribution is planned. In fiscal 2016, the Board of Trustees approved an additional distribution of up to \$850,000 over fiscal year 2017, of which the School utilized \$708,000. The total draws in 2018 were \$493,931 and the total additional draws in fiscal years 2017 were \$708,000. In establishing its spending policy over the last two years, the School made the decision to fully fund all cash expenses as that is reflective of the use of cash from the investment pool. Additionally, the School has determined that it will maintain the purchasing power of the scholarship funds by accounting for them separately from the faculty and program funds in the investment pool. For the scholarship funds, the School anticipates a long-term growth, exclusive of spending, of approximately 3-4%. Faculty and program endowment funds are completely utilized. Over the long term, the School anticipates regaining financial stability such that it can begin to grow the faculty and program endowment funds once again.

(10) SUBSEQUENT EVENTS

The School has evaluated subsequent events through February 17, 2019 which is the date that the financial statements were approved and available to be issued.

CONFLICT OF INTEREST POLICY OF STARR KING SCHOOL FOR THE MINISTRY

1. Purpose.

Starr King School for the Ministry directors, officers and employees (collectively the School) recognize a shared responsibility to ensure that they conduct themselves in an unbiased manner and serve the goals of the School. Directors, officers and employees shall perform their duties in a fair and objective manner without regard to personal interest. Thus, it is the responsibility of the School directors, officers and employees to guard against conflicts of interest which might compromise their integrity and objectivity. It has been, and shall continue to be, the policy of the School that all directors, officers and employees take steps to avoid conflict of interest or the appearance of conflict of interest between their financial or other personal interests and the goals and policies of the School.

2. Covered individuals.

This Policy applies to the School's directors, officers and employees.

3. Definition of Conflict of Interest.

Identifying potential or actual conflicts of interest is not always an easy task. A conflict of interest exists if an individual's position or authority may be used to influence or make decisions that lead to any form of financial or personal gain for that individual, their institution or family. Only material conflicts of interest are within the scope of this policy. A conflict of interest is material if an ordinary person would take it into account in making a decision. Questions about whether an actual or perceived conflict of interest exists in particular circumstances should be directed to the President and/or Chair of the Board.

4. Duty of disclosure.

Directors, officers and employees of the School shall disclose any existing or possible conflicts of interest.

5. Disclosure Obligations.

Annually, each director, corporate officer or Corporate Counsel of the School shall prepare a Disclosure Statement, in which they shall disclose any actual or potential conflicts of interest. In addition, each such individual required to file an annual Disclosure Statement shall have an ongoing obligation to notify the President and/or the Chair of the Board immediately of any potential conflict of interest as it arises.

6. Review of Disclosure Statements.

The President and Chair of the Board will review all Disclosure Statements annually. The President and Chair shall discuss any questions or concerns raised by the Disclosure Statements. If appropriate, questions and concerns will be discussed with or disclosed to the Board and/or School Counsel.

7. Procedures for Handling Conflicts of Interest.

Any individual who may be involved in an issue or transaction in which they have a conflict of interest shall not participate in or be present at that portion of the meeting of the Board or any committee of the Board at which the issue or transaction is considered. The interested individual may, however, answer questions regarding the issue or transaction. The minutes of the meeting shall reflect that a disclosure was made and that the interested director or officer left the room and did not participate in the discussion and did not vote on the issue or transaction.

8. Enforcement.

If an individual covered by this Policy fails to disclose a conflict of interest, the matter will be referred to the Board for appropriate action, if any, including but not limited to sanction or removal as a Board member or termination of employment.

CONFLICT OF INTEREST DISCLOSURE FORM

STARR KING SCHOOL FOR THE MINISTRY

NAME:			
ADDRESS:			
ADDRESS:			
CITY:			
STATE:		ZIP CODE:	
TELEPHONE:		TYPE:	

POSITION(S) I HOLD:

- | | | |
|--|---|---|
| <input type="checkbox"/> TRUSTEE | <input type="checkbox"/> FACULTY | <input type="checkbox"/> VOLUNTEER |
| <input type="checkbox"/> EMPLOYEE | <input type="checkbox"/> STUDENT | <input type="checkbox"/> OTHER |

Please describe below any relationships, transactions, positions you hold, or circumstances that you believe could contribute to a conflict of interest between Starr King School for the Ministry and your personal interests, financial or otherwise:

- ☐ **I have "NO" conflict of interest to report.**
- ☐ **I have the following conflict of interest to report.**
- ☐ I have a relationship (please list below and describe relationship.)
- ☐ I hold an interest in transaction(s) that may occur (please list below and describe.)
- ☐ I have other possible conflicts to report (please describe below.)

1.	
2.	
3.	
4.	

I hereby certify that the information set forth above is true and complete to the best of my knowledge. I have reviewed, and agree to abide by, the Conflict of Interest Policy of Starr King School for the Ministry

SIGNATURE:	
DATE:	

Dear Fellow Board Members,

Thank you for sharing your time and talent with Starr King! We look forward to the ways your leadership will help shape the health and future of our board of trustees and our school. An important part of your role as a board member is fulfilling your fiduciary responsibility, which includes monitoring and supporting the financial health and wellbeing of our school.

One way that board members support the school is through a generous personal pledge. Your gift makes a difference in two ways. First, your donation helps fund the vital academic programs we deliver to our students, the future religious professionals and community leaders who bend the moral arc of the universe towards love, compassion, and justice. This is the best reason to give.

The second way your financial gifts make a difference is in our ability to access funds. Granting foundations and lead donors are looking to fund institutions that are forward-thinking and sustainable, and they often look at the percentage of board support as one criteria of whether or not to invest in an institution. Some granting bodies will only fund schools with 100% board participation in the annual operating fund.

Please, join us - your colleagues on the board - by sharing of your treasure and making a meaningful pledge today. *It is important that every board member participates.* You can give annually, quarterly, or monthly. You can write a check, use a credit card, or make a stock transfer. You can give in person, by mail, or online at the one-time giving link www.sksm.edu/Donate or the monthly sustainer link: www.sksm.edu/JoinSustainers.

We'd also be delighted if you can help us attract new donors to our school through targeted outreach or hosting events. Jessica Cloud, our Vice President for Advancement, will be in touch to discuss the possibilities.

With gratitude,

Ted Fetter, Chairman
Board of Trustees

Rosemary Bray McNatt,
President, SKSM

-

Name: _____ **Total Pledge Amount:** _____ **# of years:** _____

Payment Method: ☐ Check/Cash ☐ Credit/Debit Card **Schedule:** ☐ Annually ☐ Monthly

Card Number: _____ **Expiration date:** _____/_____/_____

Code on Card: _____ **Name on card:** _____

Your preferred phone number: _____

Starr King School for the Ministry

FACULTY HANDBOOK

Part I

Policies



Update of the 2008 version
To be approved at November 2019 BOT meeting

SECTION I- PURPOSE & MISSION

1.0 Introduction

1.1 Purpose of Faculty Handbook I - Policies

The purpose of this section of the handbook is to state policies and procedures regarding the status and working conditions of the faculty members at Starr King School for the Ministry (SKSM), to help in the orientation of faculty members in their relationships with the School's constituencies, as well as to outline faculty members' professional responsibilities.

This section of the faculty handbook supports SKSM bylaws and Employee Handbook, providing specific directives regarding the appointment, compensation, support and evaluation of the president and the faculty. As the Employee Handbook states (p.6), "Some employment terms and conditions of core, advising and adjunct faculty members are distinctive...when there is a difference, the Faculty Handbook and the faculty appointments letters will prevail."

This handbook represents an update of the board-approved 2008 version. The update has been conducted by the Dean of Faculty/Chief Academic Officer (CAO), in consultation with the Core Faculty and Academic Affairs Committee. It will be adopted by the Board of Trustees as a living document in September 2019.

In addition to this section of the handbook, faculty should consult the Faculty Handbook II - Manual that contains detailed and updated information regarding all aspects of course delivery (Annual Calendar and Key dates, using Moodle, Populi, registration, grading and assessment procedures and teaching online). The Faculty Handbook II - Manual is updated annually by the Dean of the Faculty and the Coordinator of Academic Programs.

1.2 The Mission Statement of the School

The mission of Starr King School for the Ministry is to educate people for [Unitarian Universalist](#) ministry and for progressive religious leadership in society.

Starr King School's distinctive educational approach is rooted in the Unitarian Universalist values of countering oppressions, cultivating multi-religious life and learning, and creating just and sustainable communities.

Starr King School aims to educate the whole person in the service of love, compassion, and justice, through:

- Teaching by who we are and what we do
- Student-centered participatory learning
- Excellence and depth in religious studies
- Formation in the arts of religious leadership
- Service with congregations and communities
- Active membership in the Graduate Theological Union
- Deepening self-awareness and cultivating spiritual practice
- Striving to live in right relationship with self, others, and the earth

1.3 Our Theological Vision

Starr King School for the Ministry attempts to express a vision which includes all in an embrace of mutuality, equality and respect. We seek to foster I-Thou relationships with one another, rooted in authentic presence and the full-unfolding of the powers of the soul. Our theological tradition seeks to speak not only to the mind, but also the heart. That tradition also leads us to encourage special pastoral concern for those who have been oppressed in body and spirit because of unjust social structures. Honoring the priesthood and prophethood of all believers, our theological task includes working for just, loving, and sustainable community among human beings and with the earth.

We value the integration of academic expertise with lived experience and living spirituality. Our tradition leads us to emphasize ongoing revelation in each culture and in every creature. Our attention is drawn to the concrete, not the abstract, to the particular, not the generic. Time and place, culture, language and history are theologically significant because they help us understand the incarnation of the Divine within time and space, in particular and diverse expressions of humanness.

We educate to counter oppressions, rooted in our theological vision. Though the world is marked by intersecting violences and injustices, we believe that abiding resources of beauty, grace, resistance, and transformation abound. To teach is to cooperate with revolutionary grace in the healing, transformation, and full unfolding of life.

1.4 Our Educational Philosophy and Pedagogical Practice

Our theological vision is expressed in our educational philosophy and pedagogical practice. We seek to educate in ways that:

- trust in an empowering and liberating grace that is larger than ourselves
- call forth and welcome the full, authentic presence of people
- call forth and welcome silenced knowledge, feeling and experience
- undergird human wholeness, integrity, relationality, and agency
- foster self-awareness and self-respect
- foster relational capacities and the ethics of community
- foster knowledge and wisdom arising from engagement with primary texts and primary experience
- foster an ongoing practice of inquiry, study, action and reflection.

1.5 Educating to Counter Oppressions

The mission, theological vision, and educational philosophy of the school support us in educating to counter oppressions. It is a priority in our work to be a school where we embody what we hope to see in the world -- just and loving humanity community, in which people are free to be fully themselves without fear and no one is exiled, silenced or exploited because of gender, gender expression, race, sexual orientation, age, class, or physical character. We seek to provide an institutional context that embraces the religious leadership of those who bring experience, knowledge and ethical vision that the dominant culture has ignored or silenced. We seek to counter white-supremacy, resisting the cultural and institutional patterns that privilege the well-

being of whites over the well-being of others. We seek to enable people to gain the knowledge, experience, skill and religious understanding needed to address intersecting violences in North America and globally, and to advance liberation, healing, and the establishment of a just society.

1.6 Our Community

Starr King School for the Ministry includes faculty members dedicated to enhancing academic excellence, committed to progressive pedagogical practices, and dedicated to advancing the school's mission and theological vision. The staff are vital partners with the faculty in establishing the educational environment of the school. We honor the particular offices of responsibility carried by faculty and staff, and regard the gifts of all as necessary for the well-functioning of the whole. The school welcomes a diverse student population -- people from many contexts of cultural and personal experience preparing for vocations in congregational and community based spiritual leadership.

1.7 Our Degrees, Program and Resources

Starr King School offers the Master of Divinity degree (M.Div.), the Master of Arts in Social Change (MASC), the Master of Arts (offered through the Graduate Theological Union) as well as Certificates in Multi-religious Studies and Unitarian Universalist Studies. The school also allows individuals the opportunity to enroll as special students for the purpose of taking a specific class. Through membership in the Graduate Theological Union we participate in offering Ph.D. and M.A. degrees. The Graduate Theological Union expands the richness of the educational resources available to our faculty and students, through the common library, open cross registration, and faculty collaboration in consortial areas.

1.8 Accreditation & Membership

Starr King School is accredited by the Association of Theological Schools (ATS). Accreditation means that ATS has determined that an institution has a mission statement and educational goals and objectives appropriate to postsecondary education and is implementing them in a manner consistent with the Commission's standards.

Institutional memberships are held in:

- Association for Clinical Pastoral Education
- Association of Theological Schools
- Graduate Theological Union

SECTION II – FACULTY DEFINITIONS

2.0 Faculty Definitions

2.1 Definition of Faculty

Faculty at Starr King School are those whose primary role is to provide educational leadership and instruction, such status being conferred on core faculty, advising, adjunct, and visiting faculty.

2.1.1 Core Faculty

Core Faculty are the members of the faculty that have primary responsibilities for the academic life of the school and has such have the highest decisional power on curricular and faculty decisions. The core faculty meets regularly as a body to guide the educational life of the school.

Core faculty are:

- hired through a national search and have a permanent contract;
- voted on the core faculty after three years of full-time work at the school and a successful review of their work by the dean of faculty and the board;
- are ex-officio members, as in the case of the President, and the Dean of Students.

Their specific nomenclatures are related to their seniority.

The core faculty consists of the President, those who have been elected to the rank of professor by the board, and those who have been appointed by the President and confirmed by the Board for Offices of Educational Leadership, specifically the Dean of the Faculty, and the Dean of Students.

Each core faculty member has teaching responsibilities and significant responsibilities related to the management and care of the educational programs of the school. Core faculty usually also serve as advisors to students, with the exception of the President and the Dean of Students. Some of the core faculty also serve as GTU Consortial Faculty, and one as Core Doctoral Faculty.

2.1.2 Advising Faculty

Our core faculty are supported by an advising faculty body that leads the educational practices of the school through advising degree students, teaching courses and supporting SKILs (Starr King Individualized Learning) courses, and serving on school committees. All advisors are invited to the faculty meetings and always have speaking and voting rights. The vote of faculty working for less than 50% of the counts as ½ vote.

2.1.3 Adjunct Faculty

Our core and advising faculty are joined each year by adjunct faculty who add an array of talents to our course offerings. Some of our adjunct faculty members are Starr King or Graduate Theological Union graduates who return to the school with broad expertise in progressive religious issues.

In addition to hired faculty, GTU doctoral students who participate in the Newhall Scholars teaching fellowship contribute to the educational program at Starr King by teaching a course while mentored by a Core Doctoral Faculty member. Also, selected student teaching fellows from Starr King participate in the Hilda Mason teaching fellowship program.

2.1.4 Research Scholars

Research Scholars are appointed by the President upon recommendation of the Dean of the Faculty, for a limited term of six to twelve months, which may be renewed annually. Visiting scholars are researchers or scholars whose area of study advances the school's educational and

scholarly interests. Visiting scholars serve without compensation, or with compensation from a special grant focused on the purpose of the research. Visiting scholars are accorded full use of the library resources available to all faculty. No other duties or privileges are assumed, unless specified in a letter of appointment.

2.1.5 Emerita/us Faculty

Emerita Faculty status is granted for by Board of Trustees upon recommendation to the President or the Dean to outstanding faculty entering retirement. Emerita faculty grants library privileges. No additional privileges are granted unless approved in writing by the president.

SECTION III- FACULTY SEARCH, RANK & PROMOTION

3.0 Faculty Search, Rank and Promotion

3.1 Election of Core Faculty

The Board of Trustees elects the core faculty of the school, and confers professorial rank. Candidates for election are identified by a search process, a call process, or by presidential nomination. Open core faculty positions are determined by action of the board of trustees, upon recommendation of the president and the on-going core faculty.

3.2 Search

When a search process is employed, the President and Dean of the Faculty appoint a search committee whose membership will include the Dean of the Faculty, ex officio with vote, and representation from the core faculty, the student body, and the Graduate Theological Union. The President may serve on the search committee, ex officio without vote. The committee may include others if deemed important for the particular search. GTU representation will be in accordance with agreed-upon GTU protocols for consortial hiring. The search will be publicly announced. All interested applicants will be considered. The search committee may invite people to nominate candidates. Special care will be given to review the candidates' ability to advance the school's commitment to be a multi-cultural, anti-oppressive learning community. The search committee will select a small pool of final candidates and present the list of names to the President and the Dean. From this pool the President will select one or two candidates to present to the Board of Trustees. The Board will make the final selection by majority vote or consensus and will confer the professorial rank upon the recommendation of the President and the Dean of the Faculty.

3.3 Call

Occasionally, apart from an open search, a candidate for the faculty of the school will come to the attention of the President, the Dean of the Faculty who brings particular gifts, expertise and skill whose presence on the faculty would enhance the mission of the school. The President and the Dean of the Faculty may present the person for consideration for election to the faculty by the Board of Trustees, provided that the call is in accordance with GTU consortial needs, and the President and Dean have conducted a comprehensive review of the candidate's gifts and

qualifications. Special care will be given to review the candidate's ability to advance the school's commitment to be a multi-cultural, anti-oppressive learning community. The Board will make the final selection by majority vote or consensus, and will confer the professorial rank, upon the recommendation of the President and Dean of the Faculty.

3.4 Presidential Nomination

The President may initiate the Board's consideration of a faculty appointment, with the concurrence of the Dean of the Faculty and the core faculty. Such nominations will respect GTU censorial needs. The Board retains authority to make the final decision, including the authority to confer professorial rank. Presidential nomination will be used when a faculty appointment is an advancement from within the staff, from among those who are visiting professors, and/or when the appointment is for a faculty member with significant administrative responsibilities, such as the Dean of Students. Special care will be given to review the candidate's ability to advance the school's commitment to be a multi-cultural, anti-oppressive learning community. Consideration will include a review of the nominee's qualifications, teaching evaluations, publications and/or public service/religious leadership, and letters of reference from outside the school.

SECTION IV – QUALIFICATIONS, RANKS AND PROMOTION

4.0 Qualifications, Ranks, Evaluation and Promotion

4.1 Qualifications

Persons are qualified to serve as members of Starr King's faculty who exemplify the values and visions the school seeks to teach, consonant with the school's mission. The presence on the core faculty of people who are active Unitarian Universalist lay persons or ministers is required for the identity and mission of the school. The school's commitment to educating to counter oppressions requires the presence on the core faculty of people who represent the experience, knowledge and gifts of historically oppressed populations. The school places high value on teaching experience, on academic qualifications, and on professional experience in religious leadership and congregational life. Teaching experience includes teaching in an undergraduate or graduate institution, teaching lay people within the life of a congregation or a denominational program, educational work with children and youth, or educational work in connection with social action. The preferred qualification is Ph.D., but qualification for professors of the practice include the M.A., MASC, M.Div., D. Min, and Th.D. degrees, or their equivalent. Professional experience in religious leadership and congregational life includes experience in the practice of ministry or in congregational leadership, experience in theological writing, publishing and public speaking, experience in the creative arts, experience in social activism and prophetic leadership in society.

The school endeavors to call and support a faculty of persons who as a body bring the qualifications outlined above. No one person is expected to embody all the needed

qualifications. Each member of the core faculty will contribute uniquely to the whole. A majority of the faculty will hold the Ph.D. or its equivalent.

4.1 Rank

Professorial rank is conferred by the Board of Trustees upon the recommendation of the President and the Dean of the Faculty/CAO, in consultation with the core faculty. The school recognizes three ranks: assistant, associate and full professor.

- The rank of assistant professor is appropriate for those who are in an early stage of their professional development as a scholar, educator and/or religious leader.
- The rank of associate professor is appropriate for those with advanced teaching and research experience, and have a record of significant publication or project leadership on their area of expertise,
- The rank of full professor is granted to those whose academic qualifications, teaching and professional experience are of the highest standards, and have already gone through the ranks of assistant and associate professor.

4.2 Evaluation and Promotion

Evaluations for promotion are conducted by the President and Dean of the Faculty, in consultation with the core faculty; subsequently recommendations will be made to the Board of Trustees.

Assistant professors can apply to the rank of associate faculty after at least three years of full-time teaching with an earned doctorate and successful annual reviews. A package including a CV, course evaluations, annual reviews, three peer recommendations, publication samples, and research agenda will be requested, and reviewed by the Dean and the President and appointed core faculty. In conferring associate professor rank, the Board, on recommendation of the President and Dean of the Faculty, will designate whether the appointment is for a stipulated time period (for example, three years) or a permanent contract. If the appointment is for a stipulated time period, the Board will designate whether the appointment is renewable.

Promotion to full professor is never automatic or guaranteed but is made by a vote of the Board of Trustees, upon the recommendation of the President and the Dean, in consultation with the core faculty. Faculty can apply or be named to full professor after at least four years of full time teaching at Starr King, and positive annual reviews. A package including a CV, course evaluations, annual reviews, three peer recommendations, publication samples, and research agenda will be requested, and reviewed by the Dean and the President and appointed core faculty.

4.3 Annual Procedure for Evaluation of Core and Advising Faculty

Evaluation of faculty is conducted to promote the professional growth and development of each faculty member, and to foster an atmosphere of accountability to the standards of good teaching, and scholarly and creative productivity that enable the school to fulfill its mission with excellence.

The Dean of the Faculty will meet at least once a year with each member of the faculty for an annual review. This review will be an opportunity for one-on-one focused conversation regarding that person's work and their professional hopes and needs in the context of the school's life. Prior to the annual review, the faculty member will prepare a written self-assessment of each area of their work, and including concerns, questions and proposals for the following year.

Student course evaluations of core and advising faculty members are solicited and reviewed after each term and are part of the annual review. They are kept on file at the school for review by the faculty member, the president, and the dean of the faculty.

4.4 Procedure for Adjunct Faculty Evaluation

The Dean of Faculty and the Curriculum Committee evaluate adjunct faculty by reviewing students' written evaluations of courses. The Dean contacts adjunct faculty when significant pedagogical questions need to be addressed.

SECTION V - CONTRACTS & COMPENSATION

5.0 Contracts and Compensation

5.1 Agreement for Employment

The Board of Trustees, the President, the Dean of Faculty or those authorized by the President can enter into an agreement for employment. Any agreement for core faculty will be in writing and signed by the President and the Chair of the Board. Upon employment, each core faculty member will be given a letter of understanding which defines the terms of the employment and the employment responsibilities. A copy will be kept on file at the School.

5.2 Tenured Positions

Starr King School has no tenured positions. Instead there is a contract (letter of understanding) which is considered "permanent." A permanent contract is a commitment on the part of the Board of Trustees with a faculty member for ongoing service to the school. Such service implies no further evaluations for contract, though it may involve periodic qualitative evaluations for promotion in professorial rank. The bylaws of the school state that members of the faculty holding the rank of professor hold office until resignation or removal by the board by a 2/3 vote unless otherwise provided in the letter of employment. The personnel policies specify that the contract can be terminated by the school if the faculty member has failed to perform the duties for which they have been hired, or if the faculty member has engaged in grievous misconduct, or if financial exigency forces a reduction of employees.

5.3 Compensation

Compensation for faculty is annually recommended by the Dean of the Faculty/CAO and President and approved by the Board when it approves the total instruction budget. Compensation includes salary, housing allowance (when appropriate), and benefits. Differences in faculty compensation reflect faculty rank, years of service to the school, academic degrees, and administrative loads. The school is committed to compensate faculty at levels at or above the

average compensation of comparable faculty in comparably-sized schools accredited by the Association of Theological Schools, but it has not yet achieved this goal.

SECTION VI - FACULTY RESPONSIBILITIES

6.0 Core and Advising Faculty Responsibilities

The core and advising faculty are responsible for the educational life of the school. Attention to the mission, history and philosophy of the school is essential to preserving the integrity of the institution. This integrity must embrace the context of teaching, decision making, collegiality with Starr King School faculty, relationships within the larger Graduate Theological Union and the wider community.

6.1 Specific Responsibilities of Core and Advising Faculty

6.1.1 Teaching

A full-time teaching load is 12 credits, unless another arrangement is made with the Dean of the Faculty. In a school such as Starr King, where teaching is acknowledged within contexts outside the classroom, it is important for faculty to be mindful of the many ways teaching takes place, and to articulate how this is so to colleagues and students.

6.1.2 Attendance

Attendance is expected for all courses taught unless absence is unavoidable. Committee meetings require faculty attendance to function appropriately. It is expected that faculty will attend chapel, all-school meetings, commencement and other public gatherings where faculty attendance is important to the morale of the community. Being present during hours which are not committed to teaching or meeting is important as well.

6.1.3 Non-classroom Duties

These duties include keeping office hours for student advising and consultation, attending faculty meetings and study times, attending board meetings, and attending to administrative details such as turning grades and evaluations in on time, serving on committees, and offering leadership in the worship life of the school. Representation in the larger community is strongly encouraged. Participation in social justice issues is valued and is regarded as one of the many embodiments of the ECO commitment of the school.

6.1.4 Faculty Meetings and Study Times

Faculty meetings are held at least once a month during the fall and spring semesters, usually on the second Tuesday morning of each month. The faculty also meets together regularly for study. Times on the fourth Tuesday morning of each month. Faculty can attend the meetings in person or on Zoom.

6.1.5 Advising Duties

Faculty advisors are responsible for the following in advising students:

- Serve as witness, memory, and guide in the shaping of individual students' programs of study.
- Meet regularly with the student during the academic terms.
- Offer counsel to the advisee in the planning of their course of study; holding the advisee to account in pursuing questions and meeting their challenges; encourages stretching and risking in the learning process; insists on non-avoidance of important issues and areas of growth or learning.
- Direct the advisee to educational resources, educational options, refers advisees to other members of the faculty, as appropriate, for consultation on questions, issues, or learning approaches.
- Consult with students regarding denominational expectations and requirements.
- Read and reflect with students regarding evaluations from coursework, fieldwork and, if students choose, the career assessment.
- Read and reflect with the advisee on special learning experiences;
- Signs forms.
- Plans with the advisee the timing and participants for the student's Mid-Degree Portfolio Conference.
- Confer with the advisee on the timing of their request for graduation; presents the advisee for graduation to the faculty.
- Guide students in the preparation of a final project (MASC), or master's thesis (M.A.)
- Write letters of recommendation at the request of the advisee.
- Is informed about SKSM policies and procedures.
- Contacts the advisee promptly if the need to cancel or reschedule an appointment arises.
- Models appropriate behavior and boundaries in the advising relationship

6.1.6 Committee Service

Core faculty members are expected to serve on faculty and board committees. Advising faculty are expected to serve on committees, in relation to their particular annual contract obligations. SKSM Faculty Committee is the curriculum committee. The Board committees that require Faculty presence are the Academic Affairs and Admission Committee. Service on ad hoc committees is occasionally expected, especially committees for evaluation and planning, theological education of the board, and development of new educational programs. The Dean of the Faculty carefully consults faculty members each June to assess that faculty service on committees is appropriate with the faculty workload and contract.

6.2 Core Doctoral Faculty Responsibilities

Members of Starr King's faculty who are eligible for election to the Graduate Theological Union Core Doctoral Faculty are encouraged to serve as Core Doctoral Faculty (CDF). Graduate Theological Union Core Doctoral Faculty responsibilities include attendance at area meetings, CDF meetings, committee meetings and gatherings that are important to the collegial sense of the GTU faculty in general. CDF serve on the committees of Ph.D. and M.A. students. CDF members should report briefly on their work within the context of the GTU during SKSM faculty meetings.

6.3 Public Leadership

Members of the core and adjunct faculty are encouraged to serve a broader public through scholarly study and writing, public speaking and preaching, involvement in the creative arts, active involvement in the Unitarian Universalist or other spiritual movement, participation in religious community life, and prophetic and pastoral ministry in the broader society, especially with those communities for whom we feel a particular pastoral concern. This work is regarded as an aspect of vocational responsibility for members of Starr King's core faculty. The school strives to support public religious leadership through attention to a balanced and sustainable work load during the academic year and provision of sabbatical time.

6.4 Administrative Responsibilities

Three members of the faculty carry specific administrative responsibilities: the President, the Dean of the Faculty, and the Dean of Students. Of the three, only the Dean of Faculty/CAO has primary teaching and advising responsibilities for half of their time (including time serving as GTU CDF). President and Dean of Students may teach one course a year in their area of expertise, depending on their workload and curricular needs.

6.5 Specific Responsibilities of Adjunct Faculty

Adjunct faculty are responsible for teaching a specific course for a specific period of time. They are responsible to prepare for class, attend class, respond to student work, consult individually with students as needed, prepare written evaluations of each student at the end of the course, turn in grades (pass/fail) in a timely manner, and return course evaluations filled out by students. Adjunct faculty are invited to attend chapel and be present for all-school meetings, but such participation is not expected as part of their service. Adjunct faculty are also invited to participate in orientation, commencement, Symposium and evaluation activities at the request of the Dean of the Faculty. Occasionally, adjunct faculty may be invited to participate in meetings of the core and advising faculty.

Adjunct faculty are accorded the same rights of academic freedom as the core faculty and are expected to uphold the same standards of professional ethics, as described in this faculty handbook.

6.6 Dean of the Faculty

According to Article 6.2 of SKSM Bylaws, the "Dean of the Faculty shall be appointed by the President with the consent of the Board."

The Dean of the Faculty should be a member of the core faculty. The Dean coordinates and supervises the work of all faculty, is a part of the Executive Team and is supervised by the President.

Please see *Faculty Handbook II – 2019-2020 Manual* for detailed information on all academic processes. The second Part of the Handbook is updated annually by the Office of the Dean of Faculty.

SECTION VII – POLICIES & STATEMENTS ON ACADEMIC FREEDOM & INTEGRITY, RIGHTS AND OBLIGATIONS OF FACULTY MEMBERS

7.0 Statement of Academic Freedom and Professional Ethics

Starr King School for the Ministry bases its statement of academic freedom and professional on the ethical code recommended by the American Association of University Professors¹ with the clear understanding that these policies and procedures conform to the mission of SKSM.

7.1 Freedom of Inquiry (approved by the faculty in May 2019)

Starr King School for the Ministry's theological vision and educational philosophy are reflected in the principles of academic freedom and responsibility affirmed by its faculty. The school affirms the foundations described in the ATS policy statement on Academic Freedom:

“Recognizing that there are various theological approaches to freedom, theological schools acknowledge that they share a common concern for realizing the highest possible standards of freedom in all institutions of education. Theological schools also acknowledge that the grounds for their understanding of freedom, and thus of academic freedom, need to be stated clearly and adhered to.”

Freedom in Historical Context

As we educate to counter oppressions, we affirm freedom as a both a value and as a practice. Throughout the history of the West, freedom has been cultivated and protected by people, groups and institutions seeking justice and equality, and it has also been pervasively trampled, tarnished and omitted by those with power and authority, legal or otherwise, to determine the conditions and opportunities afforded to others. In some instances, rights have been affirmed to successfully protect the well-being and dignity of individuals and groups, as well as species of plant and animal life. The language of rights has also been used to harm, denigrate and even exterminate communities and life itself on our planet. Starr King's practice of freedom is embedded in this historical context and inspired by many prophets, ancestors and movements who actively opposed injustice and strove to build Beloved Community.

At Starr King, our mission and vision ask us to hold freedom and responsibility as mutually dependent forces for justice and liberation that direct the educational activities of the school as an institution as well as the intentions and actions of individual members of the Starr King community.

Understanding Truth

Our theological vision as a school introduces our understanding of truth as embedded in multiple historical context and cultures. Our tradition as a school “leads us to emphasize ongoing revelation in each culture and in every creature. Our attention is drawn to the concrete, not the abstract, to the particular, not the generic. Time and place, culture, language and history

¹ The American Association of University Professors, Policy Documents & Reports (January 1977): “Academic Freedom & Tenure” (1940); Statement of Principles: “Statement on Professional Ethics” (1966).

are theologically significant because they help us understand the incarnation of the Divine within time and space, in particular and diverse expressions of humanness.” Academic freedom in a theological school involves an individual faculty member’s obligation to sources of truth and of mystery, in addition to the entire faculty’s shared dedication to the concrete institutional standards of the institution. Our understanding of religious truth-seeking informs our expectations of ourselves and one another as faculty in the conduct of our teaching and research, as well as in our shared duties across the activities of the school.

Principles of Academic Freedom and Responsibility

I. Freedom in teaching and research

Starr King School for the Ministry recognizes the gifts of faculty who participate as members of their own religious communities and bring their beliefs, values and practices to their work, thereby enriching our community. In particular, several Starr King faculty members identify as Unitarian Universalists and hold credentials as Unitarian Universalist ministers; the presence of Unitarian Universalist educators connects us to the school’s history and a significant community of accountability. Starr King values the individual faculty member’s religious conscience and subscription to their individual religious values and beliefs in the practice of academic teaching. Each faculty member may speak and teach authentically from the sources of knowledge in their areas of competence and specialty as well as discuss ways in which their own religious traditions and experiences have helped to shape their pedagogy, academic interests and teaching styles. As a school that offers multi-religious education, individual faculty are expected to design and teach courses with the intention that students of any (or no) religious affiliation to understand its content and attain learning outcomes aligned with the educational philosophy and mission of the school. Faculty must respect individual religious identities and experiences of their students, welcoming each student’s authentic religious expression.

Faculty members are free to teach, carry on research and publish their findings. They are also free to express and act upon their convictions as individual members of society and multiple communities, understanding that in some cases, there is a tacit representation of their school in what is said. Likewise, faculty members must also take care not to violate, limit or damage the academic freedom of their colleagues.

II. Responsibility in teaching and research

Starr King School for the Ministry considers the conduct of teaching and research to be moral and political work. Our “Statement on Academic Integrity” (accepted by SKSM faculty, 12/12/2017) explains the shared responsibility of faculty to educate to counter oppressions. Starr King faculty encourage one another to model academic quality in terms of selecting sources of knowledge for teaching, engaging bodies of work, and reflecting on one’s own academic imaginations of oppression and liberation.

In addition to upholding expectations of academic integrity for graduate students, the faculty of SKSM require similar expectations of their own research and the research of their colleagues. As Starr King educates to counter oppressions, it also encourages its faculty to conduct research and create scholarship that counters oppressions. Starr King faculty encourage one another to reflect on the implications of their written work and their relationship to the production of academic knowledge.

7.2 Ethical Standards

We strive as members of the core faculty to support and encourage the diversity of gifts and talents among our faculty colleagues. We commit ourselves to working together in a spirit of honesty, sincerity and integrity. In the spirit of the school's mission, we will strive to embody the practice of direct address in our interactions with each other.

Faculty members of SKSM as members of a learned profession and officers of an educational institution will be free from institutional censorship or discipline. At the same time they should remain aware of the special responsibilities placed upon them. A review of these freedoms and responsibilities include:

- that the position they hold in the community imposes academic and prophetic obligations;
- that they should always strive to be accurate, stating the truth as they see it
- that they need to show respect to the opinions of colleagues and students in the exchange of criticism and ideas;
- that they need to respect and defend the free inquiry of associates and students;
- that they always strive to improve their scholarly competence, seeking to be effective teachers and scholars;
- that they should show respect to their students as individuals, serving them as intellectual guides and counselors;
- that they must respect the confidential nature of the relationship between professor and student, avoiding exploitation and acknowledging significant assistance from them;
- that they are to encourage the free pursuit of learning in their students, setting before them the best scholarly standards of their discipline;
- that they should aim to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge;
- that they should be aware of the need to protect the student's academic freedom;
- that they should strive to be objective in the professional judgment and evaluation of colleagues and students;
- that they need to accept a share in faculty responsibilities for the governance of the institution;
- that they have an obligation to give due notice of their intention to terminate their service;
- that they are entitled to full freedom in research and in publication of the results;
- that this research should not hinder adequate performance of other academic duties;
- that any research for pecuniary return will be based upon an understanding with the Dean of the Faculty and the President;

- that the faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom;
- that any limitations on academic freedom based on religious or other aims of the school needs to be clearly stated in writing at the time of a faculty member's appointment.

SECTION VIII - FACULTY DEVELOPMENT AND LEAVES

8.0 Faculty Development

SKSM recognizes the importance of regular times for faculty development. They can happen during the regular course of the Fall and Spring terms, such as in Faculty Study Times, during SKSM special workshops and trainings, during the summer months (June and July), during professional meetings and, for core faculty, during sabbatical leaves.

8.1 Sabbatical Leaves

Permanent core faculty are eligible for six-month sabbatical leaves every three and one-half years. All leaves are coordinated with the Dean of the Faculty and must be approved by the President and the Board of Trustees. The regular workload of the faculty member on sabbatical will be delegated to others prior to leaving. The stipend for sabbatical is the regular salary of the faculty member.

In requesting a sabbatical, permanent core faculty members will state the intended purpose of the sabbatical time, such as: professional development, personal renewal, research and writing, travel, field research, creative projects in theological reflection or spiritual practice, new course development. This list provides examples but does not limit the scope of sabbatical purposes the school may affirm. Upon completion of the sabbatical, faculty members will report on their sabbatical to the Dean of the Faculty and the core faculty and will share the results of the sabbatical with the school.

8.2 Leave of Absence Without Compensation

Faculty may request a leave of absence without compensation, by writing a letter to the Dean of the Faculty and the President, stating the reason for the requested leave, and the period of time for which the leave is requested. Leaves of absence without pay must be approved by the President, the Dean of Faculty/CAO and the Board of Trustees.

8.3 Professional Meetings

Professional meetings are important to faculty members to keep up with the field in which they teach, and to broaden the school's presence among other institutions. A fund is available to core and advising faculty members for this purpose. The Dean of the Faculty will attempt to honor as many requests as possible and will assist each faculty member in funding attendance at professional society meetings. Faculty making presentations and chairing scholarly groups will have precedence. Allowable faculty expenditures for travel for attendance at professional meetings, for instructional materials, for professional dues, and for honorarium for guest speakers in class, need to be pre-approved in writing by the dean of the faculty/CAO.

8.4 Academic Year and Research Times

The instructional year begins with orientation, the week of August, and ends by the beginning of June. Faculty are expected to prepare their courses, research and write during the month of June, while being available to the Dean of Faculty and the President for annual reviews and occasional matters in preparation for the new academic year. Faculty can take four weeks of vacation in July, or a combination of research time and vacation. Fall and Spring Reading Weeks are time for study and course preparation.

SECTION IX - RESIGNATION AND RETIREMENT

9.0 Resignation and Retirement

All personnel are asked to give adequate notice of resignation to permit the school to continue its normal functioning. Emergency situations will be handled on an individual basis.

9.1 Notice from President

The President is asked to give written notice of resignation to the Chair of the Board of Trustees at least six months prior to the effective date.

9.2 Notice from Core Faculty

Members of the core faculty are asked to give written notice of the resignation to the President and the Chair of the Board of Trustees at least three months prior to the effective date.

9.3 Notice from Non-Core Advising and Adjunct Faculty

Members of the associated faculty are asked to give written notice of resignation to the President at least two weeks prior to the effective date.

9.4 Termination for Cause

The school may terminate a faculty member if there is adequate cause. Adequate cause for termination includes grievous misconduct and failure or inability to properly perform the fundamental duties for which one is employed, as indicated in the letter of understanding. If the school finds it necessary to terminate for cause, the faculty member has the right to appeal, following the procedure for appeal outlined in the school's personnel policy. A clear written statement of the grounds for termination will be delivered to the faculty member as notice of termination.

9.5 Grievous Misconduct

In the case of grievous misconduct termination may be immediate. The school is unable to define all acts of grievous misconduct, but among them are:

- Physical violence against another person, including assault and rape;
- Harassing, threatening, intimidating or coercing a school employee or student;
- Malicious or willful destruction or damage to school property, or to the property of a school employee or student;
- Stealing school property or the property of a school employee or student;

- Obtaining employment by lying or giving false or misleading information, falsifying any employment document or record, or other act of dishonesty;
- Possession of illegal drugs on school property;
- Failure to maintain the confidentiality of proprietary information.

9.6 Termination for Financial Exigency

If financial exigency forces the school to consider reducing its number of faculty, such reductions will be made with careful planning that includes consultation with the Dean of the Faculty and CAO by the President.

9.7 Authority to Terminate

Faculty who have been elected by the Board of Trustees can be terminated for cause or financial exigency by the Board of Trustees by written notice at least six months prior to the effective date, or with six months' pay in lieu of notice, at the board's discretion.

**FOR BENEFITS AND GRIEVANCE PROCEDURES PLEASE SEE SKSM
EMPLOYEE HANDBOOK**

Starr King School for the Ministry
FACULTY HANDBOOK

Part II

2019-2020 Manual



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This manual is uploaded to the SKSM website and updated each year. This version is current as of May 2019. If you save a copy of it on your computer, please remember to check with the Dean's Office for a new version each year.

All faculty forms mentioned in this handbook can be downloaded from the SKSM website: <http://www.sksm.edu/academics/faculty-forms/>
The password to access the page is: SKSMFaculty1!

To view the Student Handbook:

<https://www.sksm.edu/resources/student-handbook/>

Please also review the terms of your signed **contract, Letter of Appointment and Letter of Understanding**. They are binding documents.

Introduction to Starr King

Welcome Letter

Dear Faculty:

We are pleased to have you join our educational body this year. Faculty members have long played a crucial role in the academic life of Starr King, enhancing the course offerings of our core faculty and the Graduate Theological Union. You have been selected because your knowledge and gifts provide diverse and important voices that challenge and enrich theological education. Additionally, your work resonates with our commitment to transformative pedagogies and to educate to counter oppressions and build just, sustainable communities.

We encourage you to become an integral part of the Starr King community, both inside and outside the classroom, in relation to your different modalities of teaching (residential and online). We welcome and encourage your participation in all aspects of our community life, including rituals, celebrations, and special lectures and events.

To assist in your integration into the life of the school, we have created this Faculty Guidebook that provides resources on almost anything you may need to know.

Please see our staff liaisons below this letter. We look forward to getting to know you better and to helping you from our different areas in Academic Affairs. You may set up an appointment with Dean Lettini to discuss how your class is going or dialogue on any pedagogical issue. She is also happy to talk about ways you can contribute to the school outside your course and to hear reflections on how we can ensure that Faculty members are full members of the community.

If there is anything you need, please let us know.

Sincerely,

A handwritten signature in black ink that reads "Gabriella Lettini". The script is cursive and fluid, with the first name and last name clearly legible.

Rev. Dr. Gabriella Lettini
Dean of the Faculty
(510) 549-4714
glettini@sksm.edu

Purpose of Handbook

The purpose of this handbook is to outline faculty members' professional responsibilities and guide them in their work.

This handbook supports the bylaws and the personnel policy of the school which provide directives regarding the appointment, compensation, support and evaluation of the president and the faculty.

Starr King Mission Statement

The mission of Starr King School for the Ministry is to educate people for Unitarian Universalist ministry and for progressive religious leadership in society.

Starr King School's distinctive educational approach is rooted in the Unitarian Universalist values of countering oppressions, cultivating multi-religious life and learning, and creating just and sustainable communities.

Starr King School aims to educate the whole person in the service of love, compassion, and justice through:

- Teaching by who we are and what we do
- Student-centered participatory learning
- Excellence and depth in religious studies
- Formation in the arts of religious leadership
- Service with congregations and communities
- Active membership in the Graduate Theological Union
- Deepening self-awareness and cultivating spiritual practice
- Striving to live in right relationship with self, others, and the earth.

Our Theological Vision

Starr King School for the Ministry attempts to express a vision which includes all in an embrace of mutuality, equality and respect. We seek to foster I-Thou relationships with one another, rooted in authentic presence and the full-unfolding of the powers of the soul. Our thea/ological tradition seeks to speak not only to the mind, but also the heart. That tradition also leads us to encourage special pastoral concern for those who have been oppressed in body and spirit because of unjust social structures. Honoring the priesthood and prophethood of all believers, our thea/ological task includes working for just, loving, and sustainable community among human beings and with the earth.

We value the integration of academic expertise with lived experience and living spirituality. Our tradition leads us to emphasize ongoing revelation in each culture and in every creature. Our attention is drawn to the concrete, not the abstract, to the particular, not the generic. Time and place, culture, language and history are theologically significant because they help us understand the incarnation of the Divine within time and space, in particular and diverse expressions of humanness.

We educate to counter oppressions, rooted in our thea/ological vision. Though the world is marked by intersecting violences and injustices, we believe that abiding resources of beauty, grace, resistance, and transformation abound. To teach is to cooperate with revolutionary grace in the healing, transformation, and full unfolding of life.

Institutional History

Starr King School was founded in 1904 to educate students “for the Christian ministry, and especially for that of the Unitarian Churches.” At that time the school was known as the Pacific Unitarian School for the Ministry. The first classes were held at the Oakland Unitarian Church, but were soon moved to Berkeley so students could take advantage of courses at the University of California and nearby seminaries. The school’s educational character was established by Earl Morse Wilbur, the first president of the school. His leadership provided both a vision and a hope: to advance the presence of ethical, scholarly religious leadership throughout society, especially in the West and around the Pacific Rim. As Wilbur noted: “in all our teaching we strive to keep in view the practical end; and while we aim always to cultivate thorough scholarship, we mean to ask at every point, what has this to do with the actual work of the ministry?” This emphasis on practical experience in the settings of congregations and social agencies concurrent with course work is pursued to this day.

The school began under the auspices of the Unitarian Association and continues to function with commitment to the principles of the Unitarian Universalist Association. In accordance with the Articles of Incorporation, a majority of the trustees is Unitarian Universalist. Though the school is open to all, most students at Starr King are Unitarian Universalist. From its beginning, the historical principles of the school have involved “complete mental freedom in religion, rather than bondage to creeds or confessions, the unrestricted use of reason in religion rather than reliance upon external authority or past tradition, generous tolerance of differing religious views and usages rather than insistence upon uniformity in doctrine, worship or polity.” (Wilbur) The school moved to its present location in 1941 and changed its name to Starr King School for the Ministry, in honor of Thomas Starr King, a Unitarian and Universalist who served the San Francisco

Unitarian Society from 1860 to 1864. In 1968 the school became an early member of the new ecumenical enterprise of the Graduate Theological Union in Berkeley. Close proximity to the University of California at Berkeley, the intense cultural and political life of the San Francisco Bay Area, proximity to the Pacific rim, and interaction with faculty and students from other religious denominations enrich the School's educational programs.

In keeping with the rich education heritage established by Earl Morse Wilbur, three Starr King archives of significance to Unitarian Universalists are held in the Graduate Theological Union Library. The establishment of these archives has taken place with the last decade in conjunction with the Earl Morse Wilbur Project and has led to increased scholarly exploration of Unitarian Universalist history.

The school houses the Wilbur Collection, which includes 1,300 volumes documenting the intellectual history of the Unitarians from the early 1500s through Rev. Thomas Starr King's ministry in San Francisco at the time of the Civil War. The books are in eight different languages and are considered to be some of the priceless treasures of our Unitarian Universalist movement.

From its earliest history, Starr King School has attempted to respond to the changing cultural, social and religious realities of California, the West and the Pacific Rim. Today the school continues this response through its commitment to diversity and actively working to counter oppression and violence of any kind.

Educational Philosophies

Our theological vision is expressed in our educational philosophy and pedagogical practice. We seek to educate in ways that:

- trust in an empowering and liberating grace that is larger than ourselves
- call forth and welcome the full, authentic presence of people
- call forth and welcome silenced knowledge, feeling and experience
- undergird human wholeness, integrity, relationally, and agency
- foster self-awareness and self-respect
- foster relational capacities and the ethics of community
- foster knowledge and wisdom arising from engagement with primary texts and primary experience
- foster an ongoing practice of inquiry, study, action and reflection

Multi-Modal Theological Education

These are the primary modes by which Starr King educates its students. Starr King and the wider consortium of the Graduate Theological Union currently offer residential and non-residential courses, where residential courses happen within semesters (fall and spring) and intensive periods (summer/symposium, and winter) and non-residential courses happen online (in semesters), in fieldwork (all periods), and through immersions (intensives). In offering courses in Berkeley, online, and around the globe; Starr King is opening its degree programs to students who can undergo a rigorous theological graduate program without having to move to Berkeley for an extended period of time.

Starr King is also highly attuned to the educational value of its strong advisor/advisee mentorships, symposium, student/community-led ritual arts experiences (such as chapel services), special reading courses, write-ups, and student leadership. This implicit curriculum outside "the classroom" is an educational modality both recognized as fundamental to our students' educational lives in and of itself, but also one that is significantly influenced by the collection of courses students take. That is, the classroom door or Moodle login page are two permeable walls through which community conversations often break into the classroom and classroom conversations often break out into the community.

Residential Courses

- Semester-long courses
- Intensives
- Symposia

Non-residential Courses

- Semester-long online and hybrid courses
- Immersions

Implicit Curriculum

- Cohort Groups
- Peer Discernment Circles
- Formation Conversations
- Ritual Arts Experiences
- Student body leadership
- Starr King committees with student membership

Learning Thresholds

Students at Starr King School for the Ministry prepare for religious leadership and scholarship in the school's three-degree programs, the Master of Arts (GTU M.A.), the Master of Arts for Religious Leadership and Social Change (M.A.S.C.), and the Master of Divinity (M.Div.) degrees. The program's overall goal is to prepare each person holistically for ministry through competency in eight threshold areas.

To read the in-depth explanation of the eight threshold areas provided to students, please review the Student Handbook, or if an Advisor, the Advising Handbook.

1. Life in Religious Community and Interfaith Engagement
 - *Functional and Pastoral Thea/ologies / FT*
 - *Cultural and Historical Studies of Religions / HR*
2. Prophetic Witness and Work
 - *Ethics and Social Theory / CE RS*
 - *Religion and Society / RS*
3. Sacred Text and Interpretation
 - *Biblical, Qur'anic, etc. Studies and Languages / BS OT NT*
 - *Cultural and Historical Studies of Religions / HR*
 - *Homiletics / HM*
4. History of Dissenting Traditions and the Thea/ological Quest
 - *History / HS*
5. Spiritual Practice and the Care of the Soul
 - *Religion and Psychology / PS*
 - *Spirituality / SP*
6. Thea/ology in Culture and Context
 - *Systematic and Philosophical Theology / ST PT*
 - *Cultural and Historical Studies of Religions / HR*
7. Educating for Wholeness and Liberation
 - *Theology and Education / ED*
8. Embodied Wisdom and Beauty
 - *Liturgical Studies / LS*
 - *Art and Religion / RA*
 - *Spirituality / SP*

These threshold areas integrate the arts of ministry (preaching, teaching, counseling, leading worship and ritual, administering) with the disciplines of

theological and religious studies (theology, ethics, Biblical studies, world religions, church history, religious education, cultural studies, psychology, sociology of religion, congregational studies). This goal includes the development of personal qualities and habits for a successful ministry, such as mature judgment, self-awareness, spiritual practice, integrity, responsibility, sensitivity and ethical discernment.

Starr King School Covenant

(For the beginning of each academic year)

We humbly ask you who are trustees, supporters, alumni and friends of the school to hold us in your best thoughts and prayers as we live out this covenant in the days ahead.

LEADER: I invite the students, faculty and staff please rise in body (and/or spirit) and join in the words of the covenant:

ALL: We covenant to support the mission of Starr King School for the Ministry: to educate people for Unitarian Universalist Ministry and for progressive religious leadership in society. We seek to meet one another in love, affirming bonds of interdependence and relationship as we advance the well-being and growth of this institution.

LEADER: By our unique roles and individual gifts, may we uphold this covenant in educating, learning and serving with the distinctive educational approach rooted in Unitarian Universalist and progressive religious values of countering oppressions, cultivating multi-religious life and learning, and creating just and sustainable communities.

Faculty: May we nurture a teaching and learning environment with integrity and compassion, as we take time to develop our academic strengths and support the unfolding power of those we are entrusted to guide.

Staff: May we hold the duties and trusts placed in our work with respect and expertise.

Students: May we enter into our studies with integrity and participate in the formation of our vocations with curiosity and depth.

ALL: Striving to live in right relationship with self, others and the earth, may we practice forthright and timely communication, mindful of our authorities, capacities and limits. By our affirmation today, we strive to carry forth with these commitments by returning to this document in our communal life and discrete roles to hold ourselves and our colleagues accountable and in care.

New Faculty Basic Set Up

As a new faculty member, once you have submitted your contract, you will receive the following:

- *Payroll & HR Information.* (from the VP of Finance)
- *A Starr King email address.* (from the Coordinator of Academic Programs)
- *Login information for Populi* (the Student Information System). [See Populi section for more information. \(from the Registrar\)](#)
- *Login information for Moodle* (from the GTU)
- *A key fob which will allow you access to the building.* (from the Coordinator of Academic Programs)
- *A library card* (from the SKSM registrar)
- *A Course Scheduling Information form.* (from the Coordinator of Academic Programs)
- If you are an academic advisor, you will also receive a *Zoom account* for meeting with students virtually. (from the Coordinator of Academic Programs)

Please submit to the Coordinator of Academic Programs a short bio and picture of yourself for our faculty webpage.

Please contact the Coordinator of Academic Programs if you have any questions.

Course Set-Up & Delivery

Course Scheduling Process:

After consultation with the Curriculum Committee, the SKSM Dean of the Faculty confirms with each faculty member what courses they will teach in the next year. Faculty and dean discuss the best modalities for the course.

As a faculty member, you must fill out the GTU **Course Scheduling Information (CSI) form** to ensure that your course(s) are entered into the GTU and SKSM course calendars. Please note that there is one form with weekly

meetings for the Fall and Spring terms and one with week-long options for January and Summer.

The CSI forms can be found here: <https://www.sksm.edu/academics/faculty-forms/>

The password is: SKSMFaculty1!

Please see below for the detailed instructions on how to fill in the course scheduling forms.

PLEASE RETURN THE COMPLETED FORMS TO YOUR DEAN'S OFFICE BY THE DATE SPECIFIED.

The SKSM dean and her assistant will review each form for accuracy and to avoid scheduling conflicts.

By mid-January the GTU registrars will manually create a preliminary draft of all courses, that will be reviewed by the GTU Council of Deans at their February meeting.

SKSM will publish all course offerings on its webpage by early March.

No print copies will be available; however, a PDF version of the course schedule, similar in format to previous published editions, will be available shortly after the online schedule is posted.

Instructions for Filling in the Course Scheduling Information Forms:

Please fill out the CSI form very carefully and contact the assistant to the dean if you have questions. After the forms are submitted, every time you request even a minimum change we need to fill out an Addendum Form and submit it to the GTU.

2. Please save the form as: codes+ numbers+ Faculty last name;
e.g. CEST4539 Lettini
3. Please indicate the field(s) of the course (see below for list of fields). List the primary field first. Select two fields only. NOTES: The IDS designation cannot be combined with any other area. If you taught this course before you must list the old codes and numbers.

GTU AREA CODES

IDS – Interdisciplinary Studies.

ST – Systematic Theology

RA – Art & Religion

HR – Cultural & Historical Studies of Religions

HM – Homiletics

ED – Theology & Education

CE – Ethics & Social Theory

RS – Religion & Society

SP – Christian Spirituality (sic)

FT – Functional Theology

LS – Liturgical Studies

HS – History

ST – Systematic Theology

IR – Interreligious Studies

BS – Biblical Studies & Biblical Languages

4. Check the level of your course: (e.g., 1000, 2000, 3000, etc.)
 - Introductory (1000-1999)
 - Intermediate (2000-3999)
 - Advanced (4000-4999)
 - Doctoral/Advanced MA (5000-5999)
 - Doctoral/Doctoral students only (6000-6999)
5. Introductory (1000) course may not have prerequisites.
6. Doctoral (6000) course is for students in the Ph.D. or Th.D. programs only.
7. If the number of units is different than the listed options, please enter the correct units on the line marked “Other.”
8. Please be aware that the title of any new course should not exceed 29 characters, including spaces and punctuation. You may include a longer “subtitle” by emailing the assistant to the dean, so that it can be published on the SKSM website only. Please also note that if you change your course title, a new course number must be assigned.
9. The Deans have requested that in addition to the brief description of your course, you include the course format (e.g., seminar, lecture/discussion, etc.), your method of evaluation (e.g., term paper, weekly reports and final exam, etc.), and the intended audience (e.g., M.Div., MASC, MA, Ph.D./Th.D. or combination with varying requirements).

10. For the 2019-20 Academic Year, we are requiring that you include a full description on ALL Course Scheduling Information forms, even if your course has been offered many times.

11. Please list prerequisites: e.g. ECO Core Intensive, Multi-religious Intensive.

12. Please list any special requirement: e.g. prerequisite readings, additional meetings outside the usual class time, etc.

13. Please include all the information that applies at the end of the on the course description (so that all details are available on both the GTU and SKSM course offering webpages).

- Prerequisite: (other than a specific course already listed)
- Required for the MDiv. and/or MASC.
- Relates to Threshold/s # (see list below)
- Relates to MFC competency # __ (see list below; if it applies)
- High-residency, limited hybrid participation allowed. Hybrid participation counts as low residency.
- Online, asynchronous, with possible synchronous meetings. Low residency.
- Online, synchronous on Zoom and counts as low residency.

List of SKSM Thresholds:

- 1) Life in Religious Community and Interfaith Engagement
- 2) Prophetic Witness and Work
- 3) Sacred Text and Interpretation
- 4) History of Dissenting Traditions and the Thea/ological Quest
- 5) Spiritual Practice and Care of the Soul
- 6) Thea/ology in Culture and Context
- 7) Educating for Wholeness and Liberation
- 8) Embodied Wisdom and Beauty

List of Ministerial Fellowship Competencies (MFC):

- 1) Worship and Rites of Passage
- 2) Pastoral Care and Presence
- 3) Spiritual Development for Self and Others
- 4) Social Justice in the Public Square
- 5) Administration
- 6) Serves the larger UU Faith
- 7) Leads the faith into the future

14. If your course has no registration restrictions, please leave all checkboxes in the restrictions section blank.

15. Please list the maximum enrollment # carefully. The minimum enrollment number is not requested by the GTU form. The minimum enrollment # for SKSM courses is 6. Cancellation of undersubscribed courses will be discussed with the SKSM academic dean.

16. From next year on, SKSM will allow Auditors with Faculty Consent. We are discussing a special rate for community people not taking the course for credit. People in the class as Auditors will be expected to be informed full participants of the course, but not to do writing assignments.

17. The GTU Deans have agreed to permit classes to be scheduled only during the time slots provided on the form. Please, cross all that applies on the CSI form.

SKSM courses typically take place:

9:30-12:30am, 2:10-5:00pm, 6:10-9:00pm, 7:10-9:40pm (late hour residential only to respect people on other time zones) All times listed are PST.

Because of regular SKSM and GTU meetings:

- we do not schedule courses on Tuesday mornings PST.
- faculty in GTU Doctoral areas and faculty teaching classes for/allowing doctoral students should not teach on Wednesdays.

18. SKSM classes are Smart classrooms. Please notify the assistant to the dean of you have special requests.

20. Please contact the office of the dean if you have any accessibility concerns.

21. Please review your form carefully. E-mail it to the SKSM dean (glettini@sksm.edu) copying the assistant to the dean (kmoebius@gmail.com). Please contact the dean if you have questions.

22. The dean will sign your form once it is carefully reviewed.

Creating your course syllabus

In preparing your syllabi, you should follow the current syllabi template (see below) in order to comply with federal and ATS as well as SKSM regulations. We also recommend that you review the document on [Educating to Counter Oppressions and Create Just and Sustainable Communities](#) and think about ways that your class bibliography might more fully reflect these goals. Try to consider ways that you can more fully incorporate these goals into your syllabus, as well as ways that you may be able to diversify the backgrounds of the authors that are read in your class.

Explicitly tie your syllabus (including expectations, learning objectives and learning outcomes) to corresponding units of the course. Or use this shortcut: ask every week, “Do you have any questions about how this week’s materials correspond to the syllabus, to the learning objectives or the learning outcomes?”

This is in keeping with a new paradigm of higher-education assessment that centers on "student learning outcomes." In this paradigm, we are being asked to shift the focus from "what we are teaching" to "what students are learning." There is a reason for this namely: just because I am teaching it, students aren't necessarily learning it! Moreover, students learn better when we tell them ahead of time what we expect them to learn, and how we will determine whether they have learned it or not. Therefore, an effective syllabus will state the objectives of the course in terms of student learning outcomes.

Here are some steps to focus your syllabus on Student Learning Outcomes.

1. Reflect on the Mission of the school, as well as the ECO document
2. Consider the “Objectives” specified for students in your [Threshold](#) area
3. Decide which of these program and area objectives your course is designed to address.
4. Write student learning outcomes for your course syllabus, using the form "At the end of this course, the student will be able to: ..."
5. Design course assignments and assessment methods that will show both you and the students how well they are accomplishing the learning outcomes for the course.

Note that "learning objectives" are different from "learning outcomes." The difference may seem subtle but they are two connected aspects of a course. On the one hand, “learning objectives” refer to what students are expected to accomplish

in the course. On the other hand, “learning outcomes” are the aspects that students will be able to do *after* they have completed the course. To illustrate how to phrase these two aspects on a syllabus, we offer the following example:

Learning objectives

During this course, students will:

- Study the spiritualities of various Christian traditions.

Learning outcomes

After successfully completing this course, students will be able to:

- Describe the spiritualities of six different Christian traditions with reference to their sources of authority, devotional practices, and engagement with social issues.

If you need some help in constructing learning outcomes for your courses, review "Establishing Learning Goals" and a handbook on "Constructing a Syllabus" available through these Brown University

urls: <http://www.brown.edu/about/administration/sheridan-center/teaching-learning/course-design/establishing-learning-goals> and <http://www.brown.edu/about/administration/sheridan-center/teaching-learning/course-design/creating-syllabus> .

SKSM Syllabus Template

Course Title

Course Number

X Units

Starr King School for the Ministry – Graduate Theological Union

Term

Instructor Information:

Name

Email (Please use your institutional email address, that is, your “@sksm.edu” email address).

Phone Number

Availability: Indicate office hours or other stipulations about being contacted.

Online instructors should designate “virtual office hours” and note the appropriate communication channel to be used during these periods.

Meeting Dates and Times:**Course Description:**

Provide a general introduction to the course topic, format, and pedagogy. Note any prerequisites or class limits.

Learning Objectives:

Provide a bullet list indicating the general content/skills that will be covered in the course. You can introduce the list with the following phrase:

“During this course, students will...”

Learning Outcomes:

Provide a bullet list detailing what a student is expected to know or be able to do after successfully completing the course. You can introduce the list with the following phrase:

“After successfully completing this course, students will be able to...”

Course Policies:

Note any stipulations regarding conduct, absences, late submissions, special needs, etc.

We are required by the Graduate Theological Union, the Association of Theological Seminaries (ATS), and the Department of Education to include the following statements in all SKSM Syllabi:

- Academic Conduct
- Notice to Students About Your Privacy (FERPA)
- Disability Policy

Course Assignments:

Describe the required assignments that students must complete to pass the course. Clearly detail due dates, page/word length, and other expectations. Be as specific as you can in order to avoid misunderstandings regarding submissions and expectations.

Grading:

Elaborate how assignments are graded in terms of feedback students receive up to and including their final evaluations. Note the pass/fail system at SKSM and the

need for students to request letter grades if desired. If a student is taking a course for a grade, they must notify the instructor. Please explicitly list the deadlines for all the assignments, which are expected to be submitted through Moodle. The instructor's email is no longer a valid option to turn in assignments.

Required Texts:

List a full bibliography of all mandatory materials (books, articles, websites, videos, etc.). You must include ISBN numbers and standard retail prices for *all* books.

Course Schedule:

List the topic and assigned readings --both required as well as optional-- for each given class/week

*The instructor reserves the right to modify the schedule and assigned readings to achieve course objectives. In this case, please send the updated syllabus so we can replace it in the course description at SKSM website.

Suggested Reading:

Provide a bibliography of relevant readings that students may wish to consult, especially those that may be helpful for completing assignments.

Submitting Your Syllabus

Starr King keeps course syllabi on record to assist students in planning course schedules and to help the Curriculum Committee and Office of the Dean balance the educational life of the school. We keep electronic and hard copies of each syllabus in your file in the Dean's office. Syllabi should be posted on the SKSM website before pre-registration (draft) and regular registration times (final version).

Starr King asks for syllabi to be sent in two different times (check Key Dates for exact dates):

1. **A draft syllabus** gives students a clear enough idea of what the course entails to help inform them about what classes they will like to take. It is posted early out of consideration for special students who may lack the advantage of our local communications loops.
2. **The final syllabus**, due shortly before classes begin, serves as the official contract and historical record of what will happen during the class, and should be as accurate as possible.

Please send both your draft and final syllabus to the Coordinator of Academic Programs and Assistant the Dean of the Faculty. If you are teaching an **online/hybrid** course, please copy the Director of Online Learning, Dr. Hugo Córdova Quero hquero@sksm.edu as well.

In the event that your syllabus is missing any of the parts stated in the syllabi template, we will ask you to complete those sections. Starr King will then publish the final syllabus on its website, under your course description.

Book Orders

In order to comply with 20 U.S.C. § 1015b (HEA § 133), Department of Education regulations, the school must publicly list any book required for a course taught at the school. At this time, the Graduate Theological Union and Starr King do not have bookstores from which students are encouraged to purchase textbooks or classroom materials.

Please include all required textbooks (including ISBN numbers) in your course syllabus, making sure to include (to the maximum extent practicable):

- Title and author
- ISBN (ISBN-13 or ISBN-10) and retail price;
- Whether required or recommended

Teaching Assistants (TAs)

Generally, SKSM is not able to provide Teaching Assistants for courses. We strongly discourage the practice of informally asking students to serve as TAs in particular courses. If you have exceptional needs, please contact the office of the Dean to discuss them. Only in particular circumstances a TA may be allowed. We are working hard to keep sound and consistent practices to ensure the quality of the preparation of people that serve in our classes in educational roles. Informal arrangements jeopardize this effort and are often perceived by students as confusing. They also generate possible conflicts of interest.

However, if you are teaching a hybrid course, you will be assigned a Tech Minister (a work study student who will provide you with technological support during the class). More information on Tech Ministers will be sent to you if you are teaching hybrid.

Residential & Hybrid Course Basics

Room Assignments

Room assignments are based on class size and room availability. Faculty can request a particular room when they submit their Course Scheduling Information Form. The office of the Dean makes tentative room assignments, which are provided on the SKSM website. Because general registration continues until classes begin, it may be necessary to shift room assignments in some cases. Please consult signs at the reception desk on the first day of class for finalized room assignments. As SKSM classroom space is limited, we ask that faculty members to use the room(s) assigned to you. If this presents a serious challenge, please contact the office of the Dean.

It is occasionally necessary for courses to shift rooms on particular days during the school year, such as during the Starr King board meeting. We will contact you if your class must be moved on one of these days.

Access to SKSM Building

During the time you teach at SKSM you will be given an electronic pass to the building. Please contact the Coordinator of Academic Programs for pick up. See section on Building Use.

Special Equipment

Available Equipment:

- Tables and Chairs
- Dry Erase Board (Fireside Room and Round Chapel only)
- Easels with Paper (available in the Reception area)
- White Board (Reading Room and Round Chapel Only)
- TV, webcams, and laptop with DVD capability (Fireside and Reading Rooms Only)
- Sound Amplification System with one wireless handheld microphone, one wireless lavalier microphone, two wired microphones, two quarter-inch inputs and multiple speakers. (Fireside Room Only)
- Piano (Fireside Room Only)
- Organ (Fireside Room Only)

- Wireless Internet Access (note that computer must be provided separately)

If you have equipment needs that you did not specify on your Course Scheduling Information Form, please contact us immediately. We will work with you to make equipment available, but we may not be able to meet every request for special equipment or space needs. Staff members are not generally available to set up equipment or to provide trainings on how to use equipment. If you do not know how to use a piece of equipment, you should remake your plans so as to use only equipment that you are familiar with. If you are teaching a Hybrid course (with some students allowed to participate online) you have been assigned a Tech Minister, and this person will support you with tech needs, including accessing the online platform Zoom. The Coordinator of Academic Programs will inform you of your Tech Minister.

Reserve Lists

Library reserves are books and articles stored in the GTU library, that students may check out for one or two hours at a time. This is a good way to handle optional assignments or to assign readings from books that are out of print, rare, or especially expensive. Some faculty also use reserves when they are assigning only one or two chapters from a longer book. You may reserve books by filling out the form on the GTU website at: <http://gtu.edu/library/course-reserves>

Please submit your forms as early as possible, as requests are handled on a first-come-first-served basis. If you have any questions or special needs, contact Marie Hempen at 510-649-2505.

Course Readers

Course readers are packets of articles and selections of books that students may buy from a copying center. SKSM staff is not responsible for making or distributing course readers.

Note: If you are using a course reader, you should submit a copy of this course reader to the school once it is completed. Typically, you can ask the copy center for a certain number of “Professor Copies,” which are free to you. You should ask them to make two such copies: one for yourself and one that you turn in to the school.

The choice of which copy shop to use is entirely up to you. Whether you use a Copy Central or another resource, there are a few things you should remember:

1. You need to provide the original copies for them to work from, as well as all copyright information (title, author, publishing house, year of publication,

etc.). Under Copyright laws, you should only use copy shops which pay the royalties to authors and publishers.

2. Make sure to request the "Professor Copies" – sometimes called "Desk Copies" – one for each instructor plus one to turn in to the SKSM office.
 3. Students should purchase their readers directly from the copy shop. **We discourage instructors from handling money around course readers.** Please do not attempt to charge the readers to an account from the school.
 4. We recommend that you have the original documents to the copy shops at least 3 to 4 weeks before your class begins, as they also serve the University of California, and are very busy during this time of year.
- *Note: If you are using a course reader, you are required to submit a copy of your course reader to the Coordinator of Academic Programs once it is completed (seizenga@sksm.edu).*

Online Course Delivery Basics

All courses, whether online, hybrid or residential MUST have a Moodle component. Please speak with the Dean of the Faculty if you have any questions.

Moodle: Online Course Delivery

Moodle is the online course management system for SKSM and the GTU. Moodle creates a class website where information such as news and announcements, assignments, web links, and discussion forums can be organized and made available. **All courses, whether online, hybrid or residential must have a Moodle “Shell”.**

Moodle “shells” are automatically created for each course (through the GTU). Regular Starr King Individualized Learning courses or “SKIL” (formerly Special Reading Courses), where one faculty person works with one student, do not have Moodle shells. However, if you are teaching a SKIL course with multiple students you may request a Moodle “shell”.

All Moodle course shells are automatically created by the GTU. Once your Moodle course “shell” has been created, you will be able to post and edit by adding different resource and activity modules. Helpful user guides at the above link explain how to upload documents, embed Internet videos, etc. Faculty and student support for Moodle will be handled through the GTU Library.

All registered degree students have Moodle accounts that have already been created. The students' username and password for Moodle are the same as their Populi username and password. If students do not know their Populi username and password, they should contact their school's registrar. Once students have their username and password, they will be enrolled in the course site on Moodle. Please note that it takes at least three working days to set up new accounts. Concurrently, once a student has been added to a course on Moodle, it may take 1-2 business days for that registration to be reflected on the class roster on Moodle. We strongly discourage faculty to manually enroll students.

Please note that Faculty are responsible for posting their own information and course material on Moodle. Regularly, all course information and set up of the course on Moodle should be finalized one week prior to the beginning of term.

How Moodle Works

When your course site is initially created for the semester, it is set up so that only the instructor can see it. This is so that you can work on your course unobserved. In Moodle, the main course materials are found in the center of the screen. Forums, text, documents and links to other resources are all located in the center area. (Forums are online discussions.) On the right and/or left sides are blocks with different functions. For example:

- On the left hand menu, the hyperlink "participants" provides the class roster of your course.
- On the right hand menu, you can find news and upcoming events, such as the deadline for an assignment.

At the end of the semester, the GTU's current policy is to save all data on Moodle for at least a year. However, Moodle also allows you to archive your course files from the Moodle server onto your PC. Archiving your course files to your own computer does not delete the course from the Moodle server.

SKSM Course Template

The SKSM Course Template in Moodle is set up to model the overall structure of a Starr King online course site. It is not meant to be precisely replicated, of course, but is useful for supporting new online faculty. Feel free to refer to it from time to time.

Timing

One week before the start of a semester (if courses are ready and barring the

unforeseen), the online education office will make the courses available to students. This gives students time to post their photos, introduce themselves, and get to know Moodle (a GTU Moodle Precourse is available to help them do that). The semester's start date is confirmed. Faculty can post a Welcome message to signal that their course has begun. This is usually done the Friday before the beginning of term. Your own "Welcome" message can be posted to Moodle's News Forum or as a video/podcast. Some professors send advance emails to the members of their classes.

Since many students use the weekends to work on their courses, it is most common for Instructors to post documents for the upcoming week on Friday (if not sooner), giving people an opportunity to both finish discussion on the current week's work and prepare for the coming week. If because of religious reasons or the nature of your course, this is not feasible, simply adjust for a workable schedule and make it clear to your students.

Opening a Course Moodle to Students

Once the Moodle shell is built and the course is ready to be available to students. Usually, the Director of Online Education will make your course available one week prior to the beginning of term. However, you can also do it if you prefer. Just click the Edit Settings button in the Administration block. Next to the word "Visible" is a drop-down menu with the choices Show and Hide. After selecting Show, scroll to the bottom of the page and click on Save Changes. Students can then be notified that the course is open.

Importing Material

If your new course shell has been created and you wish to transfer activities and resources from a previous course, you can import the files from the old course (applicable to any course taught during the last three years). The Import button is located in the Administration block of your Moodle course page. Please see the relevant user guide at the GTU Moodle website for further details.

Removing a Student's Name from your Course

Go to the 'Participants' list on the site and click on the name of the person who has withdrawn. That will bring up a page with the person's Profile. Under the Profile you will see a link that reads "Un-enroll me from ABCD-4321.FA18" (for example). Click the link. A new page will come up that says, "Are you sure you want to unenroll [student's name] from this course?" Click "Yes." We strongly recommend that you only unenroll students whose paperwork for a change of enrollment has been cleared with the registrar's office.

Moodle Support

The Online Education Director is your point of contact with SKSM for online administrative support with Moodle. Please email hquero@sksm.edu right away if any problem or question arises. We want you to be able to focus on your teaching and your students without being distracted by technical problems. Again, if you or your students are experiencing technical problems, support is available from the following sources:

- The "Moodle for Faculty" page is at <http://www.gtu.edu/library/faculty/moodle-help> (also accessible through the 'Faculty' link on GTU Moodle pages).
- If you still need assistance, faculty may email the GTU Online Learning Coordinator at moodle@gtu.edu, or call 510.649.2510.
- Students needing assistance can contact the Library at library@gtu.edu or the GTU Support Center (accessible through the "Students" link on GTU Moodle pages).
- Set up a free account at <http://www.moodle.org> in order to access extensive Moodle documentation and user communities.

Pre-Course Welcome Letter

Please send your students a welcome letter (either through Moodle or by email) in advance of the course. It is wise to “BCC” (blind carbon copy) the students in your class. You may wish to explain course expectations and/or encourage the students to participate in an orienting/icebreaker activity. You can also share tips on easy navigation of online course modalities or direct students to the GTU’s Orientation to Online Learning or Moodle Demo Course (available at <http://moodle.gtu.edu/course/index.php?categoryid=103>). You can retrieve student contact information through Populi, the Student Information System ([see Populi section for more information](#)).

Setting Expectations

Although some of the information that follows should be clearly stated in your syllabus, please also remind students about it during the first week of classes.

Detail clearly how you expect students to accomplish the work of the class. Describe how often to post, when to post, what constitutes right discussion, and the like. Students need clear information that participation requirements are minimum requirements. At minimum, graduate level students are expected to

meet graduate level performance; i.e., the expectation is that a student should allow approximately 4 hours of study for each credit hour of the course. Students should read all required readings, log in, and participate in the online discussions according to their instructor's expectation (norms are several times per week), and complete all assignments. They need to communicate concerns, questions and anticipated periods of absence to the Instructor, and report any technical difficulties immediately. Additionally, students are expected to have backup internet access so that computer failure is not an excuse for any serious lack of participation. Make it clear that the participation requirements as outlined are minimum requirements.

Full participation in a Starr King course is not optional. Please say so in your syllabus and repeat this expectation as needed. Students are expected to participate between three to five times *every* week in discussion forums and/or other online activities. Students are allowed one week off (the equivalent of one absence per semester). Going back to make up a missed unit does not erase an unexcused absence. Concurrently, students should not expect to make up a whole semester of assignments on the last week of class and pass the course after being absent the whole semester. If an individual is not participating adequately, the instructor should communicate directly with that individual. If a student “disappears” from online learning, make every good-faith effort at contact. If a student remains out of touch for more than ten days in spite of your emails and calls, notify Hugo Córdova Quero, the Director of Online Education as well as the student's advisor at once. You can determine the Starr King students' advisor through Populi, the student information system. (See page XXX for more information on Populi)

All online class may include regular, synchronous conference call, preferentially to be held weekly whenever practical and appropriate. This is at an Instructor's discretion. But please remember, every course needs to employ audio, video, and real time meeting ~ at the very least, some occasional time when all of the class can be online together ~ if not on Zoom, in a chat setting with the Instructor.

Email Communication

All faculty should exclusively utilize their SKSM email addresses for communication with students and for all official school business. *Do not* under any circumstance include your personal email address in your contact information. In case of an academic or personal dispute (see policy below), the school's ability to mediate the process in a manner that is fair and supportive to both students and faculty will be compromised by the use of private email addresses.

Moodle remains another alternative to communicating with students, as messages are also sent as emails. Moodle is also important to register the time and date students submitted assignments as well as the time and date that faculty graded the assignment and sent feedback files and/or student evaluations. Moodle is the only place for students to submit assignments. They should not be accepted over the instructor's email. In a case that a student submits an assignment over the instructor's email address, the student should be asked to submit the assignment on Moodle.

Populi: Student Information System

Populi is Starr King's primary administrative portal for student records, course and registration information. Populi serves as a database and management system for student enrollment, courses and rosters, as well as student data such as grades and transcripts.

Faculty should access Populi using their assigned login and request a password from the Starr King Registrar. Once you receive your initial password, please keep track of your personal password. Staff at Starr King School will not have access to your password, and it will need to be reset if you forget it.

Populi Quick Start Guide

1. Open your web browser and navigate to sksm.populiweb.com
2. Login (with the credentials you were given from the Registrar)
3. Check that your profile is accurate:
 - a. Click on the "My Profile Tab" (on the top right)
 - b. Click on the "Info" tab
 - i. You can include contact information by clicking the "add" button. It will give you the option to add email, phone, address or website.
 - ii. You can set each contact item to private (meaning only you will see it) by clicking on the lock button to the left of the contact. (Please note- students do not see the contact information that faculty post.)
4. If you are an Advisor, please check that your advisees are all accounted for:
 - a. From the Home page, click on the Advising tab. This will show you a list of all of your advisees. If you click on an advisee name you will see their unofficial transcript.

To post a comment or concern regarding a student to another faculty:

- a. Type the student's name in the top right search box.
- b. Click on their name (it will take you to their page).
- c. Type your comment in the "Activity Feed" box.
- d. BEFORE adding the note, be sure to check the appropriate audience for your comment. Click on the small, grey "visibility options" link below the Activity Feed box and then choose the appropriate selection for your comment:
 - Select Private to keep the note only visible to you
 - Select Faculty to make the comment visible to all faculty
 - Select Academic Admin to make the comment visible to the Dean of Faculty, Dean of Students, President and Registrar (Please note- there is currently no visibility option to select a note for one specific faculty person).

Populi Support:

Please contact the SKSM Registrar (registrar@sksm.edu) with any Populi related questions.

Educational Policies

Teaching, Attendance and Professionalism

All Faculty and Hilda Mason Fellows are responsible for observing all the terms of their contracts, Letters of Appointment and Letter of Understanding, which they have signed and are kept on file at SKSM. They are responsible for teaching and attending their classes, and for all activities normally associated with these responsibilities, such as meeting with and evaluating students, clearly stating class expectations, assigning readings, giving lectures and/or leading discussions as appropriate to the pedagogical style of the class. It is expected that Adjunct Faculty and Hilda Mason Fellows conduct themselves in a professional manner.

Many types of professionals are invited to teach at Starr King. **Ministers and psychologists, particularly, are expected to adhere to the respective codes of ethics established by the relevant credentialing organizations.** At a minimum, we believe that this would **prohibit the recruitment of students enrolled in their courses for therapy or workshops** (with reimbursement to said faculty person) during the length of their relationship as the student's teacher, and for a minimum or one year after that point.

Adjunct Faculty and Hilda Mason Fellows are asked to teach a course for a particular period of time. No Adjunct Faculty member or Hilda Mason Fellow is entitled to be a teaching member of the institution because they have instructed at Starr King School before.

Contact Information and Communication

Faculty and Student Teachers are expected to maintain open lines of communication with the school, primarily through email with the Dean of Faculty, Coordinator of Academic Services, and Registrar. Please answer our communications in a timely manner.

It is your responsibility to inform the school if your contact information changes. Please update your contact in Populi and email the Coordinator of Academic Programs.

Note: Personal contact information will be available only to Core Faculty and staff of Starr King and will not be provided to students, guests, or other Adjunct Faculty members at the school.

Deadlines

Please see the attached appendix with key dates for the 2019-2020 academic year.

All faculty are responsible for meeting all deadlines associated with their course(s), including but not limited to those required for:

- Finalizing contracts and scheduling courses
- Request for information by staff
- Early and General Registration of students: almost all Starr King courses have limited enrollments. Student course registration occurs several times throughout the year, and the process is slightly different for each registration period. (See the Registration Policies section.)
- Grades and student evaluations
- Evaluations: Starr King courses are evaluated at the middle and end of the semester. Please read more in the Grading and Evaluations section.
- Provide information about books (including approximate cost and ISBN numbers)
- Posting items to Moodle (if applicable)
- Library reserves (if applicable)

Any fees incurred by Starr King due to missed deadlines will be deducted from the faculty person's payment.

Publicizing Courses

Students learn about various Starr King courses through a number of resources, including the Starr King Course Announcement, the Graduate Theological Union Master Course Schedule, the GTU and SKSM Websites, GTU Course Addendums and special publications. (Note: Not all courses are listed in all of these places). These resources list the name of the course (no longer than 30 characters), a brief description of the course (no longer than one short paragraph), as well as the registration numbers, course times and any limitations on the type or number of students. For courses not taught within the Starr King building, these resources also list course locations. Starr King may contact you either to confirm course data or to ask particular questions. **Please contact us immediately if you feel your course has been publicized incorrectly.** SKSM staff ensures that course information gets published in the Starr King Course Announcement, the GTU Course Catalog, on social media and on both the Starr King and GTU websites. However, the staff is not available for creating or distributing special announcements such as flyers.

Ownership of Course Materials

All original materials posted by the Instructor to an SKSM online course are co-owned by the Instructor and SKSM. Instructors may reuse any of their own original materials without seeking permission from SKSM. SKSM may copy the course for archival purposes and may reuse and revise course materials for future courses, with proper attribution. Student permission must be granted to the Instructor before papers, projects, discussion commentary or email comments are reprinted. Short (fewer than 50 words) excerpts of student work may be used, with proper attribution.

If you teach the same course more than once, you are required to update any and all information and submit a new Course Scheduling Information Form to staff in a timely manner. Staff will not update old Course Scheduling Information Forms for you.

SKSM/GTU KEY DATES

Academic Calendar

2019 - 2020

SUMMER 2019

June 3	ChI & GTU Summer courses
August 7-9	SKSM Orientation Week
August 5-30	SKSM Intensives
August 19 – August 30	General Registration Fall Semester 2019
August 30	All fall Moodle courses must be open
August 30	Petition for Incomplete for Summer 2019 due

FALL SEMESTER 2019

September 2	Labor Day: Administrative holiday / Library closed
September 3	Instruction begins for Fall Semester 2019
August 31 – September 13	Late Registration Fall Semester 2019
September 13	Deadline for students to make changes to enrollment
	SKIL forms due
	LOA, Program extension, part-time status change forms due
	Deadline to submit grades for Summer 2019
September 16	Deadline to Petition to Graduate in December 2019
September 27	Hilda Mason Applications for 2020-2021 due
October 8-9	Yom Kippur (school closed on 9 th)
October 11	CSI Forms due (faculty)
	Final Grades for removal of incomplete for Summer 2019 due
October 21 – 25	Reading Week
November 1	ITSA deadline for Spring 2019
November 4 - 15	Early Registration for Intersession 2020 & Spring Semester 2020
November 28, 29	Thanksgiving: Academic and Administrative holiday/Library closed
November 29	No changes of enrollment allowed
December 6	SKSM Fall Semester 2019 ends
December 8-13	Study Week
December 13	GTU Fall Semester 2019 ends
December 25	Christmas: Administrative holiday / Library closed
December 25 – January 1	GTU Administrative holiday/Library closed
January 1	New Year's: Administrative holiday/Library closed

INTER-SESSION 2020

January 3	Deadline to make up an incomplete from Fall 2019
January 3	Deadline to submit grades for Fall 2019
January 8-10	SKSM New Student Orientation
January 11	Symposium

January 6 – January 31	Inter-session 2020 (General Registration prior to first day of the course)
January 20	Martin Luther King, Jr. Day: Academic and Administrative holiday/Library closed
January 31	Petition to submit an incomplete for intersession due
January 31	Deadline to submit grades for removal of incomplete for Fall 2019
January 31	Deadline to Petition to Graduate in Spring 2020 due

SPRING SEMESTER 2020

January 20– January 31	General Registration for Spring Semester 2020
February 3	Instruction begins for Spring Semester 2020
February 1 –14	Late Registration Spring Semester 2020
February 14	Deadline for students to make changes to enrollment
	SKIL forms due
	LOA, Program extension, part-time status change forms due
	Deadline to make up an incomplete from intersession 2020
	Deadline to submit grades for intersession 2020
February 17	Presidents' Day: Academic and Administrative holiday/Library closed
March 6	Deadline to submit grades for intersession incompletes
March 23 – 27	Spring break
April 10	Good Friday: Academic and Administrative holiday/Library closed
April 11-12	Easter: Library closed
April 6	Summer Registration opens
April 6 – 17	General Registration for Fall Semester 2020
April 13	No changes in enrollment
May 8	SKSM Spring Semester 2020 ends
May 14	Commencement
May 22	Deadline to petition for incomplete for Spring 2020
May 25	Memorial Day: Administrative holiday/Library closed
June 5	Deadline to submit grades for Spring 2020
June 12	Deadline to make up an incomplete for Spring 2020
July 3	Deadline to submit grades for removal of an incomplete for Spring
July 4	Independence Day: Administrative holiday/Library closed

Registration Policies

When is registration?

Student course registration occurs several times throughout the year, and the process is slightly different for each registration period:

1. **Early Registration** is a two-week process which usually occurs in April for Summer and Fall semester, and in November for January Intersession and Spring semester.
2. **General Registration** is held during the two weeks immediately preceding the start of classes. During this time, instructors should respond to students' inquiries as quickly as possible.
3. **Late Registration** occurs during the first two weeks of the semester. Further details about late registration are given below.

How do I find out my enrollment limit?

The enrollment limit is set by the faculty teaching the course. Each faculty member indicates a limit when completing the Course Scheduling Information form. Please check your copy or contact the Coordinator of Academic Programs.

Enrollment Priorities for Courses

For residential courses, we ask you to give priority to SKSM low res students first, then to SKSM degree and certificate students, then to special students, and finally to graduates of the school. For online courses, we ask that you prioritize non-GTU participants ahead of high-resident students because the latter have access to a wealth of course opportunities not available to low-res and special students.

An important consideration is also the student's year in their program of studies: some people will not be able to take the course in the future as they graduate soon. You may want to have a mix of degree programs or years in the program; or any other criteria that you deem appropriate. Also, please leave a few spots free for students that will matriculate at the beginning of the new term and will need to be able to find classes they can register for.

How many students may I admit to my course?

You may admit students up to your enrollment limit. There are two problems if you go over the limit:

1. In addition to your pedagogical reasons for limiting the class size, there are also physical restrictions on room availability. We have multiple classes meeting at the same time, and we depend upon holding to these limits to ensure that appropriately sized rooms are available for all.
2. If you want to allow more people into your class than your limit allows, you must contact the coordinator of academic programs and Dean of the Faculty FIRST in order to see if there is space available to accommodate more students. If approved by the Dean an addendum form will be submitted to the GTU.

Late Registration - during the first two weeks of classes

You may get a few students registering in Late Registration (during the first two weeks of the semester). During this time, there may be inconsistency between your course roster and students participating in the course. Some students may arrive to see what the course is like before completing registration procedures on their end.

Checking Course Roster

Please review and confirm your course roster of students on Moodle with those who are actually attending your course at the beginning, middle, and end of the semester in order to discover whether or not there are students listed that should not be because at some point, the student decided to drop it. If this is the case, it means that the student never notified the Registrar's office by completing a required COE (Change of Enrollment) form. As a result, this creates some registration and financial aid implications with the GTU Financial Aid Office and we would like to avoid those challenges.

You can access your class roster in Moodle and all you need to do is confirm the students attending vs. those registered. If a student appears on your roster where they shouldn't be, it is imperative that you as the faculty member **please notify the student and copy the Registrar, (registrar@sksm.edu) ASAP.**

Cancellation Due to Low Enrollment

Enrollment census is taken one week before a course begins. Because last-minute enrollment is common, SKSM and the Instructor may choose to delay cancellation until the day before the course begins if enrollment seems hopeful. Courses must have a minimum enrollment of six students in order to proceed. SKSM will notify students and Instructor by the first day of class if a course is cancelled. Students are given a full refund if their courses are cancelled.

Late Withdrawal

The Instructor is responsible for notifying the Registrar about withdrawals from courses (see "Drops & Withdrawals" above).

Students who stop attending classes are not automatically erased from the registration in Moodle. If students do not initiate the “drop course” process, they may be charge financially for being in the course.

Course Assessment Procedures

Students assess educational practices by completing mid-semester and end-of-term course evaluations. A survey is created for each course and will be sent to each student’s email (from the Coordinator of Academic Programs).

Mid-Semester Evaluations

Students fill out mid-semester evaluations, which are intended to assess what students think of the course so far, and what might be changed during the second half of the semester.

Mid-semester evaluations are required for all Faculty and Student Teachers who are teaching full-semester courses. We ask that you please inform your students of the evaluations and encourage them to fill them in by the deadline specified.

Evaluations will be reviewed by the Dean of Faculty. Copies of previous Mid-Semester Evaluations will be kept in the Dean’s office for use by the curriculum committee. Faculty will receive copies of their Mid-Semester evaluations and will be contacted by the Dean in the case particular issues need to be discussed. Faculty is always welcome to contact the Dean to discuss questions and issues related to their teaching.

Final Course Evaluations

At the end of the term, students fill out final course evaluations. Course evaluations are required for all Faculty, Newhall and Hilda Mason Fellows. As with mid-term evaluations, please encourage your students to complete by the deadline specified.

Course evaluations allow for student input and are used by the Curriculum Committee in assessing areas for growth in curriculum development. A pdf file with all Course Evaluation is sent to the faculty member to help improve future courses but is provided **after** Student Evaluations, grade sheets, online grade submissions have reached the Office of the Dean of Faculty.

Student Assessment Procedures

Instructors assess student credit and performance by completing grade sheets, through narrative evaluations, and by entering grades in Moodle.

All of the required forms can be found at <https://www.sksm.edu/academics/faculty-forms/>

The password: SKSMFaculty1!

Basic Steps for Submitting Grades:

(please read below for more detailed information on each step):

1. Submit a Grade Sheet:
 - To the Assistant to the Dean of Faculty and Coordinator of Academic Affairs and Registrar
2. Submit a Narrative Evaluation:
 - To each student, the Registrar and Assistant to the Dean of Faculty and Coordinator of Academic Programs
3. Enter grades in Moodle

1. Grade Sheets

Please fill in the one page grade sheet for all students in your course and submit it to the Registrar and the Assistant to the Dean of the Faculty and Coordinator of Academic Programs. All of the student information that you will need to fill in the grade sheet can be found on Populi.

Please note the following:

- Grade sheets should list a letter in the grade column not a number
- Withdraws and incompletes must be noted on grade sheets
- SKIL's may be compiled on one comprehensive grade sheet

2. Student Evaluation Forms (for Starr King students only)

Student Evaluations form a highly-valued part of the educational philosophy at Starr King. In addition to serving as indicators of classroom performance, students find them valuable as guides to their progress throughout the program and as reference tools for Portfolio Conferences. In this spirit, we ask that you please give each student's evaluation the individual attention it deserves, being mindful of traits listed on the evaluation form. (For more information about Starr King's narrative evaluation methodology, please see Written Evaluations in the Evaluations section.

Student Evaluations are required of all Instructors who are teaching a course which is for 1.0 units or more. Instructors teaching a single, 0.5 units Saturday Intensive are not required to complete Student Evaluations.

Please note that you are only required to submit student evaluations for Starr King (matriculating and non-matriculating) students. (Check your course roster to determine which students are from Starr King).

What to do:

1. Download the Student Evaluation Form from the SKSM website <http://www.sksm.edu/academics/faculty-forms/>. Use the password: SKSMFaculty1!
2. Fill out and save the form for each Starr King student.
3. Submit the Narrative Evaluation:
 - To each student
 - To the Registrar and Assistant to the Dean of Faculty and Coordinator of Academic ProgramsEvaluations sent to the Registrar should be:
 - Sent as individual documents (one evaluation per document)
 - Sent in a batch, one email per course
 - Be a PDF or Word Document
 - Be titled as: COURSE NUMBER. TERM. STUDENT NAME. FACULTY LAST NAME (CE-2012. FA17. JANE SMITH. GREENSTEIN).

The faculty should proof the evaluation for any unnecessary spacing so that the form prints on as few pages as possible

The SKSM registrar places a paper copy of the evaluations in students' files and a digital copy of the evaluation is added to each student's file in Populi. These files are only accessible to Advising Faculty and Academic Administration. Please do not write identical evaluations for every student. We expect that you will compose a separate, unique evaluation for each individual Starr King student in your class.

3. Entering Grades in Moodle:

Instructors are required to enter final course grades for regularly-scheduled courses into Moodle. If you already use Moodle's gradebook feature, the final grade is calculated automatically. If you do not use the gradebook feature, you can enter the final grade manually using these instructions. Final grades for Starr King Individualized Learning Courses (SKIL) are to be e-mailed to your school's registrar.

1. Log in to Moodle and access your course.
2. In the upper-left-hand corner of the course page, click on "Grades."
3. In the column entitled "Course total," click on the hyphen to the right of your student's name.
4. Enter a numerical grade (0 to 100) in the field and press "Enter" on your keyboard.
5. Moodle will convert the numerical grade into a letter grade, which is what the registrar will export when certifying the grades in the student information system (see the chart on the next page).
6. Repeat steps 3 and 4 for subsequent students.
7. When complete, log off Moodle.

Incompletes

Some students will ask you for an extension on the last week of term. Please be mindful that extensions are only applicable to grant extra time to finishing final assignments under unavoidable circumstances. The extensions are not meant to make up for class assignments and participation during the semester. This should be resolved during the semester.

Granting an extension is a discretionary act of a faculty in consultation with the Dean of Students. A faculty can deny --due to the reasons presented by the petitioning student-- to grant the extension. The student must accept the decision of the faculty.

In order to file for incomplete status on a course, a requesting student must submit a completed petition for incomplete form to the registrar **by the last day of the term**. Incomplete work is due to the instructor three weeks after the end of term. The instructor is required to submit a new grade by the 6th Friday after the end of the term. If no new grade is received by then, the incomplete becomes an F.

Under exceptional circumstances, instructors may, at their discretion, agree to a timeframe beyond the six weeks with approval from the Dean of Faculty. Timeframes must be documented as part of the original petition. Faculty is responsible for completing the Change of Grade form and acquiring all the necessary signatures.

Financial and Human Resource Matters

Sexual Misconduct Policy and Prevention Training

All Starr King faculty are expected to understand and adhere to the school's sexual misconduct policy. This policy stipulates prohibited conduct, outlines reporting procedures, and identifies support resources for victims. Please direct any questions about this policy to our Title IX Coordinator, Rev. Dr. Christopher Schelin

As obligated by California Law and guided by our intrinsic ethical convictions, we provide mandatory sexual harassment and assault prevention training to supervisors at the time of their initial hire and every two years thereafter. As previously agreed on by the GTU member schools, we decided that we would provide the mandatory training to all regular staff every two years and at the time of their original employment. To meet current regulations, this training is timed according to a two-hour requirement. We need you to complete this training program PRIOR to the start of your class [unless you have completed the training within 2 years]. Training is provided through online courses managed by EverFi, Inc. [<http://everfi.com>]

Payroll Paperwork

In order to be paid on time, it is essential that you have completely and accurately provided us with:

- the tax information in the packet you received
- a clean photocopy of either your passport OR BOTH your driver's license AND Social Security card
- Signed contract.

Paychecks (Adjunct Faculty Only)

Paychecks for Adjunct Faculty are mailed to the address listed on the "Contact Information Sheet," unless you have specifically requested that they be delivered in some other way. Please check your contract to find out whether and how much you will be paid.

To ensure your final paycheck is mailed on time, it is essential that you have completely and accurately provided us with:

- The payroll paperwork listed above
- Course Evaluations completed by students
- Grades inputted to Moodle
- Grade sheets
- Individual Evaluation Records of Starr King students completed by you
- All keys returned

Travel Reimbursement (Intensives only)

Starr King reimburses travel expenses only for low residence faculty teaching intensive courses up to \$1,000 per faculty member per course, with written pre-approval from the Dean of the Faculty and proper submission of receipts and forms. Other expenses are reimbursed only by written pre-approval of the Dean of the Faculty.

Travel and Expenses Reimbursement Form: See SKSM Website (<http://www.sksm.edu/academics/faculty-forms/>)

Honoraria for Guest Speakers:

Starr King School for the Ministry is dedicated to respecting the contributions of all individuals who participate in the teaching process. In this spirit, the school provides modest honoraria for guest speakers in your classes. There are limited funds for no more than one honorarium per class, usually in the amount of \$50. These funds are available on a first-come-first-serve basis. Please contact the Dean

of Faculty at the beginning of each term to submit your request and wait to hear about fund availability. Please, receive a written pre-approval confirmation. Late requests may not be fulfilled.

Faculty and Staff

Core Faculty:

Rev. Rosemary Bray McNatt, *President, Professor of Unitarian Universalist Ministry and Heritage*

Rev. Sofia Betancourt, *Assistant Professor of Unitarian Universalist Theologies and Ethics*

Rev. Dr. Gabriella Lettini, *Dean of Faculty, Aurelia Henry Reinhardt Director of Studies in Public Ministry and Professor of Theological Ethics*

Rev. Dr. Chris Schelin, *Dean of Students, Director of Contextual Education and Assistant Professor of Practical and Political Theologies*

Advising Faculty:

Dr. Ashley London Bacchi, *Visiting Assistant Professor of Jewish History and Ancient Mediterranean Religions*

J. Tyson Casey, *Visiting Assistant Professor of Leadership and Movements*

Rev. Dr. Hugo Córdova Quero, *Visiting Associate Professor of Critical Theories and Queer Theologies*

Megan Dowdell, *Assistant Professor of Ethics and Society*

Rev. Christine Fry, *Visiting Assistant Professor of Spiritual Practice and Care*

Rev. Dr. Devorah Greenstein, *Associate Professor of Religion and Psychology*

Rev. Tera Klein, *Visiting Assistant Professor of the Practice of Congregational Life*

Rev. Chris Long, *Visiting Assistant Professor of the Practice of Ministry*

Rev. Lindi Ramsden, *Acting Dean of Students and Community Life; Visiting Assistant Professor of Faith and Public Life*

Betty Jeanne Rueters-Ward, *Visiting Assistant Professor of Transformative Leadership*

Rev. Dr. Meg Richardson, *Associate Dean, Assistant Professor of Unitarian Universalist History, Director of Certificate in Unitarian Universalist Studies*

Taya Shere, *Visiting Assistant Professor of Organic Multi-Religious Ritual*

Rev. Dr. Sheri Prud'homme, *Assistant Professor of Religion and Education*

Dr. Som Pourfarzaneh, *Assistant Professor of Islamic and Media Studies*

Adjunct Faculty:

Dr. Shannon Frediani
Rev. Dr. Roger Jones
Rev. Dr. John Mabry
Rev. Lauren Van Ham
Rev. Dr. Maria Cristina Vlassidis Burgoa
Rev. Dr. Leslie Takahashi
Dr. Andrea Vestrucci
Rev. Kim Hampton

Staff:

Rev. Rosemary Bray McNatt, *President*
Rev. Dr. Gabriella Lettini, *Dean of the Faculty & Chief Academic Officer*
Jessica Cloud, *Vice President of Advancement*
Katie Mahaney, *Registrar*
Kelley Gibbs, *Vice President of Finance and Administration*
Rain Jordan, *Vice President of Admissions and Recruitment*
Matthew Waterman, *Admissions Coordinator*
Owais Qureshi, *Student Account's Manager and Finance Assistant*
Teresa Joye, *Executive Assistant to the President*
Kim Moebius, *Assistant to the Dean and Coordinator of Academic Programs*
Dr. Hugo Córdova Quero, *Director of Online Education*
Rev. Dr. Christopher Schelin, *Dean of Students and Director of Contextual Education*
Xander Huffman, *Annual Giving Coordinator, Communications Coordinator*
Fred Williamson, *Building & Grounds Manager*

Starr King Student Leadership

Please note that student positions are elected.

President - Lisa Rueth
Vice President - Elle Parks
Treasurer - E.N. Hill
Secretary - Karyn Marsh
Social Justice Coordinator - Amanda Schuber
Curriculum Committee Member - Anna Ostow & Sky Williams
Admissions Committee Members - Lauren Levwood, Lisa Kynvi
Board of Trustees Member – Meg McGuire & Dianne Daniels

Communications **Starr King This Week**

Starr King This Week is a weekly email to students, faculty, staff, and board members with pertinent information about upcoming events and opportunities for the Starr King community. Examples of *SKTW* content include job/internship/CPE listings, UUA happenings, GTU/community happenings, local workshops, information on Starr King chapels and All School Meetings, and other Starr King events.

If you wish to share something in *Starr King This Week*, please email starrking@sksm.edu with the desired content, including dates, descriptions, deadlines and any other relevant information (please check your work for accuracy). *SKTW* is typically published on Mondays around noon (PDT), so any submissions received after that may mean that your article is not included in that week's edition.

- All submissions are subject to edit.
- Because *SKTW* is distributed via email, we try to keep it relatively short. Notices should be concise and include date, time, and who to contact (name, phone and/or email address) for more information. We do not publish articles, humor, or opinion pieces.
- Since space is at a premium, priority of submissions is as follows:
 - SKSM events/notices
 - Activities/notices involving SKSM people
 - GTU events/notices
 - UU related activities
 - Non-UU or GTU/SKSM events of interest to the community
- Personal information (e.g. updates on a person's status following surgery) will only be published with the permission of the person involved
- While job and housing information is printed in *SKTW*, the information presented is minimal. Complete descriptions can be found on Starr King Connect.

Should you have any questions about *Starr King This Week*, please email starrking@sksm.edu.

STARR KING POLICIES

Accessibility Guidelines

Government-Required Statements and Data

Anti-Discrimination Statement – Title IX

Members of the Starr King School for the Ministry community are entitled to assert their rights to be free from discrimination on the basis of their race or color, national or ethnic origin, gender, age, sexual orientation, gender expression, and/or disability. Starr King will not retaliate against anyone for filing a complaint to protect such rights or for otherwise exercising their right to be free from discrimination. If you believe you have been subjected to discrimination or retaliation on a basis protected by civil rights laws, you may file a complaint with the Title IX Officer, Chris Schelin. (Contact by e-mail at, cschelin@sksm.edu) or by phone at 510-549-4727. You may also file a complaint with the Office for Civil Rights, U.S. Department of Education, 50 United Nations Plaza, San Francisco, CA 94102, phone number (415) 556-7000.

Family Education Rights and Privacy Act (FERPA)

For purposes of this statement, students will include only those individuals who are or have been enrolled in the Master of Divinity (MDiv), or the Master of Arts in Religious Leadership for Social Change (MASC) degrees, the certificate programs in Unitarian Universalist Studies, Multireligious Studies or The Chaplaincy Institute (ChI) Certificate of Interfaith Studies program. Students will also include SKSM special student (i.e. SKSM Online, unclassified student). Common M.A. students are governed by the policies of their school of affiliation.

The term “student” includes an individual who has been admitted to and has enrolled in or registered with Starr King School for the Ministry, as defined above. The term “student” does not include an individual who has not been in attendance at Starr King School for the Ministry. An individual who is or has been enrolled in one institution, who applies for admission to a second institution, has no right to inspect the records accumulated for the second institution until enrolled therein.

The Family Educational Rights and Privacy Act of 1974, as amended, is a Federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

FERPA defines an Education Record as a range of information about a student that is maintained in any recorded way, such as handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche. Examples of a student Education Record for a Starr King School for the Ministry student include the following:

- Grades, courses taken, and official letters regarding a student's status in school, academic evaluations, transcripts, course evaluations, CPE evaluations, advising records;
- Disciplinary records;
- Financial aid records;
- Medical and health records that the school may collect;
- Student's identification number, social security number.

Starr King School for the Ministry accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to nor will the institution disclose any information from students' education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

Within Starr King School for the Ministry's community, only those members, individually or collectively, acting in the students' educational interest are allowed access to student education records. These members include personnel in the President's Office, the Dean's Office (including the Dean of Students and Dean of Faculty's Office), the Registrar's Office, Admissions Office and the Student Accounts Office, and academic personnel within the limitations of their need to know.

At its discretion and in accordance with the provisions of the Act, SKSM may provide Public Information to strengthen student education, community and support (see definition of Public Information). Students may withhold their Public Information by notifying the SKSM Registrar in writing by the final date

of late registration for Fall semester, or by the final date of late registration for Spring semester for those who matriculate during the Spring semester.

Request for non-disclosure of a current student's Public Information will be honored by the Institution for only one academic year; therefore, authorization to withhold Public Information must be filed annually in the Registrar's Office by the final date of late registration for Fall semester. All students, including those students who initially matriculated and submitted their non-disclosure request in the Spring, will be required to renew their annual non-disclosure request in writing each subsequent fall.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if they are dissatisfied with the outcome of the challenge, and to submit explanatory statements for inclusion in their files if they are dissatisfied with the decisions of the hearing panels. The Registrar at Starr King School for the Ministry has been designated by the institution to coordinate the inspection and review procedures for student education records, as outlined under education record. Students wishing to review their education records should see the Registrar. The file is signed out in compliance with the requirements of federal law. Students may have copies made of their records with certain exceptions (e.g., a copy of the academic record for which a financial "hold" exists, prohibiting its release, or a transcript of an original or source document from another institution). Transcripts are available; the first copy is free and thereafter cost \$5.00 per copy. Student education records **do not include** records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute for the person who made the record; do not include employment records; and do not include alumni records.

Students **may not** inspect and review the following as outlined by the Act: confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access **only** to that part of the record which pertains to the inquiring student. The institution is **not** required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading or is otherwise in violation of their privacy or other rights may discuss their problems informally with the Registrar who may then consult with the Acting Dean of Students and Community Life if necessary. If the staff decisions agree with the student's request, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended; and he/she will be informed by the Acting Dean of Students and Community Life of his/her right to a formal hearing. Student requests for a formal hearing must be made in writing to the Acting Dean who, within a reasonable period of time after receiving such a request, will inform the student of the date, place, and time of the hearing. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of his/her choice, including attorneys, at the student's expense. The hearing panels which will adjudicate such challenges will be appointed by and chaired by the Acting Dean of Students and Community Life. The hearing panel will consult with legal counsel as appropriate.

Decisions of the hearing panel will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panel, if the decisions are in favor of the student. If the decisions are unsatisfactory to the student, the student may place with the education records statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panel. The statements will be placed in the education records, maintained as part of the student's records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair or not in keeping with the provisions of the Act may file a complaint, in writing, with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

Definition of Terms

SKSM FERPA Policy

Student

The term “student” includes an individual who has been admitted to and has enrolled in or registered with the Master of Divinity (MDiv), or the Master of Arts in Religious Leadership for Social Change (MASC) degrees, the certificate programs in Unitarian Universalist Studies, Multireligious Studies or The Chaplaincy Institute (ChI) Certificate of Interfaith Studies program. Students will also include SKSM special student (i.e. SKSM Online, unclassified student) at Starr King School for the Ministry.

The term “student” does not include an individual who has not been in attendance at Starr King School for the Ministry. An individual who is or has been enrolled in one institution, who applies for admission to a second institution, has no right to inspect the records accumulated for the second institution until enrolled therein.

Student Education Records

Student education records mean those records which are directly related to a student and maintained by the institution or by a party acting for the institution.

The term “student education records” does **not** include:

- a. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which:
 1. are in the sole possession of the maker thereof; and
 2. are not accessible or revealed to any other individual, except to an individual who performs on a temporary basis the duties of the individual who made the record.
- b. Records relating to an individual who is employed by Starr King School for the Ministry which:
 1. are made and maintained in the normal course of business;
 2. relate exclusively to the individual in that individual’s capacity as an employee;
 3. are not available for any other purpose.

The above paragraph does not apply to records relating to an individual who is employed in an educationally related position as a result of his or her status as a student (e.g. work-study).

- c. Records which contain only information relating to a person after that person is no longer a student, such as information pertaining to alumni.

Public/Directory Information

The term “public information” as used in the SKSM FERPA policy is synonymous with the term “directory information” in the Federal Family Educational Rights and Privacy Act of 1974 and the State of California Education Code.

The term “public information” shall be limited to student’s name, address, email address, telephone number, date of birth, place of birth, area of study, dates of attendance, degree program, religious affiliation, scholarships and honors, most recent previous degree and school, country or citizenship, and school of affiliation.

Revisions and clarifications will be published as experience warrants. Revision date: October 10, 2014. Also, please see the SKSM website:

<http://www.sksm.edu/academics/policy-statements/ferpa-family-educational-rights-and-privacy-act/>

Harassment Policy

Starr King School for the Ministry is committed to creating and maintaining a community in which **students, faculty, and staff can work together in an atmosphere free of all forms of harassment, exploitation or intimidation**, including sexual. Starr King School for the Ministry is strongly opposed to harassment prohibited by law and/or Starr King policy. The school will take whatever action may be needed to prevent, correct and, if necessary, discipline behavior which violates this policy. Disciplinary action may include termination for grievous misconduct.

In determining whether the alleged conduct constitutes harassment, consideration shall be given to the record of the incident as a whole and to the totality of the circumstances, including the context in which the alleged incidents occurred.

DEFINITION OF SEXUAL HARASSMENT: Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment or participation in Starr King activities.
2. Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile or offensive Starr King environment.

Upon receiving an allegation from a student, faculty, or staff member that they are being harassed, the Starr King President, Provost, or Dean of the Faculty will identify a faculty or staff member who will be available to support the person alleging harassment. This support may involve accompanying the person to a meeting with the alleged perpetrator, providing ongoing counseling for the person in dealing with the psychological and emotional effects of the incident and, if the person is a student, advocating for the student to receive credit for work done if the student drops a class for which the alleged perpetrator is an instructor.

In order to address the alleged harassment the person may, at the person's choice, 1) meet with the alleged perpetrator, in the presence of the designated faculty or staff member, to discuss and resolve the issue; 2) meet with the alleged perpetrator, the designated faculty or staff member and a mediator, the mediator to be agreed upon by both the alleged perpetrator and the person, to discuss and resolve the matter; or 3) file a formal written complaint with the office of the President. The President will respond with a timely process for fairly assessing the complaint, protecting the victim during the process, and implementing an appropriate disciplinary action if the complaint is assessed as valid. If the complaint involves the President, it can be brought to the Dean of the Faculty, or the Chair of the Board of Trustees.

Starr King's Title IX Officer, Chris Schelin, cschelin@sksm.edu is available to discuss any concerns or potential formal complaints.

Academic or Personal Dispute Policy

If a student has an academic or personal dispute with a Starr King faculty member, the student may seek resolution of the dispute, following the steps outlined below.

An **academic dispute** is defined as a dispute in which a student objects to a decision by a course instructor relating to the evaluation of a student's work, and the completion of a student's assignments or fulfillment of academic expectations. Academic disputes can occur in relationship to:

- a) a final written evaluation of a student's work in a course
- b) a Pass/fail decision,
- c) an Incomplete decisions,
- d) a decision re: amount of credit to be awarded for a write up.
- e) a decision on a letter-grade for a course (if a letter grade had been requested)

A **personal dispute** is defined as a dispute in which a student objects to the way they have been addressed or talked to by an SKSM faculty member, in the context of their studies at the school.

Step One: Direct Address.

Communicate directly, and in a timely manner, with the faculty member (in person, in writing, by e-mail or by phone). State your disagreement, concern or objection and state the resolution you feel would be appropriate. The faculty member will be responsible to respond in a timely manner (in person, in writing, by e-mail or by phone) and may agree or disagree with you, may accept or reject your proposed resolution, or may propose an alternative resolution that would be acceptable. You must respond to the faculty member in a timely manner, to indicate whether you will accept and abide by their response, or whether you will pursue resolution by proceeding to step two.

Step Two: Consultation.

Meet with your advisor (by phone, e-mail exchange, or in person) and seek their counsel and advice. Your mentor-advisor will accompany you in reflecting on how and why the dispute arose, what issues are at stake, what learning may be involved for you, and what next steps might be best. Your mentor-advisor, at their discretion, may consult with the dean of the faculty, and the core or adjunct faculty member with whom you have the dispute, and may enlist their assistance in working out a resolution or good way forward for you. If the faculty with whom you have a dispute is your advisor, please consult with the Dean of Students. If consultation does not result in resolution or good way forward, you may proceed to step three.

Step Three: Formal Appeal to the Dean of the Faculty

You may formally appeal a faculty member's decision to the dean of the faculty, if steps one and two have been followed but no satisfactory resolution achieved. A formal appeal should be presented to the Dean of the Faculty in writing, stating your objection to the faculty member's decision and your reasons for the objection, with any supporting materials you wish to provide.

A copy of the formal appeal will be given to the core faculty member by the dean of the faculty. The core faculty member will have up to 30 days (during the contract year) to provide a written statement expressing the reason for the decision and providing any supporting materials the faculty member wishes to provide. If your appeal is received during a period when the faculty member is on sabbatical, on vacation, or on a break between contract periods, the dean of the faculty will determine an appropriate deadline for the faculty member's written statement to be received and will keep you informed of the expected timeline for the dean of the faculty's decision.

The dean of the faculty will read your written appeal and the faculty member's statement in response. The dean of the faculty may choose to interview, individually, you and the faculty member. If interviews are conducted, you and the faculty member each have the right to invite another person to be present as a fair witness. After considering the written materials and the results of the interviews (if held), the dean of the faculty will render a judgment. The judgment will do one of the following things:

- a) Uphold the faculty member's decision,
- b) Set-aside the faculty member's decision and determine a new decision,
- c) Direct either the student or the faculty member or both to take an action or actions that will resolve the matter to the satisfaction of the Dean of the Faculty.

The dean of the faculty will communicate a decision in writing to both the faculty member and the student. The dean of the faculty will also inform the advisor, the dean of students, and the registrar (as appropriate). If either the faculty member or you are not satisfied with the dean's adjudication of the academic dispute, a formal appeal to the President can be made.

If the Dean of Faculty is the person with whom the complainant has a dispute, the appeal must be addressed to the Provost, following the process described above.

Step Four: Formal Appeal to the President

A formal appeal to the president may be initiated by a written communication to the President from the student or faculty member making the appeal. The one making the appeal will state in writing their reasons for objecting to the Dean's judgment. The Dean will have 30 days to prepare a written response to the objections. The President may interview the Dean and the person making the appeal, with a fair witness present at the interviews at the request of the interviewee. The President may review all the previous written materials related to the formal appeal to the Dean and may ask for any additional information or interviews that the President feels would be useful in adjudicating the matter. The President will prepare a written judgment that will do one of the following things:

- a) Uphold the Dean of Faculty's decision.
- b) Set-aside the Dean of Faculty's decision and determine a new decision.
- c) Direct either the Dean of Faculty or the appellant to take an action or actions to resolve the matter to the satisfaction of the President.

The President's decision will be communicated in writing to the Dean of Faculty, the faculty member, the student, the advisor, and the registrar (as appropriate). **The President will be the final adjudicator of academic disputes.**

Program Accessibility Guidelines

Starr King School for the Ministry plans its programs, employment, and activities to be accessible. When employment or a program of study is discovered not to be accessible to a particular person, the School provides services to ensure accessibility.

At SKSM — the program of study is individually structured to respond to the gifts, background, needs, interest and calling of each student. || Each student's needs are taken into account in designing his progress toward his degree. Students are expected to identify their needs and, in partnership with the school, through their advisor, to plan their program of study.

SKSM's educational philosophy is carried out through intensive, individualized advising by the faculty. Each student works directly with his advisor to plan ways for the student's particular needs to be met. Students with disabilities who have particular needs for program access discuss the services they require with their advisor. Together student and advisor plan the best approach to program access for that student.

The school places high value on direct, in-person communication in all areas of its life and work. For this reason, the school intentionally avoids bureaucratic

procedures that might bypass human interaction, person to person meetings or individualized attention.

The Graduate Theological Union (GTU) has a consortium-wide “Students with Disabilities” policy which Starr King participates in as well. The policy is described below. (**Pronouns have been altered in keeping with Starr King's inclusive approach.**)

The GTU participates in a consortium-wide “Students with Disabilities” policy which benefits from a collaborative arrangement with the University of California at Berkeley (*Effective Fall 2006*). The policy strives for consistent and equitable student access to educational opportunities throughout the GTU. In particular, it addresses a differently-able student's ability to fulfill degree and certificate course and program requirements. The policy does cover GTU library use, student advising, GTU classroom activities and requirements, program exams, and capstone experiences such as theses and dissertations. It does not address extracurricular events sponsored by GTU member institutions, student housing, and administrative activities (e.g. registration, access to facilities, etc.).

The GTU Dean of Students serves as the Disabilities Resource Officer (DRO) for the consortium. The DRO serves as a consortium-wide resource to develop expertise, provide information and consultation, and answer questions. The DRO works with Students with Disabilities Program staff at UCB who verify accommodation eligibility and recommend accommodation options. While eligibility verification and recommendations for accommodations are centralized, implementation of accommodations reflects individual institutional resources and cultures.

Student Request: The student is responsible for fully participating in the process and exercising due diligence to ensure that the provision of accommodations is successfully accomplished. The differently-able student who wishes to request accommodations with their academic work **submits a request form to the GTU DRO (the form is available on the GTU website).** The student needs to include official written documentation with the form from a professional who has the credentials and expertise to diagnosis the student's condition (a form for this step is available on the GTU website). **The student is responsible for incurring any cost associated with the documentation. Students may wish to apply for a Growth and Learning grant to help defer these costs.** Students should check with their advisors. The DRO informs the student's institutional contact that a request has been made and forwards the form

and supporting documentation to the UCB Students with Disabilities Program office for review. **The UCB office judges whether or not the student's disability is eligible for accommodation and recommends a variety of possible accommodations.**

Accommodations are not intended to give differently-able students an unfair advantage, but to remove barriers that prevent differently-able students from learning and from demonstrating what they have learned, in the context of their formal degree or certificate program.

The Timing of a Student Request: **The differently-able student should request accommodations in advance of when the accommodation is needed. The student needs to factor in the amount of time required to secure written documentation from an appropriate professional.** G/S/he needs to appreciate that the DRO and institutional contact person have other responsibilities and require a reasonable amount of time to integrate student requests within their workload. G/S/he also needs to appreciate the time required for GTU to collaborate with UCB on the verification and recommended accommodations process.

Students eligible for academic accommodations will normally have their request reviewed and, if appropriate, approved no more than three weeks after submitting the request.

Decision: The DRO works with the institutional contact to consider UCB's decision. This gives individual GTU institutions the opportunity to participate in the decision-making process, particularly if UCB rejects a student request. If UCB recommends approval, the DRO works with the institutional contact to finalize accommodation options in the context of institutional resources and culture and to assure consistency and equity across the consortium. An accommodation is not “reasonable” if it will necessitate modifications of the essential nature of a program or activity or if the accommodation would place undue financial or administrative burdens on the institution.

Next, the institutional contact works with the student and appropriate faculty to make sure recommended accommodations can be implemented and do not compromise the academic integrity of the educational opportunity (a form for this step in the process is available on the GTU website).

The DRO conveys the official decision and, if appropriate, recommended accommodations to the student by email, who then uses written confirmation to work with appropriate staff and faculty on the implementation of accommodations.

Implementation: Accommodations will apply to all educational events described in the DRO's email for up to three years. Students should use the DRO's email to work with faculty and staff to arrange accommodations as needed.

Appeal: The differently-able student and/or faculty involved with the student may not agree with the DRO's decision for accommodations. If a faculty member disagrees with and/or refuses to provide the recommended accommodations, the DRO and institutional contact should work with the faculty member to resolve his concerns. The DRO can consult with UCB's Students with Disabilities Program and their section 504 compliance officer for advice on ways to resolve the conflict with the faculty member. If a resolution is impossible, the differently-able student can seek remedy from the faculty member's school's academic grievance policy.

If a student disagrees with the DRO's decision and/or recommended accommodations, s/he can appeal the decision through his own school's academic grievance policy. Again, the DRO and institutional contact should work with the student first to find ways to resolve his concerns.

Exceptions to Standard Examination Requirements

If a student has a diagnosed disability or is one for whom English is not the student's primary or first language, the student may qualify for up to 50% additional time to write his examinations. The degree of time extension should be based on the student's facility in English or the nature of his disability. The purpose of this extension is to remove or lessen the disadvantage of non-native speakers having to write lengthy examinations in a foreign tongue. It is also to provide students with comparable educational experiences when their disabilities do not accommodate time-intensive evaluations.

Campus Crime and Safety

Introduction

Starr King School for the Ministry (SKSM) highly values the individual and collective security of its staff, faculty and students. This is so not only because it cares about individual safety, but also because Congress has set many requirements for campus crime policies and reporting. The Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act), codified at 20 U.S.C. 1092(f) as part of the Higher Education Act of 1965 (HEA), requires that SKSM disclose policy information and crime statistics as part of a campus security report published annually.

This report serves as the campus security report for Starr King School for the Ministry for the academic year 2016-2017.

At SKSM, the Director of Operations has the responsibility for gathering statistics, identifying reportable crimes and providing them to the Department of Education and the public, and for the preparation of this report. The campus security report can be viewed on SKSM website and copies of it may be obtained from Starr King School for the Ministry. The information in this report comes from a variety of sources, including the City of Berkeley Police Department, incidents reported to Starr King School for the Ministry, and the member schools of the consortium.

Campus Safety

SKSM informs students and employees annually about campus security procedures and practices thru dissemination of this report.

Starr King School for the Ministry does not have a campus law enforcement or safety staff. No employee of SKSM has, within the scope of their SKSM employment, police powers or the authority to arrest individuals.

Since SKSM does not have its own safety staff, SKSM urges persons affiliated with the school to make use of the extensive safety resources at the City of Berkeley Police and Fire Departments and the University of California at Berkeley. SKSM encourages students and employees to be responsible for their own safety and the security of others. You can do this by informing yourself about safety procedures and crime avoidance tips available from the City of Berkeley and the University of California. You may access this information at the following websites: City of Berkeley Police Department:

<http://www.ci.berkeley.ca.us/police/default.html> City of Berkeley Fire
Department: <http://www.ci.berkeley.ca.us/DepartmentHome.aspx?id=10180>
UC Berkeley: <http://public-safety.berkeley.edu/csp/scproserv.html>

The University of California operates a night escort service that SKSM students are encouraged to use. The service provides escorts who will walk you to your car, a shuttle bus, public transportation, or home if you live nearby. Call **642-WALK from 6:00 PM to 2:00 AM**. Boundaries for the service are: Cedar (North), Parker (South), Shattuck (West) and Prospect (East).

Drug Free Campus and Workplace

The Graduate Theological Union and its member schools (like Starr King) require that their campuses be drug free. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance while at SKSM is prohibited. Abuse of alcohol (including underage drinking) on SKSM premises is also not allowed. Violation of this policy will be considered cause for termination from employment or from a student's program of study.

SKSM is required to impose sanctions, up to and including the dismissal, of any employee engaged in the abuse of alcohol or the unlawful possession, use, or distribution of illicit drugs while on SKSM or member school premises. Any employee involved in such illegal activity is subject to legal sanctions under local, State, and Federal law. Information regarding specific penalties is available at SKSM Business Office. In addition, an employee convicted of any criminal drug statute for a violation occurring in the workplace is required to notify the Vice President for Finance & Administration, of such a conviction no later than five days from the date of the conviction.

SKSM and its member schools comply with California State law, which prohibits possession or use of alcohol by or sale of alcohol to, anyone less than twenty-one years of age. Abuse of alcohol on SKSM campus is prohibited.

The health risks associated with the use of illicit drugs and the abuse of alcohol are many. Detailed information concerning the known health hazards resulting from the abuse of drugs and alcohol may be obtained from your physician, or from the Vice President for Finance & Administration.

Several drug and alcohol counseling, treatment, and rehabilitation programs are available to SKSM faculty, students and employees. Merritt Peralta Institute's (MPI) Chemical Dependency Department may be reached at (510) 869-8850 for

help in dealing with a drug or alcohol dependency problem. The initial consultation is free and includes an assessment of the problem and the recommendation of a treatment plan. A local Alcoholics Anonymous may be reached at (510) 839-8900 and a local Narcotics Anonymous program may be reached at (510) 444-4673.

Access to Starr King Campus and Buildings

Access to all space on SKSM campus is limited to the official occupant of that space and that occupant's officers, employees, students, guests and/or invitees.

Security of our Building

Members of SKSM community are charged with responsibility for safeguarding the spaces under their control, maintaining custody of the keys and access codes to which they have been entrusted, and **reporting promptly the loss of any such keys or codes.** The Director of Operations has responsibility for close control of the activities of persons engaged in any form of maintenance or repair anywhere on the campus.

There are two security features in place at Starr King: Key fobs and External Cameras.

Key fobs:

Our building is secured with the use of key fobs. These key fobs grant you access to the building itself 24/7. They will open the doors at the front of the building and the white door that leads to the downstairs courtyard. All other external doors are accessible to staff only..

Please note that these two doors are only accessible by using the key fob. No other keys (including master keys) will work. Please ensure that the doors are closed fully so as to engage the electronic locks. This helps prevent unauthorized access to the building. You may NOT prop these doors open.

The key fob contains a code that will allow us to identify users who prop doors open, and repeated behavior of this sort will cause you to lose privileges.

Access to others' space is generally not granted except under extreme situations. If another member of the Starr King staff or faculty has given you permission to use their office space, this must be communicated to the Director of Operations before access will be granted. In cases of emergency, the Director of Operations will consult with either the Dean of Faculty or

another member of the executive team, and grant access to an individual's space.

Keys, key fobs and access codes allowing entry to SKSM building and offices are issued by the Director of Operations who maintains a list of persons holding keys, key fobs and access codes. Lending keys to unauthorized persons is expressly forbidden by SKSM. Violations of this policy may result in the loss of access privileges.

Lost keys or key fobs may be replaced – at a cost of \$20.00 per key – by contacting the Director of Operations. Excessive loss of keys may result in losing access privileges.

Upon your departure from Starr King, your key fob will be inactivated. Please return it to the Hospitality team so that it may be reused.

Security Cameras

The second security feature at Starr King are external security cameras. These monitor the front of the building, the parking area, and the rear courtyard. Should an incident occur, please report this to the Director of Operations, who will review the security footage and assist in reporting the incident to the local authorities. Please note that while we have cameras on the outside of the building, we do not monitor any activity inside the building.

Procedures to Report Criminal Activity and Emergencies

Members of SKSM community, or any other person authorized to be present on SKSM campus, should report any suspected criminal activity or other emergency that poses a threat to life or property. Please fill out a crime incident report in the SKSM office as soon as possible after an incident. Additionally, please report all crimes to the Berkeley Police Department and complete a report (or other paperwork, etc.) as required.

- If immediate danger to life or property exists, dial 911.
- If immediate danger is not present, call the Berkeley Police Department at (510) 981-5900 to report criminal activity.
- In all cases, report the accident to a senior administrator. You may ask the Dean of Students for a Crime Incident Report form.
- The Dean of Students will work with the President of the school to ensure that all reports received are investigated and appropriate actions taken.

- Incidents that may or may not be crimes should also be reported using procedures for reporting crimes on a voluntary, confidential basis for inclusion in the Campus Security Report.

SKSM contacts for after-hours emergencies are, in order of contact:

BUILDING EMERGENCIES: Fred Williamson (510) 417-9971

OTHER EMERGENCIES:

Rosemary Bray-McNatt (646) 256-3387

FIRE DEPARTMENT: (510) 981-3473

POLICE DEPARTMENT: (510) 981-5900

Academic Integrity

Statement on Academic Integrity and Misconduct

(accepted by SKSM Faculty, 12/12/2017)

Starr King School for the Ministry considers the conduct of research and academic scholarship to be moral and political work. Since the beginning of the term's use in the West, "research" has always been connected to European colonialism as scientists and colonial powers sought to define, appropriate, commodify and disseminate knowledge about indigenous communities as well as exploit nature. Academic research has also been marred by the intersection of sexism, racism, classism, ableism, homophobia, transphobia and Christian supremacist views.

As a part of our purpose in educating to counter oppressions (ECO), we are committed to help our students understand the history of academic inquiry and knowledge production that depends upon and perpetuates colonialism, white supremacy, systemic violence, and multiple forms of oppressions. We actively dispute ideas of neutrality or objectivity in the creation of discourse and the categorization of sources of knowledge as "academic," "logical," or "original."

Engaged in critical pedagogical approaches to research and praxis, we also are committed to teaching our students the history and methodologies of indigenous and emancipatory scholarship across the curriculum. We embrace the notion that what is acceptable or not acceptable knowledge is better determined by a community than by a Western neoliberal framework.

From these commitments, we understand academic integrity to be the **intentional and honest practice of inquiry and reflection on one's own reading, thinking, and writing**. This can be further specified as:

Investigating the relationships between selected sources of knowledge and the history of white, Western power in producing knowledge, *as well as* the counter histories and narratives of indigenous and historically marginalized people;

Identifying the privileging of Western knowledge systems and the turning of indigenous and historically marginalized people into objects of study;

Engaging with sources of indigenous knowledge or scholars from historically marginalized groups;

Reflecting thoughtfully on one's own social location in relation to the production of knowledge, academic imaginations of oppression and liberation, as well as the implications of one's written work.^[i]

Academic integrity requires graduate students to uphold several expectations related to their work:

1. **Completion of Assignments:** Any work submitted should reflect work that you completed according to the specific assignment provided by your instructor. If you are unclear about expectations related an assignment or written work, ask your instructor. Sometimes topics and

work overlap in more than one course, or you may wish to expand upon your previous thinking and writing. Request permission from your instructor to re-use material from another course in their course.

2. Attribution: All written work must use proper attribution, meaning that you have identified the source, words and ideas that you reproduce, paraphrase (summarize) or otherwise, use in your assignment or to develop your thinking. This includes drafts and homework assignments. Individual instructors may have their own requirements for the citation styles; for reference, there are multiple resources available online (such as the [Purdue OWL writing lab](#)).

3. Collaboration: Collaboration and dialogue with other students are helpful as you study for your courses. However, do not collaborate with other students on a specific assignment unless you have been given permission or instructed to do so. If you collaborate with another student on an assignment, decide with your collaborators how you will cite shared or individual contributions. Leave significant room for listening and reflection.

Academic Conduct

Our school upholds a high standard not only in terms of academic quality appropriate for theological schools, but also with regards to our ECO commitments that extend beyond the minimum expectations for academic conduct and written student work, described above.

Academic misconduct is behavior that violates the minimum expectations of participation in the academic life of the school. Individual incidents of misconduct, including academic misconduct, cause a breaking of trust between a student and their instructor, as well as their fellow students and other members of the school community. We identify behavior or actions as misconduct, when they fit one of the following categories:

- Cheating: fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials that are prohibited or inappropriate in the context of an academic assignment.
- Plagiarism: use of intellectual material produced by another person without acknowledging its source. **Please review the section on plagiarism in the SKSM Student Handbook 2017-2018.**
- False Information or Fabrication: failing to identify oneself honestly, fabricating or altering information and presenting it as legitimate, or providing false or misleading information to an instructor or any other staff member in an academic context.
- Theft or Damage of Intellectual Property: sabotaging or stealing another person's work, improper access to or electronically interfering with the property of another person or the school or obtaining a copy of an exam or assignment prior to its approved release.
- Alteration of Documents: forgery of an instructor or supervisor's signature, submitting an altered transcript of grades to or from another institution or employer, putting one's name on another person's work, or falsely altering a previously graded exam or assignment.

Instructors who suspect a student has cheated, fabricated, plagiarized, forged, altered/misused school documents, or facilitated some other form of dishonesty will address the issue with the student directly. If the suspicion is confirmed as a form of misconduct, the instructor will work with the core faculty to determine the best course of action, which could include (but is not limited to) Academic Probation. If the issue is disputed, the student or instructor may follow the procedures listed under “Academic Disputes” in the Student Handbook.

[i] Norman K. Denzin and Yvonna S. Lincoln, “Introduction: Critical Methodologies and Indigenous Inquiry,” in *Handbook of Critical and Indigenous Methodologies*, edited by Norman K. Denzin, Yvonna S. Lincoln and Linda Tuhiwai Smith, 1-20. Thousand Oaks, CA: Sage Publications, 2008.

Plagiarism

Plagiarism is the appropriation of words and ideas written by others without proper attribution and is a serious violation of academic and personal integrity. It amounts to theft and is ground for dismissal from the school. At the same time, different cultures have different understanding of plagiarism. At SKSM we follow GTU Guidelines.

Additional resources on plagiarism:

Plagiarism: What It Is and How to Recognize and Avoid It:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Consequences of Plagiarism

Teachers who suspect that a student has plagiarized should address the issues with the student. If plagiarism is confirmed the teacher will work with the core faculty to determine the best course of action which could include Academic Probation. If the matter is disputed, the student or teacher may follow the procedures listed under —Academic Disputes. **Students who are placed on Academic Probation twice may be dismissed from the program.**

Copyright

Introduction

The purpose of copyright law is stated in the U.S. Constitution, Article I, Section 8:

Congress shall have Power...To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries

What this says is that creators are given exclusive rights to promote their works so that they have the incentive to create new works, for the betterment of society as a whole. This right should be granted for a period of time sufficient for the

creator to obtain a satisfactory profit, but after that time has passed the work should belong to the public domain (that is, to everyone, free of charge). Copyright is governed by federal law (Title 17 of the U.S. Code). Copyright covers any work that can be fixed into a tangible form of expression, including books, choreographic works, computer programs, videos, or images. Ideas and facts, in and of themselves, cannot be copyrighted.

What is “Fair Use”?

Special provisions are made in federal copyright law to allowing copying in the classroom

(section 107), and in libraries and archives (section 108).

Section 107 states,

In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include —

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

Legally, fair use is determined case-by case on the basis of a balance of the four factors listed above although precedents set by court cases have, in certain cases, defined these factors more concretely. Note that purpose is only *one* of the four factors, and the mere fact of non- commercial use does not by itself determine fair use.

How does this affect me?

Faculty, students, and staff of the GTU, and in addition, the GTU as an institution, are each expected to abide by Copyright Law. While this sets limits on copying, at the same time each of us are *encouraged* to exercise our full rights granted to us by the provision of Fair Use.

Practically speaking this means:

- Each individual should have a reasonable understanding of copyright law. The resources at the bottom of this page have been selected to help you in this process.
- Copying for personal use in research, (for example, using the copying machines in the library) of one or two of chapters from a book, or an article from a journal issue would normally be considered fair use, but copying an entire book could be subject to copyright restrictions. Theses and dissertations are just like any other book.
- Use of an image (whether from a book or a website) by a student for a term paper or presentation would normally be considered fair use, provided the image was only used for that class, and not reproduced for additional use (for example, put up on a website that will persist after the class ends). If you wish to use an image in a website, instead of copying it, consider simply linking to the image on the original website.
- Using brief quotations (with proper footnoting, of course) is considered fair use, but you should obtain permission to reprint entire works such as poems or images in your thesis or dissertation.
- Copying of works in the public domain is, of course, permissible, though fees can be charged for access to the original work. For more information on how to determine if a work is in the public domain, see below.
- **Plagiarism and copyright are different issues.** It might be permissible under copyright law, for example, to copy a small portion of someone else's work and use it in your term paper. However, if you failed to cite the real author for his words/ideas, then this would be an act of plagiarism. **Plagiarism is considered a serious violation of academic policy.** (See —Educational Policies|| in the —Programs and Policies|| section for more information regarding consequences.) **Because plagiarism is serious, you should always be careful to give credit where credit is due. For more information, see the GTU Library's handout, *Getting Started in Research* (available at the library or on the web at <http://library.gtu.edu/tutorials/starting.pdf>) in the section entitled “Writing Advice”.**

Online instructors: We recommend that you secure copyright permissions yourselves. Do not share codes to an online course for any reason. Do not download the materials unless it is one copy of each item for personal use. Do not duplicate or distribute materials beyond the class.

For more information

U.S. Copyright Office <http://www.copyright.gov>. See especially the “Copyright Basics” section at <http://www.copyright.gov/circs/circ1.html>

Read about the history of “copyright” at the Encyclopedia Britannica Online site,

<<http://www.search.eb.com/eb/article?eu=26641>>

Fishman, Stephen. *The Public Domain: How to Find Copyright-Free Writings, Music, Art and More*. Berkeley, CA: Nolo Press, 2001.

Starr King Building Use Guidelines

Basic Building Policies

1. Unlocking the building, as needed, prior to the event *and* re-locking the building at the conclusion of the event – this includes closing windows and doors, as well as locking classroom doors and the school building prior to departure;
2. Being available for any needs or emergencies while the others are present, and contacting 911 or the Office Manager in appropriate circumstances;
3. Setting up the room space as needed for the event;
4. **Do not touch the thermostats** – they are set to run programs throughout the day to regulate temperatures throughout the building – changing the temperature on one thermostat greatly affects temperatures in other areas of the building as a result of the ductwork location;
5. Cleaning up the room space, the kitchen and any other area at the conclusion of the event – this includes putting away any tables and chairs that were used, returning markers/easels/white boards to their home, cleaning up ritual materials (candles, altar cloths, stones, etc.), etc.
6. Put dishes into the dishwasher and run it, if necessary – if the dishes in the dishwasher are clean, empty the dishwasher first, then reload with dirty dishes and run, if necessary;
7. Live flowers must be appropriately cared for and discarded when the flowers are old, droopy or otherwise browning – and **MUST** be discarded prior to them molding; vases are to be properly washed, dried and placed back onto appropriate kitchen shelves;
8. Place all trash, recycling and compost into appropriate bins located in the kitchen and various classroom spaces – if the trash, recycling or compost are overflowing, or will be left over the weekend, please remove all trash, compost & recycling bags from the building and place them into the large recycle and trash cans located on the west side of the building (just outside the Fireside Room) – additional trash and compost bags are located inside the trash cans or in the kitchen under the microwave;

9. Returning chairs and other items to their usual home – chairs stacked at the far end of the Fireside Room (excluding the 13-15 chairs which are left in a circle in the middle of the room) and tables stored in the Sunroom;
10. Ensuring that all doors *and* windows are securely closed and locked;
11. Ensuring that all lights which can be turned off are, in fact, turned off;
12. Do not move the piano or organ in the Fireside Room without express permission from the Office Manager; and
13. Do **not** add *or* remove artwork, bulletin boards, white boards, or signs to/from the walls without contacting the Office Manager first.
14. Restoring Fireside Room to its proper classroom-style set-up following ritual practice, including returning flowers, altar cloths, candles, stones, rocks, vases, etc. used in the ritual practice to the cabinet located in the Sunroom portion of the Fireside Room. The standard classroom-style includes 13-15 chairs in a circle in the center, other chairs stacked cleanly and safely at the end and rolling chairs pushed into the corners, long rectangle tables closed up and returned to their storage area, pulpits returned to their storage areas, and white board pushed up against the wall. You **MUST** keep the path to the emergency exit door clear.

Kitchen Use Guidelines

1. Promptly rinse any dishes you use and **put them in the dishwasher.**
2. If you take any dishes from the kitchen, return them.
3. **If the dishwasher is full of dirty dishes, please run it**, using only dishwasher soap (located beneath the microwave).
4. **If the dishwasher is full of clean dishes, please empty it.**
5. If you leave food in the refrigerator, label and date it. Please dispose of your food in a timely fashion so that the refrigerator is not full of moldy, rotting food.
6. Place any recyclable bottles and cans in the large blue recycling bins (with the two holes on the top).
7. **Wipe all counters, the sink and the stove.**
8. Sweep the floor and mop up any spills. (A broom is behind the kitchen door.)

9. Take out the garbage if the cans are overflowing or will be left over the weekend with food or other items that will rot. Garbage cans are located in the gated area outside the Fireside room. Garbage must be in closed trash bags.
10. Take away any unused food or take responsibility to see that it is used/disposed of.
11. COMPOST FOOD SCRAPS, PLANT SCRAPS AND OTHER COMPOSTABLE MATERIALS IN THE GREEN BINS.

Room and AV Equipment Requests

Rooms can be scheduled by sending an email to rooms@sksm.edu with your request. Please do not attempt to schedule a room in person or by the phone. All room requests should come from a member of the SKSM community who assumes all responsibilities as the “host/ess”. Please request rooms as early as possible. No requests will be taken less than 7 days before a scheduled event. The email request should include the following information:

1. List the name, phone number and email of the person acting as the host/ess of the event;
2. Date and time that you are requesting (this should include time for set up before and clean up after the event);
3. The name of the event or reason for wanting the room;
4. Any AV equipment that you will need (it will be up to you to learn how to use the equipment prior to the event – there will be NO ONE available on the date of your event to teach you how to use the equipment or to set it up for you); and
5. The number of people participating (in case your first choice of room is unavailable).
6. Please be patient if it takes a few business days to reply. If your request has not been answered within one week's time, then you may resend your email.

When conflicts appear on the Room schedule, a combination of “priority need” and “order received” will be used. The determination of priority need is as follows:

1. SKSM Board of Trustees Meetings
2. SKSM Courses

3. Official SKSM events (such as Orientation, Faculty Meetings, Staff Meetings, All-School Meetings)
4. Requests from Faculty and Staff.
5. Requests from Students for SKSM-related educational events (for example, Student Body meetings, Evolving Dialogue, Small Group Ministries)
6. Requests from Students for non-SKSM-related events (for example, to host training for your church or have a party).
7. Requests from outside groups affiliated with Starr King.

Because of the small size of both our building and our staff, Starr King is unable to provide storage space or staff assistance for events. This includes technical support, front desk coverage, or set up/cleanup help. If you are sponsoring an event that needs a greeter at the front door to let people in, you must provide this person yourself, as the doors must remain closed and locked at all times. This is especially true for those events that occur during business hours, as it is not the responsibility of our Hospitality Team to serve as greeters for your event. If you need instruction on how to use our technology, please contact the Director of Operations at least a week before the event for one-on-one training. Repeated requests for unplanned staff help will be reported to the Director of Operations and the President and may result in a denial of space usage privileges.

Starr King School for the Ministry provides room availability to members of the SKSM community as an extra benefit, not a right or a guarantee. It is not uncommon for rooms to fill up, and thus for us to have to say no to some requests. SKSM assumes no liability for such circumstances. For best results, plan your event ahead of time, and do not publicize a date or time until after you have received a room confirmation.

Starr King Building Use Contract

Our school is a gift to Starr King from friends and supporters. Each of us can express gratitude for this gift through our thoughtful and responsible use of the space.

Use of the building for non-SKSM or GTU related events may be arranged with the Director of Operations. Starr King School requests a donation in the amount of \$100-\$500 per event to help defray the costs of using the building, and requires that an SKSM community member (student, staff, faculty, or trustee) serve as volunteer host/hostess. The Director of Operations will provide you with a Building Use Contract

Parking at Starr King

The parking lot at Starr King School is **VERY** small, and is used to accommodate Staff, Faculty, Trustees, Committee Members, and Visitors. Please park only where indicated and remember the following applies to the parking lot 24 hours per day, 7 days a week:

1. We have one Reserved Accessible Parking spot.
2. From time to time the lot may have spaces or the entire lot reserved for special events or visitors.
3. Do not leave your car in the parking lot overnight, on the weekends, holidays, or when you will be out of town without making arrangements with the Office Manager.
4. **Leave your keys on the key board next to the upstairs mail boxes** when you park in the lot so that those blocked in can move your car to leave when necessary.
9. If you move someone else's car, **please relock it** and return the keys to the board.

Smoking Policy

Starr King School for the Ministry is a no smoking facility. Berkeley law requires that smokers stand not less than 20 feet from the main entrance way of the building when smoking outside, and to stand at least 20 feet away from windows and doors of neighboring buildings. Smokers are expected to dispose of their cigarette butts appropriately. Please be courteous.

Bike Policy

Bikes may be locked up on the bike rack in the back of the building near the fountain. Bikes are not permitted in the school building. Please do not lock bikes on the front ramp of the school.

Use of Scents, Incense, Scented Candles, etc.

While scents have a long history in culture and rituals around the world, we also know that, today, some people experience environmental sensitivities which impede them from being in the presence of scents. When using scents, incense, scented candles, and the like, please be mindful of who is in your group, the ventilation availability in your space of choice, and the amount of the scent you are choosing to use. Additionally, we ask that you consider having a special, designated area for those who are overly sensitive to scents, especially if your event involves a large group of people. Another possibility is including smells in your event by passing herbs/spices in a small box that can be inhaled or smelled

by those who wish to participate, while protecting those who do not wish to participate.

Boxes to be placed in Stacks

For staff and faculty members who must maintain records and documents for required numbers of years, there is space available in Stacks. Please contact the Director of Operations to make arrangements for placing boxes in appropriate locations.

All boxes that are to be placed in Stacks MUST have a destroy-by date. Please place the date in large print on both the top of the box and the front panel of the box (which MUST have an appropriately-fitting lid.) If the documents/records are NEVER to be destroyed, please indicate that clearly on the box in large print on the top of the box and the front panel of the box.

Fire Extinguishers

Fire extinguishers are located on the upper level outside the Faculty Lounge, outside the Female/Transgender restroom, inside the back door in the kitchen, inside the copy room near the side door, inside the Fireside Room main door, inside the Fireside Room near the emergency exit door, and on the lower level inside the back exit to the courtyard, inside the Stacks door, and inside the office located beyond the all-person restroom.

What to do In Case of Fire

Most fires start out small, but after a few minutes can be out of control. It is important to act fast to sound the alarm, and just as important to know what to do and how to do it quickly.

THINK FAST, ACT WITH CAUTION:

When you first discover a fire, determine what to do immediately. If the fire is small, grab a fire extinguisher and put it out. If the fire is too much for you to handle, report it immediately sound the alarm within the building and call 911.

WARN THE PEOPLE:

Warn all people in the area immediately surrounding the fire so that they can get to places of safety.

STAND BY:

Wait in a safe place for firefighters and direct them to the location of the fire. Valuable minutes are wasted when they need to look for the fire themselves.

FIRE FIGHTING:

Everyone is responsible for preventing fires, but there is no need to join in the firefighting unless directed to do so by the fire personnel on site.

GTU/UCB Information

Ritual/Worship Opportunities at the GTU

American Baptist Seminary of the West (ABSW), Clyborne M. Hill Chapel, 2606 Dwight Way, Berkeley - Monday 6 - 6:45 pm

Church Divinity School of the Pacific CDSP Chapel, 2451 Ridge Road, Berkeley
Morning Prayer, Monday-Friday 7:30 am - 8:00 am
Eucharist, Mon., Tues., Wed., Friday 11:30 am - 12:30 pm, Thursday - 5:30 pm
6:30 pm, Evening Prayer Monday-Friday 5:30 pm - 6:00 pm, Noonday Prayer
Thursday 11:30 am

Dominican School of Philosophy and Theology DSPT Chapel, 2301 Vine Street, Berkeley, Tuesday 11:10 am - 12:00 pm

Jesuit School of Theology of Santa Clara University (JST), Shalom Chapel
Except Tuesday 5:15 pm service, which is in PSR's Chapel
1752 Le Roy Avenue, Berkeley
Eucharist, Monday-Friday 8:00 am, Saturday 8:30 am, Tuesday-Friday 5:15 pm

Pacific Lutheran Theological Seminary (PLTS), Chapel of the Cross, Great Hall, 2770 Marin Avenue, Berkeley, Wednesday 11:10 am - 12:30 pm

Pacific School of Religion (PSR), Chapel of the Great Commission, 1798 Scenic Avenue, Berkeley, Chapel Service, Tuesday 11:10 am - 12:00 pm

Patriarch Athenagoras Orthodox Institute (PAOI), St. Demetrios Chapel, 2311 Hearst Avenue, Berkeley, Divine Liturgy, Tuesday 6:00 - 7:00 pm

San Francisco Theological Seminary (SFTS), 2 Kensington Road, San Anselmo, Services everyday of the week (except Wednesday) 12:05pm

Starr King School for the Ministry (SKSM), 2441 Le Conte Avenue, Berkeley, Chapel Service, Fireside Room, TBD.

GTU Library Resources

Graduate Theological Union, 2400 Ridge Rd. (see how to get a library card below)

University of California at Berkeley: GTU students, faculty, visiting scholars, and staff may obtain a free library card for borrowing books and other materials from the UCB Library. Bring your GTU ID card with a current registration sticker to the Privileges Desk in the Doe Library (also called the Main Library). You will be issued a separate library card for UCB on the spot. Please note that this card cannot be used at the UCB affiliated libraries, including the Boalt Hall Law Library and the Ethnic Studies Library. See a complete list on the UCB Library website.

The Wilbur Collection and Starr King Reading Room: Starr King houses a special collection of books dating from the radical reformation (16th century) forward that documents the history of Unitarianism in its intellectual context. The books of the Earl Morse Wilbur Rare Book Collection can be studied in the Starr King Reading Room. Please use the Sign-Out book to borrow the books from the Reading Room. The Reading Room contains a variety of Unitarian Universalist Association resources, books from the Ministerial Fellowship Committee's reading list, newsletters from congregations, UU organizations and more. These resources *cannot* be taken out of the Reading Room but are available for your use there.

Worship Resources Bookshelf: Starr King has worship resources available. The bookshelf is located at the base of the stairs, next to the doorway leading to the back courtyard. Worship resources should not be removed from the building and always replaced on the shelves when done being used.

The GTU Library Website

<http://gtu.edu/library>

Information about our hours and other services may be found on the GTU Library web site. From the home page, you may link to GRACE, the GTU Library catalog, to electronic resources available via the Internet, to tutorials and handouts on a variety of research topics, or to other useful sites on the Internet. Notices regarding special closings or other news will also appear on the library's home page.

How to Get a Library Card

<http://gtu.edu/library/faculty>

After acquiring a library card from your schools' Registrar, students, faculty and staff should bring their GTU ID card with the current semester's registration sticker to the library. Please note that you should not provide your signature on the card until instructed to do so when you are presenting it to a staff member at the GTU Libraries Reference Desk. The ID card will then be bar-coded and laminated along with the registration sticker; you can then use it as your library card. You may wait until the first time that you wish to check out books to do all of this.

The GTU Library card may be used for borrowing materials from both the Hewlett Library in Berkeley (commonly called “The GTU Library”) and its branch library at the San Francisco Theological Seminary (“The SFTS Library”) as well as online.

Fines are charged on overdue, lost, or damaged materials. For more information about recalling materials, placing holds, or other borrowing procedures, see the web page above.

Library Accounts for Special Students

Special students are not automatically given GTU library cards, but they may request one via the Registrar. Since low-residents can participate from anywhere in the world, a GTU library account is helpful for online research and periodicals. All students with active library accounts are able to access the library’s electronic resources at <http://gtu.edu/library/electronic-resources> or any of the electronic resource listings from <http://grace.gtu.edu>.

GRACE, the Library Catalog

<http://grace.gtu.edu/>

You can see what materials the library owns by searching the library's online catalog, GRACE. Books may be looked up by author, title, subject, keyword, or call number. Books in the GTU Library are arranged on the shelf according to the Library of Congress call number system, the system used by academic libraries in the U.S. (To understand more about call numbers, see <http://library.gtu.edu/tutorials/callnumbers.pdf> or attend a library workshop.

Research Database

<http://gtu.edu/library/electronic-resources>

The GTU Library subscribes to databases that provide access to journal indexes, full-text journal articles, electronic encyclopedias, and images. These databases are available via the Internet. Anyone may access these databases while in the

library, but remote access from home is restricted to GTU students, faculty, visiting scholars and staff.

Reserve Books

<http://gtu.edu/library/faculty/course-reserves>

Books or articles placed on reserve for a class are shelved at the Circulation Desk. To request an item on reserve, you must know its call number. Look up the call number on GRACE, either by the course number or the professor's name. See the special links on GRACE to course reserves.

Research Assistance

<http://gtu.edu/library/get-help/reference-desk>

The Reference Desk is located on Level 2 of the GTU Library. Reference Desk staff is ready and willing to help library users. The desk is staffed Monday through Thursday, 9:00 a.m. to 6:00 p.m. and Friday from 9:00 a.m. to 5:00 p.m. during semesters. For example, we can show you how to:

- use GRACE or electronic databases
- find a book or journal article
- decipher a journal citation
- get started on a research project.
- P.A.T.H. (Paper and Thesis Help) is a one-on-one consultation with a Reference Librarian for getting started with research on a particular topic. This service is available by appointment during Reference Desk hours.

Workshops

<http://gtu.edu/library/get-help/workshops>

Library workshops, conducted in the Teaching Lab on Level 2 of the GTU Library, are offered throughout the school year. Topics include: searching the library catalog, using indexes to find journal articles and book reviews, and getting started on Biblical research. See the current semester's schedule and a full description of each workshop on our webpage.

Interlibrary Loan

<http://gtu.edu/library/faculty/ill>

Materials not found at the GTU Library or at the UC Berkeley Library can be obtained for you from another library. This service is called Interlibrary Loan (ILL). ILL requests may be made at the Reference Desk or by filling out the Interlibrary Loan Request Form located on this website. Please provide complete

bibliographic information, including publisher, date, volume, and/or edition. This service is only available to GTU students, faculty, visiting scholars, and staff.

Audio-Visual Media and Microforms

The Library has a variety of non-book materials: videos, DVDs, CDs, audiocassettes, filmstrips, kits, and slides. To see if we have a specific title, look it up on GRACE. Most materials circulate, but they may also be viewed or listened to in the Audio-Visual Room on Level 2 of the GTU Library.

The microfilm and microfiche collection and reader/printer are located on Level 1. Copies made from the reader/printer are 15 cents per page and may be paid for at the Circulation Desk.

Computers in the Library

At the GTU Library, four GRACE stations are located around the circular atrium. Five stations on the east side of Level 2 are for the Library's CD-ROM databases and other research purposes only. The five stations on the west side of Level 2 are general-use Internet stations; time limits are set for use (see <http://library.gtu.edu/services/internet.html>). The Teaching Lab is reserved for class and workshop use only. There are no facilities for word processing, reading files on disks, or viewing personal CD-ROMs.

At the Branch Library at SFTS, computers in the public areas may be used for searching GRACE, databases, or Internet searching. A computer lab adjacent to the library is available for additional use.

Photocopiers

Photocopy machines are located on Level 1 and 2. These machines accept copy cards, which may be purchased from a vending machine located next to the copiers on Level 2, or you may use cash.

Study Areas

On Level 1, two study rooms are available to GTU students and faculty for group or personal study. A sign-up sheet and keys for these rooms are kept at the Circulation Desk.

Lockers

GTU students may check out a locker key from the Circulation Desk at the beginning of each semester. No personal items or library books may be stored in the study carrels; lockers are available for this purpose. Lockers are located on Level 1.

The University of California, Berkeley Library and Stanford University Library

<http://gtu.edu/library/otherlibraries>

Pick up a handout at the library or see the web page, *“The University of California, Berkeley Library and Stanford University Library: A Guide for GTU Students, Faculty, and Visiting Scholars”*, for a description of the resources available to GTU students at these libraries. GTU students may borrow materials from these libraries at no charge. GTU librarians offer a tour of the UCB libraries during Orientation Week.

The libraries of the GTU and UCB have a cooperative agreement for purchasing materials: UCB depends on the GTU Library in some fields, and the GTU Library depends on the UCB Library in others. Depending on your interests and the courses you take, the collections of the UCB Library may be an important part of your work.

University of California, Berkeley Library About the UCB Library

The Library at the University of California, Berkeley is one of the finest research collections in the United States. Library holdings include over nine million print volumes, plus other formats. The Library includes the Doe Library, the Bancroft Library, the Moffitt Library, and more than twenty subject specialty libraries. In addition, there are a number of "affiliated libraries" that contain the specialized research collections of research units, institutes, academic departments and professional schools on the Berkeley campus.

UCB Library Cards

GTU students, faculty, and visiting scholars may obtain a free library card for borrowing books and other materials from the UCB Library. Bring your GTU ID card with a current registration sticker to the Privileges Desk in the Doe Library (also called the Main Library). You will be issued a separate library card for UCB on the spot. Please note that this card cannot be used at the UCB affiliated libraries, including the Boalt Hall Law Library and the Ethnic Studies Library. See a [complete list](#) on the UCB Library website.

GTU Students, Faculty, and Visiting Scholars may also obtain a card for the Green Library at Stanford University.

To get a card for the Green Library at Stanford, you will first need to **get an application from the GTU Library Circulation Desk**. Bring this application with you to the Green Library.

There is no charge for this card. Connect to the Stanford Library's catalog, [Socrates](#) to see what materials are available.



Starr King School for the Ministry

Employee Handbook

Effective July 1, 2019

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Employee Handbook

Welcome

Dear Starr King Employee:

Welcome to Starr King School for the Ministry (SKSM). You have just joined a dedicated organization. We hope that your employment with Starr King School for the Ministry will be rewarding and challenging. We take pride in our employees as well as in the products and services we provide. As an employee of SKSM, you are an important member of a collaborative effort. Our success depends upon the dedication and high standards of our employees. We look to you to contribute to the success of SKSM.

The School complies with all federal and state employment laws, and this handbook generally reflects those laws. The School also complies with any applicable local laws, although there may not be an express written policy regarding those laws contained in the handbook.

This Employee Handbook is intended to explain the terms and conditions of employment of all employees here at Starr King School of the Ministry. It summarizes the policies and practices in effect at the time of publication. In order to be responsive to the needs of our organization, changes or additions will be made when necessary. We will keep you informed when changes are made.

Faculty Handbook: Some employment terms and conditions of core and adjunct faculty members are distinctive to faculty and governed by the faculty handbook which, when there is a difference, the faculty handbook and faculty appointment letters will prevail.

Please take the time now to read this handbook carefully. Sign the acknowledgment at the end to show that you have read, understood, and agree to the contents of this handbook, which sets out the basic rules and guidelines concerning your employment. This handbook supersedes any previously issued handbooks or policy statements dealing with the subjects discussed herein. Neither this handbook nor any other communication by a management representative or other, whether oral or written, is intended in any way to create a contract of employment. Please understand that no employee handbook can address every situation in the work place. Keep it in an accessible place so it can serve as a reference for you when you need it.

If you have questions about your employment or any provisions in this handbook, contact VP of Finance and Administration.

We are pleased that you are with us and we hope you find your experiences to be rewarding, challenging and productive.

Sincerely,

Rev. Rosemary Bray McNatt
President

R. Kelley Gibbs
Vice President for Finance and Administration

Introduction

About SKSM

SKSM was founded in 1904 to educate students for the Christian ministry, and especially for that of the Unitarian Churches.

Our Mission

Today the mission of the School is to educate people for Unitarian Universalist ministry and for progressive religious leadership in society.

Starr King School's distinctive educational approach is rooted in the Unitarian Universalist values of countering oppressions, cultivating multi-religious life and learning, and creating just and sustainable communities.

Starr King School aims to educate the whole person in the service of love, compassion and justice, through:

Teaching by who we are and what we do

Student-centered participatory learning

Excellence and depth in religious studies

Formation in the arts of religious leadership

Service with congregations and communities

Active membership in the Graduate Theological Union

Deepening self-awareness and cultivating spiritual practice

Striving to live in right relationship with self, others, and the earth

Right to Revise

This Employee Handbook (handbook) contains the employment policies and practices of SKSM in effect at the time of publication. All previously issued handbooks and any inconsistent policy statements, or memoranda are superseded.

SKSM reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document, except for the policy of at-will employment. However, any such changes must be in writing and must be signed by the President of SKSM.

Any written changes to this handbook will be distributed to all employees so that employees will be aware of the new policies or procedures. No oral statements or representations can in any way alter the provisions of this handbook.

Employment Policies

Ethics Code

Starr King School for the Ministry will conduct business honestly and ethically wherever operations are maintained. We strive to improve the quality of our services, products, and operations and will maintain a reputation for honesty, fairness, respect, responsibility, integrity, trust, and sound business judgment. Our managers and employees are expected to adhere to high standards of business and personal integrity as a representation of our business practices, at all times consistent with their duty of loyalty to the Starr King School for the Ministry.

We expect that officers, directors, and employees will not knowingly misrepresent the School and will not speak on behalf of the School unless specifically authorized. The confidentiality of trade secrets, proprietary information, and similar confidential commercially-sensitive information (i.e. financial or sales records/reports, marketing or business strategies/plans, product development, customer lists, patents, trademarks, etc.) about the School or operations, or that of our customers or partners, is to be treated with discretion and only disseminated on a need-to-know basis (see policies relating to privacy).

Violation of the Code of Ethics can result in discipline, up to and including termination of employment. The degree of discipline imposed may be influenced by the existence of voluntary disclosure of any ethical violation and whether or not the violator cooperated in any subsequent investigation.

Anti-Harassment

SKSM is committed to providing a work and educational environment free of harassment, disrespectful or other unprofessional conduct. Our policy prohibits conduct that is disrespectful, unprofessional as well as harassment based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender identity and gender expression), national origin or ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, military or veteran status or any other basis protected by federal, state or local law or ordinance or regulation. **All such conduct violates School policy.**

The School's anti-harassment policy applies to all persons involved in the operation of the School and prohibits harassment, disrespectful or unprofessional conduct by any employee of the School, including supervisors and managers, as well as vendors, customers, independent contractors and any other persons. It also prohibits harassment, disrespectful or unprofessional conduct based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

Prohibited harassment, disrespectful or unprofessional conduct includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
- Retaliation for reporting or threatening to report harassment; and
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law, or by School policy.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy. For example, hostile acts toward an employee because of their gender can amount to sexual harassment, regardless of whether the treatment is motivated by any sexual desire.

Complaint/Investigation Process:

If you believe that you have been the subject of harassment or other prohibited conduct, bring your complaint to your own or any other School supervisor, the President, or the Vice President for Finance and Administration as soon as possible after the incident. You will be asked to provide details of the incident or incidents, names of individuals involved and names of any witnesses. It would be best to communicate your complaint in writing, but this is not mandatory; however, sending a confirmation email to the President of the School is essential. Supervisors will refer all complaints involving harassment or other prohibited conduct to Vice President for Finance and Administration, the investigative officer, or the President of the School. The School will immediately undertake an effective review.

If SKSM determines that harassment or other prohibited conduct has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any employee determined by the

SKSM to be responsible for harassment or other prohibited conduct will be subject to appropriate disciplinary action, up to, and including, termination. A School representative will advise all parties concerned of the results of the investigation. The School will not retaliate against you for filing a complaint and will not tolerate or permit retaliation by management, employees or co-workers.

The School encourages all employees to report any incidents of harassment or other prohibited conduct forbidden by this policy **immediately** so that complaints can be quickly and fairly resolved. You also should be aware that the Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate and prosecute complaints of prohibited harassment in employment. If you think you have been harassed or that you have been retaliated against for resisting or complaining, you may choose also to file a complaint with the appropriate agency. The nearest office is listed in the telephone book.

Note: SKSM is a religious entity. As such, SKSM does not define "religion" for purposes of its policies as restricting religious views, doctrines, and issues from the substance of discussion and decisions at SKSM.

At-Will Employment

Your employment with Starr King School for the Ministry is on an "at-will" basis. This means your employment may be terminated at any time, with or without notice and with or without cause. Likewise, we respect your right to leave the School at any time, with or without notice and with or without cause.

Nothing in this handbook or any other School document should be understood as creating a contract, guaranteed or continued employment, a right to termination only "for cause," or any other guarantee of continued benefits or employment. Only the President has the authority to make promises or negotiate with regard to guaranteed or continued employment, and any such promises are only effective if placed in writing and signed by the President.

If a written contract between you and the School is inconsistent with this handbook, the written contract is controlling.

Nothing in this handbook will be interpreted, applied, or enforced to interfere with, restrain, or coerce employees in the exercise of their rights under Section 7 of the National Labor Relations Act.

Equal Employment Opportunity

SKSM is an equal opportunity employer and makes employment decisions on the basis of merit. We want to have the best available people in every job. School policy prohibits unlawful discrimination based on race, color, creed, gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices) marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer or a record or history of cancer, and genetic characteristics), sex (including pregnancy, childbirth, breastfeeding or related medical condition), genetic information, sexual orientation, veteran status or any other consideration made unlawful by federal, state, or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics. Discrimination can also include failing to reasonably accommodate

religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship.

All such discrimination is unlawful.

Note: SKSM is a religious entity. As such, SKSM does not define "religion" for purposes of its policies as restricting religious views, doctrines, and issues from the substance of discussion and decisions at SKSM.

The School is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in School operations and prohibits unlawful discrimination by any employee of the School, including supervisors and co-workers.

If you believe you have been subjected to any form of unlawful discrimination, submit a written complaint to your supervisor, the Vice President for Finance and Administration, or the President of SKSM. Your complaint should be specific and should include the names of the individuals involved and the names of any witnesses. If you need assistance with your complaint, or if you prefer to make a complaint in person, contact the School's Vice President for Finance and Administration. The School will immediately undertake an effective review and attempt to resolve the situation.

If the School determines that unlawful discrimination has occurred, effective remedial action will be taken commensurate with the severity of the offense. Appropriate action also will be taken to deter any future discrimination. The School will not retaliate against you for filing a complaint and will not knowingly permit retaliation by management employees or your co-workers.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any employee or applicant who requires an accommodation in order to perform the essential functions of the job should contact the Vice President for Finance and Administration of the School and discuss the need for an accommodation. The School will engage in an interactive process with the employee to identify possible accommodations, if any, which will help the employee or applicant perform the job. An employee or applicant who requires an accommodation of a religious belief or practice (including religious dress and grooming practices, such as religious clothing or hairstyles) should also contact the Vice President for Finance and Administration and discuss the need for an accommodation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Dispute Resolution

Grievance Procedure

It is the policy of the School to provide for the fair treatment of all employees and to promote good working relationships. The grievance procedure shall afford an employee the opportunity to freely express their personal feelings toward work situations and alleged unfair treatment, and to seek resolution. Concerns should be raised first with those directly involved, and resolution sought. If satisfactory resolution is not achieved in this way, the concern shall be brought in the following order: to one's direct supervisor (when applicable), to the President of the School, and to the Board of

Trustees.

Mediation

Mediation is a process in which a neutral person or persons facilitate communications between the disputants to assist them in reaching a mutually acceptable agreement. In appropriate cases, the parties shall be given a list of mediators. The parties shall select from this list the person(s) who will conduct the mediation process set forth below.

Mediation Process

The mediator is not empowered to, and will not, arbitrate, nor judge, nor decide issues between the disputants. The mediation shall be a confidential process; the parties shall not call the mediators to testify to information of any kind. Mediation shall comply with the applicable sections of the current provisions of the California Evidence Code. If the parties reach impasse, they may ask the mediator to assist them to identify the unresolved issue(s). If the parties disagree about whether it is useful to continue the mediation, the mediator shall be empowered to declare impasse.

WHISTLEBLOWER POLICY

SKSM has a responsibility for the stewardship of resources and the public and private support that enables it to pursue its mission. It is the intent of SKSM to adhere to all laws and regulations that apply to the organization, and to observe high standards of business and personal ethics. However, intentional and unintentional violations of laws, regulations, policies, and procedures may occur, and the purpose of these guidelines is to describe the procedure for reporting and investigating suspected improper activities, as well as to protect employees from retaliation for raising such issues.

It is the responsibility of all directors, officers, and employees of SKSM to comply with all relevant laws and regulations and to report violations or suspected violations in accordance with this policy.

No Retaliation

SKSM and its employees will not retaliate against any director, officer, or employee who has in good faith disclosed or threatened to disclose any activity, policy, or practice of SKSM that is a violation or apparent violation of law or of SKSM's policy. Employees of SKSM will not interfere with the right of someone to make a protected disclosure. Any employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to, and including, termination of employment.

Reporting Violations

This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within SKSM prior to seeking resolution outside the organization. Employees are encouraged to share their concerns, suggestions, and complaints with someone who can address them properly. In most cases, an employee's supervisor is in the best position to address an area of concern. However, if you are not comfortable speaking with your supervisor or you are not satisfied with your supervisor's response, you are encouraged to speak with the Vice President for Finance and Administration. In the case of a retaliation or perceived retaliation, employees are encouraged to contact the Vice

President for Finance and Administration.

Handling of Reported Violations

All reports of violations will be kept confidential to the fullest extent possible, unless the identity must be shared in order to conduct the investigation. Any report of a violation or suspected violation will be acknowledged and promptly assessed. If allegations have been verified or substantiated by the investigation, corrective action will be taken.

Job Descriptions

Starr King School for the Ministry attempts to maintain a job description for each position. If you do not have a current copy of your job description, you should request one from your Dean.

Job descriptions prepared by the School serve as an outline only. Due to business needs, you may be required to perform job duties that are not within your written job description. Furthermore, the School may have to revise, add to, or delete from your job duties per business needs. On occasion, the School may need to revise job descriptions with or without advance notice to employees.

If you have any questions regarding your job description or the scope of your duties, please speak with your Dean.

Employment Authorization Verification

New hires will be required to complete Section 1 of federal Form I-9 on the first day of paid employment and must present acceptable documents authorized by the U.S. Citizenship and Immigration Services proving identity and employment authorization no later than the third business day following the start of employment with Starr King School for the Ministry. If you are currently employed and have not complied with this requirement or if your status has changed, inform your Dean.

If you are authorized to work in this country for a limited period of time, you will be required to submit proof of renewed employment eligibility prior to expiration of that period to remain employed by the School.

TRAVEL AND REIMBURSEMENT POLICY

This policy applies to any individual (faculty, staff or student) traveling on SKSM business or using funds administered by SKSM.

The School pays the actual amounts incurred for appropriate expenses when you are on travel assignments in accordance with the policy are not considered taxable income to travelers.

The policy establishes basic guidelines and controls to be followed.

Policy

An individual traveling on SKSM business should neither gain nor lose personal funds as a result of that travel.

Travelers should spend school funds prudently, understand all travel-related policies, and obtain reimbursement for their business travel expenses on a timely basis. Business travel expenses will be paid by the school only if they are reasonable, necessary and in accordance with this policy, and only when substantiated by original receipts. An original written receipt will consist of the following information from each vendor/service provider: vendor's name; a description of the service provided; the date and total itemized expenses.

General Provisions

Reimbursement

Travelers should submit personal reimbursement requests with required supporting documentation, which means original receipts, within 10 business days of returning from the trip. Supporting documentation for purchases made with SKSM-provided credit card is submitted along with the request for payment of the credit card charges.

Business Purpose

A clear and complete business purpose must be documented for each and every trip. The purpose should include the dates of the trip and enough supporting documentation to assist the approver, and any subsequent reviewer, to validate the business need for the trip. Original receipts must be provided. For example, when attending a conference or other event on SKSM business, supporting documentation (such as the conference brochure, itinerary or letter of invitation), listing the date(s) and purpose of the event, should be attached to the expense report.

Exceptions to Travel Policy

Exceptions to this policy must be approved in advance and in writing by the President of SKSM.

Business Travelers Accompanied by Family Members and Other Companions

SKSM does not provide reimbursement for travel and entertainment expenses of family members and other companions who accompany school employees on business trips. There are a limited number of situations in which there is a bona fide business purpose for the presence of spouses, family members or other travel companions. Such situations are generally limited to the President when s/he is representing the school at fund raising events or hosting school business functions.

AIR TRAVEL

Travelers are expected to book the lowest available economy class airfare, consistent with business requirements. Please do not buy travel insurance unless it is for an international flight. SKSM will not reimburse for individual life insurance that may be purchased at the time of the flight.

If a penalty is incurred due to a traveler violating airline ticket rules, the traveler will be responsible for the additional cost; however, penalties for making changes to, or for not using, non-refundable tickets can be reimbursed if the penalty was unavoidable due to business reasons or if circumstances were beyond the traveler's control.

Class of Air Service

Domestic Travel:

For domestic travel, use the lowest available economy class airfare that meets the needs of a business trip, consistent with business requirements. Travelers may upgrade the level of service at personal expense or by using their "frequent flyer" points.

International Travel:

For international travel, use economy class for all flights under 5,000 miles (one-way). Travelers may upgrade the level of service at personal expense or by using their "frequent flyer" point. For flights over 5,000 miles (one-way), business class may be used if funds are available and authorized by the

funding source.

Extenuating Circumstances/Exceptions: Sometimes, extenuating circumstances, such as a medical condition, may justify the use of business class for trips that are less than 5,000 miles (one-way). Approval must be obtained in advance and in writing by the President. Approved exceptions must be documented on the expense report.

Unused Tickets or Changes: When travel plans must be changed due to unforeseen circumstances, the traveler is responsible for either seeking a refund (in cases where a refundable ticket was issued) or applying the unused ticket to the next business trip. Penalties incurred for changes to an airline ticket for business reasons or circumstances beyond the traveler's control are reimbursable. Unused tickets cannot be used for personal travel.

Frequent Flyer Programs and Upgrades: SKSM allows travelers to accrue their own frequent flyer mileage for trips taken on school business. SKSM does not reimburse travelers for tickets purchases with frequent flyer miles.

LODGING

Local travel is defined as less than 50 miles one way from SKSM or the traveler's residence, whichever is greater. Barring exceptional business reasons, local travel does not qualify for an overnight stay of payment of personal meals. If a trip exceeds the local travel limit, but the traveler chooses not to stay overnight, personal meals will be eligible for reimbursement at the actual rates.

Travelers should choose a reasonably priced three or four star hotel, using a single occupancy room, unless the traveler is attending a conference or other meeting where a hotel serves as the conference or meeting center.

GROUND TRANSPORTATION

Use the lowest cost ground transportation consistent with business needs.

Rental Cars

Travelers should rent the most economical (compact or mid-size) vehicle consistent with business needs and travel circumstances. Car rental is only reimbursable when other surface transportation is not practical or economical. The original car rental agreement must be submitted as documentation for reimbursement.

For domestic car rental, travelers should decline any additional insurance coverage offered by car rental companies; it is expensive and duplicates insurance already provided by the SKSM.

For international car rental, travelers should accept the liability and damage insurance coverage offered by the car rental company. The cost will be reimbursed to the traveler.

If a rental car accident occurs, travelers must submit a written accident report to the rental car company, local authorities as required, and the SKSM business office.

Private vehicles may be used in the conduct of SKSM business and activities only when such use is the most economic and efficient transportation option available and when such use is under specific direction of the President. There is a limit on vehicle reimbursement of no more than the economy class airfare for a similar trip.

Private vehicles used on SKSM business must be covered with the owner's insurance as required by law. The vehicle insurance policy need not be classified for commercial use, but if the extent of the school business goes beyond incidental use, it shall be the responsibility of the employee to resolve the

matter personally with his/her insurance company.

The insurance covering the private vehicle used on school business pays first and if that insurance is exhausted, the SKSM insurance pays second to the extent of the policy. Deductible payments are the responsibility of the owner of the vehicle and are not reimbursable from school funds. Claims paid by private insurance for accident occurring from the operation of privately owned vehicles on SKSM business are not reimbursable from school funds or school insurance.

Mileage incurred while conducting business in town in a private vehicle is reimbursable. Mileage will be allowed at the currently approved IRS rate per mile. An employee using his/her own car of institution business is responsible for all vehicle operating costs, insurance, repairs, and maintenance.

Train Travel

Travelers should book service on Amtrak or Acela trains consistent with their business needs. SKSM policy allows business class service on Amtrak or the lowest class of service on the Acela.

Private Car Service

The decision to use a private car service should be made by the individual traveler based on cost and business needs. A private sedan (Uber, Lyft, etc.) or town car service may be used when the cost is reasonable and consistent with business requirements. Original receipt to document trip and associated cost must be provided for reimbursement.

BUSINESS MEALS

Individual Meals: Travelers will be reimbursed for reasonable actual meal expense. Original, itemized receipt should be included with reimbursement request.

Group Meals and Entertainment: In situations where an individual is entertaining one or more guests, reasonable meals and entertainment expenses will be reimbursed. Business meals and entertainment must be directly related to SKSM business. The Internal Revenue Service requires all business meals and entertainment expenses to be properly documented. This includes the reasons for the entertainment, the benefit expected to be derived as well as the name, title, affiliation of the individual(s) being entertained. Original, itemized receipt should be included with reimbursement request.

NON REIMBURSABLE ITEMS POTENTIALLY RELATED TO TRAVEL:

The following are not reimbursable by SKSM:

1. Personal grooming services, such as barbers, hairdressers and show shines
2. Beverage that are not part of a meal, such as purchases at coffee bars like Starbucks
3. Car rental insurance for domestic travel
4. Child care
5. Corporate card delinquency fees or finance charges
6. Memberships and dues at private clubs such as Airlines, wholesale clubs, Costco
7. Frequent flyer and other such programs
8. Gym fees if for activities outside of the hotel
9. In-room movies and mini-bar charges
10. In-flight movies and beverage charges
11. Recreational fees, including massages and saunas
12. Laundry or valet service for travel of fewer than five days
13. Lost baggage

14. Loss or theft of cash advance money, airline tickets, personal funds or property
15. “no-show” charges for hotel and car service
16. Personal parking tickets or traffic violations
17. Personal automobile repairs
18. Personal telephone charges
19. Pet care
20. Upgrades (air, hotel, car, train, etc.)
21. Issuance of passport or their renewal

Use of Employer Credit Cards

All employees in the possession of a credit card issued by Starr King School for the Ministry will adhere to the strictest guidelines of responsibility for the protection and proper use of that card. Credit card purchases related to School vehicle use (gas, oil, etc.) under \$100 do not require prior approval. Credit card purchases for vehicle use over \$100 and any other business purchases over \$25 must receive prior approval from your Dean.

Submit all sales receipts generated by use of the School credit card monthly to your Dean or the VP of Finance and Administration. Your School credit card may not be used for personal reasons. Use of the School credit card is restricted to approved business related expenses.

Any deliberate unauthorized purchases made with a credit card issued by the School will be the cardholder's responsibility. You must reimburse any such purchase to the School within 30 days.

Immediately report lost or stolen School cards to your Dean. Failure to follow this policy may result in disciplinary action up to and including discharge.

OFFICE TEMPERATURE

Without air conditioning, the internal temperature of the working environment occasionally exceeds 85 degrees and becomes too uncomfortable to continue working. On such occasions, employees are welcome to consult with her/his direct supervisor and agree on an alternative work plan

Your Employment

New Employee Introductory Period

The first 90 days of your employment is considered an introductory period. During this period, you will become familiar with Starr King School for the Ministry and your job responsibilities, and we will have the opportunity to monitor the quality and value of your performance and make any necessary adjustments in your job description or responsibilities. Your introductory period with the School can be shortened or lengthened as deemed appropriate by management and Human Resources. Completion of this introductory period does not imply guaranteed or continued employment. Nothing that occurs during or after this period should be construed to change the nature of the "at-will" employment relationship.

Training Program

In most cases, and for most departments, training employees is done on an individual basis by the department manager. Even if you have had previous experience in the specified functions of your job duties, it is necessary for you to learn our specific procedures, as well as the responsibilities of the specific position. If you ever feel you require additional training, consult your Dean.

Personal Data Changes

It is your obligation to provide Starr King School for the Ministry with your current contact information, including current mailing address and telephone number. Inform the School of any changes to your marital or tax withholding status. Failure to do so may result in loss of benefits or delayed receipt of W-2 and other mailings. To make changes to this information, contact the VP of Finance and Administration.

Office Hours and Hours of Work

Attendance Policy

If you know ahead of time that you will be absent or late, provide reasonable advance notice to your Dean. You may be required to provide documentation of any medical or other excuse for being absent or late where permitted by applicable law.

Starr King School for the Ministry reserves the right to apply unused vacation, sick time, or other paid time off to unauthorized absences. Absences resulting from approved leave, vacation, or legal requirements are exceptions to the policy.

The School's work week begins on Monday at 12:01 a.m. and ends at 12:00 midnight on the following Sunday. The School's work day is 12:01 a.m. to 12:00 midnight.

The School's standard business and work hours are 8:00 a.m. to 5:00 p.m. Monday through Friday. The standard work week is forty (40) hours, five (5) days per week, eight (8) hours per day.

Exempt employee's work schedules may vary according to the needs of the position.

Each full-time non-exempt employee's normal work week is eight (8) hours a day, five (5) days a week. Your supervisor will advise you of the times your schedule will normally begin and end.

Various factors such as workloads, operational efficiency, time zone contingencies and staffing needs may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week. There may be occasions when you will be asked to work overtime or hours other than those normally scheduled. However, all non-exempt employee overtime must be approved by your supervisor in advance.

Individuals requesting a variation in their work schedules, i.e., for personal or educational reasons, are required to submit written requests to their supervisor in advance of the change. Schedules may also be adjusted to accommodate religious practices. Changes can only go into effect with the approval of the supervisor and the executive team.

Work schedule changes requested by employees must be submitted in advance and approved by your supervisor.

Job Abandonment

If you fail to show up for work or do not call in with an acceptable reason for the absence for a period of three consecutive days, you will be considered to have abandoned your job and voluntarily resigned from Starr King School for the Ministry.

Regular Employees

Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

Regular employees may be classified as Non-Exempt or Exempt.

Non-Exempt employees are paid for hours worked and are covered by overtime rules. Any overtime hours must be approved in advanced by the supervisor or manager.

Exempt employees are exempt from overtime provisions.

Full-Time Employees

Regular full-time employees are those who are scheduled for and do work forty (40) hours per week.

Part-Time Employees

Part-time employees are those who are scheduled for and do work fewer than forty (40) hours per week. Part-time employees may be eligible for some SKSM benefits on a pro-rated basis.

Temporary and Contract Employees

Temporary and contract employees are those employed for short-term assignments. Short-term assignments generally are periods of three months, six months or fewer, or by semester; however, such assignments may be extended. Generally, adjunct faculty and student workers are temporary employees.

Temporary and contract employees are not eligible for employee benefits except those mandated by applicable law.

Job Duties

During the introductory period, your supervisor will explain your job responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects, or to assist with other work necessary or important to the operation of your department or SKSM. Your cooperation and assistance in performing such additional work is expected and appreciated.

SKSM reserves the right, at any time, to alter or change job responsibilities, reassign or transfer job positions, or assign additional job responsibilities as required to meet the needs of the School. In such cases, your supervisor will discuss such changes, additions or assignments with you in advance.

Expectations of Employment

The following is a statement of the behaviors required of all employees. Supervisors will work with

employees to ensure their employees are familiar with and work consistently within these expectations.

Employees who are significantly deficient in any of these areas will be ineligible to receive any base salary increases, recognition bonuses or promotions and may be subject to disciplinary action, up to and including termination.

Acceptance of Responsibility - Accepts new and varied work assignments and assumes responsibility for completion; adjusts to changes in priorities, circumstances, and work direction.

Attendance and Punctuality - Appears at work and/or begins work on time on all scheduled workdays; takes breaks in timely fashion; schedules necessary time off in advance.

Attention to Detail - Demonstrates conscientious concern for thorough and complete work consistent with written procedures and supervisor's instructions.

Communication - Understands written and verbal communications; speaks and writes clearly as required by job duties; asks questions to clarify situations and/or gain assistance.

Dependability - Complies fully with written and verbal instructions; willingly performs assigned tasks.

Ethics - Respects the values, diversity, rights, time, privacy and property of other employees, students, donors, graduates, vendors and of the organization itself; avoids any unlawful and/or discriminatory and/or harassing behavior and/or the appearance of same; conducts work in an honest and decorous manner.

Initiative - Demonstrates resourcefulness; initiates effective work habits; thinks independently and seeks out additional challenges and opportunities in cooperation with their supervisor.

Job Management - Plans and organizes work for optimal results; seeks alternative approaches to improve work methods; responds well to time, quantity and quality pressures.

Leadership - Sets effective example for other staff members and influences others to work toward resolution of differences and conflicts; offers constructive ideas.

Safety - Keeps work area safe and clean; actively prevents accidents and engages in work practices that are demonstrably within safety guidelines.

Teamwork - Demonstrates cooperative spirit, respects the rights and abilities of others; listens to others and is successful at sharing of responsibilities and authorities.

Respect for Authority - Recognizes and complies with the distribution of authority and responsibility within the School's governance and administrative structures.

Confidentiality - Keeps privileged and/or confidential information confidential.

Performance, Discipline, Layoff, and Termination

Criminal Activity/Arrests

Starr King School for the Ministry will report all criminal activity in accordance with applicable law. Involvement in criminal activity while employed by the School, whether on or off School property, may result in disciplinary action including suspension or termination of employment.

You are expected to be on the job, ready to work, when scheduled. Inability to report to work as scheduled may lead to disciplinary action, up to and including termination of employment, for violation of an attendance policy or job abandonment.

Exit Interview

You may be asked to participate in an exit interview when you leave Starr King School for the Ministry. The purpose of the exit interview is to provide management with greater insight into your decision to leave employment; identify any trends requiring attention or opportunities for improvement; and to assist the School in developing effective recruitment and retention strategies. Your cooperation in the exit interview process is appreciated.

Outside Employment

Outside employment that creates a conflict of interest or that affects the quality or value of your work performance or availability at Starr King School for the Ministry is prohibited. The School recognizes that you may seek additional employment during off hours, but in all cases expects that any outside employment will not affect job performance, work hours, or scheduling, or otherwise adversely affect your ability to effectively perform your duties. Any conflicts should be reported to your Dean. Failure to adhere to this policy may result in discipline up to and including termination.

Pay Raises

Depending on financial health and other School factors, efforts will be made to give pay raises consistent with Starr King School for the Ministry profitability, job performance, and the consumer price index. The School may also make individual pay raises based on merit or due to a change of job position.

Performance Improvement

Starr King School for the Ministry will make efforts to periodically review your work performance. The performance improvement process will take place annually, or as business needs dictate. You may specifically request that your Dean assist you in developing a performance improvement plan at any time.

The performance improvement process is a means for increasing the quality and value of your work performance. Your initiative, effort, attitude, job knowledge, and other factors will be addressed. You must understand that a positive job performance review does not guarantee a pay raise or continued employment. Pay raises and promotions are based on numerous factors, only one of which is job performance.

Post-Employment References

Starr King School for the Ministry policy is to confirm dates of employment and job title only. With written authorization, the School will confirm compensation. Forward any requests for employment verification to the VP of Finance and Administration.

Problem Solving Procedures

Starr King School for the Ministry strives to provide a comfortable, productive, legal, and ethical work environment. To this end, we want you to bring any problems, concerns, or grievances you have about the work place to the attention of your Dean and, if necessary, to Human Resources or upper level management. To help manage conflict resolution we have instituted the following problem solving procedure:

If you believe there is inappropriate conduct or activity on the part of the School, management, its employees, vendors, customers, or any other persons or entities related to the School, bring your concerns to the attention of your Dean at a time and place that will allow the person to properly listen to your concern. Most problems can be resolved informally through dialogue between you and your immediate Dean. If you have already brought this matter to the attention of your Dean before and do not believe you have received a sufficient response, or if you believe that person is the source of the problem, present your concerns to Human Resources or upper level management. Describe the problem, those persons involved in the problem, efforts you have made to resolve the problem, and any suggested solution you may have.

Promotions

To match you with the job for which you are best suited and to meet the business needs of Starr King School for the Ministry, you may be transferred from your current job. It is our policy to promote from within only when the most qualified candidate is available. Promotions are made on an equal opportunity basis according to employees possessing the needed skills, education, experience, and other qualifications that are required for the job.

Standards of Conduct

Starr King School for the Ministry wishes to create a work environment that promotes job satisfaction, respect, responsibility, integrity, and value for all our employees, clients, customers, and other stakeholders. We all share in the responsibility of improving the quality of our work environment. By deciding to work here, you agree to follow our rules.

While it is impossible to list everything that could be considered misconduct in the workplace, what is outlined here is a list of common-sense infractions that could result in discipline, up to and including immediate termination of employment. This policy is not intended to limit our right to discipline or discharge employees for any reason permitted by law.

Examples of inappropriate conduct include:

- Violation of the policies and procedures set forth in this handbook.
- Possessing, using, distributing, selling, or negotiating the sale of illegal drugs or other controlled substances.
- Being under the influence of alcohol during working hours on School property (including in School vehicles), or on School business.
- Inaccurate reporting of the hours worked by you or any other employees.
- Providing knowingly inaccurate, incomplete, or misleading information when speaking on behalf of the School or in the preparation of any employment-related documents including, but not limited to, job applications, personnel files, employment review documents, intra-company communications, or expense records.
- Taking or destroying School property.

- Possession of potentially hazardous or dangerous property (where not permitted) such as firearms, weapons, chemicals, etc., without prior authorization.
- Fighting with, or harassment of (as defined in our EEO policy), any fellow employee, vendor, or customer.
- Disclosure of School trade secrets and proprietary and confidential commercially-sensitive information (i.e. financial or sales records/reports, marketing or business strategies/plans, product development information, customer lists, patents, trademarks, etc.) of the School or its customers, contractors, suppliers, or vendors.
- Refusal or failure to follow directions or to perform a requested or required job task.
- Refusal or failure to follow safety rules and procedures.
- Excessive tardiness or absences.
- Smoking in nondesignated areas.
- Working unauthorized overtime.
- Solicitation of fellow employees on School premises during working hours.
- Failure to dress according to School policy.
- Use of obscene or harassing (as defined by our EEO policy) language in the workplace.
- Engaging in outside employment that interferes with your ability to perform your job at this School.
- Gambling on School premises.
- Lending keys or keycards to School property to unauthorized persons.

Nothing in this policy is intended to limit your rights under the National Labor Relations Act, or to modify the at-will employment status where at-will is not prohibited by state law.

Transfers

Starr King School for the Ministry may transfer your employment from one position to another with or without notice, as required by production or service needs, or upon request by you and with management approval. Transfers in excess of 90 days may be considered final and your paycheck may be increased or decreased consistent with the pay scale for your new position.

Workforce Reductions (Layoffs)

If necessary based upon business needs, Starr King School for the Ministry management may decide to implement a reduction in force (RIF). We acknowledge that RIFs can be a trying experience for all involved, and the School will make its best effort to make sound business decisions while acknowledging the needs of its workforce.

Education and Professional Development

In addition to on the job training, SKSM encourages employees to enhance professional development and job related skills and training through external education programs and conferences. If you are interested in attending a special education program or conference, submit your request to your supervisor.

SKSM allows each employee one course per academic semester. The School allows individuals the opportunity to enroll as special students for the purpose of taking a specific class in SKSM.

Names and Addresses

SKSM is required by law to keep current all employees' names and addresses. Employees are responsible for notifying the School in the event of a name or address change. Please send your notifications to the Vice President for Finance and Administration.

Leaves of Absence

Sick Leave

Sick leave is a form of insurance that employees accumulate in order to provide a cushion for incapacitation due to illness. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. Time off for medical and dental appointments will be treated as sick leave. SKSM will not tolerate abuse or misuse of your sick leave privilege.

SKSM provides paid sick leave to regular full-time employees and to part-time employees on a pro-rated basis. Full time employees are eligible to accrue sick leave at the rate of 96 hours (12 days) per full fiscal year (July-June). Sick leave does not accrue while on leave of absence. Accrued sick leave does not carry over from year to year. SKSM does not pay employees in lieu of unused sick leave.

If you are absent longer than five (5) days due to illness --- medical evidence of your illness and/or medical certification of your fitness to return to work will be required before the SKSM honors any sick pay requests. SKSM may withhold sick pay if it suspects that sick leave has been misused.

Sick leave is not a vested benefit and unused sick leave is not paid out at termination.

Sick leave will not be considered hours worked for purposes of overtime calculation.

If you are ill, please notify your supervisor within thirty (30) minutes of your normal starting time when possible. If you become sick during the work day, please notify your supervisor before you leave. Unless it is impossible to do so, please speak directly with your supervisor regarding your absence rather than leave a message.

If you suffer from an injury or illness that requires extended time off, in addition to paid sick leave, you may use accrued vacation days if you wish.

Please contact the Vice President for Finance and Administration for further details.

Kin Care

Employees may use up to one-half of their yearly sick leave accrual to attend to an ill child, parent, spouse, domestic partner, or domestic partner's child, or any other close chosen family or kin to whom the employee is primary caregiver. Sick leave for this purpose may not be taken until it has actually accrued.

For purposes of sick leave use, a "child" is defined as a biological, foster, or adopted child; stepchild; or a legal ward. A "child" also may be someone for whom you have accepted the duties and responsibilities of raising, even if he or she is not your legal child.

A "parent" is your biological, foster, or adoptive parent; stepparent; or legal guardian.

A "spouse" is your legal spouse according to the laws of California, which do not recognize "common law" spouses (a union that has not been certified by a civil or religious ceremony). All conditions and restrictions placed on an employee's use of sick leave apply also to sick leave used for care of a child, parent, or spouse.

A "domestic partner" is another adult with whom you have chosen to share your life in an intimate and committed relationship of mutual caring.

A "domestic partner's child" is the biological, foster or adopted child, stepchild, or legal ward of your domestic partner. A "domestic partner's child" also may be someone for whom your domestic partner has accepted the duties and responsibilities of raising, even if he or she is not your domestic partner's legal child.

Required Use of Paid Sick Leave before Unpaid Leave

You are required to take accrued and unused paid leave before taking unpaid leave, or having unpaid absences.

Paid Sick Leave and Workers' Compensation Benefits

Paid sick leave is a benefit that also helps cover absences for work-related illness or injury. Employees who have a work-related illness or injury are covered by workers' compensation insurance. However, workers' compensation benefits usually do not cover absences for medical treatment. When you report a work-related illness or injury, you will be sent for medical treatment, if treatment is necessary. You will be paid your regular wages for the time you spend seeking initial medical treatment.

Extended Medical Leave

A medical leave of absence may be granted for non-work-related medical disabilities (other than pregnancy, childbirth, and related medical conditions) with a doctor's written certificate of disability. Extended disability leaves will also be considered on a case-by-case basis, consistent with the School's obligations under federal and state disability laws.

Employees should request any leave in writing as far in advance as possible. If you are granted a medical leave, SKSM will pay you sick pay for the period of time equivalent to your accumulated sick pay earned. You also may use any paid vacation time previously accrued.

A medical leave begins on the first day your doctor certifies that you are unable to work, and ends when your doctor certifies that you are able to return to work. Your supervisor will supply you with a form for your doctor to complete, showing the date you were disabled and the estimated date you will be able to return to work. An employee returning from disability leave will be required to provide a return to work release.

If returning from a non-work-related medical leave, you will be offered the same position you held at the time your leave began, if available. If your former position is not available, a comparable position will be offered. If neither the same nor a comparable position is available, your return to work will depend on job openings existing at the time of your scheduled return. SKSM makes no guarantees of reinstatement, and your return will depend on your qualifications for existing openings.

California workers' compensation laws govern work-related injuries and illnesses. California pregnancy disability laws govern leaves taken because of pregnancy, childbirth, and related medical conditions.

An employee that needs reasonable accommodations should contact the Vice President for Finance and Administration or the President and discuss the need for an accommodation.

Pregnancy Disability Leave

Any pregnant employee planning to take pregnancy disability leave should advise the Vice President for Finance and Administration as early as possible. The individual should make an appointment with the Vice President for Finance and Administration to discuss the following conditions:

- Duration of pregnancy disability leave (PDL) will be determined by the advice of the employee's physician, but employees disabled by pregnancy may take up to four months or 17-1/3 weeks. Part-time employees are entitled to leave on a pro rata basis. The four months of leave includes any period of time for actual disability caused by the employee's pregnancy, childbirth, or related medical condition. This includes leave for severe morning sickness and for prenatal care.
- SKSM will also reasonably accommodate medical needs related to pregnancy, childbirth, or related conditions or temporarily transfer you to a less strenuous or hazardous position (where one is available) or duties, if medically needed, because of your pregnancy.
- Employees who need to take pregnancy disability must inform SKSM when a leave is expected to begin and how long it will likely last. If the need for a leave, reasonable accommodation, or transfer is foreseeable, employees must provide reasonable advance notice at least thirty (30) days before the pregnancy disability leave or transfer is to begin. Employees must consult with their supervisor and Vice President for Finance and Administration regarding the scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the organization. Any such scheduling is subject to the approval of the employee's health care provider;
- If thirty (30) days' advance notice is not possible, notice must be given as soon as practical;
- Failure to give reasonable advance notice may result in delay of leave, reasonable accommodation, or transfer;
- Pregnancy leave usually begins when ordered by the employee's physician. The employee must provide SKSM with a written certification from a health care provider for need of PDL, reasonable accommodation or transfer. The certification must be returned within fifteen (15) calendar days. Failure to do so may, in some circumstances, delay PDL leave, reasonable

accommodation or transfer. The certification indicating the need for disability leave should contain:

- A statement that the employee needs to take pregnancy disability leave because she/ghe is disabled by pregnancy, childbirth or related medical condition.
 - The date on which the employee became disabled due to pregnancy;
 - The probable duration of the period or periods of disability; and
 - If the employee needs a reasonable accommodation or transfer, a medical certification is sufficient if it contains all of the following: a description of the requested reasonable accommodation or transfer; a statement that describes the medical advisability of the reasonable accommodation or transfer because of pregnancy; and the date on which the need for reasonable accommodation or transfer became/will become medically advisable and the estimated duration of the reasonable accommodation or transfer.
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- Leave returns will be allowed only when the employee's physician sends a release;
 - An employee will be allowed to use accrued sick time (if otherwise eligible to take the time) during a pregnancy disability leave. An employee will be allowed to use accrued vacation or personal time (if otherwise eligible to take the time) during a pregnancy disability leave.

Leave does not need to be taken in one continuous period of time and may be taken intermittently, as needed. Leave may be taken in daily increments.

If intermittent leave or leave on a reduced work schedule is medically advisable the employee may, in some instances, be required to transfer temporarily to an available alternative position that meets the employee's needs. The alternative position need not consist of equivalent duties, but must have the equivalent rate of pay and benefits. The employee must be qualified for the position. The position must better accommodate the employee's leave requirements than her/ghe's regular job. Transfer to an alternative position can include altering an existing job to better accommodate the employee's need for intermittent leave or a reduced work schedule.

Upon submission of a medical certification that an employee is able to return to work from a pregnancy disability leave, an employee will be reinstated to her/ghe's same position held at the time the leave began or, in certain instances, to a comparable position, if available. There are limited exceptions to this policy. An employee returning from a pregnancy disability leave has no greater right to reinstatement than if the employee had been continuously employed.

Employees on pregnancy disability leave will be allowed to continue to participate in group health insurance coverage for up to a maximum of four months of disability leave (if such insurance was provided before the leave was taken) at the level and under the conditions that coverage would have been provided if the employee had continued in employment continuously for the duration of the leave.

If an employee fails to return to work following the pregnancy disability leave, the employee may, in some instances, be expected to return any health insurance benefit allowance paid to them during the leave.

Salary will be paid for up to four weeks (20 working days) while an employee is on pregnancy leave. If the disability leave extends beyond four weeks, the employee may be eligible for extended short term disability benefits equal 75% of their salary. Additional unpaid leave may be available by arrangement with the President.

Please contact the Vice President for Finance and Administration for more information.

Parental Leave

As part of its efforts to foster a workplace in which professional success can be achieved while maintaining a quality personal and family life, SKSM supports employees by offering leave opportunities for new parents. Parental Leave is intended for parents not covered by Pregnancy Leave.

SKSM will provide up to four weeks of paid leave (20 working days) to eligible employees for care and bonding of their newborn or adopted child. Regular full time, and part time employees on a pro rata basis, who have been employed by SKSM for a minimum of 90 calendar days and will be a parent of a newborn or adopted child are eligible for parental leave.

Requests for Parental Leave

Requests for parental leave must be submitted to the Vice President for Finance and Administration or the President of SKSM at least 30 days in advance of the desired start date of the leave. Parental Leaves are to be taken within the first six (6) months following the birth or adoption of the child.

Extended Leaves Without Pay

Extended leaves may be requested in extenuating circumstances and must be approved in advance of the extension. Such leaves will be without pay. Vacation or sick time will not accrue during an extended leave.

Please contact the Vice President for Finance and Administration for more information.

Personal Leave

A personal leave of absence without pay may be granted at the discretion of SKSM management. Requests for personal leave should be limited to unusual circumstances requiring an absence of longer than two weeks. Approved personal absences of shorter duration are not normally treated as leaves, but rather as excused absences without pay.

Bereavement Leave

SKSM grants leave of absence to employees in the event of the death of the employee's current spouse, life partner, child, parent, legal guardian, brother, sister, grandparent, or grandchild; or mother-, father-, sister-, brother-, son-, or daughter-in-law. An employee with such a death in the family may be eligible for up to five (5) consecutive scheduled workdays off with pay with the approval of the School's management. The employee's supervisor may approve additional unpaid time off or the use of accrued vacation time.

The employee is expected to request authorization for leave from their supervisor in advance of the leave.

School Activities

Employees are encouraged to participate in the school activities of their child(ren). The absence is subject to all of the following conditions:

- Parents, guardians, or grandparents having custody of one or more children in kindergarten or grades one to twelve may take time off for a school activity;
- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each school year;
- Employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If both parents are employed by SKSM, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by his or her supervisor;
- Employees must use accrued vacation in order to receive compensation for this time off;
- Employees who do not have accrued vacation time available will take the time off without pay, and
- Employees may be required to provide their supervisor with documentation from the student's school verifying that the employee participated in a school activity on the day of the absence for that purpose.

Suspension

If an employee who is the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert his or her supervisor as soon as possible before leaving work. In agreement with California Labor Code Section 230.7, no discriminatory action will be taken against an employee who takes time off for this purpose.

Jury Duty and Witness Leave

SKSM encourages employees to serve on jury duty when called.

Please notify your supervisor of the need for time off for jury duty as soon as a notice or summons from the court is received. You may be requested to provide written verification from the court clerk of performance of jury service. If work time remains after any day of jury selection or jury duty, you will be expected to return to work for the remainder of your work schedule.

Non-exempt employees who have completed their introductory periods will receive full pay less jury duty compensation while serving up to ten (10) days of jury duty.

Exempt employees will receive full salary less jury duty compensation unless they are absent for a full week and perform no work.

Time Off for Voting

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. In such cases, you are expected to notify your supervisor in advance of your need to be away.

Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time, and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two hours combined. Under these circumstances, an employee will be allowed a maximum of two hours of time off during an election day without loss of pay.

When possible, an employee requesting time off to vote shall give his/her/gher supervisor at least two days notice.

Military Spouse Leave

Employees who work more than twenty (20) hours per week and have a spouse in the Armed Forces, National Guard or Reserves who have been deployed during a period of military conflict are eligible for up to ten (10) unpaid days off when their spouse is on leave from (not returning from) military deployment.

Employees must request this leave in writing to their supervisor, the Vice President for Finance and Administration or the President of SKSM within two business days of receiving official notice that their spouse will be on leave. Employees requesting this leave are required to attach to the leave request written documentation certifying the spouse will be on leave from deployment.

Military Leave (USERRA)

Starr King School for the Ministry complies with applicable federal and state law regarding military leave and re-employment rights. Unpaid military leave of absence will be granted to members of the

uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA; with amendments) and all applicable state law. You must submit documentation of the need for leave to the VP of Finance and Administration. When returning from military leave of absence, you will be reinstated to your previous position or a similar position, in accordance with state and federal law. You must notify your Dean of your intent to return to employment based on requirements of the law. For more information regarding status, compensation, benefits, and reinstatement upon return from military leave, contact the VP of Finance and Administration.

Domestic Violence, Sexual Assault or Stalking Leaves and Accommodation

Employees who are victims of domestic violence, sexual assault or stalking are eligible for unpaid leave and for reasonable accommodation as outlined below.

You may request leave if you are involved in a judicial action, such as obtaining restraining orders, or appearing in court to obtain relief to ensure your health, safety, or welfare, or that of your child.

You may request a leave to seek medical care and treatment for related injuries; to obtain services from a domestic violence shelter, program or crisis center; to obtain psychological counselling related to the experience and to participate in safety planning and actions to increase your future safety;

If you need reasonable accommodation for your safety at work, contact the Vice President for Finance and Administration or the President to discuss your accommodation needs.

You will be required to provide notice and certification of the need to take leave under this policy and to attain reasonable accommodations. Certification may be sufficiently provided by a police report, court order or documentation from applicable health care providers or counsellors.

SKSM will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision.

Please contact the Vice President for Finance and Administration for further information.

Victims of Crime Leave

An employee who is themselves a victim or who is the family member of a victim of certain serious crimes may take time off from work to attend judicial proceedings related to the crime or to attend proceedings involving rights of the victim.

A family member of a crime victim may be eligible to take this leave if he/she/ghe is the crime victim's spouse, parent, child or sibling. Other family members may also be covered depending on the purpose of the leave.

The absence from work must be in order to attend judicial proceedings or proceedings involving rights of the victim. Only certain crimes are covered. You must provide reasonable advance notice of your

need for leave, and documentation related to the proceeding may be required. If advance notice is not possible, you must provide appropriate documentation within a reasonable time after the absence.

Any absence from work to attend judicial proceedings or proceedings involving victim rights will be unpaid, unless you choose to take paid time off.

For more information regarding this leave (including whether you are covered, when and what type of documentation is required, and which type of paid time off can be used), please contact the School's Vice President for Finance and Administration.

Benefits

Benefits Overview

SKSM is committed to providing certain benefits for eligible employees. Benefit eligibility may be dependent upon your employee classification (full-time versus part-time, for example) and on the length of continuous employment at SKSM. Benefit eligibility requirements may also be imposed by the Plans themselves.

Upon becoming eligible for certain employee benefit plans, you will receive summary plan descriptions which describe the benefits in greater detail. For information regarding employee benefits and to answer any questions, please contact the Vice President for Finance and Administration.

The School reserves the right to modify, amend or terminate benefits and to modify or amend benefit eligibility requirements at any time and for any reason, subject to any legal restrictions.

The School currently offers the following employee benefits to eligible employees:

- Paid Vacation
- Paid Holidays
- Group Health Insurance
- Disability Insurance
- Retirement Plan
- Workers' Compensation Insurance
- Various Leaves of Absence

Vacation

Regular salaried employees are entitled to accrue/earn vacation immediately upon hire. Full time employees accrue vacation at the rate of twenty (20) days (160 hours) per full fiscal year (July-June). Part time employees accrue vacation on a pro rata basis, based on the number of hours they are regularly scheduled to work.

All employees are encouraged to take their vacation during the fiscal year in which it is accrued. If this is not possible, employees may accumulate unused vacation up to a maximum of two times their current annual vacation entitlement, i.e., 40 days (320 hours) for full time employees. Once an employee's unused vacation balance reaches this maximum, the employee will stop earning vacation. When the employee has taken some vacation time and the employee's unused vacation balance drops below the maximum accrual, the employee will begin earning vacation again in accordance with the accrual schedule.

Employees are not allowed to take vacation before it is accrued.

An employee who is on an unpaid leave of absence does not earn vacation during that time unless otherwise required by law.

An employee may elect to use accrued vacation while on approved leaves of absence. The employee must notify the Vice President for Finance and Administration, in writing, to request vacation pay during leaves of absences.

Vacation time can be taken only with the approval of the employee's supervisor. A written request for vacation indicating the supervisor's approval must be submitted to finance and administration for eligibility verification and approval. Vacation requests must be made as far in advance as possible.

Generally, vacation requests will be accommodated according to the needs of the School. The School may deny requests for vacations during peak business periods or for times of the year when numerous vacation requests are received. If there is a conflict, priority will be based upon an employee's length of service as well as consideration for the demands and overall coverage of the departments.

If a scheduled paid holiday falls within your vacation period, that holiday will be holiday pay and will not apply against your vacation accrual.

An employee whose employment with the School terminates will be paid for any earned and unused vacation.

Exempt Personnel

If you are classified as exempt at the time of your hiring, you are not eligible for overtime pay as otherwise required by federal, state, or local laws. If you have a question regarding whether you are exempt or nonexempt, contact your Dean for clarification.

Holidays

Typically, SKSM observes the following paid holidays:

- January 1 (New Year's Day)

- Martin Luther King Jr. Day
- Presidents' Day
- Good Friday
- Memorial Day
- July 4th (Independence Day)
- Labor Day
- Yom Kippur
- Thanksgiving Day and the Friday immediately succeeding Thanksgiving
- Christmas Day*
- New Year's Day*
- Floating Holiday**

Actual paid holidays for a given year will be confirmed annually.

A holiday that falls on a Saturday or Sunday is usually observed on the preceding Friday or the following Monday. Holiday observance will be announced in advance.

Non-exempt and part-time employees: To be eligible for holiday pay, you must be regularly scheduled to work on the day on which the holiday is observed and must work your regularly scheduled working days immediately preceding and immediately following the holiday, unless an absence on either day is approved in advance by your supervisor. Example: If part-time employee works 4 hour days and the holiday falls on their regularly scheduled day, the employee will be paid for 4 hours holiday pay.

If you are required to work on a paid scheduled holiday you will be eligible for an alternative day off.

*Winter Break: Christmas and New Year's holidays fall during the paid winter break, the time of which varies depending on the calendar. (An example of a typical break period is December 24th through January 1st; the actual break period is based on the calendar and announced each year.)

**Floating Holiday: We recognize that not all employees celebrate the same holidays. Therefore, employees will be eligible for one floating holiday per calendar year to accommodate a special religious observance/holiday of their choice. A floating holiday cannot be broken down into partial days or hours.

Retirement Plan

SKSM is committed to assisting eligible employees prepare for their retirement years. Effective July 1, 2014, SKSM adopted the 2014 Restatement of the Unitarian Universalist Organizations Retirement Plan (the "Plan") sponsored by the Unitarian Universalist Association. The UUA Plan is a qualified multi-employer 401(a) defined contribution plan with a 401(k) component.

Eligibility and Contributions:

Employees employed on or before July 1, 2014 are immediately eligible for employer contributions effective July 1, 2014.

The Plan allows all employees, including part-time employees working less than 1,000 hours annually, to enroll in the Plan and begin making tax-deferred employee contributions upon employment. Any employee of SKSM may enroll in the Plan immediately for the purpose of making their own elective tax-deferred contributions, even if they do not yet meet eligibility requirements to receive employer contributions.

New employees will be eligible to receive employer contributions after one year of service during which they worked a minimum of 1,000 hours. If a new employee fails to work 1,000 hours during their initial 12 months (e.g. date of hire to the first anniversary date), then the 1,000 hour requirement may be met in any calendar year. New employees who previously worked for another participating employer (e.g. the UUA or another applicable congregation) and met the eligibility criteria for employer contributions will receive employer contributions from day of hire at their new participating employer. Once a Plan participant fulfills the year of eligibility service requirement, they remain eligible for employer contributions even if they work fewer than 1,000 hours in subsequent years or to work for another participating employer.

Employer Contributions: SKSM will contribute the equivalent of 5% of the employee's salary to the Plan for all eligible employees.

Employee Contributions: To determine the maximum allowable employee contribution, please contact Linda Rose, Retirement Plan Director at the UUA ((617) 948-4265).

The Plan Document, the 2014 Summary Plan Description and other helpful information, can be found on the website of the Office of Church Staff Finances at: www.uua.org/retirement.

Workers' Compensation

SKSM, in accordance with state law, provides insurance coverage for employees in case of work-related injury. Workers' compensation insurance coverage is paid for by employers and governed by state law. The workers' compensation system provides for coverage of medical treatment and expenses, occupational disability leave, and rehabilitation services, as well as payment for lost wages due to work related injuries. If you are injured on the job while working at Starr King School for the Ministry, no matter how slightly, you are to report the incident immediately to your Dean. Consistent with applicable state law, failure to report an injury within a reasonable period of time could jeopardize your claim for benefits.

The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax free, to partially compensate for lost wages; and
- Assistance to help qualified injured employees return to suitable employment.

To ensure that you receive any workers' compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to your supervisor;
- Seek medical treatment and follow-up care if required;
- Complete a written *Employee's Claim for Workers Compensation Benefits* (DWC Form 1) and return it to the Vice President for Finance and Administration and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave, as well as your eventual ability to return to work from the leave.

Upon submission of a medical certification that an employee is able to return to work after a workers' compensation leave, the employee under most circumstances will be reinstated to his/her/gher same position held at the time the leave began, or to an equivalent position, if available. An employee returning from a workers' compensation leave has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. For example, if the employee on workers' compensation leave would have been laid off had he/she/ghe not gone on leave, or if the employee's position has been eliminated or filled in order to avoid undermining the School's ability to operate safely and efficiently during the leave, and no equivalent or comparable positions are available, then the employee would not be entitled to reinstatement.

An employee's return depends on his/her/gher qualifications for any existing openings. If, after returning from a workers' compensation disability leave, an employee is unable to perform the essential functions of his/her/gher job because of a physical or mental disability, the School's obligations to the employee may include reasonable accommodation, as governed by the Americans with Disabilities Act.

The law requires SKSM to notify the workers' compensation insurance company of any concerns of false or fraudulent claims.

Paid Sick Leave and Workers' Compensation Benefits:

Paid sick leave is a benefit that also covers absences for work-related illness or injury. Employees who have a work-related illness or injury are covered by workers' compensation insurance. However, workers' compensation benefits usually do not cover absences for medical treatment. When you report a work-related illness or injury, you will be sent for medical treatment, if treatment is necessary. You will be paid your regular wages for the time you spend seeking initial medical treatment.

Any further medical treatment will be under the direction of the health care provider. Any absences from work for follow-up treatment, physical therapy or other prescribed appointments will not be paid as time worked. If you have accrued and unused sick leave, the additional absences from work will be paid with the use of available sick leave. If you do not have accrued, paid sick leave, or if you have used all of your sick leave, you may choose to substitute vacation/paid time off for further absences from work, related to your illness or injury.

Insurance Benefits

Group Health Insurance and Enrollment

Group Health Insurance coverage is available to eligible employees after 30-31 days from the 1st of the month following the date of hire (i.e. if you are hired March 20th, your coverage begins May 1st).

All eligible full time and part time employees are provided with health insurance plan material upon hire. An employee who chooses not to enroll during their first 30 calendar days of employment may not be eligible to apply again until the next annual open enrollment period.

Details of the plan and the School's contribution to the costs are available from the Vice President for Finance and Administration.

COBRA Continuation of Medical Benefits Coverage

The Consolidated Omnibus Budget Reconciliation Act (COBRA) provides the opportunity for eligible Starr King School for the Ministry employees and their beneficiaries to continue health insurance

coverage under the School health plan when a "qualifying event" could result in the loss of eligibility. Qualifying events include resignation, termination of employment, death of an employee, reduction in hours, a leave of absence, divorce or legal separation, entitlement to Medicare, or where a dependent child no longer meets eligibility requirements.

Contact the VP of Finance and Administration to learn more about your COBRA rights.

Disability Insurance

Disabilities lasting less than 90 days are considered short-term disabilities. Disabilities lasting 90 days or longer are considered long term disabilities.

Long Term Disability Insurance (LTD)

Only full-time regular employees are eligible for LTD. They are required to sign up for long term disability insurance at time of hire/no later than the first of the month following their date of hire. The School covers 100% of the cost for LTD insurance coverage. LTD covers disabilities lasting 90 days or longer; there is a three-month waiting period before LTD benefits start.

Short Term Disability Benefits (SDI)

Certain regular full time and part time employees are eligible for short term disability benefits provided by SKSM. This is intended to cover the three month waiting period for long term disability. In order to be eligible for this coverage, the employee must have been employed for SKSM for ninety (90) calendar days at the time of need and must have used all of their accrued vacation and sick time. Short term disability covers 75% of salary for up to ninety (90) calendar days.

It is important to note that SKSM, as a religious, non-profit school, is not insured with the State Disability Insurance (SDI) program. However, in lieu of SDI, employees out of work on a qualifying SKSM-approved short term disability leave, and who have exhausted all accrued sick and vacation time, may be eligible for partial compensation *as outlined above*. For qualifying disabilities of ninety (90) days or more, a full-time regular employee may be eligible for long term disability insurance which is provided by the School.

Unemployment Insurance

It is important to note that SKSM, as a religious, non-profit school, is not insured with the State Unemployment Compensation program.

Life Insurance

Starr King School for the Ministry provides life insurance to all regular exempt employees with the School at time of hire. You will be required to notify the benefits administrator of your intended beneficiary. Refer to the Summary Plan Description (SPD) for details about the benefit.

Regular Full-Time Personnel

Regular full-time employees are those who have completed their introductory period and are regularly

scheduled to work more than 30 hours per week. Unless stated otherwise or specifically permitted by law, all the benefits provided to employees at Starr King School for the Ministry are for regular full-time employees only. This includes vacation, holiday pay, health insurance, and other benefits coverage.

Regular Part-Time Personnel

All employees who work fewer than 30 hours per week are considered part time. Part-time employees are not eligible for Starr King School for the Ministry benefits unless specified otherwise in this handbook, in the benefit plan summaries, or specifically permitted by law.

Temporary Personnel

Temporary employees are hired for a specific period or specific work project, not to exceed 6 months in duration. Starr King School for the Ministry reserves the right to extend the duration of temporary employment where necessary. Temporary employees are not eligible for benefits unless specified otherwise in this handbook or in the benefit plan summaries, or specifically permitted by law.

Lactation Policy

SKSM accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child.

We will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be expected to use their offices to express breast milk.

Employees who desire lactation accommodations should contact their supervisor or the Vice President for Finance and Administration to request accommodations.

Management

Personnel Records

Any request to inspect or copy personnel records must be made in writing to the Vice President for Finance and Administration.

You may designate a representative to conduct the inspection of the records or receive a copy of the records; however, your designated representative must be authorized by you in writing. SKSM may take reasonable steps to verify the identity of any representative you have designated in writing to inspect or receive a copy of your personnel records.

The records will be made available no later than thirty (30) calendar days from the date SKSM receives your written request to inspect or copy your personnel records (unless you/your representative and

SKSM mutually agree in writing to a date beyond thirty (30) calendar days but no later than thirty-five (35) calendar days from receipt of the written request).

Disclosure of personnel information to outside sources, other than your designated representative, will be limited. However, SKSM will cooperate with request from authorized law enforcement or local, state, or federal agencies conducting official investigations and as otherwise legally required.

Performance Evaluations

Each employee will receive periodic performance reviews conducted by their respective supervisor. Your first performance evaluation will typically take place after completion of your introductory period. Subsequent performance evaluations will typically be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, actual goals/results achieved, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of SKSM and depend upon many factors in addition to performance. After the review, you will be expected to sign the evaluation report, if one is made, simply to acknowledge that it has been presented to you, that you have discussed it with your supervisor, and that you are aware of its contents.

Telecommuting/Working Remotely

Telecommuting/working remotely (telecommuting) provides employees with an opportunity to work from an alternative work environment instead of the primary location of the School. Telecommuting must be pre-approved by the President, upon recommendation of the employee's immediate supervisor, and cannot be initiated without a signed *Telecommuting Agreement*.

SKSM retains the right in its sole discretion to designate positions that are appropriate for telecommuting and approve employees for telecommuting. Telecommuting must be approved by an employee's supervisor. Telecommuting does not change the conditions of employment or required compliance with all School policies and procedures. The School reserves the right to change or terminate the *Telecommuting Agreement* at any time, without cause or advance notice. An employee's ability to work under a *Telecommuting Agreement* rests in the sole discretion of the School. Telecommuting is a privilege and may not be appropriate for all employees.

Telecommuting Safety

The Telecommuter/Remote Worker is solely responsible for ensuring the safety of his or her alternative work environment. However, because the School is legally obligated to provide its employees with a workplace that is free from hazards that might cause serious harm or injury, the School reserves the right to periodically inspect the Telecommuter's home work space. Any such inspection will be preceded by advance notice and an appointment will be scheduled. Telecommuters are protected by the School's workers' compensation insurance. As such, Telecommuters are required to immediately report any injuries that occur while working.

The Telecommuter/Remote Worker shall be liable for any injuries that occur to third parties at or around the Telecommuter's alternative work environment.

Telecommuting Plan

All Telecommuters will be required to sign a *Telecommuting Agreement* with their supervisor that outlines the days and work hours (as applicable) of the Telecommuter; equipment the Telecommuter will need; how the Telecommuter will communicate with the School; use of support or secretarial staff; and other appropriate information.

Hours of Work

Unless otherwise agreed in the *Telecommuting Agreement*, hours and days of work will not change. Employees agree to apply themselves during work hours. Telecommuting is not intended as a substitute for child care or care for another adult. If a child or adult needs care during work time, another responsible individual is expected to be present.

Attendance at Meetings

Telecommuters are expected to attend all required meetings by phone or video conference.

Costs Associated with Telecommuting

The *Telecommuting Agreement* will specify any costs the School will cover. All other expenses are the responsibility of the Telecommuter.

Employee Property

Employees are encouraged not to bring unnecessary personal property to the workplace. SKSM is not responsible for employees' personal property; all personal property is the employee's responsibility.

An employee's personal property, including but not limited to lockers, packages, purses, and backpacks, may be inspected upon reasonable suspicion of unauthorized possession of SKSM property, possession of dangerous weapons or firearms, or abuse of the School's drug and alcohol policy.

Open-Door

Suggestions for improving SKSM are always welcome. At some time, you may have a complaint, suggestion, or question about your job, your working conditions, or the treatment you are receiving. Your good-faith complaints, questions, and suggestions also are of concern to the School.

We ask you to first discuss your concerns with your supervisor, following these steps:

Within a week of the occurrence, bring the situation to the attention of your immediate supervisor, who will then investigate and provide a solution or explanation.

If the problem persists, you may describe it in writing and present it to the Vice President for Finance and Administration who will investigate and provide a solution or explanation. If you need assistance with your complaint, or you prefer to make a complaint in person, contact the Vice President for Finance and Administration. We encourage you to bring the matter to the Vice President for Finance and Administration as soon as possible after you believe that your immediate supervisor has failed to resolve it.

If the problem is not resolved, you may present the problem in writing to the President of SKSM, who will attempt to reach a final resolution.

This procedure, which we believe is important for both you and the School, cannot guarantee that every problem will be resolved to your satisfaction. However, SKSM values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

Employment of Relatives and Friends

We will not employ friends or relatives in circumstances where actual or potential conflicts may arise that could compromise supervision, safety, confidentiality, security, and morale at Starr King School for the Ministry. It is your obligation to inform the School of any such potential conflict so the School can determine how best to respond to the particular situation.

School Property

Telephone Use

Starr King School for the Ministry phones are principally for work-related communications. Unless there is an emergency, limit long distance telephone calls to business purposes only. Limit personal use of School telephones to brief communications during rest periods where possible. Casual conversation with friends and relatives during working hours is strongly discouraged. Telephone use is subject to the Voicemail/Email/Internet Usage Policy.

Employer-Provided Cell Phone/Mobile Device Policy

The purpose of this policy is to provide guidance to departments and employees regarding eligibility for Starr King School for the Ministry-provided cell phones and plans, and the appropriate use of the phone and plan.

You must have a legitimate business need for a cell phone/mobile device and the issuance of same must be approved by your Dean. The typical legitimate reasons employees may need a cell phone/mobile device include frequent business travel or for key personnel who must be immediately reachable during an emergency.

When the cell phone/mobile device is used for personal reasons and the activity results in additional cost to the School, you are responsible for the cost of that usage, including all applicable taxes. Make note of personal calls and reimburse the School after review of the monthly call detail.

If the cell phone/mobile device has a flat rate airtime/data plan, you are responsible for reimbursing the School when personal activities cause the plan threshold to be exceeded. With concurrence of an authorized signer on the account, you should determine the amount of personal use that caused the usage to exceed the plan and reimburse the School for that amount plus all applicable taxes. If you drive a vehicle during your employment, you may not use any cell phone/mobile device or other communication device while driving unless the device is equipped or configured with a "hands-free"

listening/speaking option, and you in fact utilize the hands-free device. This option must be approved by your Dean.

The School owns and remains entitled to all cell phone/mobile devices, including all passwords controlling access to them. You may not change those passwords except with permission. At the time of employment termination, all such equipment and passwords must be returned to the School in operable condition.

Mail Use Policy

You are required to limit usage of the Starr King School for the Ministry mail service to business purposes only. You may not use the School address to receive personal mail. Do not use the School postage meter for your personal mail. Report any suspicious packages or envelopes to the VP of Finance and Administration immediately.

Electronic and Social Media

This policy is intended to protect the School's computer systems and electronic information.

For purposes of these policies, the following definitions apply: "Computers" are defined as desktop computers, laptops, handheld devices (including but not limited to iPhones, Blackberries, smart phones, iPads, and other electronic tablets and cell phones), computer software/hardware and servers.

SKSM also uses various forms of "electronic communication." "Electronic communications" includes e-mail, text messages, telephones, cell phones and other handheld devices (such as cell phones, Blackberries or smart phones, or writing tablets or iPads), fax machines, and online services including the Internet.

"Electronic information" is any information created by an employee using computers or any means of electronic communication, including, but not limited to, data, messages, multimedia data, and files.

The following general policies apply:

- Computers and all data transmitted through SKSM servers are School property owned by the School for the purpose of conducting School business. These items must be maintained according to SKSM rules and regulations. Computers must be kept clean and employees must exercise care to prevent loss and damage. Prior authorization must be obtained before any School property may be removed from the premises.
- All electronic communications also remain the sole property of SKSM and are to be used for School business. For example, email messages are considered School records.
- Electronic information created by an employee using any computer or any means of electronic communication is also the property of SKSM and remains the property of SKSM.
- Information stored in SKSM computers and file servers, including without limitation, student lists, vendor lists, confidential reports and documents, is the property of the School and may not be distributed outside the School in any form whatsoever without the written permission of the President of SKSM; such information may distributed inside the School on a need-to-know basis only.

- Violation of any of the provisions of this policy, whether intentional or not, will subject SKSM employees to disciplinary action, up to and including termination.

Social Media Policy

At Starr King School for the Ministry, we recognize the Internet provides unique opportunities to participate in interactive discussions and share information using a wide variety of social media. However, use of social media also presents certain risks and carries with it certain responsibilities. To minimize risks to the School, you are expected to follow our guidelines for appropriate use of social media.

This policy applies to all employees who work for the School.

Guidelines

For purposes of this policy, social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal website, social networking or affinity website, web bulletin board or a chat room, whether associated or affiliated with the School, as well as any other form of electronic communication.

School principles, guidelines, and policies apply to online activities just as they apply to other areas of work. Ultimately, you are solely responsible for what you communicate in social media. You may be personally responsible for any litigation that may arise should you make unlawful defamatory, slanderous, or libelous statements against any customer, manager, owner, or employees of the School.

Know and Follow the Rules

Ensure your postings are consistent with these guidelines. Postings that include unlawful discriminatory remarks, harassment, and threats of violence or other unlawful conduct will not be tolerated and may subject you to disciplinary action up to and including termination.

Be Respectful

The School cannot force or mandate respectful and courteous activity by employees on social media during nonworking time. If you decide to post complaints or criticism, avoid using statements, photographs, video, or audio that reasonably could be viewed as unlawful, slanderous, threatening, or that might constitute unlawful harassment. Examples of such conduct might include defamatory or slanderous posts meant to harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, age, national origin, religion, veteran status, or any other status or class protected by law or School policy. Your personal posts and social media activity should not reflect upon or refer to the School.

Maintain Accuracy and Confidentiality

When posting information:

- Maintain the confidentiality of trade secrets, intellectual property, and confidential commercially-sensitive information (i.e. financial or sales records/reports, marketing or business strategies/plans, product development, customer lists, patents, trademarks, etc.) related to the School.

- Do not create a link from your personal blog, website, or other social networking site to a School website that identifies you as speaking on behalf of the School.
- Never represent yourself as a spokesperson for the School. If the School is a subject of the content you are creating, do not represent yourself as speaking on behalf of the School. Make it clear in your social media activity that you are speaking on your own behalf.
- Respect copyright, trademark, third-party rights, and similar laws and use such protected information in compliance with applicable legal standards.

Using Social Media at Work

Do not use social media while on your work time, unless it is work related as authorized by your manager or consistent with policies that cover equipment owned by the School.

Media Contacts

If you are not authorized to speak on behalf of the School, do not speak to the media on behalf of the School. Direct all media inquiries for official School responses to Human Resources.

Retaliation and Your Rights

Retaliation or any other negative action is prohibited against anyone who, based on a reasonable belief, reports a possible deviation from this policy or cooperates in an investigation. Those who retaliate against others for reporting a possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

Nothing in this policy is designed to interfere with, restrain, or prevent employees from communications regarding wages, hours, or other terms and conditions of employment, or to restrain employees in exercising any other right protected by law. All employees have the right to engage in or refrain from such activities.

Third Party Disclosures

From time to time, Starr King School for the Ministry may become involved in news stories or potential or actual legal proceedings of various kinds. When that happens, lawyers, former employees, newspapers, law enforcement agencies, and other outside persons may contact our employees to obtain information about the incident or the actual or potential lawsuit.

If you receive such a contact, you should not speak on behalf of the School and should refer any call requesting the position of the School to the VP of Finance and Administration. If you have any questions about this policy or are not certain what to do when such a contact is made, contact the VP of Finance and Administration.

Non-Solicitation/Non-Distribution Policy

To avoid disruption of business operations or disturbance of employees, visitors, and others, Starr King School for the Ministry has implemented a Non-solicitation/Non-distribution Policy. For purposes of this policy, "solicitation" includes, but is not limited to, selling items or services, requesting contributions, and soliciting or seeking to obtain membership in or support for any organization. Solicitation performed through verbal, written, or electronic means is covered by the Non-solicitation/Non-distribution Policy.

You are prohibited from soliciting other employees during your assigned working time. For this purpose, working time means time during which either you or the employees who are the object of the solicitation are expected to be actively engaged with assigned work. You may conduct solicitations during your lunch period, coffee breaks, or other authorized nonworking time, so long as you do so when the other employees are also on nonworking time.

To avoid inappropriate litter, clutter, and safety risks, you may not distribute literature or other items that are not work related in working areas at any time. Working areas do not include break/rest areas, lunch rooms, or parking lots. Electronic distribution of materials is prohibited during work time. Literature that violates the company's equal employment opportunity (EEO) and nonharassment policies (including threats of violence), or is knowingly and recklessly false, is never permitted. Non-employees are not permitted to distribute materials on company premises at any time.

This policy is not intended to restrict the statutory rights of employees, including the right to discuss terms and conditions of employment.

Violations of this policy should be reported to Dean.

Off-Duty Use of Employer Property or Premises

You may not use Starr King School for the Ministry property for personal use during working time. You are responsible for returning School property in good condition and repairing or replacing any property damaged as the result of personal use or as the result of negligence. This includes use of copy machines, computers, School products, or office supplies for personal use without prior authorization.

It is School policy to control off duty and nonworking hour use of School facilities either for business or personal reasons. You are prohibited from using School facilities during off duty or nonworking hours without the written consent of your Dean. If you use School facilities during your off-duty hours or School off-hours, you may be required to sign a log-in and log-out sheet maintained by the School or building manager.

Computer Security and Copying of Software

Software programs purchased and provided by Starr King School for the Ministry are to be used only for creating, researching, and processing materials for School use. By using School hardware, software, and networking systems you assume personal responsibility for their use and agree to comply with this policy and other applicable School policies, as well as city, state, and federal laws and regulations.

All software acquired for or on behalf of the School, or developed by School employees or contract personnel on behalf of the School, is and will be deemed School property. It is the policy of the School to respect all computer software rights and to adhere to the terms of all software licenses to which the School is a party. The VP of Finance and Administration is responsible for enforcing these guidelines.

You may not illegally duplicate any licensed software or related documentation. Unauthorized duplication of software may subject you and/or the School to both civil and criminal penalties under the United States Copyright Act. To purchase software, obtain your manager's approval. All software acquired by the School must be purchased through the VP of Finance and Administration.

You may not duplicate, copy, or give software to any outsiders including clients, contractors, customers, and others. You may use software on local area networks or on multiple machines only in accordance with applicable license agreements entered into by the School.

Monitoring of School Property

SKSM reserves the right to inspect all School property to ensure compliance with its rules and regulations, without notice to the employee and at any time, not necessarily in the employee's presence. SKSM computers and all electronic communications and electronic information are subject to monitoring and no one should expect privacy regarding such use. The School reserves the right to access, review and monitor electronic files, information, messages, text messages, e-mail, Internet history, browser-based webmail systems and other digital archives and to access, review and monitor the use of computers, software, and electronic communications to ensure that no misuse or violation of School policy or any law occurs. E-mail may be monitored by the School and there is no expectation of privacy. Assume that e-mail may be accessed, forwarded, read or heard by someone other than the intended recipient, even if marked as "private."

Employee passwords may be used for purposes of security but the use of a password does not affect the School's ownership of the electronic information or ability to monitor the information. The School may override an employee's password for any reason.

Employees are not permitted to access the electronic communications of other employees or third parties unless directed to do so by SKSM management.

Prohibited Use

All existing School policies apply to employee use of computers, electronic communications, electronic information, and the Internet. This includes policies that deal with misuse of School assets or resources. It is a violation of SKSM policy to use computers, electronic communications, electronic information, or the Internet, in a manner that: is discriminatory, harassing or obscene; constitutes copyright or trademark infringement; violates software licensing rules; is illegal; or is against SKSM policy. It is also a violation of policy to use computers, electronic communications, electronic information, or the Internet to communicate confidential or sensitive information or trade secrets.

The display of any kind of sexually explicit multimedia content, message, or document on any School computer is a violation of the School's policy against sexual harassment.

This description of prohibited usage is not exhaustive and it is within the discretion of SKSM to determine if there has been a violation of this policy. Employees that engage in prohibited use will be subject to discipline and/or immediate termination.

This policy is not intended to limit the ability of employees to discuss with other employees the terms and conditions of their employment, including such topics as wages, job performance, workload, supervisors, or staffing.

SKSM provides computers, electronic communications, electronic information, and information technology resources, including the Internet, to its employees to help them do their job. Generally, these School resources should be used for business related purposes. However, the School recognizes that occasional personal use of these School resources and property may occur during working time. The School allows such occasional personal use as long as the usage does not interfere with the employee's work performance, take away from work time, consume supplies, slow other users, slow the servers or computer systems, or tie up printers or other shared resources, or violate any School policy, including policies against harassment, discrimination and disclosure of confidential or trade

secret information. All policies relating to monitoring usage of School property apply. SKSM reserves the right to adjust this policy on a case by case basis as it deems appropriate.

Social Media

Social media is a set of Internet tools that aid in the facilitation of interaction between people online. If you have specific questions about which programs the School deems to be social media, consult with your supervisor or the Vice President for Finance and Administration. The School recognizes that occasional personal use of social media using School resources may occur during working hours. The School allows such occasional personal use as long as the usage does not interfere with the employee's work performance, take away from work time, consume supplies, slow other users, slow the servers or computer systems, or tie up printers or other shared resources, or violate any School policy, including policies against harassment, discrimination and disclosure of confidential or trade secret information. All policies relating to monitoring usage of School property apply. SKSM reserves the right to adjust this policy on a case by case basis as it deems appropriate.

Employees can use their own personal devices to engage in social media during breaks and meal periods; however, all other company policies against inappropriate usage, including the School's no tolerance for discrimination, harassment or retaliation in the workplace, and protection of confidential or trade secret information, apply.

Nothing in the School's social media policy is designed to interfere with, restrain or prevent employee communications regarding wages, hours, or other terms and conditions of employment.

Employee-owned Devices

SKSM recognizes that occasional use of the employee's own computers (including hand held devices) and electronic communications may occur during working hours. The School allows such occasional personal use as long as the usage does not interfere with the employee's work performance, take away from work time or violate any School policy. All other School policies, including the School's no tolerance for discrimination, harassment or retaliation in the workplace apply. SKSM reserves the right to adjust this policy on a case by case basis as it deems appropriate.

Employer Property

Furniture, desks, computers, phones, data processing equipment/software, etc., are SKSM property and must be maintained according to SKSM rules and regulations. They must be kept clean and are to be used only for work-related purposes. SKSM reserves the right to inspect all School property including computer or phone data or messages to ensure compliance with its rules and regulations, without notice to the employee, and at any time, not necessarily in the employee's presence. Prior authorization must be obtained before any School property may be removed from the premises.

School voice mail and/or electronic mail (e-mail) including texting, pagers and mobile email are to be used for business purposes. SKSM reserves the right to monitor voice mail messages, e-mail messages, and texts to ensure compliance with this rule, without notice to the employee, and at any time, not necessarily in the employee's presence.

SKSM may periodically need to assign and/or change "passwords" and personal codes for systems and software. These communication technologies and related storage media and databases are to be used

only for School business and they remain the property of SKSM. SKSM reserves the right to keep a record of all passwords and codes used and/or may be able to override any such password system. Messages on the School voice-mail and email systems are subject to the same school policies against discrimination and harassment as are any workplace communications. Offensive, harassing or discriminatory content in such messages will not be tolerated.

For security reasons, employees should not leave personal belongings of value in the workplace. Terminated employees should remove any personal items at the time they leave SKSM. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

Workplace Privacy and Right to Inspect

Starr King School for the Ministry property, including but not limited to lockers, phones, computers, tablets, desks, work place areas, vehicles, or machinery, remains under the control of the School and is subject to inspection at any time, without notice to any employees, and without their presence.

You should have no expectation of privacy in any of these areas. We assume no responsibility for the loss of, or damage to, your property.

Housekeeping

All employees are expected to keep their work areas clean and organized. People using common areas, such as lunch rooms and restrooms, are expected to keep them sanitary. Please clean up after breaks and meals and dispose of trash properly.

Smoking

Smoking is not allowed in any area of the facility. Smoking is allowed in areas outside the building that are twenty-five (25) feet or more away from doors, vents and operable windows.

Parking

Employees may park their vehicles in designated areas, if space permits. If space is unavailable, employees may park in permissible public areas in the vicinity of SKSM property. SKSM is not responsible for any loss or damage to employee vehicles or contents while parked on School property.

Guests and Visitors

It is important that the impression left with SKSM visitors is that of a professional organization with the highest standards of conduct.

In order to preserve an appropriate work environment, visits from friends and family are to be kept to a minimum.

Emergencies, in which children must be in the office for a brief period of time, while understandable, should be kept to a minimum. Please check with your supervisor for approval in advance of bringing a child to the office. The School may not be used as a substitute for regular child care of employees' children. On those occasions when children are present, they should not be allowed to disrupt others in the office. Your child is your responsibility and must be under your direct supervision at all times. If a child is ill, please do not bring them to the School.

Bulletin Boards

SKSM maintains bulletin boards located in various places around the School. Bulletin boards are used to provide information to staff, faculty and students concerning School related events and School policies. All postings are to be reviewed and approved by the Operations Director or a Senior Administrator.

Employee Conduct

Punctuality and Attendance

As an employee of SKSM, you are expected to be punctual and regular in attendance. Tardiness or absence causes problems for your fellow employees and your supervisor. When you are absent, your assigned work must be performed by others.

Employees are expected to report to work as scheduled, on time, and prepared to start work. Employees also are expected to remain at work for their entire work schedule, except for meal periods or when required to leave on authorized School business. Late arrival, early departure, or other unanticipated and unapproved absences from scheduled hours are disruptive and need to be avoided.

If you are unable to report for work on any particular day, you must, under all but the most extenuating circumstances, contact your supervisor in advance or no later than one hour after your scheduled start time. Employees also must inform their supervisor of the expected duration of any absence.

If you fail to report for work without any notification to your supervisor, and your absence continues for a period of three (3) consecutive days, SKSM will consider that you have voluntarily abandoned or quit your employment, and your employment may be terminated.

Excessive absenteeism or tardiness may result in disciplinary action, up to, and including, termination of employment.

Absences protected by state and federal law do not count as a violation of this policy.

Prohibited use of Cell Phone While Driving

In the interest of the safety of our employees and other drivers, SKSM employees are prohibited from

using cell phones (including all smart phones) while driving on School business and/or School time.

If your job requires that you keep your phone turned on while you are driving, you must use a hands-free device to accept calls. Under no circumstances should employees place phone calls while operating a motor vehicle while driving on School business and/or School time.

Writing, sending, or reading text-based communication – including text messaging, instant messaging, e-mail, web browsing and use of smart phone applications – on any wireless device or cell phone, while driving, is also prohibited under this policy.

Safely pull off the road before using cell phones while on School business and/or School time.

Violating this policy is a violation of law and a violation School rules. The only exception allowed by law is for drivers who need to make emergency calls.

Political Activity

Many employees participate in political activities on their own time. SKSM time, facilities, property or equipment (including all computers, networks, and electronic equipment) must not be used for an employee's outside political activities. SKSM will not reimburse any employee for political contributions, and employees should not attempt to receive or facilitate such reimbursements.

Absent a formal statement by SKSM announcing any political endorsements, employees must not, through their own actions, speech, contributions, or written communication, mislead others to believe that SKSM officially endorses or opposes any candidates for political office. School employees are entitled to their own personal position.

The School will not discriminate against employees based on their lawful political activity engaged in outside of work.

Conducting Personal Business

Employees are expected to conduct only SKSM business while at work. Employees may not conduct personal business or business for another employer during their scheduled working hours.

Confidentiality

Each employee is responsible for safeguarding the confidential and privileged information obtained during employment.

In the course of your work, you may have access to confidential and/or privileged information regarding SKSM, its faculty, students, donors, foundations, vendor, the governing board, or fellow employees. You have a responsibility to prevent revealing or divulging any such information unless you are authorized to do so in the performance of your job duties. Access to confidential information should be on a "need-to-know" basis and must be authorized by your supervisor. Any breach of this policy will not be tolerated and disciplinary action, including legal action, may be taken by the School.

Off-Duty Conduct

While SKSM does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School's or their own integrity, reputation or credibility. Off-duty conduct by an employee that directly conflicts with the School's essential business interests and disrupts business operations will not be tolerated.

News Media Contacts

Employees may be approached for interviews or comments by the news media. Only people designated by the President may comment to news reporters on SKSM policy or events relevant to SKSM.

This policy does not limit an employee's right to discuss the terms and conditions of his or her employment, or to try and improve these conditions.

Drug and Alcohol Abuse

SKSM is concerned about the use of alcohol, illegal drugs, or controlled substances as it affects the workplace. Use of these substances, whether on or off the job, can detract from an employee's work performance, efficiency, safety, and health, and therefore seriously impair the employee's ability to do their job. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and exposes the School to the risks of property loss or damage, or injury to other persons.

Furthermore, the use of prescription drugs and/or over-the-counter drugs also may affect an employee's job performance and may seriously impair the employee's ability to perform their job.

The following rules and standards of conduct apply to all employees either on School property or during the workday (including meals and rest periods) and when on duty for School events. Behavior that violates School policy includes:

- Possession or use of an illegal or controlled substance, or being under the influence of an illegal or controlled substance while on the job;
- Driving a vehicle on School business while under the influence of alcohol; and
- Distribution, sale, or purchase of an illegal or controlled substance while on the job.

Violation of these rules and standards of conduct will not be tolerated. SKSM also may bring the matter to the attention of appropriate law enforcement authorities.

In order to enforce this policy, SKSM reserves the right to conduct searches of School property or employees and/or their personal property, and to implement other measures necessary to deter and detect abuse of this policy.

An employee's conviction on a charge of illegal sale or possession of any controlled substance while

off School property will not be tolerated because such conduct, even though off duty, reflects adversely on SKSM. In addition, the School must keep people who sell or possess controlled substances off School premises in order to keep the controlled substances themselves off the premises.

Any employee who is using prescription or over-the-counter drugs that may impair the employee's ability to safely perform the job, or affect the safety or well-being of others, must notify a supervisor of such use immediately before starting or resuming work.

SKSM will encourage and reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation. Employees desiring such assistance should request a treatment or rehabilitation leave. The School is not obligated, however, to continue to employ any person whose performance of essential job duties is impaired because of drug or alcohol use, nor is the School obligated to re-employ any person who has participated in treatment and/or rehabilitation if that person's job performance remains impaired as a result of dependency. Additionally, employees who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency or problem, will not automatically be given a second opportunity to seek treatment and/or rehabilitation. This policy on treatment and rehabilitation is not intended to affect the School's treatment of employees who violate the regulations described previously. Rather, rehabilitation is an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

Dress Code

Employees are expected to wear clothing appropriate for the nature of our business and the type of work performed. Clothing should be neat, clean and tasteful. Avoid clothing that can create a safety hazard. Department managers may issue more specific guidelines.

Conflicts of Interest

Purpose

Starr King School for the Ministry trustees, officers and employees (collectively the School) recognize a shared responsibility to ensure that they conduct themselves in an unbiased manner and serve the goals of the School. Trustees, officers and employees shall perform their duties in a fair and objective manner without regard to personal interest. Thus, it is the responsibility of the School trustees, officers and employees to guard against conflicts of interest which might compromise their integrity and objectivity. It has been, and shall continue to be, the policy of the School that all trustees, officers and employees take steps to avoid conflict of interest or the appearance of conflict of interest between their financial or other personal interests and the goals and policies of the School.

Covered Employees

This Policy applies to the School's trustees, officers and employees.

Definition of Conflict of Interest

Identifying potential or actual conflicts of interest is not always an easy task. A conflict of interest exists if an individual's position or authority may be used to influence or make decisions that lead to any form of financial or personal gain for that individual, their institution or family.

Only material conflicts of interest are within the scope of this Policy. A conflict of interest is material if an ordinary person would take it into account in making a decision.

Questions about whether an actual or perceived conflict of interest exists in particular circumstances should be directed to the President and/or Chair of the Board.

Duty of Disclosure

Trustees, officers and employees of the School shall disclose any existing or possible conflicts of interest.

Disclosure Obligations

Annually, each director, corporate officer or corporate counsel of the School shall prepare a Disclosure Statement, in which they disclose any actual or potential conflicts of interest. In addition, each such individual is required to file an annual Disclosure Statement shall have an ongoing obligation to notify the President and/or the Chair of the Board immediately of any potential conflict of interest as it arises.

Review of Disclosure Statements

The President and the Chair of the Board will review all Disclosure Statements annually. The President and Chair shall discuss any questions and concerns raised by the Disclosure Statements. If appropriate, questions and concerns will be discussed with or disclosed to the Board and/or School Counsel.

Procedures for Handling Conflicts of Interest

Any individual who may be involved in an issue or transaction in which they have a conflict of interest shall not participate in or be present at that portion of the meeting of the Board or any committee of the Board at which the issue or transaction is considered. The interested individual may, however, answer questions regarding the issue or transaction. The minutes of the meeting shall reflect that a disclosure was made and that the interested director or officer left the room and did not participate in the discussion and did not vote on the issue or transaction.

Enforcement

If an individual covered by this Policy fails to disclose a conflict of interest, the matter will be referred to the Board for appropriate action, if any, including but not limited to sanction as a Board member or termination of employment.

Student Relations

As we are an educational institution, employees are expected to be polite, courteous, prompt, and attentive to our students. When an employee encounters an uncomfortable situation that he or she does not feel capable of handling, a supervisor should be called in to assist or advice.

Students are to be treated courteously and given proper attention at all times; never regard a student's question or concern as an interruption or an annoyance. You must respond to inquiries from students, whether in person or by telephone, promptly and professionally.

Students are expected to reciprocate by themselves being courteous and respectful to employees. In a circumstance where this is not happening, the employee should bring it to the attention of their supervisor who will consult with the Dean of Faculty to address.

Business Conduct and Ethics

Employees should not accept a gift or gratuity - other than small mementos - from any student, vendor, supplier, donor or other person doing business with SKSM because doing so may give the appearance of influencing School decisions, transactions or service.

Prohibited Conduct

Employees are expected to conduct themselves in a manner to further the School's objectives.

The following conduct is prohibited and will not be tolerated by SKSM. This list of prohibited conduct is illustrative only; other types of conduct that in the judgment of SKSM, may threaten security, personal safety, employee welfare and School operations also may be prohibited and will result in disciplinary action up to and including termination.

- Falsifying employment records, employment information, or other Company records (note that employment information includes Social Security Numbers and any other documents used to verify identity and ability to work in the United States);
- Inefficient or careless performance of job responsibilities or inability to perform job duties satisfactorily;
- Recording the work time of another employee or allowing any other employee to record your work time, or falsifying any time card, either your own or another employee's;
- Theft and deliberate or careless damage or destruction of any Company property, or the property of any employee or customer;
- Removing or borrowing School property without prior authorization;
- Unauthorized use or misuse of School equipment, time, materials, or facilities;
- Provoking a fight or fighting during working hours or on School property;
- Participating in horseplay or practical jokes on School time or on School premises;
- Carrying firearms or any other dangerous weapons on School premises at any time;
- Engaging in criminal conduct whether or not related to job performance;
- Causing, creating, or participating in a disruption of any kind during working hours on School property;
- Insubordination, including, but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening language toward a supervisor or member of management;
- Using abusive, threatening or intimidating language at any time on School premises;
- Failing to notify a supervisor when unable to report to work;
- Unreported absence of three (3) consecutive work days will be considered voluntary resignation;

- Failing to obtain permission to leave work for any reason during normal working hours;
- Failing to observe working schedules, including rest and lunch periods;
- Failing to provide a physician's certificate when requested or required to do so;
- Sleeping or malingering on the job;
- Making or accepting excessive personal telephone calls, including cell phone calls and texts during working hours,
- Working overtime without authorization or refusing to work assigned overtime;
- Violation of dress standards;
- Violating any safety, health, security or School policy, rule, procedure or violation of the School's drug and alcohol policy;
- Committing a fraudulent act or a breach of trust under any circumstances;
- Committing of or involvement in any act of unlawful harassment of another individual; and
- Failing to promptly report work-related injury or illness.

This statement of prohibited conduct does not alter the Company's policy of at-will employment. Either you or SKSM remain free to terminate the employment relationship at any time, with or without reason or advance notice.

Wages

Payment of Wages

Pay Days

All employees are paid on the 15th and the last day of the month for work performed during the previous pay period. If a pay day falls on a weekend day, employees will be paid on the Friday preceding the pay day. If a pay day falls on a holiday, paychecks will be distributed on the preceding workday. Employees are responsible to turn in supervisory approved time records to the Vice President for Finance and Administration at the close of each pay period. In the absence of the supervisor, the Vice President for Finance and Administration may approve the time record.

Paychecks are delivered to each employee by interoffice mail or direct mail to those off-site, or submitted to the individual's designated financial institution via direct deposit.

If you observe an error on your check, please report it immediately to the Vice President for Finance and Administration.

Direct Automatic Deposit

Employees may elect to have their wages directly deposited into their bank account. Direct Deposit Request forms are available in the finance and administration office.

You may begin and stop automatic payroll deposit at any time. To begin automatic payroll deposit, you must complete a form available from finance and administration and return it to the Vice President for Finance and Administration at least thirty (30) days before the pay period for which you would like the service to begin. The automatic deposit typically goes into effect two pay periods following your submittal of the form to start auto deposit. You should carefully monitor your payroll deposit statements for the first two pay periods after the service begins.

To stop automatic payroll deposit, complete the form available from the finance and administration department; return it to the Vice President for Finance and Administration at least ten (10) days before the pay period for which you would like the service to end. You will receive a regular payroll check on the first pay period after the receipt of the form, provided it is received no later than ten (10) days before the end of the pay period.

Loans and Pay Advances

SKSM does not act as a guarantor of loans and does not grant loans or pay advances for employees.

Timekeeping Requirements

Starr King School for the Ministry is required by applicable federal, state, and local laws to keep accurate records of hours worked by certain employees. To ensure that the School has complete and accurate time records and that employees are paid for all hours worked, nonexempt employees are required to record all working time using School time sheets. Exempt employees may also be required

to track days or time worked. Speak with your Dean for specific instructions.

All **non-exempt** full-time and part-time employees must record the hours they work and the hours they take off as sick and/or vacation or floating holidays on their time records. All time worked must be accurately reported on your time record.

Time records are prepared for each pay period and must be signed by the employee, certifying they are correct, and by their supervisor. Employees are responsible to have their signed timecards turned in to the Finance and Administration Office by the deadline within each pay period. It is important that time records are accurate and turned in when they are due. Falsification of any information on time records is a serious offense that will result in disciplinary action, up to and including immediate termination of employment.

Employees must accurately record all of your time to ensure you are paid for all hours worked, and must follow established School procedures for recording your hours worked. Time must be recorded as follows:

- Immediately before starting your shift.
- Immediately after finishing work, before your meal period.
- Immediately before resuming work, after your meal period.
- Immediately after finishing work.
- Immediately before and after any other time away from work.

Approved time sheets are to be turned in to the VP of Finance and Administration 4 days before the end of the pay period.

Notify your Dean or the VP of Finance and Administration of any pay discrepancies, unrecorded or misrecorded work hours, or any involuntarily missed meal or break periods. Falsifying time entries is strictly prohibited. Falsifying time entries includes working "off the clock." If you falsify your own time records, or the time records of co-workers, or if you work off the clock, you will be subject to discipline up to and including termination. Immediately report to VP of Finance and Administration any employee, supervisor, or manager who falsifies your time entries or encourages or requires you to falsify your time entries or work off the clock.

Non-exempt employees are not allowed to work "off the clock;" doing so violates school policy.

Any handwritten marks or changes on the timecard must be initialed by a supervisor. Preparing another employee's timecard, allowing another employee to prepare your timecard, or altering a timecard is not permissible and is subject to disciplinary action.

Any errors on your timecard should be reported immediately to your supervisor.

Please also refer to SKSM's Meal and Rest Break Policy.

Exempt employees are required to keep accurate records of time they do not work due to illness, vacation, floating holidays or leave. The Request for Time Off form - filled out and signed by your supervisor - should be given to the Vice President for Finance and Administration at least one month in advance of requested time off.

Overtime for Non-Exempt Employees

Employees may be required to work overtime as necessary. Only actual hours worked in a given

workday or workweek can apply in calculating overtime for non-exempt employees. SKSM will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by a supervisor. SKSM provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

- All hours worked in excess of eight (8) hours in one (1) workday or forty (40) hours in one (1) workweek will be treated as overtime. A workday begins at 12:01 a.m. and ends at midnight 24 hours later. Workweeks begin each Sunday at 12:01 a.m.;
- Compensation for hours in excess of forty (40) for the workweek, or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh (7th) consecutive day of work in one (1) workweek, shall be paid at a rate one and one-half (1 ½) times the employee's regular rate of pay;
- Compensation for hours in excess of twelve (12) in one (1) workday and in excess of eight (8) on the seventh (7th) consecutive workday in a workweek shall be paid at double (2x) the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to exempt employees.

Pay for Mandatory Meetings/Training

SKSM will pay non-exempt employees for their attendance at meetings, lectures, and training programs under the following conditions:

- Attendance is mandatory;
- The meeting, course, or lecture is directly related to the employee's job; and
- The employee who is required to attend such meetings, lectures, or training programs will be notified of the necessity for such attendance by his or her supervisor;
- The employee will be paid at the then applicable minimum wage for time spent at meetings, lectures, and training programs if the employee does not perform any productive work during such attendance;
- Employees who do perform productive work during attendance at meetings, lectures or training programs will be compensated at their regular rate of pay; and
- Any hours in excess of eight (8) in a day or forty (40) in a week will be paid at the appropriate overtime rate, at the hourly rate in effect at the time the overtime work is being performed.

Deductions for Exempt Employees

Employees paid on a "salary basis" regularly receive a predetermined amount of compensation each pay period. Subject to the exceptions listed below, exempt employees will receive full salary for any workweek in which they perform any work, regardless of the number of days or hours worked. Exempt employees may not be paid for any workweek in which they perform no work, subject to SKSM benefits programs and policies.

No deductions from salary may be made for time when work is not available, provided the exempt

employee is ready, willing, and able to work.

Deductions from pay are permissible when an exempt employee:

- Is absent from work for one or more full days for personal reasons other than sickness or disability;
- Is absent for one or more full days due to sickness or disability if the deduction is made in accordance with a bona fide plan, policy, or practice of providing full compensation for salary lost due to illness and the employee has exhausted his or her leave under this policy;
- Is absent for jury duty or military duty for a full week and performs no work during the week; or
- Works less than a full week during the initial or final week of employment;
- Partial day deductions from available accrued vacation or sick leave balances will also be made by the School when applicable.

It is School policy to comply with these salary basis requirements. Therefore, SKSM prohibits all School managers from making any improper deductions from the salaries of exempt employees. The School wants employees to be aware of this policy and know that the School does not allow deductions that violate federal or state law.

If you believe that an improper deduction from your salary has been made, you should immediately report this information to your direct supervisor, or the Vice President for Finance and Administration.

Reports of improper deductions will be investigated promptly. If it is determined that an improper deduction has occurred, you will be promptly reimbursed for any improper deduction made.

Makeup Time for Non-Exempt Employees

SKSM allows the use of makeup time when non-exempt employees need time off to tend to personal obligations. Makeup time worked will not be paid at an overtime rate.

Employees may take time off and then make up the time later in the same workweek, or may work extra hours earlier in the workweek to make up for time that will be taken off later in the workweek.

Makeup time requests must be submitted in writing to your supervisor, with your signature. Requests will be considered for approval based on the legitimate business needs of the School at the time the request is submitted. A separate written request is required for each occasion the employee requests makeup time.

If you request time off that you will make up later in the week, you must submit your request at least 24 hours in advance of the desired time off. If you request to work makeup time first in order to take time off later in the week, you must submit your request at least 24 hours before working the makeup time. Your makeup time request must be approved in writing before you take the requested time off or work makeup time, whichever is first.

All makeup time must be worked in the same workweek as the time taken off. The School's seven-day workweek is Sunday through Saturday. Employees may not work more than eleven (11) hours in a day or forty (40) hours in a workweek as a result of making up time that was or would be lost due to a personal obligation.

If you take time off and are unable to work the scheduled makeup time for any reason, the hours missed will normally be unpaid. However, your supervisor may arrange with you another day to make

up the time if possible, based on scheduling needs. If you work makeup time in advance of time you plan to take off, you must take that time off, even if you no longer need the time off for any reason.

An employee's use of makeup time is completely voluntary. SKSM does not encourage, discourage, or solicit the use of makeup time.

Time cards must reflect actual hours worked, with makeup time noted on the card.

Rest Breaks and Meal Periods

Rest Breaks

All non-exempt employees are entitled to rest break periods during their workday. If you are a non-exempt employee, you will be paid for all such break periods, and you will not clock out/report on your time sheet. You are required to remain on the work premises during your rest breaks. You are expected to return to work promptly at the end of any rest break.

Number of Rest Breaks

You will be authorized and permitted one (1) 10-minute rest break for every four (4) hours you work (or major fraction thereof, which is defined as any amount of time over two (2) hours). A rest break need not be authorized for employees whose total daily work time is less than three and one half (3.5) hours.

If you work a shift from three and one-half (3.5) to six (6) hours in length you will be entitled to one (1) ten-minute rest break. If you work more than six (6) hours and up to 10 hours, you will be entitled to two (2) ten-minute rest breaks. If you work more than 10 hours and up to 14 hours, you will be entitled to three (3) ten-minute rest breaks.

Timing of Rest Breaks

You are authorized and permitted to take a rest break in the middle of each four hour work period. Work with your supervisor to schedule your breaks.

Meal Period

All non-exempt employees will be provided an uninterrupted unpaid meal period of at least thirty (30) minutes if you work more than five (5) hours in a workday. You must report your meal period on your time sheet. You will be permitted a reasonable opportunity to take this meal period, and you will be relieved of all duty. During your meal period, you are free to come and go as you please, and are free to leave the premises. You are expected to return to work promptly at the end of any meal period.

If your total work period for the day is more than five (5) hours per day but no more than six (6) hours, you may waive the meal period. This cannot be done without the mutual consent of you and your supervisor. You must discuss any such waiver with your supervisor in advance. The waiver must be in writing.

Timing of Meal Period

Your meal period will be provided no later than the end of your fifth (5th) hour of work. For example, if you begin work at 8:00 a.m., you must start your meal period by 12:59 p.m. (which is before the end of your fifth hour of work).

Work with your supervisor to schedule your meal period.

Second Meal Period

If you work more than ten (10) hours in a day, you will be provided a second, unpaid meal period of at least thirty (30) minutes. Again, you must clock out for/record your meal period. You will be permitted a reasonable opportunity to take this meal period, and you will be relieved of all duty. There will be no control over your activities during your meal period. During your meal period, you are free to leave the premises and are free to come and go as you please. You are expected to return to work promptly at the end of any meal period.

Depending on the circumstances, you may be able to waive your second meal period if you took the first meal period and if your total hours worked for the day is no more than twelve (12) hours. This cannot be done without the mutual consent of you and your supervisor and must be in writing. You must discuss any such waiver with your supervisor in advance.

Timing of Second Meal Period

This second meal period will be provided no later than the end of your 10th hour of work. For example, if you begin work at 8:00 a.m., you must start your second meal period by 5:59 p.m. (which is before the end of your tenth hour of work).

Work with your supervisor to schedule your second meal period.

Recording Meal Periods

You must record the start and end of the meal period on your time record.

Employees are not allowed to work “off the clock.” All work time must be accurately reported on your time record.

If for any reason you are not provided a meal period in accordance with our policy, or if you are in any way discouraged or impeded from taking your meal period or from taking the full amount of time allotted to you, please immediately notify the Vice President for Finance and Administration or the President.

Anytime you miss a meal period that was provided to you (or you work any portion of a provided meal period), you will be required to report it to your supervisor or the Vice President for Finance and Administration.

Please also refer to SKSM’s Timekeeping Policy.

Deductions from Wages

Starr King School for the Ministry is required by law to make certain deductions from your pay each pay period. This includes income and unemployment taxes, Federal Insurance Contributions Act (FICA) contributions (Social Security and Medicare), and any other deductions required under law or by court order for wage garnishments. The amount of your tax deductions will depend on your earnings and the number of exemptions you list on your federal Form W-4 and applicable state withholding form. You may also authorize voluntary deductions from your paycheck, including contributions for insurance premiums, retirement plans, spending accounts, or other services. Your deductions will be reflected in your wage statement.

The School will not make deductions to your pay that are prohibited by federal, state, or local law. If you have any questions about deductions from your pay, contact your VP of Finance. You will be reimbursed in full for any isolated, inadvertent, or improper deductions, as defined by law. If an error is found, you will receive an immediate adjustment, which will be paid no later than your next regular payday.

Reporting to Work Pay

SKSM will comply with all applicable regulations regarding reporting time pay for non-exempt employees.

Expense Accounts and Credit Card Policy

Expense Accounts

Employees who have expense accounts or who have incurred business expenses must submit required receipts and the request for business reimbursement form to your supervisor for approval and then to the business office for processing no later than the end of each month. SKSM reimburses employees for business expenses on a weekly basis.

If you have any questions about the School's expense reimbursement policy, contact the business office.

Credit Card Policy

Credit cards are issued to employee on an as-needed basis so that they may conduct school business in a professional manner without having to incur personal debt. It is an expectation that each person will follow the policy listed below:

Credit card statements are to be turned in to the Vice President for Finance and Administration unopened.

Credit cards are issued for school business and should not be used for personal expenses.

Users will receive a copy of their credit statement. Users will then have five (5) business days to attach the original receipts, a written explanation of expenses and return it to the Vice President for Finance and Administration.

Users that cannot provide receipts will need to reimburse the school for those charges or complete the Missing Receipt Affidavit with a written explanation of expenses. Repeated violation of the above policy will result in the termination of the employee's credit card and possible termination of the employee.

Safety and Health

Safety and Loss Prevention

General Safety Policy

It is the responsibility of all Starr King School for the Ministry employees to maintain a healthy and safe work environment. Report all safety hazards and occupational illnesses or injuries to your Dean as soon as reasonably possible and complete an occupational illness or injury form as needed. Failure to follow the School health and safety rules may result in disciplinary action, up to and including termination of employment.

Refer to our Injury and Illness Prevention Program (IIPP) for further information regarding safety at work.

Policy Against Workplace Violence

As the safety and security of our employees, vendors, contractors, and the general public is in the best interests of Starr King School for the Ministry, we are committed to working with our employees to provide a work environment free from violence, intimidation, and other disruptive behavior.

Zero Tolerance Policy

The School has a zero tolerance policy regarding workplace violence and will not tolerate acts or threats of violence, harassment, intimidation, and other disruptive behavior, either physical or verbal, that occurs in the workplace or other areas. This applies to management, co-workers, employees, and non-employees such as contractors, customers, and visitors.

Workplace violence can include oral or written statements, gestures, or expressions that communicate a direct or indirect threat of physical harm, damage to property, or any intentional behavior that may cause a person to feel threatened.

Prohibited Conduct

Prohibited conduct includes, but is not limited to:

- Physically injuring another person.
- Threatening to injure a person or damage property by any means, including verbal, written, direct, indirect, or electronic means.
- Taking any action to place a person in reasonable fear of imminent harm or offensive contact.
- Possessing, brandishing, or using a firearm on School property or while performing School business except as permitted by state law.

- Violating a restraining order, order of protection, injunction against harassment, or other court order.

Reporting Incidents of Violence

Report to your Dean or the VP of Finance and Administration, in accordance with this policy, any behavior that compromises our ability to maintain a safe work environment. All reports will be investigated immediately and kept confidential, except where there is a legitimate need to know. You are expected to cooperate in any investigation of workplace violence.

Violations

Violating this policy may subject you to criminal charges as well as discipline up to and including immediate termination of employment.

Retaliation

Victims and witnesses of workplace violence will not be retaliated against in any manner. In addition, you will not be subject to discipline for, based on a reasonable belief, reporting a threat or for cooperating in an investigation.

If you initiate, participate, are involved in retaliation, or obstruct an investigation into conduct prohibited by this policy, you will be subject to discipline up to and including termination.

If you believe you have been wrongfully retaliated against, immediately report the matter to the VP of Finance and Administration.

Drug-Free Workplace

Drug-Free Workplace Act

As a federal contractor, Starr King School for the Ministry must comply with the requirements of the Drug-Free Workplace Act of 1988, which is a part of Public Law 100-690, Anti-Drug Abuse Act of 1988. The federal Drug-Free Workplace Act of 1988 (§ 5152) covers grants and contracts for the procurement of any service with a value of \$25,000 or more.

To comply with the act, federal agency contractors and federal grant recipients must provide a drug-free workplace. These federal contractors and grant recipients will:

- Publish a statement prohibiting the unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs in the workplace and specify the actions that will be taken against employees for violations.
- Distribute a copy of the policy statement to employees engaged in the performance of a federal grant or contract.
- Notify employees that compliance with the policy is a condition of employment on such grant or contract and that employees must abide by the terms of the policy statement. The policy statement includes the requirement that employees notify the School of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
- Notify the granting or contracting agency within 10 days after learning of a criminal drug statute conviction.
- Impose a sanction as required under this act on employees who are so convicted.

- Establish a program of drug-free awareness, informing employees about the organization's policy of maintaining a drug-free workplace, the penalties that may be imposed upon employees for drug-abuse violations, the dangers of drug abuse in the workplace, and any available drug counseling, rehabilitation, and assistance programs.
- Make a good faith effort to continue to maintain a drug-free workplace through implementation of these requirements.

Americans with Disabilities Act

In addition to complying with the federal Drug-Free Workplace Act of 1988, the School must comply with the requirements of the Americans with Disabilities Act of 1990 (ADA). Individuals who currently use drugs illegally are not individuals with disabilities protected under the ADA when an employer takes action because of their continued use of drugs. This includes people who use prescription drugs illegally as well as those who use illegal drugs. However, people who have been rehabilitated and do not currently use drugs illegally, or who are in the process of completing a rehabilitation program, may be protected by the ADA.

Drug-Free Workplace Policy

The School, in compliance with the federal Drug-Free Workplace Act of 1988, has adopted the following policy that must be adhered to as a condition of employment:

- The unlawful use, possession, manufacture, dispensation, or distribution of controlled substances in all work locations is prohibited.
- Any employees convicted of a criminal drug statute violation occurring in the workplace must notify their Dean of the conviction within five days after the conviction. As required by the federal Drug-Free Workplace Act of 1988, the School must inform contracting or granting agencies of such convictions within 10 days after receiving notification or otherwise receiving notice of a conviction.
- Upon receiving such notification, the School, in conjunction with the location concerned, will take all steps necessary to assure the proper conduct of sponsored projects and programs. If a decision is reached to allow the affected individual to continue employment with the School, the individual must participate in and satisfactorily complete an approved drug abuse assistance or rehabilitation program.

The School will evaluate its obligations in accordance with state and other applicable laws where required, on a case by case basis.

Ergonomics

SKSM believes that reduction of ergonomic risk is instrumental in maintaining an environment of personal safety and well-being, and is essential to our business.

The School will make necessary adjustments to reduce exposure to ergonomic hazards through modifications to equipment, processes and employee training. The School encourages safe and proper work procedures and requires all employees to follow safety instructions and guidelines.

If you have any questions about ergonomics, please contact your supervisor or the Vice President for Finance and Administration.

Security

All employees are responsible for helping to make Starr King School for the Ministry a secure work environment. SKSM has developed guidelines to help maintain a secure workplace. Be aware of persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas. Report any lost or stolen keys, passes, or similar devices to your Dean immediately and repost any suspicious persons or activities to security personnel. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable and/or personal articles in or around your workstation that may be accessible to others. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify a supervisor when unknown persons are acting in a suspicious manner in or around the facilities.

Workplace Violence

SKSM has adopted the following workplace violence policy to ensure a safe working environment for all employees.

The School has zero tolerance for acts of violence and threats of violence. Without exception, acts and threats of violence are not permitted. All such acts and threats, even those made in apparent jest, will be taken seriously, and will lead to discipline up to and including termination.

Possession of non-work-related weapons on School premises and at School-sponsored events shall constitute a threat of violence.

It is every employee's responsibility to assist in establishing and maintaining a violence-free work environment. Therefore, each employee is expected and encouraged to report any incident which may be threatening to you or your co-workers or any event which you reasonably believe is threatening or violent. You may report an incident to any supervisor or manager.

A threat includes, but is not limited to, any indication of intent to harm a person or damage School property. Threats may be direct or indirect, and they may be communicated verbally or nonverbally.

Health and Safety

All employees are responsible for their own safety, as well as that of others in the workplace. To help us maintain a safe workplace, everyone must be safety-conscious at all times. Report all work-related injuries or illnesses immediately to your supervisor or to the Vice President for Finance and Administration.

Employer Sponsored Social Events

Starr King School for the Ministry holds periodic social events for employees. Be advised that your

attendance at these events is voluntary and does not constitute part of your work-related duties. Any exceptions to this policy must be in writing and signed by a Dean prior to the event.

Alcoholic beverages may be available at these events. If you choose to drink alcoholic beverages, you must do so in a responsible manner. Do not drink and drive. Instead, please call a taxi or appoint a designated driver.

Employees Who Are Requested to Drive

All employees required to operate a motor vehicle as part of their employment duties at Starr King School for the Ministry must maintain a valid driver's license and acceptable driving record. The School may run a motor vehicle department check to determine your driving record. It is your responsibility to provide a copy of your current driver's license for your personnel file. Any changes in your driving record, including but not limited to driving infractions, must be reported to the School.

State law requires all motorists to carry auto liability insurance. It is against the law to drive without insurance. If you use your own vehicle as a part of your employment duties, you must provide management with a current proof of insurance statement or card. New proof of insurance is required every time your policy expires and renews. Any changes in your driving record, including, but not limited to, driving infractions or changes to your insurance policy, must be reported to the School.

If you use your personal vehicle in the course and scope of employment, you may not operate such vehicle while:

1. Under the influence of drugs, alcohol, or any other substance that might impair your judgment or ability to drive; or
2. Texting, emailing, or otherwise using a cell phone or other handheld device without utilizing a hands-free device.

SKSM may check state Department of Motor Vehicles (DMV) records of employees who drive as part of their job.

Employees must pay their own fines for moving and parking violations.

SKSM retains the right to transfer to an alternative position, suspend, or terminate an employee whose license is revoked, or who fails to maintain personal automobile insurance coverage or who is uninsurable under the School's policy.

Employees who drive their own vehicles on School business will be reimbursed at the IRS allowable mileage rate.

Termination

Employee References

All requests for references must be directed to the Vice President for Finance and Administration. No

other manager, supervisor, or employee, other than the President, is authorized to release references for current or former employees.

By policy, SKSM discloses only the dates of employment and the title of the last position held of former employees. If you authorize the disclosure in writing, SKSM also will inform prospective employers of the amount of salary or wage you last earned.

Voluntary Resignation

Voluntary resignation results when an employee voluntarily quits his or her employment at SKSM, or fails to report to work for three consecutively scheduled workdays without notice to, or approval by, his or her supervisor. All School-owned property, including laptops, keys and credit cards, must be returned immediately upon termination of employment.

While your employment is at-will and you may terminate your employment with or without notice, any notice that you are willing to give will be appreciated.

Involuntary Termination and Progressive Discipline

Violation of SKSM policies and rules may warrant disciplinary action. Disciplinary action may include verbal warnings, written warnings and/or suspension. The system of discipline is not formal, and SKSM may, in its sole discretion, utilize whatever form of discipline is deemed appropriate under the circumstances, up to, and including, immediate termination of employment. This system of discipline in no way limits or alters the at-will employment relationship.

Reductions in Workforce

Under some circumstances, SKSM may need to restructure or reduce its work force. If restructuring our operations or reducing the number of employees or work schedules or percent of full time becomes necessary, the School will attempt to provide advance notice, if possible, to help prepare affected individuals. If possible, employees subject to layoff will be informed of the nature of the layoff and the foreseeable duration of the layoff, whether short-term or indefinite.

In determining which employees will be subject to layoff, SKSM will take into account, among other things, operation and requirements, the skill, productivity, ability, and past performance of those involved, and also, when feasible, the employee's length of service.

Closing Statement

Thank you for reading our handbook. We hope it has provided you with an understanding of our mission, history, and structure as well as our current policies and guidelines. We look forward to working with you to create a successful School and a safe, productive, and pleasant workplace.

Acknowledgment of Receipt and Review

By signing below, I acknowledge that I have received a copy of the Starr King School for the Ministry Employee Handbook (handbook) and that I have read it, understand it, and agree to comply with it. I understand that the School has the maximum discretion permitted by law to interpret, administer, change, modify, or delete the rules, regulations, procedures, and benefits contained in the handbook at any time with or without notice. No statement or representation by a supervisor, manager, or any other employee, whether oral or written, can supplement or modify this handbook. Changes can only be made if approved in writing by the VP of Finance and Administration of the School. I also understand that any delay or failure by the School to enforce any rule, regulation, or procedure contained in the handbook does not constitute a waiver on behalf of the School or effect the right of the School to enforce such rule, regulation, or procedure in the future.

I understand that neither this handbook nor any other communication by a management representative or other, whether oral or written, is intended in any way to create a contract of employment. I further understand that, unless I have a written employment agreement signed by an authorized School representative, I am employed "at-will" (to the extent permitted by law) and this handbook does not modify my "at-will" employment status.

If I am covered by a written employment agreement (signed by an authorized School representative) or a collective-bargaining agreement that conflicts with the terms of this handbook, I understand that the terms of the employment agreement or collective-bargaining agreement will control.

This handbook is not intended to preclude or dissuade employees from engaging in legally protected activities under the National Labor Relations Act (NLRA).

This handbook supersedes any previous handbook or policy statements, whether written or oral, issued by Starr King School for the Ministry.

If I have any questions about the content or interpretation of this handbook, I will contact VP of Finance and Administration.

Signature _____ Date _____

Print Name

APPENDIX 1

California Policies

Introductory Language and Policies

Revisions to Handbook

This handbook is our attempt to keep you informed of the terms and conditions of your employment, including Starr King School for the Ministry policies and procedures. The handbook is not a contract. The School reserves the right to revise, add, or delete from this handbook as we determine to be in our best interest, except the policy concerning at-will employment. When changes are made to the policies and guidelines contained herein, we will endeavor to communicate them in a timely fashion, typically in a written supplement to the handbook or in a posting on company bulletin boards.

Hiring and Orientation Policies

Accommodations for Victims of Domestic Violence, Sexual Assault, or Stalking

Starr King School for the Ministry will provide reasonable accommodations to victims of domestic violence, sexual assault, or stalking who request an accommodation for their safety while at work, provided the accommodation does not create an undue hardship on the School.

Reasonable accommodations may include the implementation of safety measures such as:

- A transfer, reassignment, or modified schedule.
- A change in telephone number or work station, or installed lock.
- Assistance in documenting domestic violence, sexual assault, or stalking that occurs in the workplace.
- An implemented safety procedure or other adjustment to a job structure, workplace facility, or work requirement in response to domestic violence, sexual assault, or stalking.
- Referral to a victim assistance organization.

Upon receiving a request, the School will engage in a timely, good faith, and interactive process with you to determine effective reasonable accommodations.

If you no longer need an accommodation, you must notify the School that the accommodation is no longer needed. If circumstances change and you need a new accommodation, you must request one.

Certification

When requesting a reasonable accommodation, you will be asked to submit a signed, written statement that certifies that the accommodation is for an authorized purpose. You may also be asked to provide

documentation that demonstrates your status as a victim of domestic violence, sexual assault, or stalking, such as:

- A police report showing that you were the victim of domestic violence, sexual assault, or stalking.
- A court order protecting you from the perpetrator or other evidence from the court or prosecuting attorney that you appeared in court.
- Documentation from a medical professional, domestic violence or sexual assault victim advocate, health care provider, or counselor showing that your absence was due to treatment for injuries from domestic violence or sexual assault.

Unpaid Leave

The School will also provide victims of domestic violence, sexual assault, or stalking with unpaid leave to obtain or attempt to obtain any relief, including, but not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of you or your child.

You may use available vacation, personal leave, accrued paid sick leave, or compensatory time off for your leave unless you are covered by a collective-bargaining agreement that states otherwise.

Notice

You must provide reasonable advance notice of your intention to take leave for the above reasons unless advanced notice is not feasible. If an unscheduled absence occurs, you must provide the following documentation within a reasonable amount of time after your absence:

- A police report indicating that the you were a victim of domestic violence, sexual assault, or stalking;
- A court order protecting or separating you from the perpetrator of an act of domestic violence, sexual assault, or stalking, or other evidence from the court or prosecuting attorney stating that you have appeared in court; or
- Documentation from a licensed medical professional, domestic violence counselor, sexual assault counselor, licensed health care provider, or counselor stating that you were undergoing treatment for physical or mental injuries or abuse resulting from victimization of an act of domestic violence, sexual assault, or stalking.

Confidentiality

The School will maintain the confidentiality of anyone requesting time off or requesting an accommodation under this policy, except as required by federal or state law or as necessary to protect your safety in the workplace.

Retaliation

The School will not retaliate against a victim of domestic violence, sexual assault, or stalking for requesting or obtaining leave or a reasonable accommodation in accordance with this policy.

Disability Accommodation

Starr King School for the Ministry complies with the Americans with Disabilities Act (ADA), the Pregnancy Discrimination Act, and all applicable state and local fair employment practices laws, and is

committed to providing equal employment opportunities to qualified individuals with disabilities, including disabilities related to pregnancy, childbirth, and related conditions. Consistent with this commitment, the School will provide reasonable accommodation to otherwise qualified individuals where appropriate to allow the individual to perform the essential functions of the job, unless doing so would create an undue hardship on the business.

If you require an accommodation because of your disability, it is your responsibility to notify your Dean. You may be asked to include relevant information such as:

- A description of the proposed accommodation.
- The reason you need an accommodation.
- How the accommodation will help you perform the essential functions of your job.

After receiving your request, the School will engage in an interactive dialogue with you to determine the precise limitations of your disability and explore potential reasonable accommodations that could overcome those limitations. Where appropriate, we may need your permission to obtain additional information from your medical provider. All medical information received by the School in connection with a request for accommodation will be treated as confidential.

The School encourages you to suggest specific reasonable accommodations that you believe would allow you to perform your job. However, the School is not required to make the specific accommodation requested by you and may provide an alternative accommodation, to the extent any reasonable accommodation can be made without imposing an undue hardship on the School.

If leave is provided as a reasonable accommodation, such leave may run concurrently with leave under the federal Family and Medical Leave Act and/or any other leave where permitted by state and federal law.

The School will not discriminate or retaliate against employees for requesting an accommodation.

Drug and Alcohol Rehabilitation Accommodation

Starr King School for the Ministry will reasonably accommodate employees who wish to voluntarily participate in an alcohol or drug rehabilitation program, provided that the accommodation will not impose an undue hardship on the School.

A reasonable accommodation may include unpaid time off. If you have a serious health condition and are otherwise eligible, time off for alcohol and/or drug rehabilitation may also be covered by the Family and Medical Leave Act (FMLA) or the California Family Rights Act (CFRA). If so, the School will request approval and medical certification as it would for FMLA and CFRA leave requests, and the leaves will run concurrently. You may use accrued sick days, if any, for all or part of the time spent in entering or participating in a rehabilitation program.

The School may discharge or refuse to hire an individual because of their current use of alcohol and/or drugs, because they are unable to perform their duties, or because they cannot perform their duties in a manner that would not endanger their own or another's health and safety.

Requests to participate in a rehabilitation program will be kept confidential. Direct all requests to participate in a rehabilitation program to the VP of Finance and Administration.

The School will not retaliate against employees who request or obtain an accommodation in

accordance with this policy.

EEO Statement and Non-harassment Policy

Equal Opportunity Statement

Starr King School for the Ministry is committed to the principles of equal employment. We are committed to complying with all federal, state, and local laws providing equal employment opportunities, and all other employment laws and regulations. It is our intent to maintain a work environment that is free of harassment, discrimination, or retaliation because of age (40 and older), race, ethnicity, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition (including genetic characteristics), genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and/or related medical conditions), gender, gender identity, gender expression (including transgender), sexual orientation, military or veteran status, citizenship status, or any other status protected by federal, state, or local laws. The School is dedicated to the fulfillment of this policy in regard to all aspects of employment, including but not limited to recruiting, hiring, placement, transfer, training, promotion, rates of pay, and other compensation, termination, and all other terms, conditions, and privileges of employment.

The School will conduct a prompt and thorough investigation of all allegations of discrimination, harassment, or retaliation, or any violation of the Equal Employment Opportunity Policy in a confidential manner. The School will take appropriate corrective and remedial action, if and where warranted. The School prohibits retaliation against any employees who provide information about, complain about, or assist in the investigation of any complaint of discrimination or violation of the Equal Employment Opportunity Policy.

We are all responsible for upholding this policy. You may discuss questions regarding equal employment opportunity with your Dean or any other designated member of management.

Policy Against Workplace Harassment

Starr King School for the Ministry has a strict policy against all types of workplace harassment, including sexual harassment and other forms of workplace harassment based upon an individual's age (40 and older), race, ethnicity, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition (including genetic characteristics), genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and/or related medical conditions), gender, gender identity, gender expression (including transgender), sexual orientation, military or veteran status, citizenship status, or any other status protected by federal, state, or local laws. All forms of harassment of, or by, employees, applicants, unpaid interns, volunteers, vendors, visitors, customers, and clients are strictly prohibited and will not be tolerated.

Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment; (2) submission to, or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

While it is not possible to identify every act that constitutes or may constitute sexual harassment, the following are some examples of sexual harassment:

- Unwelcome requests for sexual favors;
- Lewd or derogatory comments or jokes;
- Comments regarding sexual behavior or the body of another;
- Sexual innuendo and other vocal activity such as catcalls or whistles;
- Obscene letters, notes, emails, invitations, photographs, cartoons, articles, or other written or pictorial materials of a sexual nature;
- Repeated requests for dates after being informed that interest is unwelcome;
- Retaliating against another for refusing a sexual advance or reporting an incident of possible sexual harassment to the School or any government agency;
- Offering or providing favors or employment benefits such as promotions, favorable evaluations, favorable assigned duties or shifts, etc., in exchange for sexual favors; and
- Any unwanted physical touching or assaults, or blocking or impeding movements.

Other Harassment

Other workplace harassment is verbal or physical conduct that insults or shows hostility or aversion toward an individual because of the individual's age (40 and older), race, ethnicity, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition (including genetic characteristics), genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and/or related medical conditions), gender, gender identity, gender expression (including transgender), sexual orientation, military or veteran status, citizenship status, or any other status protected by federal, state, or local laws.

Again, while it is not possible to list all the circumstances that may constitute other forms of workplace harassment, the following are some examples of conduct that may constitute workplace harassment:

- The use of disparaging or abusive words or phrases, slurs, negative stereotyping, or threatening, intimidating, or hostile acts that relate to the above protected categories;
- Written or graphic material that insults, stereotypes, or shows aversion or hostility toward an individual or group because of one of the above protected categories and that is placed on walls, bulletin boards, email, voicemail, or elsewhere on our premises, or circulated in the workplace; and
- A display of symbols, slogans, or items that are associated with hate or intolerance toward any select group.

Reporting Discrimination and Harassment

If you feel that you have witnessed or have been subjected to any form of discrimination or harassment, immediately notify Kelley Gibbs, VP of Finance and Administration, (510) 549-4702, kgibbs@sksm.edu or any member of senior management.

The School prohibits retaliation against employees who, based on a reasonable belief, provide information about, complain, or assist in the investigation of any complaint of harassment or discrimination.

We will promptly and thoroughly investigate any claim and take appropriate corrective and/or remedial action where we find a claim has merit. If the School begins an investigation, we will endeavor to conduct the investigation in a timely manner and will keep the investigation confidential to the extent possible. In the same way, anyone involved in an investigation of harassment has an obligation to keep all information about the investigation confidential. That is why the School will only share information about a complaint of harassment with those who need to know about it. Failure to keep information about an investigation confidential may result in disciplinary action. Investigations will be documented

and tracked for timely resolution.

When the investigation has been completed, the School will normally communicate the results of the investigation to the complaining individual, to the alleged harasser and, if appropriate, to others who are directly involved. If our policy against harassment is found to have been violated, appropriate corrective action, up to and including termination, will be taken against the harasser so that further harassment will be prevented. Both the rights of the alleged harasser and the complainant will be considered in any investigation and subsequent action.

Discipline for violation of this policy may include, but is not limited to, reprimand, suspension, demotion, transfer, and discharge. If the School determines that harassment or discrimination occurred, corrective action will be taken to effectively end the harassment. As necessary, the School may monitor any incident of harassment or discrimination to assure the inappropriate behavior has stopped. In all cases, the School will follow up as necessary to ensure that no individual is retaliated against for making a complaint or cooperating with an investigation.

In addition to our internal complaint procedure, employees may also contact either the Equal Employment Opportunity Commission (EEOC) or the California Department of Fair Employment and Housing (DFEH) to report unlawful harassment. The EEOC and the DFEH serve as neutral fact-finders and will attempt to assist the parties to voluntarily resolve their disputes. For more information, contact the Office of Human Resources or the nearest EEOC or DFEH office.

Religious Accommodation

Starr King School for the Ministry is dedicated to treating its employees equally and with respect and recognizes the diversity of their religious beliefs. All employees, unpaid interns, and volunteers may request an accommodation when their religious beliefs cause a deviation from the School dress or grooming code, or the individual's schedule, basic job duties, or other aspects of employment. The School will consider the request, but reserves the right to offer its own accommodation to the extent permitted by law. Some, but not all, of the factors that the School will consider are cost, the effect that an accommodation will have on current established policies, and the burden on operations — including other employees — when determining a reasonable accommodation. At no time will the School question the validity of a person's belief.

If you require a religious accommodation, speak with your Dean or the VP of Finance and Administration.

Wage and Hour Policies

Accommodations for Nursing Mothers

Starr King School for the Ministry will provide nursing mothers reasonable break time to express milk for their infant child(ren).

If you need breaks to express milk, you may use your regular paid rest breaks or may take other reasonable break time when needed. If possible, the break time should run concurrently with scheduled meal and rest breaks already provided to you. If the break time cannot run concurrently with meal and rest breaks already provided or additional time is needed, the break time will be unpaid if you are a nonexempt employee.

If you are nursing, the School will make reasonable efforts to provide you a private room in close proximity to your work area, other than a restroom, to express breast milk. The room will be clearly designated and either have a lock or a sign on the door to indicate when the room is in use.

Expressed milk can be stored in the school refrigerator. Sufficiently mark or label your milk to avoid confusion for other employees who may share the refrigerator.

You are encouraged to discuss the length and frequency of these breaks with your Dean.

Meal and Rest Periods Policy

Starr King School for the Ministry strives to provide a safe and healthy work environment and comply with all federal and state regulations regarding meal and rest periods. Check with your Dean regarding procedures and schedules for meal and rest periods.

The School requests that employees observe and accurately record meal periods in time and attendance records. If you know in advance that you may not be able to take an uninterrupted scheduled meal or rest period, let your Dean know; in addition, notify your Dean as soon as possible if you were unable to take or were prohibited from taking an uninterrupted scheduled meal or rest period.

Meal and rest periods are intended to provide employees with an opportunity to be away from work, and employees are not permitted to perform any work during meal and rest periods.

Meal Periods

If you are nonexempt and work more than five hours in a workday, you will be provided an unpaid, uninterrupted 30-minute meal period no later than the end of your fifth hour of work and will be required to "clock out" from the timekeeping system. If you work fewer than six hours in a work day, you may mutually agree with your Dean to waive the meal period.

If you are nonexempt and work more than 10 hours in a workday, you will be provided a second unpaid, uninterrupted 30-minute meal period no later than the end of your tenth hour of work. Depending on your occupation, if you work no more than 12 hours in a workday and have taken the first meal period, you may mutually agree with your Dean to waive the second meal period.

See your Dean for procedures related to requesting to waive a meal period in the above circumstances.

Rest Periods

If you are nonexempt, you will also be provided paid, 10-minute rest periods based on total hours worked daily and you are not required to "clock out" from the timekeeping system. You will receive 10 minutes of uninterrupted rest time for every four hours of work, or major portion of each four hours worked. Accordingly, if you work:

- Less than three and a half hours, you are not entitled to a rest period.
- Three and a half to six hours, you are entitled to a 10-minute rest period.
- Six to 10 hours, you are entitled to two 10-minute rest periods.
- Ten to 14 hours, you are entitled to three 10-minute rest periods.

Rest periods are to be taken in the middle of the four-hour work period when possible. Rest periods should not be combined or added to meal periods or used to start work later or end work early.

One Day Rest in Seven

In accordance with California law, nonexempt employees are generally permitted, on average, one day of rest for every seven days of work depending upon scheduling and business needs as well as availability and interest in additional hours of work.

Overtime

If you are nonexempt, you may qualify for overtime pay. All overtime must be approved in advance, in writing, by your Dean.

At certain times Starr King School for the Ministry may require you to work overtime. We will attempt to give as much notice as possible in this instance. However, advance notice may not always be possible. Failure to work overtime when requested or working unauthorized overtime may result in disciplinary action, up to and including termination.

If you are nonexempt and work more than eight hours in any workday or more than six days in any workweek, you will be paid overtime at a rate of:

- One and one-half times your regular rate of pay for all hours worked in excess of eight hours up to and including 12 hours in any workday, and for the first eight hours worked on the seventh consecutive day of work in a workweek.
- Two times your regular rate for all hours worked in excess of 12 hours in a workday or in excess of eight hours on the seventh consecutive day of work in a workweek.

If you are nonexempt and work more than 40 hours in a workweek you may be entitled to overtime after any daily overtime hours are subtracted. The same hours are never counted against different overtime limits.

Holidays, vacation days, and sick leave days do not count as time worked for computing overtime.

Pay Period

At Starr King School for the Ministry, the standard pay period is semimonthly for all employees. Pay dates are the 15th and the last day of the month. If a pay date falls on a holiday, you will be paid on the preceding day. If a pay date falls on a Saturday, paychecks will be issued on Friday. If a pay date falls on a Sunday, paychecks may be issued on Monday. Special provisions may be required from time to time if holidays fall on pay dates. Check with your Dean if this type of date arises.

Review your paycheck for accuracy. If you find an issue, report it to your Dean immediately.

Reporting Time Pay

Starr King School for the Ministry provides reporting time pay to nonexempt employees in all circumstances required by applicable law, including when you report to work for your scheduled shift but are asked to work, or are given, less than half of the hours you were scheduled to work. Reporting time pay may also be available for employees who are asked to call in or verify whether they will be required to work through online resources. Reporting time pay will be paid at your regular rate of pay. Reporting time pay for hours not actually worked is not counted for purposes of determining overtime.

Reporting time pay is not provided under certain circumstances, including, but not limited to:

1. When School operations cannot begin or continue due to threats to employees or property, or when civil authorities recommend that work not begin or continue.
2. When public utilities fail to supply electricity, water, or gas, or there is a failure in the public utilities or sewer system.
3. When the interruption of work is caused by an "act of God" or other cause outside of the employer's control, such as an earthquake.

Speak with your Dean for more information regarding reporting time pay.

Travel Time Pay

Some nonexempt positions within Starr King School for the Ministry require travel. If you are nonexempt and are required to travel in the course of conducting your work, you will be paid in the following way:

- If you report to the workplace and then are required to travel to another site to work for the day, travel time to the assigned work place will be paid.
- When you are required to report to a site other than your regular work site, and you go directly to that site without first going to the regular work place, the School will pay travel time for any time in excess of your normal commute time to the regular site.
- If you are required to travel to a distant work place, you will be paid travel time in addition to time worked.
- Your travel hours are "hours worked" for the purposes of calculating overtime.

Wage Disclosure Protection

In accordance with California law, Starr King School for the Ministry will not:

- Prohibit you from:
 - Disclosing your own wages;
 - Discussing the wages of others; or
 - Inquiring about another's wages.
- Require you to sign a waiver or other document that proposes to deny you the right to disclose the amount of your wages.
- Discharge, formally discipline, or otherwise discriminate or retaliate against you for disclosing the amount of your wages.

However, if you have access to or knowledge of the private compensation information of other employees as a part of your role and essential job functions, you may not disclose that information to individuals who do not otherwise have access to it, unless the disclosure is:

- In response to a formal complaint or charge;
- Part of an investigation, proceeding, hearing, or action, including an investigation conducted by the School; or
- Consistent with the legal duty of the School to furnish information.

If you believe that you have been discriminated or retaliated against in violation of this policy, immediately report your concerns to the VP of Finance and Administration.

Nothing in this policy will be enforced to interfere with, restrain or coerce, or retaliate against employees regarding their rights under the National Labor Relations Act.

Performance, Discipline, Layoff, and Termination

Disciplinary Process

Violation of Starr King School for the Ministry policies or procedures may result in disciplinary action including demotion, transfer, leave without pay, or termination of employment. The School encourages a system of progressive discipline depending on the type of prohibited conduct. However, the School is not required to engage in progressive discipline and may discipline or terminate employees who violate the rules of conduct, or where the quality or value of their work fails to meet expectations at any time. Again, any attempt at progressive discipline does not imply that your employment is anything other than on an "at-will" basis.

In appropriate circumstances, management will first provide you with a verbal warning, then with one or more written warnings, and if the conduct is not sufficiently altered, eventual demotion, transfer, forced leave, or termination of employment. Your Dean will make every effort possible to allow you to respond to any disciplinary action taken. Understand that while the School is concerned with consistent enforcement of our policies, we are not obligated to follow any disciplinary or grievance procedure and that depending on the circumstances, you may be disciplined or terminated without any prior warning or procedure.

General Policies

Access to Personnel and Medical Records Files

Starr King School for the Ministry maintains separate medical records files and personnel files for all employees. Files containing medical records are stored separate and apart from any business-related records in a safe, locked, inaccessible location. The medical file is the repository for sensitive and confidential information related to an individual's health, health benefits, health-related leave and/or accommodations, and benefits selections and coverage. Medical records are kept confidential in compliance with applicable laws and access is on a "need-to-know" basis only.

Supervisors and others in management may have access to your personnel file for possible employment-related decisions. All employees have the right to inspect and receive a copy of their personnel records. The School will make such records available for inspection and/or to receive a copy within 30 calendar days of a written request. Payroll records will be made available to inspect or receive a copy within 21 calendar days of a verbal or written request.

All requests by an outside party for information contained in your personnel file will be directed to the VP of Finance and Administration, which is the only person authorized to give out such information.

Voicemail, Email, and Internet Policy

This Voicemail/Email/Internet Policy is intended to provide Starr King School for the Ministry employees with the guidelines associated with the use of the voicemail/email/Internet system (the system). This policy applies to all employees and any others accessing and/or using the system through onsite or remote terminals.

General Provisions

- The system, and all data transmitted or received through the system, is the exclusive property of the School. You should not have any expectation of privacy in any communication over this system. If you are permitted to have access to the system, you will be given a voicemail, email, and/or Internet address and/or access code and will have use of the system consistent with this policy.
- The School reserves the right to monitor, intercept, and/or review all data transmitted, received, or downloaded over the system. Any individual who is given access to the system is hereby given notice that the School will exercise this right periodically, without prior notice and without the prior consent.
- The interests of the School in monitoring and intercepting data include, but are not limited to: protection of School trade secrets, proprietary, and similar confidential commercially-sensitive information (i.e. financial or sales records/reports, marketing or business strategies/plans, product development, customer lists, patents, trademarks, etc.); managing the use of the computer system; and/or assisting employees in the management of electronic data during periods of absence.
- You should not interpret the use of password protection as creating a right or expectation of privacy. To protect everyone involved, no one can have a right or expectation of privacy regarding the receipt, transmission, or storage of data on the School voicemail/email/Internet system.

Any employees who violate this policy will be subject to corrective action, up to and including termination of employment. If necessary, the School will also advise law enforcement officials of any illegal conduct.

Whistleblower Policy

When employees notify a supervisor, manager, or an appropriate government or law enforcement agency that they have reason to believe their employer is violating a state or federal statute, or violating or not complying with a state or federal rule or regulation, those employees are protected from retaliation. As such, Starr King School for the Ministry has a strict policy that prohibits retaliation against employees who make such reports while employed in any form of employment. The School also does not permit retaliation against employees who refuse to participate in an activity that would result in a violation of a state or federal statute, or a violation or noncompliance with a state or federal rule or regulation.

If you have information regarding possible violations of state or federal statutes, rules, or regulations, or violations of fiduciary responsibility by the School, we encourage you to report it immediately to your Dean or to the VP of Finance and Administration. Alternatively, you may contact the California State Attorney General's Whistleblower Hotline at (800) 952-5225. The Attorney General will refer your call to the appropriate government authority for review and possible investigation.

Benefits

Bone Marrow and Organ Donor Leave

Starr King School for the Ministry provides employees, who have been employed with the School for at least 90 days, with paid leave for the purpose of donating organs or bone marrow. When donating an organ to another person, you may take up to 30 business days in any one-year period; and when

donating bone marrow, you may take up to five business days in any one-year period. The one-year period for both leaves is measured from the date leave begins.

You are required to provide as much advance notice as possible if you wish to take leave to donate an organ or bone marrow. Provide Human Resources with verification from a physician that the donation will take place and that there is a medical necessity for the donation. While this leave is paid, you must first use 10 days accrued sick or vacation time when donating an organ, or five days accrued sick or vacation time when donating bone marrow. Leave taken under this policy does not constitute a break in service for health insurance coverage, accrual of vacation or sick pay, or seniority; however, the leave may not run concurrently with FMLA or CFRA leave.

Under most circumstances, upon return from leave under this policy you will be reinstated to the same or equivalent position; however, you will have no greater right to reinstatement than if you had been continuously employed during the leave. For example, if you would have been laid off had you not gone on leave, or if your position is eliminated during the leave, then you will not be entitled to reinstatement.

The School will not retaliate against employees who request or take leave in accordance with this policy.

Crime Victim Leave

Starr King School for the Ministry provides employees who are the victim of a violent felony or serious felony (or the family member of a victim of a violent felony or serious felony) with unpaid leave in order to attend judicial proceedings related to the crime. A family member under this policy includes a spouse, domestic partner, child, stepchild, brother, stepbrother, sister, stepsister, mother, stepmother, father, or stepfather.

When the need for leave is foreseeable, you must provide documentation of the scheduled proceeding. Such notice is typically given to the victim of the crime by a court or government agency setting the hearing, a district attorney or prosecuting attorney's office, or a victim/witness office. If advance notice is not possible, you must provide appropriate documentation within a reasonable time after the absence.

Any absence from work to attend judicial proceedings will be unpaid, unless you choose to take paid time off, such as accrued vacation or personal holiday.

The School will not retaliate against employees who request or take leave in accordance with this policy.

Disability Insurance

If you are unable to work for at least eight days due to a non-work-related illness or injury, or a pregnancy-related disability, you may be eligible for disability insurance benefits. Disability insurance is a component of California's State Disability Insurance (SDI) program, which is administered by the California Employment Development Department (EDD) and is funded by workers through SDI payroll deductions. Disability insurance provides eligible employees with up to 52 weeks of partial wage replacement benefits. Benefit amounts are based on a percentage of your wages paid during a specific 12-month base period, determined by the date your claim begins.

To apply for this benefit, you must provide written notice of the disability, including a doctor's certificate stating the nature of the disability and your expected date of return to work.

The SDI program does not create a right to a leave of absence, job protection, or job reinstatement.

You are responsible for filing your claim and other forms promptly and accurately with the EDD. To learn more about the SDI program, including eligibility requirements and benefits, or to make a claim for DI benefits, contact the EDD (www.edd.ca.gov).

Starr King School for the Ministry will be notified that you have submitted a disability insurance claim.

Health Insurance

Starr King School for the Ministry provides its regular exempt employees with health insurance at time of hire. You have the option of dependent coverage at your own expense. Medical plan benefits for eligible employees and their dependents are described in detail in the Summary Plan Description (SPD) that is available to all eligible employees. These benefits may be canceled or changed at the discretion of the School, unless otherwise required by law.

FMLA, CFRA, PDL Subpolicy: Health benefits during Family and Medical Leave Act (FMLA) leave, California Family Rights Act (CFRA) leave, and California Pregnancy Disability Leave (PDL) are maintained by the School on the same terms as if you continued to work. You must make arrangements to pay your share of the health insurance premium on a monthly basis to maintain insurance coverage. Contact the [Payroll Department] to determine the amount of your contribution. The obligation of School to maintain health benefits stops when:

- An employee informs the School of an intent not to return to work at the end of the leave period; or
- An employee fails to return to work when the FMLA entitlement is exhausted; or
- An employee's premium contribution is past due.

The School will be entitled to recover premiums paid to maintain health insurance coverage for an employee who fails to return to work from leave.

Please understand that plan eligibility does not necessarily mean coverage for all medical treatments or procedures. In addition, under changed circumstances you may be responsible for contributing to the cost of increased premiums. This benefit, as well as other benefits, may be canceled or changed at the discretion of the School, unless otherwise required by law.

COBRA Subpolicy: If you or a dependent become ineligible for benefits due to a change in work hours or through a life event, or you leave employment with us, you may have the right to continue your medical benefits under the Consolidated Omnibus Budget Reconciliation Act (COBRA). The School will mail you information about your COBRA rights.

Jury Duty Leave

Starr King School for the Ministry encourages employees to fulfill their civic duties related to jury duty. If you are summoned for jury duty, notify your Dean as soon as possible to make scheduling arrangements.

If you are classified as exempt, you will not incur any deduction in pay for a partial week's absence due to jury duty. If you are classified as nonexempt, you will not be compensated for time spent on jury duty.

The School reserves the right to require employees to provide proof of jury duty service to the extent authorized by law.

The School will not retaliate against employees who request or take leave in accordance with this policy.

Leave for Victims of Domestic Violence, Sexual Assault, or Stalking

Starr King School for the Ministry provides employees who are victims of domestic violence, sexual assault, or stalking with unpaid leave to:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking.
- Obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking.
- Participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation.

You must provide reasonable advance notice of your intention to take leave for the above reasons unless advanced notice is not feasible. If an unscheduled absence occurs, you must provide the following documentation within a reasonable amount of time after your absence:

- A police report indicating that the you were a victim of domestic violence, sexual assault, or stalking;
- A court order protecting or separating you from the perpetrator of an act of domestic violence, sexual assault, or stalking, or other evidence from the court or prosecuting attorney stating that you have appeared in court; or
- Documentation from a licensed medical professional, domestic violence counselor, sexual assault counselor, licensed health care provider, or counselor stating that you were undergoing treatment for physical or mental injuries or abuse resulting from victimization of an act of domestic violence, sexual assault, or stalking.

You may use available vacation, personal leave, accrued paid sick leave, or compensatory time off for your leave unless you are covered by a collective-bargaining agreement that states otherwise.

Leave under this policy will run concurrently with other types of leave where permitted under applicable law.

The School will maintain the confidentiality of anyone requesting time off or requesting an accommodation under this policy, except as required by federal or state law or as necessary to protect your safety in the workplace.

The School will not retaliate against a victim of domestic violence, sexual assault, or stalking for requesting or obtaining leave in accordance with this policy.

Military Spouse Leave Policy

Starr King School for the Ministry provides up to 10 days of job-protected, unpaid leave to employees who are the spouse or registered domestic partner of a military member who is home on leave during a

period of military deployment.

To be eligible for military spouse leave you must:

- Work an average of 20 or more hours per week; and
- Be the spouse or registered domestic partner of a member of the Armed Forces, National Guard, or Reserves who is on leave from deployment during a period of military conflict.

Notify your Dean of your need for leave within two business days from the day you receive official notice that your spouse or registered domestic partner will be on leave from deployment. You must also provide written documentation certifying that your spouse or registered domestic partner will be on leave from deployment during the time you are requesting leave.

You may elect to use any available paid time off for which you are eligible under School policy for the purpose of taking military spouse leave, and such paid time off will run concurrently with the leave afforded under this policy.

The School will not discriminate or retaliate against employees who request or take leave in accordance with this policy.

New Parent Leave

If eligible, Starr King School for the Ministry will provide you with up to 12 weeks of unpaid parental leave to bond with a new child within one year of the child's birth, adoption, or foster care placement.

Eligibility

To be eligible for parental leave, you must meet the following requirements:

- As of the date leave begins, you must be employed with the School for at least 12 months and for 1,250 hours during the previous 12 months.
- You must work at a worksite where the School employs at least 20 employees within a 75-mile radius.

Notice Requirements

If the need for leave is foreseeable because of an expected birth, adoption, or placement, you must provide at least 30 days' written notice. If 30 days' notice is not practicable due to a premature birth, unexpected adoption, or unexpected foster placement, provide notice as soon as possible.

Usage

The minimum duration of parental leave is two weeks, and you must conclude any approved new parent leave within one year of the birth or placement for adoption or foster care.

In cases where both parents are employed by the School and are eligible for leave, the maximum amount of total leave for both parents is 12 weeks. The School may, but is not required to, grant simultaneous leave to both parents.

While on parental leave, employees will be allowed to utilize accrued vacation pay, paid sick time, or any other accrued paid time off.

Benefits

The School will maintain your group health insurance coverage during the leave period under the same terms and conditions that would have applied had the leave not been taken. If you fail to return to work after leave, the School may seek to recover any premiums paid for maintaining coverage by deducting the amount from your final wages, unless the failure to return to work was due to the continuation, recurrence, or onset of a serious health condition or other circumstances beyond your control.

Reinstatement

Upon returning to work at the end of leave, you will be placed in your original job or an equivalent job with equivalent pay and benefits. You will not lose any benefits that accrued before leave was taken. You may not, however, be entitled to discretionary raises, promotions, bonus payments, or other benefits that become available during leave.

Retaliation

The School will not discharge or otherwise discriminate against employees who request or take leave in accordance with this policy.

Paid Family Leave Insurance

California's Paid Family Leave (PFL) insurance program provides eligible employees with up to six weeks of partial wage replacement in any 12-month period to take time off from work to bond with a new child (either by birth, adoption, or foster care placement) or to care for a seriously ill family member (child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, or registered domestic partner). The 12-month period begins on the day a claim is submitted.

PFL insurance is funded entirely by workers through state disability insurance (SDI) payroll deductions. If you are currently receiving benefits from SDI or workers' compensation insurance, you may not be eligible to receive PFL benefits. The California PFL insurance program does not create a right to a leave of absence, job protection, or job reinstatement.

The PFL insurance program makes benefits available to eligible employees through the California Employment Development Department (EDD). Apply for PFL insurance directly with the EDD. Contact the EDD for information on eligibility or to obtain a claim form. Medical and other documentation may be required.

Paid Sick Leave (Accrual Method)

In accordance with California's Healthy Workplaces, Healthy Families Act, Starr King School for the Ministry provides all eligible employees with paid sick leave benefits. Paid sick leave may be used:

- For the diagnosis, care, or treatment of an existing health condition or preventive care for you or your family member (a child, your own or your spouse/registered domestic partner's parent or legal guardian, a spouse, a registered domestic partner, a grandparent, a grandchild, or a sibling).
- For victims of domestic violence, sexual assault, or stalking to seek care, psychological counseling, shelter or support services, safety-related measures, or any relief, including

restraining orders, to help ensure the health, safety, or welfare of the victim or the victim's child.

Eligibility

All employees who have worked in California for at least 30 days within a year after beginning employment are entitled to earn paid sick leave.

Accrual and Usage

Eligible employees begin to accrue paid sick leave upon employment at a rate of one hour for every 30 hours worked and may begin using accrued leave on the 90th day of employment.

You may not use more sick leave than you have accrued or receive an advance of sick leave that has not yet been accrued.

You may only use up to 24 hours (three days) of your available earned paid sick leave per leave year. For purposes of this policy, **leave year** means [[calendar year, fiscal year, work anniversary, other 12-month period]].

Paid sick leave may be taken in no less than two-hour increments.

Earned but unused sick leave will carry over to the following leave year up to a maximum of 48 hours (six days). The School will not compensate employees for earned but unused paid sick leave at separation of employment. However, the School will reinstate any previously accrued and unused paid sick leave for employees who separate from the School and are rehired within one year from the date of separation.

Notice

If your need for leave is foreseeable, provide your Dean with as much advance notice as possible. We recognize that there may be occasions, such as sudden illness, when advance notice is not possible; in those situations, inform your Dean of the circumstances as soon as practicable. You may also be asked to provide a certification of illness to your Dean.

Interaction with Other Leave

Paid sick leave will run concurrently with other types of leave where permitted under applicable law.

Retaliation

The School will not retaliate against employees who request or take leave in accordance with this policy.

Paid Sick Leave (Lump Sum Method)

In accordance with California's Healthy Workplaces, Healthy Families Act, Starr King School for the Ministry provides all eligible employees with paid sick leave benefits. Paid sick leave may be used:

- For the diagnosis, care, or treatment of an existing health condition or preventive care for you or your family member (a child, your own or your spouse/registered domestic partner's parent or legal guardian, a spouse, a registered domestic partner, a grandparent, a grandchild, or a sibling).

- For victims of domestic violence, sexual assault, or stalking to seek care, psychological counseling, shelter or support services, safety-related measures, or any relief, including restraining orders, to help ensure the health, safety, or welfare of the victim or the victim's child.

Eligibility

All employees who have worked in California for at least 30 days within a year after beginning employment are entitled to receive paid sick time.

Lump Sum Grant and Usage

On your first day of employment, and at the beginning of each subsequent leave year, the School will credit eligible employees with 24 hours of paid sick leave to use throughout the year. Any unused sick leave expires at the end of the leave year and does not carry over to the following leave year. For purposes of this policy, **leave year** means [[calendar year, fiscal year, work anniversary, other 12-month period]].

You must work 90 days before you can use paid sick leave.

You may only use 24 hours (three days) of paid sick leave per year. Paid sick leave may be taken in no less than two-hour increments.

The School will not compensate employees for unused paid sick leave at separation of employment. However, the School will reinstate any previously accrued and unused paid sick leave for employees who separate from the School and are rehired within one year from the date of separation.

Notice

If your need for leave is foreseeable, provide your Dean with as much advance notice as possible. We recognize that there may be occasions, such as sudden illness, when advance notice is not possible; in those situations, inform your Dean of the circumstances as soon as practicable. You may also be asked to provide a certification of illness to your Dean.

Interaction with Other Leave

Paid sick leave will run concurrently with other types of leave where permitted under applicable law.

Retaliation

The School will not retaliate against employees who request or take leave in accordance with this policy.

Paid Time Off (PTO) Policy

Paid time off (PTO) provides you with the flexibility to use your time off to meet your personal needs, while recognizing your individual responsibility to manage your paid time off.

You will accumulate PTO each pay period worked and it is up to you to allocate how you will use it — for vacation, illness, caring for children, school activities, medical/dental appointments, personal business, or emergencies. Starr King School for the Ministry may require you to use any unused PTO during disability or family medical leave, or any other leave of absence, when permissible according to state and federal law. The amount of PTO earned will depend on your length of service with the

School.

PTO does not replace our holiday schedule. We will continue to have designated paid holidays each year.

Eligibility

You are eligible to receive PTO if you are a regularly scheduled to work at least 30 hours per week. [[Part-time employees working more than 30 hours per week accrue PTO on a prorated basis, depending on the number of hours worked.]]

Deposits into Your Leave Account

The amount of PTO you accrue each year is based on your length of service and accrues according to the accrual schedule determined by the School. PTO is accrued as you work. You will not accrue PTO time while you are taking time off for any reason.

Maximum Accrual

Although you may carry over unused PTO time from year to year, there is a cap on the amount of PTO time you can accrue. Once you reach your cap, you will not accrue any more PTO until you use some of the time in your account and drop below the cap. After your balance goes below the cap, you will begin accruing PTO again. However, you will not receive retroactive credit for time worked while you were at the cap limit. PTO accrual is capped at one and one half times your annual PTO accrual rate.

The amount of PTO accrued, used, and available will appear on your paycheck stub.

Termination

You will be paid for all accrued and unused PTO when you leave the School.

Using Your PTO

The minimum amount of PTO you can use at one time is one hour.

Notice and Scheduling

You are required to provide your Dean with reasonable advance notice and obtain approval prior to using PTO. This allows for you and your Dean to prepare for your time off and assure that all staffing needs are met. There may be occasions, such as sudden illness, when you cannot provide advance notice. In those situations, inform your Dean of your circumstances as soon as possible.

Pregnancy Disability Leave

If you are disabled by pregnancy, childbirth, or a related medical condition, Starr King School for the Ministry will provide you with up to four months of unpaid pregnancy disability leave (PDL).

Eligibility

To be eligible for PDL, you must suffer from a pregnancy-related disability. A ***pregnancy-related disability*** is a physical or mental condition related to pregnancy or childbirth that prevents you from performing the essential duties of your job, or would cause undue risk to you or your pregnancy's successful completion.

Conditions for which PDL is available include, but are not limited to:

- Severe morning sickness.
- Prenatal or postnatal care.
- Doctor ordered bed rest.
- Gestational diabetes.
- Pregnancy-induced hypertension.
- Preeclampsia.
- Post-partum depression.
- Lactation conditions such as mastitis.
- Loss or end of pregnancy.
- Recovery from loss or end of pregnancy.

Use of Leave

PDL may be taken before or after birth during any period of time (not to exceed four months) where you are physically unable to work due to your pregnancy-related disability. You may take PDL all at once or intermittently.

Where applicable under state and federal law, employees who qualify and are entitled to take PDL may also be eligible for leave under the California Family Rights Act (CFRA) and the federal Family and Medical Leave Act (FMLA). PDL and FMLA run concurrently. CFRA leave will be counted separately from PDL. CFRA leave will also be counted separately from FMLA leave taken for pregnancy disability, childbirth, or related medical conditions. An additional 12 weeks of bonding leave may also be available to qualified individuals. Speak with your Dean about your eligibility for these leaves.

Notice and Leave Request Process

Foreseeable Need for Leave

If the need for leave is foreseeable because of an expected birth/adoption or planned medical treatment, you must give at least 30 days' notice. If 30 days' notice is not practicable, give notice as soon as possible. You are expected to complete and return a leave request form prior to the beginning of leave. Failure to provide appropriate notice and/or complete and return the necessary paperwork will result in the delay or denial of leave.

Unforeseeable Need for Leave

If the need for leave is unforeseeable, provide notice as soon as practicable and possible under the facts of the particular case. Normal call-in procedures apply to all absences from work including those for which leave under this policy may be requested. Complete and return the necessary leave request form as soon as possible to obtain the leave. Failure to provide appropriate notice and/or complete and return the necessary paperwork on a timely basis will result in the delay or denial of leave.

Leave Request Process

To request leave under this policy, obtain a leave request form from your Dean or the VP of Finance and Administration and return the completed form to the VP of Finance and Administration. If the need for leave is unforeseeable and you will be absent more than three days, contact the VP of Finance and Administration by telephone and request that a leave form be mailed to your home. If leave will be fewer than three days, complete and return the leave request form upon returning to work.

Call-In Procedures

In all instances of absence, follow the call-in procedures and standards established for giving notice of absence from work.

Paid Leave Utilization During Pregnancy Leave

You will be required to use available sick leave during PDL; however, you may opt to use any available PTO during your PDL in order to receive compensation.

If you are on PDL for eight or more consecutive calendar days, you may be eligible for partial wage replacement benefits under the California State Disability Insurance (SDI) program. You are responsible for applying for these benefits and can obtain forms from your health care provider.

Certification and Fitness for Duty Requirements

When requesting PDL, you must provide certification from a health care provider to qualify for leave. Such certification must be provided within 15 days of the request for leave unless it is not practicable under the circumstances despite your diligent efforts. Failure to provide certification may result in leave being delayed, denied, or revoked. At the discretion of School, you may also be required to obtain a second and third certification from another health care provider at School expense (except for military care leave). Recertification of the continuance of a serious health condition or an injury/illness of a military service member will also be required at appropriate intervals.

Temporary Transfer and Other Accommodations

If you are suffering from a pregnancy related disability, you are entitled to a temporary transfer to another position or other reasonable accommodation based on the pregnancy-related disability if you request the transfer or reasonable accommodation and the request is based on the medical certification of a health care provider that a transfer or reasonable accommodation is medically advisable, and the request can be reasonably accommodated by the School. All employees who are transferred to accommodate a pregnancy-related disability have the same reinstatement and other rights described below with respect to pregnancy-related disability leaves.

The School may also require you to transfer temporarily to an available alternative position with the same pay and benefits in order to accommodate your need for intermittent leave or a reduced work schedule.

Health Insurance

The School will maintain your health insurance coverage during leave as if you were still working. You must continue to make timely payments of your share of the premiums. Failure to pay premiums within 30 days of when they are due may result in a lapse of coverage. If this occurs, you will be notified 15 days before the date coverage will lapse that coverage will terminate unless payments are promptly made. Alternatively, at our option, the School may pay your share of the premiums during the leave and recover the costs of this insurance upon your return to work. Coverage that lapses due to nonpayment of premiums will be reinstated immediately upon return to work without a waiting period. Under most circumstances, if you do not return to work at the end of leave, the School may require reimbursement for the health insurance premiums paid during the leave.

Return to Work

Upon returning to work at the end of leave, you will be placed in your original job or an equivalent job

with equivalent pay and benefits. You will not lose any benefits that accrued before leave was taken. You may not, however, be entitled to discretionary raises, promotions, bonus payments, or other benefits that become available during leave.

At the completion of PDL, you will be required to obtain a release to return to work from your health care provider stating that you are able to resume your original job or duties.

Failure to Return

If you fail to return to work or fail to make a request for an extension of leave prior to the expiration of the leave, you will be deemed to have voluntarily terminated your employment.

Alternative Employment

While on leave of absence, you may not work or be gainfully employed either for yourself or others unless express, written permission to perform such outside work has been granted by the School. If you are on a leave of absence and are found to be working elsewhere without permission, you will be automatically terminated.

False Reason for Leave

You will be terminated if you provide a false reason for a leave.

Retaliation

The School will not retaliate against employees who request or take leave in accordance with this policy.

School and Child Care Activities Leave

Starr King School for the Ministry will provide employees who have one or more children that are of the age to attend a licensed child care provider, kindergarten, or grades 1 through 12, with up to 40 hours of leave per year to participate in the following:

- Finding, enrolling, or re-enrolling the child in a school or with a licensed child care provider;
- Participating in school or childcare-related activities; or
- Addressing a child care provider or school emergency.

Leave is limited to eight hours in any calendar month.

To be eligible for leave, you must be a parent, guardian, step-parent, foster parent, grandparent, or a person who stands in the place of a parent (in loco parentis) to a child.

If you wish to take leave to enroll a child in school or with a child care provider or to participate in a school or child-care related activity, you must provide reasonable advance notice to your Dean. If you need to take leave to address a child care provider or school emergency, you must provide notice to your Dean as soon as practicable. You may be required to provide documentation from the school or child care provider verifying that you participated in the school or childcare activity.

If both parents of a child work for the School, only one parent — the first to provide notice — may take the time off, unless the School approves both parents taking time off simultaneously.

You are not required to use accrued vacation time for this leave.

The School will not retaliate against employees who request or take leave in accordance with this policy.

Voting Leave

If your work schedule prevents you from voting on Election Day, Starr King School for the Ministry will allow you a reasonable time off to vote. The time when you can go to vote will be at the discretion of your Dean, consistent with applicable legal requirements.

Witness Leave

If you are required by law to appear in court as a witness, you may take unpaid time off to do so, provided you give Starr King School for the Ministry reasonable advance notice.

Safety and Loss Prevention

Drug and Alcohol Policy

Starr King School for the Ministry is committed to providing a safe, healthy, and productive work environment. Consistent with this commitment, it is the intent of School to maintain a drug and alcohol-free workplace. Being under the influence of alcohol or illegal drugs (as classified under federal, state, or local laws), including marijuana, while on the job may pose a serious health and safety risk to others, which will not be tolerated.

Prohibited Conduct

The School expressly prohibits employees from engaging in the following activities when they are on duty or conducting School business or on School premises (whether or not they are working):

- The use, abuse, or being under the influence of alcohol, illegal drugs, or other impairing substances.
- The possession, sale, purchase, transfer, or transit of any illegal or unauthorized drug, including prescription medication that is not prescribed to the individual, or drug-related paraphernalia.
- The illegal use or abuse of prescription drugs.

While the use of marijuana has been legalized under some state laws for medicinal [and/or recreational] uses, it remains an illegal drug under federal law and its use, as it impacts the workplace, is prohibited by School policy. The School does not discriminate against employees solely on the basis of their off-duty use of medical marijuana in compliance with [list state(s)] medical marijuana law. You may not consume or be under the influence of marijuana while on duty or at work, even if you have a valid prescription for medical marijuana.

Nothing in this policy is meant to prohibit your appropriate use of over-the-counter medication or other medication that can legally be prescribed under both federal and state law, if it does not impair your job performance or safety or the safety of others. If you take over-the-counter medication or other medication that can legally be prescribed under both federal and state law to treat a disability, inform your Dean if you believe the medication may impair your job performance, safety, or the safety of

others or if you believe you need a reasonable accommodation before reporting to work while under the influence of that medication.

Employer-Sponsored Events

From time to time, the School may sponsor social or business-related events where alcohol may be served. This policy does not prohibit the use or consumption of alcohol at these events. However, if you choose to consume alcohol at such events, you must do so responsibly and maintain your obligation to conduct yourself properly and professionally at all times.

Treatment and/or Rehabilitation

The School may assist you in seeking treatment or rehabilitation for drug or alcohol dependency. In such cases, the School may consider your continued employment as long as concerns regarding safety, health, production, communication, or other work-related matters are adequately addressed. The School may also require you to obtain a medical clearance and agree to random testing and a "one-strike" rule as a condition of continued employment.

Violations

A violation of this policy may result in disciplinary action, up to and including termination of employment.

Heat Illness Prevention

Starr King School for the Ministry is committed to complying with all applicable laws and ensuring that employees avoid heat illness while working outside. Heat illness may begin with mild symptoms and progress quickly to signs of serious and life-threatening illness. All employees who work outdoors and are reasonably anticipated to be exposed to the risk of heat illness will be provided detailed training before starting work involving a risk of heat illness.

This policy ensures that employees working outdoors understand they are allowed and encouraged to take preventative cool-down rest periods in provided shaded areas whenever they feel the need to protect themselves from overheating.

You may also be asked to take a cool-down rest period if you are observed having any signs of heat illness. Access to shade is permitted at all times. Cool-down periods are not limited in frequency and are considered time worked.

When taking a preventative cool-down rest period:

- You will be monitored and asked if you are experiencing any symptoms of heat illness.
- You will be encouraged to remain in the shade.
- You will not be ordered back to work until any signs or symptoms of heat illness have abated, but in no event sooner than five minutes after accessing shade, excluding the time needed to access the shade.

The School provides fresh, pure, and suitably cool drinking water at no charge. When the work environment is hot, you are encouraged to frequently drink small cups of water, with up to four cups (one quart or more) per hour recommended, to stay hydrated.

The School has in place effective emergency response procedures if you show signs or report

symptoms of heat illness while taking a preventative cool-down rest period.

You must immediately report to your Dean if you experience any symptoms or signs of heat illness or see signs of heat illness in co-workers so that the School can respond with medical attention, as appropriate.

The School will not discriminate or retaliate against employees who take preventative cool-down rest periods in accordance with this policy.

Nonsmoking Policy

Starr King School for the Ministry is concerned about the effect that smoking and secondhand smoke inhalation can have on its employees and clients. Smoking in the office, client areas, and restrooms is prohibited.

Trade Secrets and Inventions

Inventions

As necessary, employees will receive a separate notification outlining the ownership of any inventions created by them.

APPENDIX 2

Mississippi Policies

Introductory Language and Policies

Revisions to Handbook

This handbook is our attempt to keep you informed of the terms and conditions of your employment, including Starr King School for the Ministry policies and procedures. The handbook is not a contract. The School reserves the right to revise, add, or delete from this handbook as we determine to be in our best interest, except the policy concerning at-will employment. When changes are made to the policies and guidelines contained herein, we will endeavor to communicate them in a timely fashion, typically in a written supplement to the handbook or in a posting on company bulletin boards.

Hiring and Orientation Policies

Disability Accommodation

Starr King School for the Ministry complies with the Americans with Disabilities Act (ADA), the Pregnancy Discrimination Act, and all applicable state and local fair employment practices laws, and is committed to providing equal employment opportunities to qualified individuals with disabilities, including disabilities related to pregnancy, childbirth, and related conditions. Consistent with this commitment, the School will provide reasonable accommodation to otherwise qualified individuals where appropriate to allow the individual to perform the essential functions of the job, unless doing so would create an undue hardship on the business.

If you require an accommodation because of your disability, it is your responsibility to notify your Dean. You may be asked to include relevant information such as:

- A description of the proposed accommodation.
- The reason you need an accommodation.
- How the accommodation will help you perform the essential functions of your job.

After receiving your request, the School will engage in an interactive dialogue with you to determine the precise limitations of your disability and explore potential reasonable accommodations that could overcome those limitations. Where appropriate, we may need your permission to obtain additional information from your medical provider. All medical information received by the School in connection with a request for accommodation will be treated as confidential.

The School encourages you to suggest specific reasonable accommodations that you believe would allow you to perform your job. However, the School is not required to make the specific accommodation requested by you and may provide an alternative accommodation, to the extent any reasonable accommodation can be made without imposing an undue hardship on the School.

If leave is provided as a reasonable accommodation, such leave may run concurrently with leave under the federal Family and Medical Leave Act and/or any other leave where permitted by state and federal law.

The School will not discriminate or retaliate against employees for requesting an accommodation.

EEO Statement and Non-harassment Policy

Equal Opportunity Statement

Starr King School for the Ministry is committed to the principles of equal employment. We are committed to complying with all federal, state, and local laws providing equal employment opportunities, and all other employment laws and regulations. It is our intent to maintain a work environment that is free of harassment, discrimination, or retaliation because of age (40 and older), race, color, national origin, ancestry, religion, sex, pregnancy (including childbirth, lactation, and related medical conditions), physical or mental disability, genetic information (including testing and characteristics), veteran status, uniformed servicemember status, or any other status protected by federal, state, or local laws. The School is dedicated to the fulfillment of this policy in regard to all aspects of employment, including but not limited to recruiting, hiring, placement, transfer, training, promotion, rates of pay, and other compensation, termination, and all other terms, conditions, and privileges of employment.

The School will conduct a prompt and thorough investigation of all allegations of discrimination, harassment, or retaliation, or any violation of the Equal Employment Opportunity Policy in a confidential manner. The School will take appropriate corrective action, if and where warranted. The School prohibits retaliation against employees who provide information about, complain about, or assist in the investigation of any complaint of discrimination or violation of the Equal Employment Opportunity Policy.

We are all responsible for upholding this policy. You may discuss questions regarding equal employment opportunity with your Dean or any other designated member of management.

Policy Against Workplace Harassment

Starr King School for the Ministry has a strict policy against all types of workplace harassment, including sexual harassment and other forms of workplace harassment based upon an individual's age (40 and older), race, color, national origin, ancestry, religion, sex, pregnancy (including childbirth, lactation, and related medical conditions), physical or mental disability, genetic information (including testing and characteristics), veteran status, uniformed servicemember status, or any other status protected by federal, state, or local laws. All forms of harassment of, or by, employees, vendors, visitors, customers, and clients are strictly prohibited and will not be tolerated.

Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment; (2) submission to, or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

While it is not possible to identify every act that constitutes or may constitute sexual harassment, the following are some examples of sexual harassment:

- Unwelcome requests for sexual favors;
- Lewd or derogatory comments or jokes;
- Comments regarding sexual behavior or the body of another;
- Sexual innuendo and other vocal activity such as catcalls or whistles;
- Obscene letters, notes, emails, invitations, photographs, cartoons, articles, or other written or pictorial materials of a sexual nature;
- Repeated requests for dates after being informed that interest is unwelcome;
- Retaliating against another for refusing a sexual advance or reporting an incident of possible sexual harassment to the School or any government agency;
- Offering or providing favors or employment benefits such as promotions, favorable evaluations, favorable assigned duties or shifts, etc., in exchange for sexual favors; and
- Any unwanted physical touching or assaults or blocking or impeding movements.

Other Harassment

Other workplace harassment is verbal or physical conduct that insults or shows hostility or aversion toward an individual because of the individual's age (40 and older), race, color, national origin, ancestry, religion, sex, pregnancy (including childbirth, lactation, and related medical conditions), physical or mental disability, genetic information (including testing and characteristics), veteran status, uniformed servicemember status, or any other status protected by federal, state, or local laws.

Again, while it is not possible to list all the circumstances that may constitute other forms of workplace harassment, the following are some examples of conduct that may constitute workplace harassment:

- The use of disparaging or abusive words or phrases, slurs, negative stereotyping, or threatening, intimidating, or hostile acts that relate to the above protected categories;
- Written or graphic material that insults, stereotypes, or shows aversion or hostility toward an individual or group because of one of the above protected categories and that is placed on walls, bulletin boards, email, voicemail, or elsewhere on our premises, or circulated in the workplace; and
- A display of symbols, slogans, or items that are associated with hate or intolerance toward any select group.

Reporting Discrimination and Harassment

If you feel that you have witnessed or have been subjected to any form of discrimination or harassment, immediately notify Kelley Gibbs, VP of Finance and Administration, (510) 549-4702, kgibbs@sksm.edu or any member of senior management.

The School prohibits retaliation against employees who, based on a reasonable belief, provide information about, complain, or assist in the investigation of any complaint of harassment or discrimination.

We will promptly and thoroughly investigate any claim and take appropriate action where we find a claim has merit. To the extent possible, we will retain the confidentiality of those who report suspected or alleged violations of the harassment policy.

Discipline for violation of this policy may include, but is not limited to, reprimand, suspension, demotion, transfer, and discharge. If the School determines that harassment or discrimination occurred,

corrective action will be taken to effectively end the harassment. As necessary, the School may monitor any incident of harassment or discrimination to assure the inappropriate behavior has stopped. In all cases, the School will follow up as necessary to ensure that no individual is retaliated against for making a complaint or cooperating with an investigation.

Religious Accommodation

Starr King School for the Ministry is dedicated to treating its employees equally and with respect and recognizes the diversity of their religious beliefs. All employees may request an accommodation when their religious beliefs cause a deviation from the School dress code or the individual's schedule, basic job duties, or other aspects of employment. The School will consider the request, but reserves the right to offer its own accommodation to the extent permitted by law. Some, but not all, of the factors that will be considered are cost, the effect that an accommodation will have on current established policies, and the burden on operations — including other employees — when determining a reasonable accommodation. At no time will the School question the validity of a person's belief.

If you require a religious accommodation, speak with your Dean or the VP of Finance and Administration.

Wage and Hour Policies

Accommodations for Nursing Mothers

Starr King School for the Ministry will provide nursing mothers reasonable paid break time to express milk for their infant child(ren) for up to one year following the child's birth.

If you are nursing, you will be provided with a space, other than a restroom, that is shielded from view and free from intrusion from co-workers and the public.

Expressed milk can be stored in company refrigerators. Sufficiently mark or label your milk to avoid confusion for other employees who may share the refrigerator.

Break time should, if possible, be taken concurrently with any other break time already provided. If you are nonexempt, clock out for any time taken that does not run concurrently with normally scheduled rest periods, and such time will be paid in accordance with federal law.

You are encouraged to discuss the length and frequency of these breaks with your Dean.

No provision of this policy applies, or will be enforced, if it conflicts with or is superseded by any requirement or prohibition contained in a federal, state, or local law, or regulation.

Meal and Rest Periods

Starr King School for the Ministry strives to provide a safe and healthy work environment and complies with all federal and state regulations regarding meal and rest periods. Check with your Dean regarding procedures and schedules for rest and meal breaks. The School requests that employees accurately observe and record meal and rest periods. If you know in advance that you may not be able to take your scheduled break or meal period, let your Dean know; in addition, notify your Dean as soon as possible if you were unable to or prohibited from taking a meal or rest period.

Overtime

If you are nonexempt, you may qualify for overtime pay. All overtime must be approved in advance, in writing, by your Dean.

At certain times Starr King School for the Ministry may require you to work overtime. We will attempt to give as much notice as possible in this instance. However, advance notice may not always be possible. Failure to work overtime when requested or working unauthorized overtime may result in discipline, up to and including discharge.

Unless otherwise required or exempted by law, overtime pay of one and one-half times your regular rate of pay is paid for any hours worked in excess of 40 hours in a workweek. Holidays, vacation days, and sick leave days do not count as time worked for computing overtime.

Pay Period

At Starr King School for the Ministry, the standard pay period is semimonthly for all employees. Pay dates are the 15th and the last day of the month. If a pay date falls on a holiday, you will be paid on the preceding workday. If a pay date falls on a Saturday, paychecks will be issued on Friday. If a pay date falls on a Sunday, paychecks may be issued on Monday. Special provisions may be required from time to time if holidays fall on pay dates. Check with your Dean if this type of date arises.

Review your paycheck for accuracy. If you find an issue, report it to your Dean immediately.

Travel Time Pay

Some nonexempt positions within Starr King School for the Ministry require travel. The School pays nonexempt employees for travel time in accordance with federal and state law. For purposes of this policy, the regular workday is [[8:30 – 5:30 (Monday – Friday), etc.]].

Home to Work Travel

If you travel from home before the regular workday and return to your home at the end of the workday, you are engaged in ordinary home to work travel, which is not work time.

Home to Work on a Special One Day Assignment in Another City

If you regularly work at a fixed location in one city and you are given a special one day assignment in another city, but return home the same day, the time spent in traveling to and returning from the other city is work time, except that the School may deduct/not count that time you would normally spend commuting to the regular work site.

Travel That Is All in a Day's Work

Your time spent in travel as part of your principal activity, such as travel from job site to job site during the workday, is work time and must be counted as hours worked.

Travel Away from Home Community

Travel that keeps you away from home overnight is travel away from home. Travel away from home is clearly work time when it cuts across your workday. The time is not only hours worked on regular working days during normal working hours but also during corresponding hours on nonworking days.

The School will not consider as work time that time spent in travel away from home outside of your regular working hours as a passenger on an airplane, train, boat, bus, or automobile.

Work Performed While Traveling

Any work you perform while traveling must be counted as hours worked.

Calculating and Reporting Travel Time

You are responsible for accurately tracking, calculating, and reporting your travel time. Travel time should be calculated by rounding up to the nearest quarter hour.

Performance, Discipline, Layoff, and Termination

Disciplinary Process

Violation of Starr King School for the Ministry policies or procedures may result in disciplinary action including demotion, transfer, leave without pay, or termination of employment. The School encourages a system of progressive discipline depending on the type of prohibited conduct. However, the School is not required to engage in progressive discipline and may discipline or terminate employees who violate the rules of conduct, or where the quality or value of their work fails to meet expectations at any time. Again, any attempt at progressive discipline does not imply that your employment is anything other than on an "at-will" basis.

In appropriate circumstances, management will first provide you with a verbal warning, then with one or more written warnings, and if the conduct is not sufficiently altered, eventual demotion, transfer, forced leave, or termination of employment. Your Dean will make every effort possible to allow you to respond to any disciplinary action taken. Understand that while the School is concerned with consistent enforcement of our policies, we are not obligated to follow any disciplinary or grievance procedure and that depending on the circumstances, you may be disciplined or terminated without any prior warning or procedure.

General Policies

Access to Personnel and Medical Records Files

Starr King School for the Ministry maintains separate medical records files and personnel files for all employees. Files containing medical records are stored separate and apart from any business-related records in a safe, locked, inaccessible location. The medical file is the repository for sensitive and confidential information related to an individual's health, health benefits, health-related leave and/or accommodations, and benefits selections and coverage. Medical records are kept confidential in compliance with applicable laws and access is on a "need-to-know" basis only.

Supervisors and others in management may have access to your personnel file for possible employment-related decisions. If you wish to review your personnel or medical records file, you must give the School reasonable notice. Inspection must occur in the presence of a School representative.

All requests by an outside party for information contained in your personnel file will be directed to the VP of Finance and Administration, which is the only department authorized to give out such information.

Voicemail, Email, and Internet Policy

This Voicemail/Email/Internet Policy is intended to provide Starr King School for the Ministry employees with the guidelines associated with the use of the voicemail/email/Internet system (the system). This policy applies to all employees and any others accessing and/or using the system through onsite or remote terminals.

General Provisions

- The system, and all data transmitted or received through the system, is the exclusive property of the School. You should not have any expectation of privacy in any communication over this system. If you are permitted to have access to the system, you will be given a voicemail, email, and/or Internet address and/or access code and will have use of the system consistent with this policy.
- The School reserves the right to monitor, intercept, and/or review all data transmitted, received, or downloaded over the system. Any individual who is given access to the system is hereby given notice that the School will exercise this right periodically, without prior notice and without the prior consent.
- The interests of the School in monitoring and intercepting data include, but are not limited to: protection of School trade secrets, proprietary, and similar confidential commercially-sensitive information (i.e. financial or sales records/reports, marketing or business strategies/plans, product development, customer lists, patents, trademarks, etc.); managing the use of the computer system; and/or assisting employees in the management of electronic data during periods of absence.
- You should not interpret the use of password protection as creating a right or expectation of privacy. To protect everyone involved, no one can have a right or expectation of privacy regarding the receipt, transmission, or storage of data on the School voicemail/email/Internet system.

Any employees who violate this policy will be subject to corrective action, up to and including termination of employment. If necessary, the School will also advise law enforcement officials of any illegal conduct.

Benefits

Crime Victim Leave Policy

In accordance with the Mississippi Crime Victims' Bill of Rights, you may take time off to respond to a subpoena or participate in the reasonable preparation of a criminal proceeding if:

- You are a victim of the crime at issue in the proceedings; or
- The victim is deceased or incapacitated, and you are an immediate family member or a lawful representative.

Immediate family member means the spouse, parent, child, sibling, grandparent, or guardian of the victim.

Time off under this policy will be without pay; however, exempt employees may receive pay as required by applicable law. You may opt to use PTO for any unpaid time off.

The School will not retaliate against employees who request or take leave in accordance with this policy.

Health Insurance

Starr King School for the Ministry provides its regular exempt employees with health insurance at time of hire. You have the option of dependent coverage at your own expense. Medical plan benefits for eligible employees and their dependents are described in detail in the Summary Plan Description (SPD) that is available to all eligible employees. These benefits may be canceled or changed at the discretion of the School, unless otherwise required by law.

FMLA Subpolicy: Health benefits during Family and Medical Leave Act (FMLA) leave are maintained by the School on the same terms as if you continued to work. You must make arrangements to pay your share of the health insurance premium on a monthly basis to maintain insurance coverage. Contact [the Payroll Department] to determine your contribution amount. The obligation of School to maintain health benefits stops when:

- You inform the School of your intent not to return to work at the end of the leave period; or
- You fail to return to work when the FMLA entitlement is exhausted; or
- You fail to timely make your premium payments.

The School will be entitled to recover premiums paid to maintain health insurance coverage for you if you fail to return to work from leave.

Plan eligibility does not necessarily mean coverage for all medical treatments or procedures. Under changed circumstances, you may be responsible for contributing to the cost of increased premiums. This benefit, as well as other benefits, may be canceled or changed at the discretion of the School, unless otherwise required by law.

COBRA Subpolicy: If you or a dependent become ineligible for benefits due to a change in work hours or through a life event, or you leave employment with us, you may have the right to continue your medical benefits under the Consolidated Omnibus Budget Reconciliation Act (COBRA). The School will mail you information about your COBRA rights.

Jury Duty Leave

Starr King School for the Ministry encourages employees to fulfill their civic duties related to jury duty. If you are summoned for jury duty, notify your Dean as soon as possible to make scheduling arrangements.

If you are classified as exempt, you will not incur any deduction in pay for a partial week's absence due to jury duty. If you are classified as nonexempt, you will not be compensated for time spent on jury duty. You may opt to use PTO in place of unpaid leave.

The School reserves the right to require employees to provide proof of jury duty service to the extent authorized by law.

The School will not retaliate against employees who request or take leave in accordance with this policy.

Paid Time Off (PTO) Policy

Paid time off (PTO) provides you with the flexibility to use your time off to meet your personal needs, while recognizing your individual responsibility to manage your paid time off.

You will accumulate PTO each pay period worked and it is up to you to allocate how you will use it — for vacation, illness, caring for children, school activities, medical/dental appointments, personal business, or emergencies. Starr King School for the Ministry may require you to use any unused PTO during disability or family medical leave, or any other leave of absence, when permissible according to state and federal law. The amount of PTO earned will depend on your length of service with the School.

PTO does not replace our holiday schedule. We will continue to have designated paid holidays each year.

Eligibility

You are eligible to receive PTO if you are a regularly scheduled to work at least [[#]] hours per week. [[Part-time employees working more than [#] hours per week accrue PTO on a prorated basis, depending on the number of hours worked.]]

Deposits into Your Leave Account

The amount of PTO you accrue each year is based on your length of service and accrues according to the accrual schedule determined by the School. PTO is accrued as you work. You will not accrue PTO time while you are taking time off for any reason.

Maximum Accrual

Although you may carry over unused PTO time from year to year, there is a cap on the amount of PTO time you can accrue. Once you reach your cap, you will not accrue any more PTO until you use some of the time in your account and drop below the cap. After your balance goes below the cap, you will begin accruing PTO again. However, you will not receive retroactive credit for time worked while you were at the cap limit. PTO accrual is capped at one and one half times your annual PTO accrual rate.

The amount of PTO accrued, used, and available will appear on your paycheck stub.

Termination

You will be paid for all accrued and unused PTO when you leave the School.

Using Your PTO

The minimum amount of PTO you can use at one time is one hour.

Notice and Scheduling

You are required to provide your Dean with reasonable advance notice and obtain approval prior to using PTO. This allows for you and your Dean to prepare for your time off and assure that all staffing needs are met. There may be occasions, such as sudden illness, when you cannot provide advance notice. In those situations, inform your Dean of your circumstances as soon as possible.

Voting Leave

If your work schedule prevents you from voting on Election Day, Starr King School for the Ministry

will allow you a reasonable time off to vote. The time when you can go to vote will be at the discretion of your Dean, consistent with applicable legal requirements.

Safety and Loss Prevention

Drug and Alcohol Policy

Starr King School for the Ministry is committed to providing a safe, healthy, and productive work environment. Consistent with this commitment, it is the intent of School to maintain a drug and alcohol-free workplace. Being under the influence of alcohol or illegal drugs (as classified under federal, state, or local laws), including marijuana, while on the job may pose a serious health and safety risk to others, which will not be tolerated.

Prohibited Conduct

The School expressly prohibits employees from engaging in the following activities when they are on duty or conducting School business or on School premises (whether or not they are working):

- The use, abuse, or being under the influence of alcohol, illegal drugs, or other impairing substances.
- The possession, sale, purchase, transfer, or transit of any illegal or unauthorized drug, including prescription medication that is not prescribed to the individual, or drug-related paraphernalia.
- The illegal use or abuse of prescription drugs.

While the use of marijuana has been legalized under some state laws for medicinal [and/or recreational] uses, it remains an illegal drug under federal law and its use, as it impacts the workplace, is prohibited by School policy. The School does not discriminate against employees solely on the basis of their off-duty use of medical marijuana in compliance with [list state(s)] medical marijuana law. You may not consume or be under the influence of marijuana while on duty or at work, even if you have a valid prescription for medical marijuana.

Nothing in this policy is meant to prohibit your appropriate use of over-the-counter medication or other medication that can legally be prescribed under both federal and state law, if it does not impair your job performance or safety or the safety of others. If you take over-the-counter medication or other medication that can legally be prescribed under both federal and state law to treat a disability, inform your Dean if you believe the medication may impair your job performance, safety, or the safety of others or if you believe you need a reasonable accommodation before reporting to work while under the influence of that medication.

Employer-Sponsored Events

From time to time, the School may sponsor social or business-related events where alcohol may be served. This policy does not prohibit the use or consumption of alcohol at these events. However, if you choose to consume alcohol at such events, you must do so responsibly and maintain your obligation to conduct yourself properly and professionally at all times.

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The School may assist you in seeking treatment or rehabilitation for drug or alcohol dependency. In such cases, the School may consider your continued employment as long as concerns regarding safety,

health, production, communication, or other work-related matters are adequately addressed. The School may also require you to obtain a medical clearance and agree to random testing and a "one-strike" rule as a condition of continued employment.

Violations

A violation of this policy may result in disciplinary action, up to and including termination of employment.

Nonsmoking Policy

Starr King School for the Ministry is concerned about the effect that smoking and secondhand smoke inhalation can have on its employees and clients. Smoking in the office, client areas, and restrooms is prohibited.

Trade Secrets and Inventions

Inventions

Any invention created, in whole or in part, during your work hours, or from the use of equipment or facilities belonging to Starr King School for the Ministry, is a "work for hire" and is the property of the School.

If you intend to develop and maintain property rights to any invention that relates in any way to products or services of the School, you are required to obtain a written waiver of this policy, signed by both you and the VP of Finance and Administration.



STUDENT HANDBOOK

Our Mission

The mission of Starr King School for the Ministry is to educate people for Unitarian Universalist ministry and for progressive religious leadership in society.

Starr King School's distinctive educational approach is rooted in the Unitarian Universalist values of countering oppressions, cultivating multi-religious life and learning, and creating just and sustainable communities.

Starr King School aims to educate the whole person in the service of love, compassion, and justice, through:

- Teaching by who we are and what we do
- Student-centered participatory learning
- Excellence and depth in religious studies
- Formation in the arts of religious leadership
- Service with congregations and communities
- Active membership in the Graduate Theological Union
- Deepening self-awareness and cultivating spiritual practice
- Striving to live in right relationship with self, others and the earth

Our History

Starr King School opened its doors in 1904 as the Pacific Unitarian School for the Ministry and was incorporated in 1906 as “an institution for educating students for the Christian ministry, and especially for that of the Unitarian churches.”

The school’s founders had identified the need for a liberal theological school in the West, one suited, said a prospectus, to the “training of ministers for their work in the very field in which they are to serve.” They wanted ministers who focused on the practical realities of church life and had a vision for serving the common good.

The Pacific Unitarian School for the Ministry held its first classes at the First Unitarian Church of Oakland and moved to Berkeley two years later to be near other seminaries and the University of California, where students were free to take classes. From the beginning, the school welcomed students from other parts of the world and other denominations, as well as women.

Over its more than 100-year history, Starr King has held fast to its commitment to religion that is both liberal and liberating. At the school’s heart is a passion for transformative education and a belief in the possibilities that lie within human beings.

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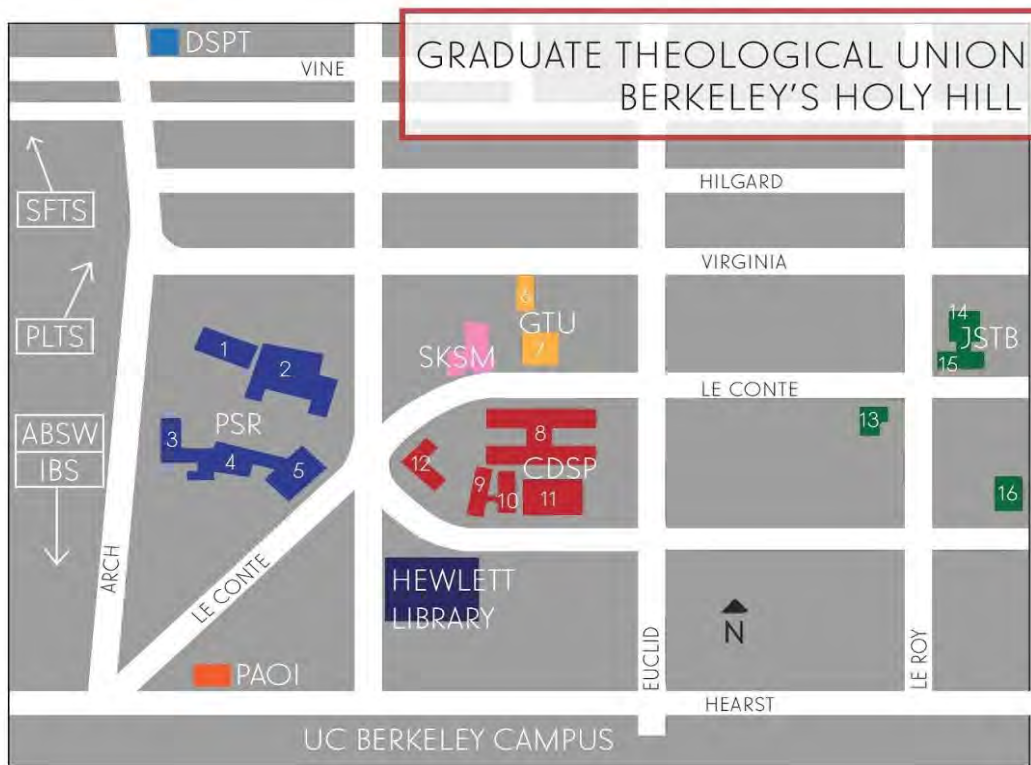
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Getting Oriented



GTU Map



DSPT 2301 Vine PSR 1798 Scenic 1. Mudd 2. Holbrook 3. Benton 4. D'Autremont 5. Chapel Hewlett Library 2400 Ridge Administration Offices SKSM 2441 LeConte IBS 2140 Durant	GTU 6. 2452 Virginia - Annex Center for Islamic Studies Center for Dharma Studies 7. 2465 LeConte Faculty Offices Student Affairs Student Lounge Center for Jewish Studies PAOI 2311 Hearst ABSW 2606 Dwight Way PLTS 2770 Marin	CDSP 2451 Ridge 8. Parsons 9. Chapel 10. Gibbs 11. Shires 12. Easton JST 1735 Le Roy 13. Shalom 14. Alma 15. Claver 16. Chardin SFTS 105 Seminary Road San Anselmo
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GTU Member Schools & Academic Centers

Member Schools

The American Baptist Seminary of the West (ABSW) The
Church Divinity School of the Pacific (CDSP) Dominican
School of Philosophy & Theology (DSPT)

Graduate Theological Union

Jesuit School of Theology of Santa Clara University (JST)

Pacific Lutheran Theological Seminary of California Lutheran
University (PLTS-CLU)

Pacific School of Religion (PSR)

San Francisco Theological Seminary (SFTS)

Academic Centers

The Center for the Arts & Religion (CARE)

The Mira and Ajay Shingal Center for Dharma Studies (CDS)

The Center for Islamic Studies (CIS)

The Richard S. Dinner Center for Jewish Studies (CJS)

The Center for Swedenborgian Studies (CSS)

The Center for Theology and the Natural Sciences (CTNS))

SKSM/GTU KEY DATES

Academic Calendar

2018 - 2019

Summer 2018:

August

13 th --- 31 st	Fall Registration Opens
15 – 17 th	SKSM Orientation
6 th – 31 st	SKSM Intensive Classes
22 nd	UCB Instruction Begins

FALL SEMESTER 2018:

September

1 st – 14 th	Late Registration for fall 2018
3 rd	Labor Day: Academic and Administrative Holiday (Library Closed)
4 th	GTU Instruction Begins
7 th	UCB Cross Registration Forms Due
14 th	Deadline for Students to Make Changes in Enrollment
14 th	Starr King Individual Learning Course Forms Due (SKIL)
14 th	Last Day for Late Registration
14 th	Leave of Absence, Program Extension, or Part-Time Status Due
14 th	Stickers Due on Library Cards
17 th	Petition to Graduate in December 2018 Due
18 – 19 th	Yom Kippur (no classes, Administrative Holiday for SKSM Only)

October

16 th	No Changes in Enrollment
22-26 th	Reading Week

November

1 st	Institutional Aid Scholarship Deadline for spring
5 th - 16 th	Early Registration for Intersession & Spring 2018
16 th	Last day for early registration for intersession and spring
22 nd & 23 rd	Thanksgiving: Academic and Administrative Holiday (Library closed)

December

10 th –14 th	Study Week
14 th	Petition to Submit an Incomplete for fall 2018 Due
14 th	GTU Instruction Ends
14 th	UCB Semester Ends
20 Th – Jan 7 th	Christmas-New Year's: Administrative Holiday (Library Closed)

INTERSESSION 2019

January

4 th	Deadline to make up an Incomplete from fall 2018
7 th – 25 th	SKSM Intensive Classes
7 th	GTU Instruction Begins
9 th – 11 th	SKSM Orientation
12 th	Symposium
21 st	Martin Luther King, Jr. Day: Academic and Administrative holiday (Library Closed)
21 st – Feb 1 st	General Registration opens for spring 2019
22 nd	UCB Instruction Begins
25 th	Petition to Submit an Incomplete for Intercession 2018 Due
25 th	GTU & SKSM Intercession Instruction Ends
25 th	Petition to Graduate in spring 2019 Due

SPRING SEMESTER 2019

February

1 st	Last day for general registration for spring 2019
4 th	Spring Instruction Starts
8 th	UCB Cross Registration Forms Due
2 nd -15 th	Late Registration for spring 2019
15 th	Starr King Individual Learning Course Forms Due (SKIL)
15 th	Deadline for Registered Students to Make Changes in Enrollment
15 th	Leave of Absence, Program Extension, or Part-Time Status Forms Due
15 th	Deadline to Make Up an Incomplete from Intercession 2019
15 th	Last day for Late Registration
15 Th	Stickers Due on Library Cards
18 th	Presidents' Day: Academic and Administrative holiday (library closed)

March

8 th	Deadline to Submit Grades Intersession Incompletes
25 th – 29 th	Reading Week
29 th	Mid-Semester Evaluations Due
April	
19 th	Good Friday: Academic and Administrative holiday (Library closed)
21 st	Easter (Library Closed)
8 th – 19 th	Early Registration opens for fall 2019
15 th	No Changes to Enrollment
8 th	Summer 2019 registration opens
May	
10 th	UCB Instruction Ends
10 th	SKSM Instruction ends
24 th	Petition to Submit an Incomplete from spring 2019 Due
16 th	SKSM Commencement
27 th	Memorial Day: Administrative Holiday (Library Closed)
June	
14 th	Deadline to Make-up an Incomplete for spring 2019
July	
4 th	Independence Day: Administrative Holiday (Library closed)

Chaplaincy Institute Dates

2018

August	
6 th – 10 th	Spiritual Direction II Module
15 th – 19 th	Theravada Buddhism Module
September	
12 th – 16 th	Judaism Module
15 th	ChI Community Ordination Ceremony
October	
17 th – 21 st	Spiritual Psychology I Module

November14th – 18th

Hinduism & Sikhism Module

December12th – 16th

Spiritual Psychology II Module

2019**February**18th – 22nd19th – 23rd

Spiritual Direction I

Global Spiritual Traditions I

March11th – 14th14th-17th

Ministry Basics I

Eco-Ministry

April22nd – 26th23rd – 27th

Spiritual Direction II

Global Spiritual Traditions 2

May13th – 15th15th – 18th

Theological Literacy

Ministry Basics 2

June11th-12th13th-15th

Spiritual But Not Religious

Science and Spirit

July13th-14th15th-17th18th-20th

Arts for Awakening

Healthcare Chaplaincy

Being with Dying and Death

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Dianne Daniels, *Student Member*

Core Faculty

Rev. Dr. Gabriella Lettini

*Dean of Faculty & Chief Academic Officer
Aurelia Henry Reinhardt Professor of
Theological Ethics
Director of Studies in Public Ministry*

Dr. Ghazala Anwar

Associate Professor of Quranic Studies

Rev. Sofia Betancourt

*Assistant Professor of Unitarian Universalist
Theologies & Ethics*

Rev. Dr. Christopher Schelin

*Dean of Students and Director of Contextual
Education*

*Assistant Professor of Practical and Political
Theologies*

Faculty

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*Visiting Assistant Professor of Jewish History &
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J. Tyson Casey

*Visiting Assistant Professor of Leadership &
Movements*

Rev. Dr. Hugo Córdova Quero

*Visiting Associate Professor of Critical Theories and
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Megan Dowdell
Visiting Assistant Professor of Ethics & Society

Rev. Michelle Favreault
Assistant Professor of Liberal Religious Education & Liturgy

Rev. Christine Fry
Visiting Assistant Professor of Spiritual Practice & Care

Rev. Dr. Devorah Greenstein
Associate Professor of Religion & Psychology

Rev. Tera Klein
Visiting Assistant Professor of the Practice of Congregational Life

Rev. Chris Long
Visiting Assistant Professor of the Practice of Ministry & Students of Color Convener

Rev. Lindi Ramsden
*Director of Partnerships and Emerging Programs
Visiting Assistant Professor of Faith & Public Life*

Rev. Dr. Meg Richardson
Associate Dean of Faculty & Assistant Professor of Unitarian Universalist History

Betty-Jeanne Rueters-Ward
Visiting Assistant Professor of Transformative Leadership

Rev. Dr. Christopher Schelin
*Dean of Students and Director of Contextual Education
Assistant Professor of Practical and Political Theologies*

Rev. Dr. Sheri Prud'homme
Assistant Professor of Religion and Education

Taya Shere
Visiting Assistant Professor of Organic Multireligious Ritual

Adjunct Faculty

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Shannon Frediani

Rev. Erika Hewitt

Rev. Roger Jones

Cassie Lipowitz

Rev. Dr. John Mabry

Rev. Lauren Van Hamm

Rev. Dr. Maria Cristina Vlassidis Burgoa

Hilda Mason Teaching Fellows

Ariel Aaronson-Eves

Faryn Borella

Newhall Fellow

Ada Rene Williams

Advisor List Fall 2018

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Dr. Ashley L Bacchi

Rev. Sofia Betancourt

J. Tyson Casey

Megan Dowdell

Rev. Michelle Favreault

Rev. Chris Fry

Rev. Dr. Devorah Greenstein

Rev. Tera Klein

Rev. Dr. Gabriella Lettini

Rev. Chris Long

Rev. Dr. Sheri Prud'homme

Rev. Dr. Meg Richardson

Betty-Jeanne Rueters-Ward

Taya Shere

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Registrar

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Dawn Higdon-Powell

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*Director of Partnerships and Emerging
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Rev. Dr. Meg Richardson
Associate Dean of Faculty

Rev. Dr. Christopher Schelin
*Dean of Students & Director of Contextual
Education*

Matthew Waterman
Admissions and Recruitment

Fred Williamson
Facilities Director

Getting Settled



Housing Options

Starr King School for the Ministry does not directly supply any housing for students, staff, and faculty. The San Francisco Bay Area's notorious housing crunch has resulted in high rental costs and limited availability. But with diligence, luck, and networking, Starr King students have been able to find housing. Our Admissions Office provides counsel to new high-residency students as they begin their search, and our Office of Student Services assists low-residency and commuter students with temporary housing options.

Student housing arrangements include shared single-family homes, apartments, co-ops and intentional communities. Craigslist and the larger SKSM network are available to help students find shared housing.

Other schools in the Graduate Theological Union (GTU) consortium offer housing to SKSM students once they have housed their own students. In addition to dorm rooms, and apartments, some schools rent to commuter students one or two days a week.

The Graduate Theological Union webpage has a comprehensive list of housing resources: <http://gtu.edu/admissions/life-at-gtu/housing>.

The following schools are places to start:

Pacific School of Religion (PSR)

Dorm facilities are located on the PSR campus at 1798 Scenic Ave.
www.psr.edu/housing
housing@psr.edu | 510.849.8255

Church Divinity School of the Pacific (CDSP)

Dorms and unfurnished apartments are located on the CDSP campus, across Le

Conte Ave. from SKSM.

www.cdsp.edu/admissions/housing

Melville Hayes-Martin, Housing Officer
mhayes-martin@cdsp.edu | 510.204.0705

Short-Term/Guest Housing:

Eastonhall@cdsp.edu

Pacific Lutheran Theological Seminary

Apartments at 1300 Delaware, near North Berkeley BART.

www.plts.edu/admissions/housingadmissions@plts.edu | 510.559.2730

American Baptist Seminary of the West

Apartments at 2508 Benvenue Ave., four blocks south of UC Berkeley.

www.abswapartments.com

leasing@hudsonmcdonald.com | 510.665.9900

For off campus housing, most SKSM students live in Berkeley or in the larger Bay Area in such cities as Alameda, Albany, Concord, Dublin, El Cerrito, Hayward, Lafayette, Livermore, Martinez, Oakland, Richmond, San Francisco, and Walnut Creek.

Home Hospitality for Low Residency and Commuter Students

Some members of local Unitarian Universalist congregations open their homes during parts of August and January to offer free home hospitality to low residency students in town for Intensives, Orientation, and Symposium. Others additionally offer space for "medium-residency" students who may commute to SKSM for coursework during the fall and spring semesters. The Dean of Students (cschelin@sksm.edu) and SKSM student workers coordinate the program with local volunteers.

Dining and Meals

PSR operates a dining hall that offers meal plans to students of member schools, as well as a variety of a la carte items. The dining hall is open Monday – Saturday. For more information, visit <http://www.psr.edu/dining>.

A variety of restaurants are located just a short walk from SKSM on Euclid Avenue, adjacent to the north gate of the UC Berkeley campus.

Transit

It's possible to live in the San Francisco Bay Area without a car. BART and other transit services, Amtrak and CalTrain, taxis and ride sharing services (Uber and Lyft) can get you around the Bay. Some SKSM students find bicycles a viable transportation mode, thanks to the region's mild weather. Clipper Cards (www.clippercard.com) allow you to ride in multiple modes, without fishing around in your pockets for change. Visit 511.org for transit planning.

Parking, Bikes, & Lockers

Bike Policy

Bikes may be locked up on the bike rack in the back of the building near the fountain. Bikes are not permitted in the school building. Please do not lock bikes on the front ramp of the school.

Parking at SKSM

Student parking is not available in the SKSM lot, except for those with mobility issues or special circumstances. Street parking is available, but

cars must be moved every two hours, and the parking laws tend to be strictly enforced.

All-day public parking is available at the UC Berkeley Lower Hearst Garage, located at the bottom of Scenic Avenue. Public spaces are on the second (lower) level and marked with a yellow stripe. Rates are \$2 per hour with a \$20 maximum.

If you have mobility challenges, or are severely impacted by the lack of parking, please talk to the Operations Director for assistance.

Locker Policy

Lockers are available for personal use on the school premises and are the property of the Starr King School for the Ministry. These lockers are made available for personal use in storing personal supplies and personal items necessary for use at school. The lockers are not to be used to store items which cause, or can reasonably be foreseen to cause, an interference with school purposes or an educational function, or which are forbidden by city, state or federal law or school policy. In order to implement the school policy concerning personal lockers, the following are the requirements and regulations:

Locks will be provided by Starr King School for the Ministry and Starr King School for the Ministry will retain access to personal lockers by keeping a master list of combinations or retaining a master key. Individuals may not use their own locks or prevent access to lockers by Starr King School for the Ministry and any unauthorized locks will be removed without notice and destroyed. Individuals are expected to keep their lockers in a clean and orderly manner.

Health Insurance

Any degree seeking student taking 6 or more credit hours is obligated to enroll in the SKSM Student Health Insurance Plan unless proof of comparable insurance is provided. Eligible dependents are also eligible to enroll in this plan.

SKSM's Student Health Insurance Plan (SHIP) is underwritten by [United Healthcare](#) and brokered by [Gallagher Student Health & Special Risk](#).

To learn more about the UnitedHealthcare insurance plan cost, coverage, and benefits, as well as to enroll or to request a waiver, visit the SKSM page on the Gallagher website: www.gallagherstudent.com/sksm. Select "My Benefits and Plan Information" on the left-hand menu for more detailed explanations of the SHIP terms and services.

Enrollment or Waiver Request for the Student Health Insurance Plans

Every SKSM student must either enroll in the SHIP or request a waiver before or at the start of each academic year. September 14, 2018 is the deadline to enroll or to request a waiver for the current year.

Students who do not complete a waiver form by the published deadline will be automatically enrolled in and billed for the Student Health Insurance Plan.

Enrollment in the UnitedHealthcare Student Health Insurance Program is for the twelve months of the academic year beginning on September 1, 2018 and ending on August 31, 2019. Unless your eligibility to participate in the program changes, you will be enrolled for the entire year. You can be billed for half the

premium in fall and spring semester, but you are responsible for the full year's payment.

For students that matriculate in the spring semester, the plan becomes effective February 1st. You will be enrolled through the end of the academic year and would need to re-enroll or submit a waiver for 2019-2020.

Student Health Insurance Plan Coverage

The plan is fully compliant with the Affordable Care Act and all other federal and state mandates. The plan offers comprehensive benefits that include hospital room and board, inpatient and outpatient surgical procedures, labs and x-rays, chemotherapy and radiation, inpatient and outpatient mental health services, physician office visits, consultant visits, ambulance, emergency care, and prescription drugs.

Preventive Care Services are available at no cost sharing when received from an In-Network Providers. Preventive Care Services may include routine physicals and examinations, routine screenings, routine GYN examinations, and most immunizations.

Student Health Insurance Plan Cost

Students enrolling in the Fall are billed both semesters and are responsible for the full annual premium. Students starting school in Spring semester will pay the Spring/Summer prorated premium.

Students	Total Annual (9/1/19- 8/31/19)	Spring/Summer (2/1/19 - 8/31/19)
Enrollment/ Waiver Deadline	September 14, 2018	February 15, 2019

Student	\$2,651	\$1,540
Spouse*	\$2,651	\$1,540
One Child*	\$2,651	\$1,540
2 or More Children*	\$5,302	\$3,080
Spouse + 2 or More Children*	\$7,953	\$4,620

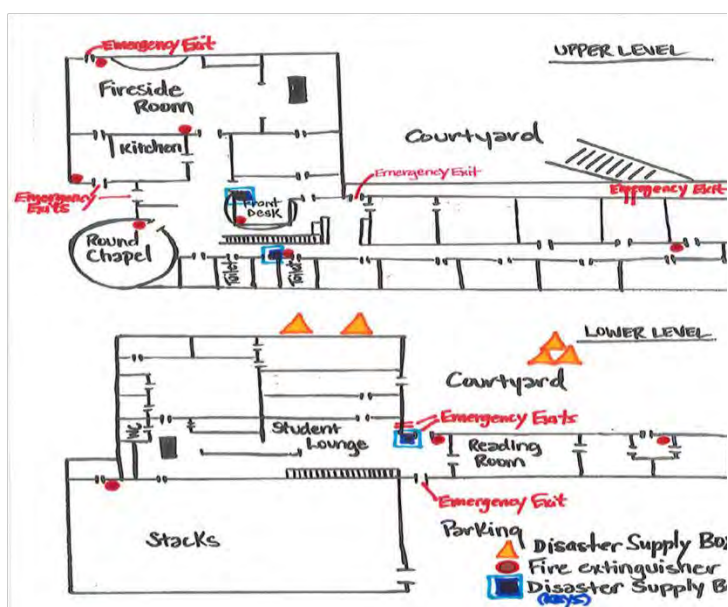
*A nominal, non-refundable processing fee applies.

Please contact Dr. Christopher Schelin (cschelin@sksm.edu) with any questions.

Safety, Security, & Preparedness

Fire Extinguishers and Emergency Supplies

Fire extinguishers are serviced every year – and are maintained in the following locations and are indicated by the red circles on the diagram:



What to do in Case of Fire

Most fires start out small, but after a few minutes can be out of control. It is important to act fast to sound the alarm, and just as important to know what to do and how to do it quickly.

THINK FAST, ACT WITH CAUTION:

When you first discover a fire, determine what to do immediately. If the fire is small, grab a fire extinguisher and put it out. If the fire is too much for you to handle, report it immediately – sound the alarm within the building and call 911.

WARN THE PEOPLE:

Warn all people in the area immediately surrounding the fire so that they can get to places of safety.

STAND BY:

Wait in a safe place for firefighters and direct them to the location of the fire. Valuable minutes are wasted when they need to look for the fire themselves.

FIREFIGHTING:

Everyone is responsible for preventing fires, but there is no need to join in the firefighting unless directed to do so by the authorities.

Keys for the large orange disaster supply boxes (outside) are indicated by blue squares, while the orange emergency supply boxes, themselves, are indicated by orange triangles. The boxes can be opened using keys from any of three key-boxes – they are interchangeable. The boxes contain emergency supplies like blankets, flashlights, food, water, tools, etc. for large numbers of people during a serious emergency, such as an earthquake.

Additionally, orange buckets are located underneath each staff/faculty desk, as well as reception, and contain individual emergency supplies like hard hats, flashlights, walkie-talkies, Clif bars, water, basic first aid needs, etc. fire personnel on site.

Campus Crime and Safety

Introduction

Starr King School for the Ministry (SKSM) highly values the individual and collective security of its staff, faculty and students. This is so not only because it cares about individual safety, but also because Congress has set many requirements for campus crime policies and reporting. The Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act), codified at 20 U.S.C. 1092(f) as part of the Higher Education Act of 1965 (HEA), requires that SKSM disclose policy information and crime statistics as part of a campus security report published annually.

This report serves as the campus security report for Starr King School for the Ministry for the academic year -2018 -2019

At SKSM, the Operations Director has the responsibility for gathering statistics, identifying reportable crimes and providing them to the Department of Education and the public, and for the preparation of this report. The campus security report can be viewed on SKSM website and copies of it may be obtained from Starr King School for the Ministry. The information in this report comes from a variety of sources, including the City of Berkeley Police Department, incidents reported to Starr King School for the Ministry, and the member schools of the consortium.

Campus Safety

SKSM informs students and employees annually about campus security procedures and practices thru dissemination of this report.

Starr King School for the Ministry does not have a campus law enforcement or safety staff. No employee of SKSM has, within the scope of their SKSM employment, police powers or the authority to arrest individuals.

Since SKSM does not have its own safety staff, SKSM urges persons affiliated with the school to make use of the extensive safety resources at the City of Berkeley Police and Fire Departments and the University of California at Berkeley, if you feel safe doing so. SKSM encourages students and employees to be responsible for their own safety and the security of others. You can do this by informing yourself about safety procedures and crime avoidance tips available from the City of Berkeley and the University of California. You may access this information at the following websites:

City of Berkeley Police Department:

<http://www.ci.berkeley.ca.us/police/>

City of Berkeley Fire Department:

<http://www.ci.berkeley.ca.us/DepartmentHome.aspx?id=10180>

UC Berkeley Emergency Management:

<http://oep.berkeley.edu/get-prepared>

The University of California operates a night escort service that SKSM students are encouraged to use. The service provides escorts who will walk you to your car, a shuttle bus, public transportation, or home if you live nearby. Call 642-WALK from 6:00 PM to 2:00 AM. Boundaries for the service are: Cedar (North), Parker (South), Shattuck (West) and Prospect (East).

Access to Starr King Campus and Buildings

Access to all space on SKSM campus is limited to the official occupant of that space and that occupant's officers, employees, students, guests and/or invitees.

Keys and access codes allowing entry to SKSM building and offices are issued by the Operations Director who maintains a list of persons holding keys and access codes.

Unauthorized copying or lending to unauthorized persons, of keys or access codes, is expressly forbidden by SKSM. Violations of this policy may result in the loss of access privileges.

For the safety of our students, staff and faculty, doors leading to the outside must be kept locked at all times. Please do not prop open any doors.

For any questions regarding building use or access, please see the Operations Director.

Security of Starr King

Members of SKSM community are charged with responsibility for safeguarding the spaces under their control, maintaining custody of the keys and access codes to which they have been entrusted, and reporting promptly the loss of any such keys or codes. The Operations Director has responsibility for close control of the activities of persons engaged in any form of maintenance or repair anywhere on the campus.

Procedures to Report Criminal Activity & Emergencies

Members of SKSM community, or any other person authorized to be present on SKSM campus, should report any suspected criminal

activity or other emergency that poses a threat to life or property.

- If immediate danger to life or property exists, dial 911 if you feel safe doing so.
- If immediate danger is not present, call the Berkeley Police Department at (510) 9815900 to report criminal activity.
- In all cases, report the accident to VP of Finance and Administration (kgibbs@sksm.edu) or other senior administrator. You may ask the Operations Director for a Crime Incident Report at <https://www.sksm.edu/resources/student-forms/>.
- The Operations Director will work with the President of the school to ensure that all reports received are investigated and appropriate actions taken.
- Starr King School for the Ministry urges that all crimes be reported.
- Incidents that may or may not be crimes should also be reported using procedures for reporting crimes on a voluntary, confidential basis for inclusion in the Campus Security Report.

Information about Registered Sex Offenders

Information about registered sex offenders under section 17010(j) of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S. Code 14071(j), may be obtained from the City of Berkeley Police Department. The Berkeley Police Department is located at 2100 Martin Luther King Way, Berkeley, CA 94704 and may be reached by telephone at (510) 9815900. Federal law requires persons who must register as sex offenders to provide notice to the state if they are employed by or a student at an institution of higher education. Since Starr King School for the Ministry does not have a campus police department, sex offenders must register with the chief of police of the City of

Berkeley. They must notify the chief of police within 5 days of enrolling in SKSM, moving to the City of Berkeley, or of being convicted of an offense qualifying them as sex offenders. The Family Educational Rights and Privacy Act (FERPA) does not prohibit institutions from disclosing information about registered sex offenders. Megan's Law makes available to adults and organizations information on "serious" and "high-risk" sex offenders in their local community. The information on a registered sex offender includes:

- Name and known aliases
- Age and sex
- Physical description, including scars, marks and tattoos
- Photograph, if available
- Crimes resulting in registration
- County of residence
- Zip code (based on last registration)

Viewing this information is free. In December 2004 the State of California created a website that provides detailed information about registered sex offenders that can be viewed by going to <http://meganslaw.ca.gov>.

You can also find a map of known or registered sex offenders located in the City of Berkeley on the Berkeley website at

<http://www.ci.berkeley.ca.us/police/departments/sexcrimes/meganslaw.html>.

You may contact the Oakland Police Department at (510) 238-2188 or visit their website at <http://www.oaklandpolice.com/crimprev/megan.html>. The Alameda County Sheriff's Department is also required to make this application available. It may be reached via telephone at (510) 667-3600.

Reporting Criminal Activity and Emergencies

Please report any suspected criminal activity or other emergency that poses a threat to life or property as follows:

- If immediate danger to life or property exists, call 911 first and then alert a staff member of SKSM.
- If immediate danger is not present, call the Berkeley Police Department non-emergency number, (510) 981-5900, and then alert a staff member of SKSM.

SKSM contacts for after-hours emergencies are:

BUILDING EMERGENCIES:

Fred Williamson (510) 417-9971

OTHER EMERGENCIES:

Gabriella Lettini (917) 499-6397

Please fill out a crime incident report in the SKSM office as soon as possible after an incident. Additionally, please report all crimes to the Berkeley Police Department and complete a report (or other paperwork, etc.) as required by the Police Department.

Campus Crime and Safety Report

Starr King School for the Ministry highly values the individual and collective security of its staff, faculty and students. At Starr King, the Operations Director has the responsibility for gathering statistics, identifying reportable crimes and providing them to the Department of Education and the public. The information comes from a variety of sources, including the City of Berkeley Police Department, incidents reported to Starr King, and member schools at the GTU.

Starr King informs students and employees annually about campus security procedures and

practices. Since Starr King does not have its own safety staff, Starr King urges persons at the school to make use of local police and fire departments. Additionally, student, faculty and staff are responsible for their own safety and security. The campus security data is available on our website.

Crime statistics for 2015-2017 are provided in the PDF file linked below. As per federal requirements under the *Clery Act*, Starr King provides statistics for designated crimes, arrests, VAWA (*Violence Against Women Act*) offenses, arrests, unfounded crimes, and disciplinary actions that occur either on campus, or on immediately adjacent public property, which is defined as the 2400 block of Le Conte Avenue.

Crime Data – Campus Security Report 2018

GTU Alerts

Whether you are in high or low residency, we ask you all to take a simple step to strengthen the network of safety here at SKSM and in the other campuses that are part of the GTU. Please sign up for the GTU-Alert emergency warning system. You can opt in to receive a text, email and/or phone call in case of an emergency threatening lives or safety at any of the schools which are part of the GTU.

Examples of when the GTU Alert will be activated:

- Someone with a gun is threatening the GTU campus

- There is a bomb threat that the Berkeley Police Department determines is credible enough to take precautions.
- There is an approaching wild fire, or after an earthquake has caused damage to buildings that could threaten life or safety.

It is very simple to sign up. A FAQ sheet and the link to sign up on-line are available through this link:

<http://www.gtu.edu/sites/default/files/docs/GTU-Alert.pdf>

SKSM Crime Report & Internal Investigation Form

Please use the Crime Report Form to report information about crimes which have occurred at Starr King School for the Ministry. COPIES ARE AVAILABLE FROM THE OPERATIONS DIRECTOR AND AT THE FRONT DESK OF THE SCHOOL. The information collected from these forms is used to prepare a compilation of statistical crime information for the school's Annual Campus Crime Report.

Victims and witnesses to crimes must be made aware that they have a right to report criminal acts to police, and to report school policy violations to the appropriate office. If a person reporting requests anonymity, this request must be honored to the extent permitted by law. Accordingly, no information should be included on this form that would personally identify the victim without their consent. The legislation requires that records or actions related to crime or incident statistics be retained for seven (7) years.

Academics



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Educational Philosophy

Starr King is a Unitarian Universalist and multi-religious theological school preparing spiritual leaders for the 21st century to:

- Counter oppressions
- Call forth compassion, wholeness and liberation
- Cultivate multi-religious life and learning
- Create just and sustainable communities

Starr King offers a graduate school experience that is **Global** in its scope:

- Using new educational technologies, students and teachers live and work in settings all around the globe.
- A vibrant in-person learning community in Berkeley provides a home base.
- Global immersions deepen multi-religious and cross-cultural learning.

Relational in its educational practice:

- Intensive periods in August and January build community among all students, faculty and staff.
- The personal advisor-student relationship anchors the entire educational process.
- Cohort groups connect students for creative interchange across differences and distances, building friendship and mutual support.
- Fieldwork and internships integrate relational learning that is attuned to specific cultures, contexts and struggles for justice.

Adaptive in its modes of teaching and learning:

- Each student achieves competency in the degree threshold requirements through a personalized educational plan, adapted to their vocational goals and the needs of their community.
- Multiple modes of teaching and learning engage students in a holistic and liberating education that calls forth their gifts and

develops their capacities for courageous and compassionate religious leadership.

The Starr King Emergent Educational Design centers education on the transformative power of relationships and honors the “interdependent web of all existence.” Each student works in relationship with a faculty advisor who guides and accompanies their learning process. Courses, immersions, internships and fieldwork projects relate theological studies to the lived realities of specific communities, cultures and traditions. Cohort groups invite students into creative interchange with one another.

Working within a counter-oppressive and multi-religious framework, Starr King students and faculty continually consider the relationships and intersections of religions, the arts, race, class, gender, embodiment, ecologies, cultural representations, sexualities, spiritual practices, justice and peace issues, technologies, and global economic realities. In the preparation of religious leaders for the 21st century, none of these can be treated as peripheral or “add on” considerations, because of all these issues are integral to the realities, beauty, and complexity of human life, understood as a relational whole.

Relational learning cultivates right relationship with self, with others, with communities of accountability, and with the sacred “ground of all relating” which is understood and honored in many ways in diverse religious traditions and spiritual practices.

Constructive learning respects that students have knowledge, experience, and agency to bring to the learning process. Internalized and systemic oppressions are countered by constructive learning which calls forth the presence and full engagement of students as

creators rather than empty vessels or passive recipients of knowledge. Intentionality, self-awareness, and attention to social location are involved. Constructive learning cultivates human capacities and ethical virtues that empower courageous, engaged religious leadership; it is a way of teaching and learning that brings compassion and justice to the world.

Relational/constructive learning represents an evolution of progressive educational practices that are deeply rooted in Starr King's history. Unitarian Universalist religious leaders in the 19th century pioneered revolutionary innovations in education to "call forth and direct aright all the powers of the soul" (William Ellery Channing). Their approach made education both a spiritual practice and an impulse for social change, igniting movements for women's rights, worker rights, indigenous peoples' rights, the abolition of slavery, ecological conservation, nonviolence and resistance to war, and openness to the wisdom of all the world's religious traditions.

Relational/constructive learning calls forth empowered and engaged spiritual leaders, rooted in love and committed to justice.

Advising

SKSM's educational philosophy is carried out through intensive, individual advising by the faculty. Each student is assigned a primary advisor, although that advisor may change over time.

Advisors are available to students from late August to the end of the Fall term and from mid-January to the end of the Spring term. They typically do not work on holidays, weekends or after business hours. Advisors

will devote June to administrative duties, research and writing, will be on vacation in July, and will focus on class preparation in the first part of August.

Advisors are expected to:

- Meet regularly with the student during the academic terms.
- Offer counsel to the advisee in the planning of their course of study and work through the various portals.
- Be familiar with SKSM policies, procedures and deadlines.
- Empower student to stretch, risk and be accountable for their learning.
- Listen and encourage student's spiritual formation.
- Work with student on special reading courses and/or suggest another faculty.
- Consult with student regarding denominational/vocational requirements.
- Guide student in preparation of a final project (MASC) or MA thesis.
- Facilitate student's Portfolio Conference.
- Present the student's Petition to Graduate to the faculty.
- Write letters of reference at the request of the advisee.
- Model appropriate boundaries in the advising relationship.

Because the advising relationship is mutual, students are expected to:

- Meet with the advisor regularly during the academic terms.
- Consult with advisor before registering for courses.
- Come to meetings prepared, with questions, concerns and ideas to share.
- Take notes on meetings, including suggestions received from advisor.
- Respect the schedule and time availability of the advisor.

- Initiate planning process for various degree requirements with advisor
- Request meetings at least a week in advance, when possible.
- Make requests for letters of reference a month in advance, when possible.
- Contact advisor promptly if they need to cancel or reschedule a meeting.
- Consult the Student Handbook first when they have questions about SKSM.
- Turn registration and other forms into advisor in a timely manner.
- Take responsibility for their actions (or inactions) as a student spiritual leader.
- Understand and respect the boundaries of this professional relationship.

Working with the Faculty

Each student who enters Starr King should understand that official matriculation registers an intention to accept the school's guidance. Each student is assigned a primary advisor by the dean of faculty in consultation with the dean of students. Additionally, the entire faculty is available to advise each student on the course of study.

Starr King students have much greater access to faculty members than occurs at other schools. However, that access is not unlimited. The faculty has responsibility for research, writing, class preparation, committee work within SKSM and the GTU, denominational and social justice commitments, administrative duties, and the overall programs and pedagogies of the school. All of these are *in addition to* the teaching and advising that students may see.

In order to facilitate sustainable relationships, the faculty has established these suggestions for its work:

1. Faculty accepts student appointments throughout the Fall, January and Spring terms (except winter breaks). Other times, such as Reading Week, Spring Break, the summer months, are generally dedicated to research and other administrative tasks. Additionally, in the summer, faculty have vacation times during which they do not attend to any SKSM business. You may ask your advisors about their specific preferences for emergency communication during winter break and the summer months.
2. Requests for Letters of Recommendation should be submitted to the faculty member at least one month before the letter is due.
3. Faculty members are limited as to the number of Starr King Individualized Learning (SKIL) courses per semester they may take on (1-3). Please contact Faculty members early on if you are interested in working with them. A request does not mean that the faculty will be available in that term.
4. Faculty are expected to work *at least* one day a week from home without obligations for meetings or appointments to focus on research, writing, and preparations for lecturing or teaching. For many that day is Friday.
5. SKSM Faculty have two rest days a week that they may take Friday, Saturday or Sunday, according to their religious/spiritual observances.
6. Please respect faculty religious observances, rest days, vacation and other times off. This includes not expecting faculty to answer last minute messages at night or on weekends. Practicing respectful and healthy boundaries with your advisor and professors will help you to be a respectful leader who knows how to practice sustainability.

7. If faculty members allow you to have their personal phone number for emergency situations, please do not use it improperly in other situations. Please practice responsible communication.

Making an Office Hour Appointment with an SKSM Faculty Member

Appointments with Faculty members can be made for face to face meetings, phone conferences, or Zoom (voice or video).

Appointments for all Faculty members can be made by emailing individual faculty members at their SKSM.edu email addresses. All Faculty emails are listed on the website (<http://www.sksm.edu>). Please use only your SKSM address when emailing faculty.

Appointment requests emailed to President Rosemary Bray McNatt and Dean Gabriella Lettini will be answered by their assistants.

1. Appointments with faculty are generally made one to two weeks in advance. Please plan ahead. "Same-day" appointments are rare and generally reserved for emergencies involving health or well-being.
2. Appointments will generally be made for 30 minutes. If you would like more time with the professor, kindly note that in your email.
3. When you write to your advisor at the beginning of each term please check if they hold regular office hours each week: planning your meeting during those time frames will speed the planning process.
4. Appointment requests will be answered in the order they are received. For staffing reasons requests may be answered every few days, rather than immediately. Please be patient if it takes a few business days to reply. If your email has not been answered within one week's time, then you may resend your request.

5. Once a time has been set, it is your responsibility to keep the appointment. If you do not, your priority level may drop.
6. Please come prepared to your meetings. Consult the Student Handbook, the course offering and bring any material relevant to the issues you need to discuss. You may prepare a brief agenda for the meeting and send it ahead of time to your advisor.
7. Please take notes during your meetings: it is your responsibility to keep a record of the meeting for yourself and to follow up on what you discuss and agree on with your advisor. Please start a file with your notes early on in your program and review it periodically.
8. Please review the notes from your previous appointments before each meeting.

Other Ways of Contacting a Hi-Res SKSM Faculty Member

We are aware that not every question that you have for a faculty member will require an official appointment. Here are some other ways to consult faculty:

1. You may speak to faculty in person before or after class, but please be considerate and ask if they really have the time: they may need to focus on other tasks.
2. When you see a faculty member in the hallway or elsewhere, please remember that they may be engaged in another task. For your benefit, the faculty member may suggest making an office appointment to give the best response to your questions, or to give your conversation the care and attention it deserves. Always ask whether they are available to speak with you now, or whether you should make an appointment. Kindly respect that decision, as it will result in the best answers being provided to you.
3. Please be mindful of break times for faculty and staff, such as lunch breaks.

4. Unless an office door is open, signaling a welcome to drop-ins, please respect a closed door as an indication that a person is not to be interrupted unless you have an appointment. Please be considerate. Except in the case of an emergency, do not expect people to interrupt everything they are doing because you have a question or need. Ask politely if you can interrupt and be brief. Please be respectful and understanding if people tell you it is not a good time; write an e-mail message instead.
5. **Please DO NOT use Facebook Messenger to contact faculty. Using SKSM email address helps maintain confidentiality, privacy, and is more effective.**

Contacting SKSM Adjunct Faculty, Research Scholars and Hilda Mason Teaching Fellows

1. Send them an email. When using email communication, please remember to use the same consideration that you would in person.
2. SKSM does not give out faculty home phone numbers. Ask the faculty person at the first-class meeting if they can be contacted at home, and, if so, get the number.
3. Adjunct Faculty, Research Scholars and Hilda Mason Teaching Fellows do not have offices or voicemail boxes at the school and cannot be reached by phone via the school.
4. High Residency Adjunct Faculty, Research Scholars and Hilda Mason Teaching have mailboxes in the SKSM Lobby. Be aware they may check it only weekly.

Email Courtesy

When using email communication, please remember to use the same consideration that you would in person, please:

- Write a properly addressed and clear message - unclear messages and questions often lead to confusion and therefore to additional work.

- Include greetings and common expressions of courtesy such as please and thank you.
- Remember to sign.

Expect, too, to enjoy, laugh and cry with your advisor! They are your witness, caring presence, and guide as you make your way through Starr King and beyond.

Thresholds

At Starr King School for the Ministry, our overall goal is to help each person prepare for religious leadership, within a multi-religious and counter-oppressive context. Towards that end, students will develop competency in each of the eight threshold areas described below.

Each threshold corresponds to the traditional disciplines and fields of religious study at the Graduate Theological Union (noted in bold, and in historically Christian language).

In 2014-2015 Starr King faculty created a series of learning outcomes for each threshold as part of its assessment study for the Association of Theological Schools. These learning outcomes will be used to support and document students' progress in each threshold area.

Students will consult and work with their advisors to ensure they meet these learning outcomes. In their first year, they will conduct a **Threshold Review** with their advisor to identify areas where they already have some experience and those that will require more of their attention. In their second year, students will work with their advisor as they write an in-depth **Threshold Assessment** that reflects their work to date in each of the threshold areas. This assessment will become an essential part of their Portfolio Conference and Packet. In their final year, students will prepare

a **Final Threshold Assessment** – again in conversation with their advisor - as part of their Petition to Graduate.

Threshold Learning Outcomes

Threshold One:

Life in Religious Community & Interfaith Engagement

*The Offices of Pastor, Chaplain, and/or
Spiritual Activist*

Students will develop leadership skills in their faith community and/or in interfaith settings. Work in this threshold may include courses in **Cultural and Historical Studies of Religions, Ritual Studies (Liturgical Studies), Functional and Pastoral Theology**, Field Work and Internships. To meet the learning outcomes for this threshold students will:

- Participate in a faith and/or or interfaith community.
- Study how faith communities – including their own - have organized and expressed themselves across time and space, including in their efforts to address injustice.
- Develop and apply leadership skills – including pastoral, organizational, and social change -in a faith community, interfaith setting, and/or movement.
- Examine faith and interfaith communities' engagement – including with social change issues – from multicultural, counter oppressive perspectives.

Threshold Two:

Prophetic Witness & Work

The Offices of Prophet & Social Change Agent

Students will learn to assess and respond to injustice and complex ethical issues in their communities and the world, while recognizing their own social locations and/or privileges. Work in this threshold may include courses in

Ethics and Social Theory, Religion and Society, Religious Leadership for Social Change, Field Work and Internships. To meet the learning outcomes for this threshold, students will:

- Study systemic oppression (e.g., based on race, gender, class, age, religion, ability, etc.), including in one's own community, faith tradition, and life.
- Develop praxis/reflection skills to build just and sustainable communities and counter oppression.
- Become an activist and/or ally with those working for justice in a congregational, interfaith, community, or global setting.
- Engage in interfaith dialogue, action, and community with diverse audiences from a multicultural, counter-oppressive perspective.

Threshold Three:

Sacred Text & Interpretation

The Offices of Preacher and Spiritual Activist

Students will learn to use the sacred texts of the communities they serve in their speaking, writing, art and activism. They will also develop interpretations of sacred texts that are multi-religious and counter-oppressive. This threshold may include courses in **Cultural and Historical Studies of Religions, Media Skills, Biblical Studies, Biblical Languages, Homiletics**, Preaching, Sacred Texts, Field Work and Internships. To meet the learning outcomes for this threshold, students will:

- Study sacred texts (written and oral), interpretive methods and cultural contexts in diverse faith traditions, including their own.
- Use sacred texts (written and oral) and interpretive methods in faith communities, interfaith groups, social change and/or spiritual care settings.
- Develop skills in multi-religious hermeneutics, including sacred texts, in

context and conversation with others through worship, preaching, art, etc.

- Create multi-media resources based on interpretations of sacred texts (written and oral) for multi-religious and counter oppressive purposes.

Threshold Four:
**History of Dissenting Traditions
& Thea/ological Quest**

The Offices of Scholar and Activist

Students will learn to articulate their thea/ology and call to ministry. They will research and connect the histories of dissenting traditions to current events. This threshold may include courses in **History, Church History, Media Skills, Storytelling, Field Work and Internships**. To meet the learning outcomes for this threshold, students will:

- Examine the history and nature of dissent in different faith traditions, including their own.
- Develop a familiarity with the prophetic history of progressive religions and/or movements and their connections with and impact on current events.
- Develop skills in public ministry that are multi-religious and counter-oppressive.
- Address injustice and promote social change as part of a progressive religious community, interfaith group, organization and/or movement.

Threshold Five:
Spiritual Practice & Care for the Soul
The Offices of Pastor, Chaplain & Spiritual Director

Students will develop skills for tending to the spiritual needs of the communities they serve. They will also develop and/or deepen a spiritual practice of their own. This threshold may include courses in **Religion and Psychology, Spirituality, Pastoral Care, Spiritual Direction, Spiritual Practice, Field**

Work and Internships. To meet the learning outcomes for this threshold, students will:

- Develop and/or deepen their own spiritual practice.
- Explore different faith traditions' core spiritual practices and how these might be used to foster spiritual growth, counter oppression and promote social change.
- Create and follow a self-care plan based on a holistic assessment of their needs.
- Offer spiritual care to others in a faith, interfaith, and/or community setting.

Threshold Six:
Thea/ology in Culture & Context
The Offices of Theologian, Scholar & Activist

Students will learn to articulate the thea/ological foundations of their ministry and call to religious leadership and/or spiritual activism. This threshold may include courses in **Systematic and Philosophical Theology, Cultural and Historical Studies of Religions, Social Theory, Religion and Society, Field Work and Internships**. To meet the learning outcomes for this threshold, students will:

- Study thea/ologies of different faith traditions across time and space, including their own.
- Articulate their own thea/ology and call to religious leadership and/or spiritual activism.
- Develop skills in using thea/ological language in worship, education, art, media and/or activism.
- Engage people in thea/ological conversations that are multi-religious and counter-oppressive.

Threshold Seven:
Educating for Wholeness & Liberation
The Offices of Teacher, Educator, Facilitator

Students will develop skills and resources for facilitating the learning, growth and transformation of the people and communities they serve. This threshold may include courses in **Theology and Education, Organizational Development, Conflict Transformation, Religious Education, Human Development, Field Work and Internships**. To meet the learning outcomes for this threshold, students will:

- Study the power of education to address injustice and foster the wholeness and liberation of people, their communities and environment, including through religious education.
- Develop, teach and/or facilitate educational programs, classes or workshops

involving children, youth, and/or adults in congregational, interfaith and/or community settings.

- Develop expertise in a specialized area of social change, ministry and/or spiritual practice and share this knowledge through speaking, writing, activism, media and the arts.
- Create multimedia educational resources that are multi-religious, multigenerational, and counter-oppressive.

Threshold Eight:
Embodied Wisdom & Beauty
The Offices of Liturgist & Artist

Students will learn to employ the arts in a variety of ways in their ministries and will develop and/or deepen a creative practice of their own. They will also learn to recognize cultural misappropriation and ways of avoiding and/or countering it. This threshold may include courses in **Liturgical Studies, Art and Religion, Spirituality**, Field Work and Internships, and specific artistic disciplines. To meet the learning outcomes for this threshold, students will:

- Explore the role of beauty, aesthetics and the arts in different faith traditions and communities, including their own.
- Develop and/or deepen a creative practice of their own.
- Use the arts and beauty in congregational, interfaith and/or community settings, including to address injustice and foster social change.
- Study historical and contemporary examples of cultural misappropriation and ways of avoiding and/or countering it.

Initial Threshold Assessment

At the beginning of their degree program, each student is expected to do a Threshold Review with their advisor to explore where they are in relationship to each of the Thresholds. Midway through their program, students will write an in-depth Threshold Assessment summarizing their work and progress in meeting the learning outcomes of each threshold. Because a student's program of study is individual, the advisor may use differing methods, tools and timing with each advisee. Students are encouraged to confer early with their advisor about these requirements.

A tool called the Threshold Self-Assessment form is posted on the SKSM website under Student Forms:

<https://www.sksm.edu/resources/student-forms/>

The Threshold Assessment must be reviewed and signed by the advisor before a student can set up their Portfolio Conference.

Portals

It is not unusual to find yourself feeling overwhelmed at times. Your advisor will be there to support you as you plan your academic and vocational program. Starr King, as you will

see, uses the language of “thresholds” and “portals” to ground students’ learning experiences. The thresholds point you to the breadth and depth of work that is expected of you. But you – in conversation with your advisor - will explore how, when and where you best do that work. The portals describe in a general way the issues you and your advisor will address each year and when certain key tasks (e.g., your threshold assessment) need to be completed.

Students will not necessarily pass through these Portals in linear fashion. Some may already have accomplished certain tasks (e.g., active involvement in congregation and/or activist group) upon arrival at Starr King while others may choose to move ahead to tasks which especially excite them (e.g., UU history, labor union organizing). As a result, students may find themselves going back and forth through the Portals.

While each student’s path through Starr King will be unique, the portals provide a common structure through which all students will pass. These portals and their associated tasks (including some threshold learning outcomes) are as follows:

Portal One: EXPLORING

- Attend SKSM Orientation*
- Meet with advisor for first time*
- Review advisee/advisor covenant*
- Engage in academic planning*
- Do Threshold Review*
- Identify MASC area of specialization* [MASC]
- Make friends and create a support system
- Develop and/or deepen a spiritual practice
- Participate in a cohort group, student body and/or MASC activities

- Attend religious, interfaith and/or chapel services
- Complete Educating to Counter Oppression
- Core Intensive*
- Attend Symposium*

Portal Two: DEEPENING

- Do Academic Planning*
- Articulate thea/ology and call to religious leadership and/or spiritual activism
- Become involved in a faith/interfaith community, organization or movement
- Complete Multireligious Core Intensive class* [MDIV]
- Fulfill Theology & Ethics for Ministerial Leadership Core Intensive* [MDIV]
- Participate in six-month or longer Community Placement* [MASC]
- Prepare MASC Project proposal [MASC]
- • Study and use sacred texts in culturally appropriate ways
- Conduct research on a historical topic involving dissent and social change
- Use the arts in congregational, interfaith and/or community settings
- Attend Symposium*
- Complete Threshold Assessment*
- Complete Portfolio Conference and Packet*

Portal Three: GOING FORTH

- Academic planning*
- Engage in an internship, clinical pastoral education and/or field education
- Complete MASC Final Project*
- Develop and follow a self-care plan
- Meet with a vocational mentor and/or incare group

- Preach, lead worship and/or conduct rituals
- Teach and/or facilitate a class, group, workshop, etc.
- Develop skills in public ministry and/or sacred activism
- Complete Final Threshold Assessment*
- Update Portfolio Packet*
- Submit Petition to Graduate*
- Assist with Baccalaureate Chapel and/or Commencement
- Final meeting with Advisor to reflect on and celebrate SKSM experience

Tasks marked with an asterisk are required at specific times in a student's journey through Starr King. Be sure to communicate with your advisor as to the best time to complete the required tasks.

ECO COMMITMENT

EDUCATING TO CREATE JUST COMMUNITIES THAT COUNTER OPPRESSIONS

As a theological school, educating in a world blessed with resources of beauty, grace, resistance, and transformation and marked by intersecting forms of violence and injustice, we have made Educating to Create Just Communities that Counter Oppression a priority. The following statement summarizes our vision and hope and serves as a guiding document in our work. This is a living document that our community revises as we continue to learn and expand our understandings.

Rebecca Parker, then President of Starr King School, prepared this statement in 1996. The statement is based primarily on work done by the Board of Trustees during a 1992- 1995 project of theological education with the Board,

led by the Long Range Educational Planning Committee. During that project, students, faculty, trustees, graduates, invited guests and consultants considered the mission and vision of the School. Subsequent public statements of the School, as well as the board and faculty conversations, informed the statement. The faculty and the Board reviewed and reflected on the statement during the 1996-1997 year. During Fall 1998, the faculty voted to establish the «Educating to Counter Oppressions Committee» with this statement as the working document to which we seek to hold ourselves accountable. In the fall of 2005, the ECO Steering Committee edited the document further.

1. «To be what we want to see»

Rev. Rosemary Bray McNatt has asked, “How [can] we teach authentically about creating the beloved community [unless we can] model it within our own walls?”

We recognize that we teach by how we are. We seek to embody just and loving human community, in which people are free to be fully themselves, in which people engage one another in respectful, welcoming ways, and in which no one is rejected, silenced, or exploited because of gender, race, sexual orientation, age, class, or physical character.

We seek to claim the possibilities always present in life: that we will meet one another in love. We seek to affirm rather than break bonds of intimate connection, interdependence, and relationship that are the givens of our existence. We seek to «be with one another, as we are with ourselves, as we are with the ground of all relating, which some call God, » in the words of Robert Kimball.

To keep faith with this desire requires us to recognize that we strive to love one another and

to be just, even as our lives have already been affected by violence, oppressions, and injustice. We have been victims in some contexts, and in others, perpetrators or complicit bystanders.

To be what we want to see involves us in the work simultaneously of recovery from oppression, and of conversion amending our lives and seeking to restore right relationships when we have been complicit with violence or have actively perpetuated oppressions. It also means deepening our capacity to be honest, direct, and present to one another.

2. «To shelter prophetic witness in the world»

We seek to embrace, support, and promote the religious leadership, vision, and wisdom of prophetic people of all genders, who bring to the human community experiences and knowledge that the dominant culture has ignored or silenced. We affirm that such knowledge is present among those often excluded from theological education and from institutionally recognized offices of religious leadership.

We intentionally and pro-actively support the religious leadership of people of color, of women and of transgender and queer people of all colors because of the importance of the witness of their experience and the gift of their religious insight.

In attending to the «precincts not heard from, » the human community may discover wisdom that can lead us beyond the present patterns of oppression and violence towards one another and the earth.

«We are affirming the knowledge and vision from people of color, sexual minorities, and women that holds promise for the creative transformation of our culture.

Religious leadership in our time is coming from people who are capable of being present to suffering without turning away; people whose own life experience has taught them that it is possible to cross thresholds and survive; people who are willing to be authentically themselves when others wish to silence them; people whose presence inspires, challenges, surprises, and calls forth strength from others; people who give themselves to the work of mending the world and are themselves grounded in love. » (Starr King Journal, Spring, 1996)

«We envision theological education that includes engagement with culturally diverse values and life experiences, including those of people whose economic circumstances, lack of education, sexual orientation, and racial characteristics mark them as less valued by culturally dominant groups. This engagement must take place to add freshness to the questions, to deepen caring, and to create just community. » (Starr King Educational Planning Committee, February 1993)

3. «To counter white supremacy»

We seek to resist the perpetuation of cultural and institutional patterns in which the well-being of «whites» is assumed, often unconsciously or uncritically, to be of greater importance than the wellbeing of all; and in which the well-being of whites is achieved through ignoring, oppressing, or exploiting the lives of others.

People of color have resisted white supremacy in many ways. Communities of color teach patterns of resistance. Each person who survives oppression has found and moved along a path of resistance.

Those who «were never meant to survive» but have survived, extend to the larger human

community the wisdom and ways, options and opportunities, sounds and rhythms of resistance and survival. Such people make their lives a gift of authentic presence and witness.

Members of the dominant society often miss the opportunity for fuller human meeting. To become more fully present and engaged, we must all engage in the work of seeing how white identity has been constructed in narcissistic ways. An embrace of fuller humanness relinquishes self-centered needs, arrogance, and self-serving patterns, and contributes to fresh possibilities for just and sustainable community.

Members of the dominant society must accept responsibility for this religious task, without depending on people of color to be «the mirror that talks back» and makes whites visible in their ignorance, thoughtlessness, or denial. At the same time, genuine and transformative human encounter happens when people are willing to speak the truth in love to one another and are open to being confronted.

White supremacy reveals a spiritual crisis at the heart of the dominant culture. Over-consumption and exploitation are hidden and tolerated for the sake of a quality of life that is neither abundant nor sustainable. Engaging white supremacy involves discovering a deeper experience of abundant life. This discovery, in turn, means confronting and changing social systems, including economic systems that perpetuate too banal a sense of «the good life», making it available to too few and causing harm to too many and to the earth.

4. «To work for the common good»

We seek to advance liberation, healing, and the establishment of a just and sustainable society by enabling people to gain the knowledge, experience, skill, and religious understanding

they need to address intersecting forms of violence in North America and around the world.

This means our courses and sites of learning need to provide students of theology with opportunities, for example, to:

- Explore various options, theories, and practices of resistance/liberation/social analyses and transformation.
- Critique theological norms and patterns that undergird racial violence, gender violence, violence against the earth, etc.
- Discover, re-imagine and construct liberating theological visions.
- Gain literacy beyond the «white canon».
- Learn the histories of resistance and struggle against oppressions, as well as the histories of violence and oppressions.
- Critically examine the assumptions and foundations of our current, dominant economic system, which sustains the wealth of too few, and is historically aligned with a construction of race and racial hierarchy that justifies exploitation and stratifies wealth by race and gender.
- Draw on learning and experience in one area of resistance (for example, resistance to sexism) to make common cause with another (for example, resistance to racism).
- Engage directly with oppressed communities and suffering people in the work of survival and resistance.
- Explore ways congregations and religious institutions can promote the common good in our pedagogy and educational philosophy, work in ways that:
- Trust in an empowering and liberating grace larger than ourselves;
- Call forth and welcome the full, authentic presence of people;
- Welcome silenced knowledge, feeling, experience;

- Undergird human wholeness, integrity, interdependence, and agency;
- Foster self-awareness and self-respect;
- Strengthen relational capacities and the ethics of community;
- Deepen knowledge and wisdom arising from engagement with primary texts and primary experience;
- Embody an ongoing practice of inquiry, study, action, and reflection.

Statement on Academic Integrity and Misconduct

(accepted by SKSM Faculty, 12/12/2017)

Starr King School for the Ministry considers the conduct of research and academic scholarship to be moral and political work. Since the beginning of the term's use in the West, "research" has always been connected to European colonialism as scientists and colonial powers sought to define, appropriate, commodify and disseminate knowledge about indigenous communities as well as exploit nature. Academic research has also been marred by the intersection of sexism, racism, classism, ableism, homophobia, transphobia and Christian supremacist views.

As a part of our purpose in educating to counter oppressions (ECO), we are committed to help our students understand the history of academic inquiry and knowledge production that depends upon and perpetuates colonialism, white supremacy, systemic violence, and multiple forms of oppressions. We actively dispute ideas of neutrality or objectivity in the creation of discourse and the categorization of sources of knowledge as "academic," "logical," or "original."

Engaged in critical pedagogical approaches to research and praxis, we also are committed to teaching our students the history and methodologies of indigenous and emancipatory scholarship across the curriculum. We embrace the notion that what is acceptable or not acceptable knowledge is better determined by a community than by a Western neoliberal framework.

From these commitments, we understand academic integrity to be the **intentional and honest practice of inquiry and reflection on one's own reading, thinking, and writing**. This can be further specified as:

- Investigating the relationships between selected sources of knowledge and the history of white, Western power in producing knowledge, *as well as* the counterhistories and narratives of indigenous and historically marginalized people;
- Identifying the privileging of Western knowledge systems and the turning of indigenous and historically marginalized people into objects of study;
- Engaging with sources of indigenous knowledge or scholars from historically marginalized groups;
- Reflecting thoughtfully on one's own social location in relation to the production of knowledge, academic imaginations of oppression and liberation, as well as the implications of one's written work.¹

Academic integrity requires graduate students to uphold several expectations related to their work:

1. Completion of Assignments: Any work submitted should reflect work that you completed according to the specific assignment provided by your instructor. If you are unclear about expectations related an assignment or written work, ask your instructor. Sometimes topics and work overlap in more than one course, or you may wish to expand upon your previous thinking and writing. Request permission from your instructor to re-use material from another course in their course.
2. Attribution: All written work must use proper attribution, meaning that you have identified the source, words and ideas that you reproduce, paraphrase (summarize) or otherwise, use in your assignment or to develop your thinking. This includes drafts and homework assignments. Individual instructors may have their own requirements for the citation styles; for reference, there are multiple resources available online (such as the Purdue OWL writing lab).
3. Collaboration: Collaboration and dialogue with other students are helpful as you study for your courses. However, do not collaborate with other students on a specific assignment unless you have been given permission or instructed to do so. If you collaborate with another student on an assignment, decide with your collaborators how you will cite shared or individual contributions. Leave significant room for listening and reflection.

Academic Conduct

Our school upholds a high standard not only in terms of academic quality appropriate for theological schools, but also with regards to our ECO commitments that extend beyond the

minimum expectations for academic conduct and written student work, described above.

Academic misconduct is behavior that violates the minimum expectations of participation in the academic life of the school. Individual incidents of misconduct, including academic misconduct, cause a breaking of trust between a student and their instructor, as well as their fellow students and other members of the school community. We identify behavior or actions as misconduct, when they fit one of the following categories:

- Cheating: fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials that are prohibited or inappropriate in the context of an academic assignment.
- Plagiarism: use of intellectual material produced by another person without acknowledging its source. **Please review the section on plagiarism.**
- False Information or Fabrication: failing to identify oneself honestly, fabricating or altering information and presenting it as legitimate, or providing false or misleading information to an instructor or any other staff member in an academic context.
- Theft or Damage of Intellectual Property: sabotaging or stealing another person's work, improper access to or electronically interfering with the property of another person or the school or obtaining a copy of an exam or assignment prior to its approved release.

- Alteration of Documents: forgery of an instructor or supervisor's signature, submitting an altered transcript of grades to or from another institution or employer, putting one's name on another person's work, or falsely altering a previously graded exam or assignment.

Instructors who suspect a student has cheated, fabricated, plagiarized, forged, altered/misused school documents, or facilitated some other form of dishonesty will address the issue with the student directly. If the suspicion is confirmed as a form of misconduct, the instructor will work with the core faculty to determine the best course of action, which could include (but is not limited to) Academic Probation. If the issue is disputed, the student or instructor may follow the procedures listed under "Academic Disputes" in the Student Handbook.

¹ Norman K. Denzin and Yvonna S. Lincoln, "Introduction: Critical Methodologies and Indigenous Inquiry," in *Handbook of Critical and Indigenous Methodologies*, edited by Norman K. Denzin, Yvonna S. Lincoln and Linda Tuhiwai Smith, 1-20. Thousand Oaks, CA: Sage Publications, 2008.

Multiple Modes of Teaching and Learning

Multiple modes of teaching and learning engage students in a holistic and liberating education that calls forth their gifts and develops their capacities for courageous and compassionate religious leadership.

Each degree candidate's personalized educational plan enables the student to achieve competency in the 8 threshold areas through multiple modes of teaching and learning:

Courses

- Starr King online, hybrid, and residential courses, fall and spring terms
- Starr King Symposia and intensives in August and January (intensives require substantial preparation before the course)
- Starr King immersions, offered on occasion in sites around the globe
- Graduate Theological Union courses offered in residential, online and intensive formats – open for free to all SKSM students
- University of California, Mills College and Holy Names University courses – open for free to all SKSM degree students

Contextual Education

- Field Work and Parish internships in Unitarian Universalist congregations
- Community/MASC Field Work and Internships in religious communities, youth work, justice and educational organizations, and community sites
- Field education reflection seminars (internship-level only)
- Clinical Pastoral Education in hospitals, prisons, and social service institutions

Independent Study

- This year we are implementing a new kind of course called SKIL or Starr King Individualized Learning. This will replace what used to be called SRCs or Special Reading Courses. SKIL is intended to deepen a student's study and practice in a certain threshold. It can involve research, activism, creative expression and/or congregational life. It also can be done by one individual or several students as long as a faculty sponsor is found.

Students who are in their first semester (MASC) or first year (MDIV) are allowed to take a SKIL course only if it is a group course. This is to ensure that students get ample opportunity to

interact with their peers in classes and engage in the SKSM community before taking on advanced independent study on their own.

SKIL courses will require a form and preliminary syllabus to be completed BEFORE the regular registration process and approved by the student's faculty sponsor and advisor. Core and Advising Faculty will typically be able to sponsor only 1-3 SKIL courses per semester because of their other faculty commitments. So, it is wise to approach a possible faculty sponsor – with a draft of your form and syllabus – early.

The new form and syllabus template can be found in the Student Forms section of the website.

Experiential Learning

- Significant learning experiences and activities outside the classrooms are discussed with advisor, such as art projects, journaling, participating in a spiritual practice or a program of spiritual direction
- Conferences, workshops, and courses offered by organizations and educational institutions outside of Starr King, the GTU, and UC Berkeley

Students will be able to engage in different learning modalities:

Low-Residency Learning

Courses are considered low-residency courses if a student does not meet with a professor in Berkeley on the SKSM-GTU campus.

- Online Courses: All classes taught online count as online learning and are thus low residency. These include classes taught online through Starr King, Institute of

Buddhist Studies and other schools in the Graduate Theological Union (GTU).

- Hybrid Learning: Where some students are online, and the professor and other students are in Berkeley, or where some students and the professor are online and other students are in Berkeley. These classes count as low residency for those students not physically in the SKSM-GTU classroom with the professor. (including when the professor is online, and the student is in the SKSM basement)
- Special Reading Courses/SKILs: they count as low residency if the students do not meet with faculty on the SKSM-GTU campus.
- Contextual Learning: Clinical Pastoral Education (CPE), congregational or community fieldwork, parish or community internships. They do not take place on the SKSM-GTU campus and are not supervised by SKSM or GTU faculty.
- Immersion courses: offered on occasion in sites around the country and the globe (e.g., US/Mexico border, Turkey, Italy, Boston, UUA General Assembly, Oakland, ChI).
- ChI Courses: they are to be counted as low residency contextual learning, as they do not take place on the SKSM-GTU campus and are not supervised by SKSM or GTU faculty.

High-Residency Learning

Courses are considered high-residency courses if a student meets with a professor in Berkeley on the SKSM-GTU campus. **One fourth (1/4) of a student's degree program must be completed in high residency**, which may be done in the intensive courses during the summer and January intensives. This is an approved exception to ATS Educational Standard, section ES.2.1.1.1 (usually ATS requires one third of the credits to be taken in high res).

- SKSM-GTU Campus Residential Courses - Semester-long courses, week-long January or Summer intensive courses count as high residency learning.
- Hybrid Learning – Some students are online, and the professor and other students are in Berkeley. These classes count as high residency for those students in the SKSM classroom, provided that the faculty is also on campus.
- SKIL Courses - These count as high residency courses if the students meet with faculty on the SKSM-GTU campus.

Pedagogical Training

Hilda Mason Teaching Fellowships

The Honorable Hilda Mason (1916-2007) was a teacher, civil rights activist, city council member, and a prominent leader in Washington, DC. She was a member of All Soul Unitarian Church. Hilda Mason was the recipient of an honorary doctorate from Starr King School for the Ministry and was a former trustee of the school. For more information on this important leader: <https://www.sksm.edu/resources/student-handbook/financialaid/hilda-mason-teaching-fellows/>

Hilda Mason Teaching Fellowships for Community Teaching

Awarded to selected Starr King degree students who have submitted a proposal to teach in a community setting or congregation, applying their theological studies to education for wholeness and liberation for any age group or population. Course to be designed and offered by the student in connection with a sponsoring organization/site and with faculty supervision.

Hilda Mason Teaching Fellowship for Faculty-Student Collaborative Teaching

Awarded to selected Starr King degree students who have submitted a proposal in collaboration with a Starr King Core or Regular Adjunct Faculty member, for a course to be developed and taught by the student and faculty member in collaboration. Such courses will be offered as part of Starr King's curriculum and through the GTU cross registration system. May be for 1.5 or 3 units; taught in intensive, online, immersion, or residential format.

Hilda Mason Teaching Fellowship for Student-Taught Courses

Awarded to selected Starr King degree students who have submitted a proposal to teach a course that will be offered as part of Starr King's curriculum and through the GTU cross registration system. May be for 1.5 or 3 units; taught in intensive, online, immersion, or residential format.

Applying for Hilda Mason Fellowship

We suggest that students interested in applying start working on a proposal with their advisor in the Spring in order to meet the Curriculum Committee September deadline.

Applicants will have to submit the following:

1. Course title/description
2. Outline of syllabus
3. Statement of teaching philosophy
4. Context/setting of the proposed course
5. Course timeframe

Call for Proposals for the 2019-20 Hilda Mason Fellowship

All applications will have to be submitted via email to the Assistant to the Dean of Faculty by **Midnight, Monday, September 24, 2018.**

MASC students completing the program in two years can apply in their second year and teach the course after graduation.

Criteria for Assessing Proposals for a Hilda Mason Teaching Fellowship

In reviewing proposals for a teaching fellowship award, the Curriculum Committee will assess the student's qualifications and preparation for teaching the course, the appropriateness of the pedagogy and the course design for the setting in which it will be offered (community, congregation, or graduate level teaching), the suitability of the course in terms of Starr King's educational values and commitments, and the significance of the teaching opportunity for the student's preparation for their vocational goals. It is expected that teaching fellowships will in some way advance the integration of the student's theological program of study with their past experience and skill. Proposals that simply repeat a course or topic of instruction that the student has already had expert professional experience with generally will not meet this criterion. Proposals will not be assessed in terms of their helpfulness in filling —slots in the school's ongoing curriculum— but if they duplicate topics that might otherwise be covered by hiring an adjunct faculty member, the Curriculum Committee may take this into account in deciding not to hire an adjunct.

Submission of a proposal for a teaching fellowship does not guarantee acceptance. The Curriculum Committee will make judgments

based not only on the quality of the proposal, but also based on the financial resources available in a given year for providing a fellowship, and on the overall number of courses it feels can be successfully offered. Priority will be given to proposals that clearly integrate the Starr King ECO philosophy into the course design.

Hilda Mason Fellowship Award Letters

Students whose proposals are selected by the Curriculum Committee will be granted a "Hilda Mason Teaching Fellowship" by the School and will be notified of the fellowship and its amount by a letter from the Curriculum Committee. Copies of the Fellowship Award letter will be sent to the Vice President of Finance and Administration and the Registrar's Office. Fellowships will be funded by the Hilda Mason Endowed Scholarship Fund, on which a draw of 5% of the 13-quarter average will be taken annually.

Currently, the Fellowships is for \$2000 for a 3-unit course. Students can also register for a free for a three credit SRC for teaching this course. It is expected that the Fellowships will at no time exceed the amount that Adjunct Faculty receive for teaching a 3-unit course.

The Hilda Mason Teaching Fellowships will be administered in the same way that other scholarship and financial aid grants are administered: through the Office of Student Accounts in collaboration with the Financial Aid Office as a reduction on the student's tuition account. If the Teaching Fellow has already paid all of their tuition, the Fellowship will be awarded as a check from the school to the student during the semester that the student is scheduled to teach.

Mentoring and Supervision of Teaching Fellows

Each Hilda Mason Teaching Fellow will be mentored and supervised by a member of Starr King's faculty. The faculty member may work with the student in the study and preparation that leads up to the course proposal. During the semester when the course is offered, the mentor/supervisor will meet occasionally with the student to reflect on their experience in teaching the class, and will offer feedback, guidance, and evaluation on the student's teaching. At the end of the semester, the mentor/supervisor will provide the registrar with an evaluation of the student's teaching to be included in their student file.

Hilda Mason Teaching Fellows have the option to receive 3-units of course credit (at no tuition cost) for teaching a 3-unit course and may also receive credit (with the approval of the mentor/supervisor) for the preparation of the course.

Cancellation of the Course If a Teaching Fellowship course is cancelled because of no enrollment, the Hilda Mason Teaching Fellowship will not be cancelled. The student will be encouraged to offer the course in another venue, if possible, or at another time.

Degree programs course of study begin in the Fall or Spring terms. The Symposium takes place in the January Intersession term.

Pacing your MASC and/or MDiv Education Plan

Full-time and/or part-time enrollment status

Starr King's personalized programs of study allow students to flexibly pace their degree

programs to fit their personal circumstances and goals while maximizing their learning process. Students work with their advisors to plan the pacing of their personalized program of study.

Programs of study may be paced over various lengths of time. The MDIV program can be completed in 3 years of study (full-time). It also can be paced over a longer period up to 6 years (less than full-time). The MASC program can be completed in 2 years of study. It also can be paced over a longer period up to 4 years.

For students enrolled in the MDiv/MA joint program, students must complete the M.A. portion of the joint programs within two years of full-time study after completion of the M.Div.

The flow of the Academic Year resolves through four terms:

- Summer term (June-August): June Immersion, August Intensives.
- Fall term (September-December): Online, Hybrid, Residential, and Immersion courses.
- Intersession term (January): Residential Intensives and Symposium.
- Spring term (February-May): Online, Hybrid, Residential, and Immersion courses.

Course Participation

Starr King students are expected to participate fully in their courses. Students are expected to attend synchronous class sessions and submit assignments on time. Students who will be absent from classes or tardy in submissions must communicate with their instructors ahead of time or, when not possible, at the earliest opportunity afterward. Students should be aware that participation, whether in a classroom or online, is evaluated as part of their grade.

Students with unexcused absences or lack of engagement may fail a course.

Grading & Evaluations

- Starr King employs **written evaluations rather than letter grades** in order to provide a more thorough and useful evaluation of a student's progress toward course outcomes.
- Letter-grade based evaluations assess student performance based on a comparative system, ranking students best to worse according to one evaluative matrix. Written evaluations provide the instructor and student the opportunity to assess student performance and growth according to a number of matrices on an individual basis, highlighting a student's particular strengths or significant educative transformations.
- **If necessary for future academic endeavors, a student may request a letter grade.**
- To be clear, **Starr King offers courses based on a Pass/Fail system, not a Letter Grade system**; however, the educational tools we use as part of the Graduate Theological Union utilize that nomenclature. Again, the instructor should not evaluate a student on whether that student has done enough to pass only but offer a thorough evaluation of that student's work.
- Starr King course instructors provide a written evaluation for all degree seeking and certificate Starr King students in their classes each semester. The form is placed in the student personal file by the Registrar's office. Faculty should also send a copy of the evaluation directly to the students at the end of each course.

Practice

- If a student fails to achieve sufficient progress towards the learning outcomes as laid out in the course syllabus (covenant),

then it is the instructor's prerogative to not give student credit for the course (in the GTU, an F). **It behooves the instructor to check in with a student if there is risk of failure. Students may appeal a failure; instructors may or may not deny the appeal.** If there is continued conflict, the Dean of Faculty is appealed to for the next stage of mediation.

- Starr King MDIV and MASC students are encouraged to take courses for written evaluations but **may request a letter grade** in addition at the outset of the semester. In these cases, the student should present why they are requesting a letter grade and discuss with the instructor, the framework for this evaluative matrix. Students should also have this conversation with their advisor.
- **Starr King M.A. students receive both written evaluations and letter grades.** The evaluation provides guidance and the grade maintains compliance with the Common MA program.
- **Evaluation of a student's overall program of study is assessed at three points using three different mechanisms.**
- Students provide an initial assessment of where they are in relationship to the thresholds. The assessment is discussed with their advisor and used to point towards future educational planning. **The advisor will provide guidance on timing of the written assessment but must be on file in the student's file before a student can do their mid-degree portfolio conference.** See also *Initial Threshold Assessment* as well as *Threshold Assessment form* in forms area of resources.
- **At approximately the midpoint of a student's program of study they complete a Mid-Degree Portfolio Conference designed to assess where they are at the stage.** See also *Mid-Degree Portfolio Conference* as well as

Mid-Degree Portfolio Conference form in the forms section the SKSM website.

- Finally, at the end of a student's program of study, the student petitions the faculty and provides a final assessment of where they are in relationship to the thresholds. The faculty use this assessment and the advisor's input to approve (or disapprove) of the petition. See also *Petition to Graduate*.

Mid-Degree Portfolio Conference

Portfolio Conferences are an assessment process designed to review a student's program of study and spiritual growth and ministerial formation approximately mid-way through the degree program. The student and advisor determine when the conference should happen. The student is responsible for coordinating its planning (time, participants and location). The participants can attend the conference via phone or Zoom. It is the responsibility of the student to organize and coordinate the technical needs well before the conference, including booking the room with ample advance.

The purpose of the conference is to affirm the student and their work; provide feedback, addressing specific issues and questions and exploring growing edges; provide a time for the student to assess what is needed before graduation; articulate issues on which counsel and consultation are needed; experience both community support and accountability.

Participants in the conference include:

Student

Student's advisor

Another faculty member -core or adjunct

A student contemporary

A community representative – someone from outside the school who knows the student and their work. It is best if the representative is a member of the community the student is focused on working with or works in the vocation the student hopes to enter.

Portfolio conferences are **one-hour long**. The conference should be scheduled by the student at least a month in advance and a **portfolio of representative student work should be distributed at least 2 weeks in advance** (in print, on a CD or by e-mail: please ask participants for their preferences).

What to include in the Portfolio package for each participant:

- A selection of one's most significant academic papers, essays, sermons and personal writings (as pertaining to the student work and growth during the program).
- An updated student transcript, one's Threshold Assessment essay and an update on how the student is meeting the Thresholds requirement (this can be presented in the format chosen by the student)
- Course, internship and CPE evaluations. Additional assessments are also optional. Most of these materials are kept in the student file housed in the Registrar's office and can be copied by the student.
- A selection of the student's art work (optional)
 - A portfolio should be "**sustainably**" read by all participants: something in the 50-70-page range.
 - A table of contents listing each item, its location in the package, and

a description of its original context (i.e., title, term, and instructor for the course in which a paper was written; date and setting for a sermon, etc.)

- Please include this description of the Portfolio Conference in the package

The format of the 1-hour meeting can vary and can be discussed with one's advisor. The meeting is facilitated by the Advisor and may include:

- Welcoming by the student's advisor;
- A chalice lighting, or a reading, a prayer or a brief ritual, led by the student; Introduction of participants and of the ways they worked with the student;
- Responses to the student's portfolio, feedback on the student work and dialogue meant to strengthen the student's learning and growth;
- Questions and/or advice from participants Questions the students would like help in assessing A closing (by student or advisor)

Sometimes students include food or drink as a means of being gracious, but this is not at all required. Students can choose to prepare the space and their presentation as simply or as elaborately as they like.

Students are expected to review participant and format choices with their advisor. **Students are expected to bring to the conference all "Portfolio Conference forms." (Available on the SKSM Website and in the forms section of this handbook)** They are also expected to complete page 1 or the "Portfolio Conference Record", sign the form, obtain their advisor's signature and return the form to the Registrar as documentation of completion. Students should complete part 1

of page 2 or the "Portfolio Advising Notes" and give the form to the advisor prior to the conference. This page will be kept in the advisor's records.

Students will not be allowed to Petition to Graduate if they have not completed the Mid-Degree Portfolio Conference.

Program Requirements

Completing the MDiv Degree

A minimum of 90 units of credit, at least 22.5 units of which must be completed in residence in Berkeley. This is an approved exception to ATS Educational Standard, section ES.2.1.1.1 (the standard is usually 30 credits).

- Three required core intensives:
 1. The Educating to Counter Oppressions (ECO) Intensive
 2. The Multireligious Intensive
 3. An Intensive in Unitarian Universalist Ministry or in Spiritual Leadership
- Participation in two or more January Symposia
- A Mid-Degree Portfolio Conference
- A combination of coursework, fieldwork, independent study, experiential learning and special projects to achieve competency in Eight Threshold areas:
 1. Life in Religious Community and Interfaith Engagement
 2. Prophetic Witness and Work
 3. Sacred Text and Interpretation
 4. History of Dissenting Traditions and the Thea/ological Quest
 5. Spiritual Practice and the Care of the Soul
 6. Thea/ology in Culture and Context
 7. Educating for Wholeness and Liberation
 8. Embodied Wisdom and Beauty

See also:

http://www.sksm.edu/academics/master_of_divinity.php

Completing the MASC Degree

- A minimum of 48 units of credit, at least 12 units of which must be completed in residence in Berkeley. (This is an approved exception to ATS Educational Standard, section ES.2.1.1.1.)
- The Educating to Counter Oppressions (ECO) Intensive
- Participation in 1 or more January Symposia (optional, but encouraged, for students who matriculated before August 2013)
- At least 3 units must be taken from GTU member schools or other institutions available for cross registration.
- A Threshold Self-Assessment (in the first semester)
- A Mid-Degree Portfolio Conference
- A combination of coursework, fieldwork, independent study, experiential learning and special projects to achieve competency in Eight Threshold areas:
 1. Life in Religious Community and Interfaith Engagement
 2. Prophetic Witness and Work
 3. Sacred Text and Interpretation
 4. History of Dissenting Traditions and the Thea/ological Quest
 5. Spiritual Practice and the Care of the Soul
 6. Thea/ology in Culture and Context
 7. Educating for Wholeness and Liberation
 8. Embodied Wisdom and Beauty
- A Community Internship (10 units of credit) and the Community Intern Reflection Class (2 units of credit). An Internship may be completed in one term or spread over two consecutive terms
- MASC Project: a creative project representative of the student's learning during the program, chosen and prepared in consultation with the

Director of Public Ministries, Prof. Gabriella Lettini and with the support of one's advisor.

See also:

<http://www.sksm.edu/academics/masc.php>

Completing the MA Degree

Students in the MA program should refer to the MA Student Handbook and check-lists. Please become familiar with them and double-check them when you have questions: <http://www.gtu.edu/students/handbooks>

Completing Dual Degrees (MDiv/MA or MDiv/MASC)

Starr King allows students interested in integrating academic, ministerial and activist professional formation to pursue both the Master of Divinity (MDIV) and the Master of Arts in Social Change (MASC) or Master of Arts (MA).

MASC/MDIV:

Matriculation in the joint MDIV/MASC can be done sequentially (starting with only one degree, and then petitioning to apply for the other) or concurrently. However, a student must apply and be admitted to the second program before completing the requirement for the first degree.

The Director of the MASC program (Dr. Lettini) should also be consulted when the MASC degree is involved.

MA/MDIV:

Students begin their studies in the M.Div. program and must complete all requirements for the degree before matriculating in the M.A. program. Students who wish to do the joint MDIV/MA must complete the M.A. portion of the joint programs within two years of full-time study after completion of the M.Div. Eight 3-unit courses, or 24 units, the equivalent of one year of full-time study, can be applied to the requirements of both degrees, and the

minimum time to be spent in the sequential programs is four years.

While students may apply to the M.A. program at any point in their studies, they are encouraged to apply by the end of the second year of their M.Div. program, so that they can select courses that will satisfy degree requirements for both programs. M.Div. students admitted to the joint M.A. program are placed on deferment for the M.A. until they complete M.Div. requirements. Students who begin the M.A. program and subsequently wish to apply as well to the M.Div. program should consult with the SKSM academic dean.

During the final semester of the M.Div. program, students meet with their advisor and the GTU assistant dean to determine which eight 3-unit courses to transfer from the M.Div. program to the M.A. program. Students are encouraged to enroll in MA-1000, GTU MA Research Methods, as an elective course during their final year of the M.Div. program, so that they are prepared to begin work on their thesis as soon as they matriculate in the M.A. program. Students are also encouraged to start working on their MA Foreign Language Requirement as they finish their M.Div. studies.

Throughout their M.Div. program, students register in the SKSM registration system, pay tuition to SKSM. Upon matriculation in the M.A. program, students register in the GTU registration system and pay tuition to the GTU. The GTU also administers financial aid; however, students are still eligible for SKSM institutional aid. Please note that the MA program has a high residency component: no more than five 3 credit online courses may be used to fulfill MA requirements.

When students complete the joint M.Div./M.A. programs, the M.Div. degree is conferred by SKSM, the school accredited to confer that degree, and the M.A. degree by the GTU, the school accredited to confer that degree. Separate transcripts are provided for each degree, the M.Div. by SKSM and the M.A. by the GTU.

The double degrees will entail:

- Tuition for two years for the MDIV
- Tuition for two years for the MASC or MA
- Continuing fees for either the MASC or MA after the fourth year
- 24 units can be used towards both degrees, at the discretion of the student's advisor.
- A total of 114 credits. One fourth of the credits (28,5) need to be taken in high residency mode. (This is an approved exception to ATS Educational Standard, section ES.2.1.1.1.)
- Only one Mid-Degree Portfolio Conference
- All other degree requirements for each program

Please note that the financial advantages of the double degree end at the conclusion of the second year of the first degree program. Academic advantages persist beyond this time frame.

Students should also note that the GTU MA program is not a fixed tuition program such that tuition costs may increase from year to year.

To apply to a joint degree program please consult with your advisor first, then write a petition addressed to the Dean of Faculty explaining the reason for your request. The Faculty will vote on the petition in one of the monthly faculty meetings. The student will be notified of the decision.

See also Concurrent Degree Programs in the next section on "Tuition and Fees."

The Chaplaincy Institute (ChI) - SKSM Joint Program for Interfaith Chaplaincy

***Please note that this section does not reflect changes to the ChI curriculum and the joint program agreement, which are in the process of being implemented during Spring 2019. Updated information will be posted on the website as it is made available.**

Starr King School for the Ministry (SKSM) and The Chaplaincy Institute (ChI) are pleased to offer a joint program through which students may prepare to become interfaith chaplains, ministers, and/or spiritual directors to meet the needs of a changing and diversifying religious landscape.

This affiliation allows developing religious leaders to combine an accredited MDiv or MASC degree awarded by SKSM with one or possibly both of the ChI courses of study: The Interfaith Studies Certificate and the Interfaith Spiritual Direction Certificate. Students who complete the joint program will be equipped with the necessary tools for ministry in a multi-religious world and will be able to meet the academic and ecclesial requirements to become certified as professional chaplains. For more information on the ChI certificates, please visit www.chaplaincyinstitute.org.

Program Guidelines

Through the affiliation, ChI and SKSM agree to admit students jointly, allowing students to pursue both a ChI certificate and an SKSM

degree concurrently, with the ChI certificate as an integral component of earning their SKSM degree. A total of 18 credits toward meeting the requirements of an SKSM degree will be awarded to students who complete the Interfaith Studies program, and a total of 6 credits will be awarded to students who complete the Interfaith Spiritual Direction program. It is rare but possible that M.Div. students may be able to enroll in both the Interfaith Studies and Spiritual Direction certificates, but not concurrently and they will need to apply separately for each.

Persons who enter the joint program must balance their responsibilities as students who meet the requirements and expectations of both institutions. For pedagogical reasons we have structured the program to ensure that students first root themselves in the ECO philosophy of SKSM before they start working at another institution, and that they subsequently remain grounded with SKSM as they study at ChI. In order to be able to offer the joint certificate to the students whose primary vocation are chaplaincy or spiritual direction, and to insure the financial sustainability of the program, SKSM also needs to monitor and at times limit the number of students that can take ChI modules each term. Therefore, we will follow these guidelines:

- All SKSM students admitted to the joint program will be notified in advance by Dr. Christopher Schelin, SKSM's Director of Contextual Education, as to when they can begin their studies at ChI. Due to limited capacity and high demand, accepted students are currently placed on a waiting list.
- As per SKSM general policy, no student should register for modules without previous consultation with their advisor.

- All entering students will ground their studies at SKSM-GTU for a minimum of one semester before being able to take courses at ChI.
- All students will take the ECO seminar before studying at ChI (the ECO seminar is offered each year during the January and August intensives).
- ChI modules can account for up to 50% of earned credit in the Fall and Spring semesters, provided that enrollment in ChI modules does not violate SKSM attendance policies (noted elsewhere in this Handbook).
- While M.Div. students may be able to enroll in both certificates at ChI, this cannot be guaranteed. Allowing more individual students to participate will be a priority.
- SKSM students who wish to apply to ChI after matriculating need to petition and receive approval from the Director of Contextual Education. The decision will be made via collaborative consultation between the Director of Contextual Education, the Vice President of Finance and Administration, and the Dean of Faculty. Priority will be given to students whose main vocational goals are chaplaincy and spiritual direction.

ChI Modules are categorized as Immersion courses by SKSM and are therefore low residency. Because Immersions are of great importance in the Starr King educational curriculum, ATS has granted an exemption to allow students to take one-fourth of their required credits in high residency, instead than the usual one-third. This is an approved exception to ATS Educational Standard, section ES.2.1.1.1.

The ChI modules are listed in the SKSM course catalogue and joint-program students register for credit in the same way as any other course. Lauren Van Ham, ChI Dean and Director of the

Interfaith Studies Certificate, and John Mabry, Director of the Interfaith Spiritual Direction Certificate, have been appointed as SKSM adjunct faculty. Although ChI modules are taught collaboratively, Rev. Van Ham and Dr. Mabry function as the instructors of record for the Interfaith Studies and Spiritual Direction courses, respectively. Consequently, they will grant students permission to register and will complete evaluations and assign grades.

Additional ChI Requirements

Tuition for ChI modules is folded into the per-credit fees that joint-program students pay directly to SKSM. However, interested students should be aware of additional program fees charged by ChI and which are not included in tuition.

Additionally, the ChI certificate programs include academic and personal-development requirements beyond participation in the modules, such as meetings with one's ChI academic advisor, completion of a practicum, and individual spiritual direction. Participation in the joint-program demands a serious commitment from the student to fulfill the expectations of both institutions for the rigorous preparation of future religious and social-change leaders.

The Chaplaincy Institute is subdivided into two distinct components: the seminary and the interfaith community, the latter of which serves as an ordaining body. Certificate students are welcome, but not required, to seek ordination through ChI. Please note that the pursuit of ordination will entail added conditions and costs.

More information on all ChI policies and procedures may be found at their website.

Below you will find a copy of relevant sections of the joint-program agreement that has been adopted by SKSM and ChI.

The ChI - Starr King Joint Programs for Interfaith Chaplaincy and Spiritual Direction

Please note: the document below includes only the sections of interest to the students.

AGREEMENT

This affiliated relationship between Starr King School for the Ministry (www.sksm.edu) and The Chaplaincy Institute (www.chaplaincyinstitute.org) establishes a joint program by which students can prepare for interfaith ordination and certification as a professional chaplain and/or becoming an interfaith spiritual director. Specifically, this agreement will allow students to obtain a SKSM M.Div. or MASC degree and a ChI Interfaith Studies (IS) or Spiritual Direction (SD) certificate of completion, with the ChI certificate counting towards the completion of their M.Div. or M.A.S.C. degree. This “ChI-SKSM Joint Programs for Interfaith Chaplaincy and Spiritual Direction” is especially intended for students whose vocational aim is to become an ordained interfaith minister, a professionally certified chaplain, or an interfaith spiritual director.

CONTEXT

Starr King School for the Ministry (SKSM) is accredited by A.T.S., a member of the Council for Higher Education, to offer an M.Div. or M.A.S.C. degree.

The Chaplaincy Institute (ChI) Interfaith Community has been recognized by the Board for Chaplaincy Certification, Inc. (BCCI), an

affiliate of the Association of Professional Chaplains (APC) www.professionalchaplains.org, as a valid interfaith ordaining body and provides Clergy in Good Standing status for its members. Ordination with the ChI Community requires the academic completion (or equivalent) of the Interfaith Studies Certificate (a 12-module course-series equivalent to 18 credits at SKSM) from the ChI Seminary. The Interfaith Spiritual Direction program is a 4 module course series equivalent to 6 credits at SKSM from the ChI Seminary. Both programs include practicum and/or field work requirements that a SKSM student may choose to register for additional credits with SKSM.

PURPOSE

Interfaith Chaplaincy Training

Since board-certified chaplain status from the BCCI requires a minimum 72-credits Master’s degree from a seminary accredited by a member of the Council for Higher Education (such as SKSM) and ordination/endorsement from a recognized body (such as the ChI Interfaith Community), it makes sense to combine the offerings of SKSM and ChI in the following way:

1. A degree that combines 18-credits from the ChI Interfaith Studies certificate with 72 credits from the Starr King curriculum to create an SKSM accredited degree;
2. An option for interfaith ordination and status as a Clergy in Good Standing with the ChI Interfaith Community based on this M.Div. or M.A.S.C. accredited degree.

Graduates of the combined SKSM M.Div./ ChI IS program are eligible for ordination and board certification (with the additional requirements set forth by BCCI, such as Clinical Pastoral Education). Additionally, SKSM

M.A.S.C. degree students may also combine 18 credits from the IS certificate with 30 credits from SKSM to earn their diploma, although with the understanding that they will not be eligible for board-certified chaplaincy.

Through this affiliated relationship, mutually agreed-upon policies and procedures will be adopted by both Starr King and ChI so that students can be jointly admitted to a Starr King Master's program (M.Div. or M.A.S.C.), and the ChI Interfaith Studies certificate program.

Spiritual Direction Training

Enrollment and completion of the Interfaith Spiritual Direction joint program combines 6-credits from the ChI certificate with all remaining credits from the Starr King curriculum to create an SKSM M.Div. or M.A.S.C. accredited degree. Students in this joint program also have the option of registering their practicum hours with SKSM as 2 units of field work credit.

Through this affiliated relationship, mutually agreed-upon policies and procedures will be adopted by both Starr King and ChI so that students can be jointly admitted to a Starr King Master's program (M.Div. or M.A.S.C.), and the ChI Interfaith Spiritual Direction program.

SKSM AND ChI Affiliation Agreement

1.0 INTENTION

The Chaplaincy Institute (ChI) and Starr King School for the Ministry (SKSM) entered into a formal affiliation agreement in May of 2014. This affiliation was piloted for three years from the date of execution of the initial Agreement, through the Spring semester of 2017. The exclusive nature of this agreement means that neither SKSM nor ChI will partner with another academic institute period to

achieve the same, or a closely similar purpose, as the purpose of this agreement. This agreement is presently undergoing a joint review by both institutions, deeming it provisional through June 2018

1.1 This affiliation between SKSM and ChI implies no financial obligations or governance agreements other than those specifically outlined in this document. This affiliation is for the purpose of the joint program which shall be administered through collaborative work between the faculty and staff of both institutions, as authorized by the governing boards of each institution.

2.0 GENERAL TERMS OF THE CHI-SKSM JOINT PROGRAMS FOR INTERFAITH CHAPLAINCY AND SPIRITUAL DIRECTION

Through this affiliation, ChI and SKSM agree to admit students jointly to ChI's Interfaith Studies and/or Spiritual Direction program and to SKSM's M.Div. or M.A.S.C. program. Joint admission to both programs will allow students to pursue both a ChI Interfaith Studies and/or Spiritual Direction certificate and a SKSM M.Div. or M.A.S.C. degree concurrently, with the ChI certificate as an integral component of their SKSM degree. Students are not permitted to pursue an Interfaith Studies certificate and a Spiritual Direction certificate simultaneously. Tuition will be paid directly to SKSM, and fees for the ChI program will be paid by SKSM to ChI in accordance with an agreed upon fee schedule (see Section 4.0). Joint program students need to be aware that module cancellation fees do apply.

2.1 Students admitted jointly to SKSM and to ChI will be required to commit to and complete the full ChI program as part of their SKSM degree. This includes all modules and all other requirements as they apply to normal ChI

students. (See Section 9.0 for In-Care Team requirements related to a students' call to Ordination). All other exceptions to this rule would have to be approved by both institutions.

2.2 This agreement establishes that a total of 18 credits for Interfaith Studies or 6 credits for Spiritual Direction toward meeting the degree requirements of a SKSM M.Div. or M.A.S.C. degree will be awarded to students who complete the 12 intensive modules of the ChI Interfaith Studies certificate (based on 1.5 credits per module) or 4 intensive modules for the Spiritual Direction certificate. Practicum or field placement hours apply to the completion of either the IS or SD program; SKSM students have the option of registering these hours at SKSM to be put toward additional credit. As per the regulations of the Association of Theological Schools, ChI module hours may not be applied toward fulfilling the high-residency credits required for degree completion at SKSM

3.0 ADMISSIONS

A joint admissions process, including a joint application and a joint review process, has been developed and is undergoing further refinement. Both institutions will have to agree to accept each student before the student is granted joint admissions.

3.1 In the preferred and usual circumstances, it is expected and encouraged that the student will apply for joint admission prior to beginning either program. The two institutions recognize, however, that some SKSM students may wish to enter the ChI program after having begun their SKSM studies, and some ChI students may wish to enter an SKSM degree program after having begun their ChI studies. Mutually agreeable procedures are to be worked out for handling

these cases (see points 3.2 and 3.3 for some basic provisions).

3.2 If an SKSM student who has completed part of their SKSM M.Div. or MASC degree wishes to apply for admission to the ChI Interfaith Studies or Spiritual Direction certificate program, this will be possible by joint agreement of the two institutions. Normally this will be possible only in cases where the student: still needs 18 or more credit hours to complete their SKSM degree and has a clear vocational plan to become an interfaith chaplain, OR still needs 6 or more credit hours to complete their SKSM degree and has a clear vocational plan to become an interfaith spiritual director. It is recognized that there may be circumstances in which a Starr King degree student has already completed some modules at ChI before applying and being admitted to the joint program. In these cases, the SKSM M.Div. or MASC students can receive credit for the completed ChI modules and SKSM will pay ChI only for the remaining modules (upon admission to ChI, the student's tuition payments will be made to SKSM and the agreed upon fee passed on to ChI).

3.3 If a ChI student who has completed part or all of the ChI program wishes to apply for admission to an SKSM Master's program (M.Div. or M.A.S.C.), the student will be welcome to do so. If admitted, SKSM will award academic credit of 1.5 units per ChI module.

4.0 FINANCIAL ARRANGEMENTS

4.1 Students who have been jointly admitted to SKSM and ChI will pay tuition to SKSM at the established SKSM rates. They will be eligible for financial aid (student loans) just as any other SKSM student would be.

4.2 ChI fees other than module tuition will be paid directly to ChI by the student. SKSM fees other than tuition will be paid directly to SKSM. These fees will be made clear and visible in the joint application materials.

4.3 SKSM degree students who are not jointly admitted to SKSM and ChI will be at liberty to take ChI modules on their own and at their own expense at any they wish. A SKSM student who takes ChI modules on their own will pay tuition directly to ChI for any modules that they take. ChI will charge them a special rate of \$900 per module, rather than the normal ChI rate.

4.4 It is entirely up to the discretion of SKSM faculty and administration to determine whether SKSM will give academic credit for ChI modules taken by an SKSM student who has not been admitted to the joint program. This should be arranged in advance whenever possible.

4.5 In any other cases of a student starting the joint program after completing part or all of the ChI program or an SKSM degree, special arrangements will be made which are fair to the student and to both institutions. The application process will begin with a petition to the SKSM Director of Contextual Education and, if approved, will be submitted to the ChI Dean. Both institutions will still have to approve of joint admission. The petition process will likely include a review of coursework completed to date and equivalency and/or academic credit considerations to ensure all requirements are met. Approval will also be conditional upon available space, as the joint program has a limited capacity as determined by the SKSM operating budget.

5.0 SCHEDULING SKSM COURSES AND CHI MODULES

It is anticipated that jointly-admitted students will have enough flexibility in their schedules to complete both a Starr King Master's program and one ChI certificate program in a concurrent fashion.

- i. Students pursuing a MASC degree at SKSM can only do one certificate program with ChI during their time enrolled in the MASC program. Students pursuing an M.Div. degree may possibly enroll in both an Interfaith Studies certificate and a Spiritual Direction certificate from ChI, but not concurrently. Only persons who demonstrate a strong sense of vocational call to both chaplaincy and spiritual direction will be admitted to both certificates. Allowing more students to participate in the joint program will be prioritized.
- ii. Jointly-admitted students may enroll in ChI modules after meeting the following conditions: a) completion of at least one semester of study at SKSM; and b) completion of the required Education to Counter Oppressions course. Periods of high demand may result in a lengthier wait time. Interfaith Studies modules can be taken in any sequence, just as for any other ChI student. If, at some point, ChI requires prerequisites for certain modules, these prerequisites will be applied to jointly admitted students just as to any ChI student (example: the "Spiritual Psychology I & II" modules scheduled in October and December, respectively, are to be taken sequentially). Spiritual Direction models are to be taken in sequence during the course of one year, although exceptions may be granted in case of emergency.

5.1 ChI modules must total no more than 50% of a joint-program student's earned credit during the fall and spring semesters. If there are time conflicts between a student's SKSM

course schedule and the schedule of a ChI module the student wishes to register for, it will be up to the student to discuss this with the concerned SKSM faculty member(s) and with the ChI Dean. In these circumstances, the student will be expected to request and arrange an accommodation either with the ChI Dean or with the SKSM course instructor. It is understood that in accordance with SKSM's standard policies that apply to all SKSM instructors, SKSM course instructors retain authority to accept or reject accommodation requests from students.

6.0 CLINICAL PASTORAL EDUCATION (CPE) AND OTHER INTERNSHIPS

Both Institutions understand that at ChI, an Interfaith Studies student who is not going for ordination must complete 200 hours of supervised practicum. An interfaith ordination candidate must complete 400 hours of supervised practicum (equivalent to one unit of CPE.). If an individual has completed one or more units of CPE in the last five years, it fulfills the 400-hour practicum requirement. A student in the Spiritual Direction program completes a practicum that is particular to the Spiritual Direction program.

6.1 SKSM will allow students to register their Interfaith Studies 200+ hour practicum requirement as field education credit. Additionally, SD certificate students may earn 2 units of field work credit for conducting their spiritual direction practicum. Students who elect to register the practicum with SKSM will pay the standard per-unit tuition rate.

7.0 RELATIONS WITH THE GRADUATE THEOLOGICAL UNION (GTU)

ChI will be affiliated with SKSM. Any link between ChI and the GTU will be a function of ChI's affiliation with SKSM. (See 1.1 above)

7.1 ChI modules will be listed as standard SKSM courses in the catalog. The course descriptions will clarify that these classes are for joint-program students only and that other SKSM or GTU students are disallowed from enrollment.

8.0 CERTIFICATES OF COMPLETION AND INTERFAITH ORDINATION

Joint program students in the Interfaith Studies and Spiritual Direction program who complete all their modules and required coursework (which may include practicum and/or field placement) will receive a certificate of completion from ChI.

8.1 It is assumed that some of the students in the Interfaith Studies joint program may pursue Interfaith Ordination by way of the ChI Interfaith Community's In-Care Support Team process. This is not, however, a requirement of a student's participation in the program. Participants will also be allowed to complete their ChI studies with a Certificate of Completion of the ChI Interfaith Studies program.

8.2 Students in the joint program are not guaranteed interfaith ordination with the ChI Interfaith Community. The ordination process is a distinctive component of ChI that is separate from the seminary program and SKSM disclaims any responsibility to oversee or intervene.

Individuals called to Interfaith Ordination may declare his/her intent any time after completing their 2nd ChI module. All activities and expenses related to Ordination discernment and preparation are overseen by the ChI Community, related but distinct from the ChI Seminary (See 4.1 above).

Revised August 2017

The Graduate Certificate in Unitarian Universalist Studies (CUU)

The Starr King Certificate in Unitarian Universalist Studies, directed by Dr. Meg Richardson, enables you to study the full complement of Unitarian Universalist topics relevant to ministry and religious leadership and expected by the Ministerial Fellowship Committee.

We offer a wide variety of online courses and short-term intensives in UU theologies, UU history and polity, UU social justice priorities, global religious traditions, and congregational administration.

The certificate may be completed through any combination of six courses (18 units).

To enroll in the Certificate in Unitarian Universalist Studies program, submit your [Certificate Program Enrollment](#) form found on our website. The program director will review your submission and contact you to inform you whether or not your application has been accepted.

If you decide you cannot enroll for a class at this time, please inform the director of the program and the registrar. If we have not heard from you regarding your intentions for two semesters in a row we will withdraw you from the program.

Sample Courses in UU Studies include:

Immersion Courses:

- UU Congregational Polity
- UU North American History (Boston)

Intensive Courses:

- UU History
- UU Prophetic Witness

Online Courses:

- Systems Thinking and Leadership
- UU History
- Mental Illness and Oppressions
- Our Theological House
- Global Religious Traditions
- Dynamic Youth Ministry
- Adult Faith Development
- Promised Lands

Certificate in Multi-Religious Studies (CMRS)

The Starr King Certificate in Multi-Religious Studies, directed by Dr. Ghazala Anwar, brings together historical, theological, and social interactions of the world's many religions.

The certificate includes courses in introductory and advanced counter-oppressive theologies and social theories, interreligious histories, plural ethnic and religious geographies, and multi-religious spiritual practices, ritual arts, and education.

The certificate may be completed through any combination of six courses (18 units).

To enroll in the Certificate in Multi-Religious Studies program, submit your [Certificate Program Enrollment](#) form found on our website. The program director will review your submission and contact you to inform you whether or not your application has been accepted.

If you decide you cannot enroll for a class at this time, please inform the director of your respective program and the registrar stating you are not registering for the current or upcoming semester. If we have not heard from you regarding your intentions for two semesters in a row we will withdraw you from the program.

Sample Courses in Multi-Religious Studies include:

Online Courses:

Global Religious Traditions
Environmental Ethics and Liberation
Spiritual Practices for These Times
Mysticism and Social Change
Queer Studies from a Multireligious Perspective
Adult Faith Development
Dynamic Youth Ministry
Toward Collective Liberation: Theories and Practice for Social Change
Forgiveness
Institute of Buddhist Studies online courses
Unitarian Universalist History
Mental Illness and Oppressions
Systems Thinking and Leadership

Intensive and Immersion Courses:

Rumi Immersion in Turkey
Feminist Readings of the Quran
Multi-Religious Core Intensive

Residential Courses:

Deepening the Well
Intro to Islam
Mysticism and Social Change

Clinical Pastoral Education

Clinical Pastoral Education (CPE) is a professional clinical education for ministry with people in crisis. Though most accredited centers are in hospitals, there are CPE programs in hospice, long-term care facilities and prisons. CPE is not required for the MDIV or MASC degrees, but it is required by some denominations and conferences as part of their

ordination requirements, including the UUA. Furthermore, CPE is required for professional training for a career in chaplaincy.

Much of what you get out of CPE depends on the quality of the supervisor. Pick an established program with a supervisor with a good reputation. Although the UUA will sometimes approve CPEs without ACPE accreditation, these programs can be uneven in quality and can be cancelled on short notice, leaving you without options. They are not recommended! Be sure to discuss with your advisor your readiness for CPE. It is an intense and rich learning opportunity; you want to do this in the right place in your ministerial formation for maximum benefit. Take your CPE supervisor's feedback seriously and discuss it with your academic advisor, vocational advisor and other mentors.

All training programs require a minimum of 400 hours of combined clinical and educational work for one unit of CPE credit, and students registering with SKSM will also receive 10 academic credits. One CPE unit can be completed in a 10-12-week intensive program or also in an extended period.

You are strongly advised to enroll at a training site approved by a respected accrediting agency. The two most well-known are:

- Association of Clinical Pastoral Education (ACPE) – www.acpe.edu
- College of Pastoral Supervision and Psychotherapy (CPSP) – www.cpsp.org

Recent years have seen a proliferation of accrediting and credentialing CPE organizations. The following are recognized by SKSM as legitimate, but it is important to confer with your religious organization about its requirements concerning CPE accreditation:

- Center for Spiritual Care and Pastoral Formation (CSCPF) – www.cscpf.org
- World Spiritual Health Organization (WSHO) – www.wsho.org

Most CPE units occur at agency-accredited centers where both the clinical hours and educational hours are earned on-site. However, while the San Francisco Bay Area can claim an abundance of work sites, some of our low residency students may discover they live at a considerable distance from a CPE center. If that is your situation, you may wish to consider a distance-learning CPE program in which the educational hours are earned online, and the clinical hours are earned at an approved setting that is conveniently located near you. Please contact the Director of Contextual Education for more information about distance-learning CPE.

Steps to CPE Enrollment with SKSM

Interested students should:

- Discuss with their advisor if they are ready for the experience and when in the course of their studies CPE can be sustainably engaged (a particular semester or during the summer).
- Check all the information on CPE offered by the SKSM Student Handbook and Contextual Education Handbook as well as other materials available from the Director of Contextual Education.
- Attend the annual GTU CPE Fair in October, if in residence.
- Check the agency sites for updated lists of training centers. Additional announcements regarding CPE programs are posted regularly through SKSM media channels.
- Apply for programs.
- Communicate with Dr. Schelin and your advisor when you receive a supervisor's

acceptance letter and decide to enroll in that particular program.

- ChI joint-program students should also confer with their ChI advisor regarding practicum credit.
- During a given term, register for the CPE course under Dr. Schelin's name: CPE4012 –Please contact Dr. Schelin to confirm you are registering for the right number of credits.
- Send your CPE supervisor's evaluation to Dr. Schelin by last day of term.
- Please share your CPE evaluation with your advisor and discuss it at your next advising meeting

Please note that the academic calendar does not necessarily coincide with that of your CPE program. Should the CPE supervisor not be ready to write the final evaluation by the last week of the academic year, the student may take one of the following options:

If the CPE unit will conclude within the three weeks subsequent to the end of term, you must submit a Petition for Incomplete and then the evaluation upon receipt.

If the CPE unit extends more broadly across two terms, you may opt to register for credit only in the latter term, OR;

Split the credit across the two terms. In this case, in order to process the credits at the end of the first semester the CPE supervisor needs to provide either a midterm evaluation or an alternative statement about satisfactory work. The final evaluation can be presented in the second term.

Be aware that a standard 400-hour CPE is 10 units. Psychology or Pastoral Care courses are not required to enroll in CPE. The GTU usually offers an introduction to CPE course in the January Intersession.

More detailed information can be found in the SKSM Contextual Education Handbook

(available at <https://www.sksm.edu/academics/contextual-education/>).

Requirements for Clinical Chaplaincy

Students who wish to pursue a career in clinical chaplaincy (hospitals, hospices, nursing facilities, etc.) must be informed about the requirements for certification. The general standards provided by the Association of Professional Chaplains, the largest credentialing organization, are as follows:

1. Bachelor's degree from an accredited college or university.
2. Master's degree in divinity/theological studies from an accredited institution, with a minimum of 48 earned credit hours for associate chaplains and 72 credit hours for board-certified chaplains, OR an approved equivalency.
3. Current ordination, commissioning, or similar standing granted by an authorizing religious body.
4. Current endorsement for chaplaincy by one's faith tradition.
5. A minimum of either two CPE units (associate chaplains) or four CPE units (board-certified chaplains).
6. A minimum of 2,000 hours of work experience beyond the attainment of CPE units.

An alternative credentialing organization, the College of Pastoral Supervision and Psychotherapy, shares requirements 1, 2, 4 and 5 and adds the requirement of membership in a CPSP chapter.

Students may also explore the credentialing processes of the Center for Spiritual Care and Pastoral Formation or the World Spiritual Health Organization. This brief summary

should not substitute for a student's own in-depth research into chaplaincy training. For more information, visit the websites for these credentialing agencies.

Field Education

An important aspect of student formation is contextual education, which is defined by hands-on learning experiences in which developing religious and social-change leaders engage practices of ministry and justice making in various contexts and communities. These settings enable students to hone their professional skills, benefit from the insights of experienced mentors and supervisors, and progress in vocational discernment. The main contextual opportunities at Starr King are field education (field work and internships) and Clinical Pastoral Education.

Field Work and Internships

Field education entails intentionally reflective, supervised work, conducted in a congregational/agency setting or independently by the student as a special project. Field education is strongly encouraged, but not required for the MDiv degree. MASC students must fulfill an internship requirement to receive their diploma. Unitarian Universalist students seeking ordination must complete an internship approved and overseen by the Ministerial Fellowship Committee, which they may pursue as part of their course of study or upon graduation from Starr King.

Believing that students should follow a personalized course of study, and serving a population that resides across the country, Starr King does not follow a traditional "placement" model of. For the most part, students self-

initiate field education opportunities that match their passions, vocational interests, and logistical capacities. The Office of Contextual Education will provide assistance in locating and crafting an appropriate field education setting.

SKSM divides field education into the two categories of congregational and community-based settings and into the two levels of field work and internship.

Field Work is a less-structured field education experience involving a schedule of less than 15 average hours per week. Examples of field work include as volunteering for a non-profit, teaching a class over several weeks or serving on a committee. The field work student must benefit from the oversight of a mentor, but weekly, formal meetings are not required.

Internship is a field education experience that entails a minimum of 15 average hours per week (up to 40), weekly formal supervision at the site, and registration in a reflection class offered by SKSM. There are two Intern Reflection classes. One is designed for those working in a congregational setting (with Rev. Tera Klein), and one is for those working in a community institution (with Megan Dowdell). Please see course descriptions online. These courses are available only in the Fall and Spring terms.

Steps to Field Work/Internship Enrollment with SKSM

Students should:

1. Discuss desires and opportunities with their advisor and consult as to the feasibility of conducting field education at this point in their academic career.
2. Discuss desires and opportunities with Rev. Dr. Christopher Schelin, Director of

Contextual Education, in the case of community field work/internships, or with Rev. Tera Klein, in the case of congregational field work/internships. At this point students can determine if they will propose a new field education setting or seek to engage an established setting.

3. Submit a Field Site Proposal form to either Dr. Schelin or Rev. Klein, detailing the nature of the work to be done, listing tentative learning goals, and providing a resumé/bio of the intended mentor supervisor if this is the first time this person is serving in such a capacity. All mentor's supervisors must be approved by SKSM.
4. Register for field work or internship during the appropriate term's registration period
5. Submit the learning agreement within two weeks of the start of the term.
6. Submit the midterm evaluation before Reading Week or at the designated midpoint of a summer assignment.
7. Submit the final evaluation by the end of term for a grade to be issued. No credit will be granted without an evaluation and it is the responsibility of the student, not the supervisor, to ensure that evaluations are submitted on time.
8. If you are interested in Field Work during the Summer, please consult with Rev. Dr. Christopher Schelin or Rev. Tera Klein before the end of the Spring term.

Guidelines & Advice for Students Seeking Ministerial Fellowship with the UUA

According to the UUA's requirements, an Aspirant seeking to reach Candidate status must submit a copy of a final evaluation for a CPE/field education unit to the Ministerial Credentialing Office. All SKSM field education

courses qualify for the necessary experience to meet this requirement.

Any Candidate seeking Preliminary Fellowship through the Ministerial Fellowship Committee must complete either a full-time, nine-month internship or a part-time, eighteen-month internship. Please consult Rule 12 of the MFC Rules for further information.

As stated in the UUA's requirements, Candidates seeking Preliminary Fellowship must have completed one unit of CPE. It is highly recommended that an aspiring minister complete this requirement before meeting with the Ministerial Fellowship Committee. The MFC may grant a CPE equivalency should the candidate demonstrate relevant experience and provide references.

Please contact the Ministerial Credentialing Director for further information. The St. Lawrence Foundation has limited funds available to offset the costs of the CPE stipend. For more information, please go to:
<http://www.nyscu.org/SLFTE/>

Our advice for you:

1. Much of what you get out of CPE depends on the quality of the supervisor. Make sure you pick an established program with a supervisor with a good reputation. Ask around about the supervisor, and make sure you feel comfortable with them before choosing a program.
2. Although the UUA will sometimes approve CPEs without recognized accreditation, we recommend against this. These programs can be uneven in quality, and can be cancelled on short notice, leaving you without options.
3. Be sure you discuss with your advisor your readiness for CPE. CPE is an intense and rich learning opportunity; you want to do this in

the right place in your ministerial formation for maximum benefit.

4. Be sure to take your CPE supervisor's feedback seriously and discuss it with your advisor and other mentors.

Further Resources

An excellent FAQ for students:

<http://www.acpe.edu/StudentsFAQ.html>

SKSM Video Introduction to CPE with Rev. Dr. Peter Yuichi Clark (in 10 parts):

<http://www.youtube.com/watch?v=ZZDAL1LwkJ8>

Contextual Education Deadlines

Fall 2018

Learning Agreements (Field Work & Internships): September 18

Mid-term Evaluations (Field Work & Internships): October 19

Final Evaluations (Field Work & Internships): December 14

Copies of Supervisor Evaluations (CPE): December 14

Submission of Incomplete Work: January 4

January Intersession

If registering for credit for ongoing CPE or Field Work in January please submit evaluation by February 4

Spring 2018

Learning Agreements (Field Work & Internships): February 18

Mid-term Evaluations (Field Work & Internships): March 22

Final Evaluations (Field Work & Internships): May 24

Copies of Supervisor Evaluation(CPE): May 24

Submission of Incomplete Work: June 14

Maintaining Proper Paperwork

- If you cannot submit your final evaluation on time, you must file a Petition for Incomplete form by the end of term instead (Forms available at <http://www.sksm.edu/resources/student-forms/>).
- All forms must be completed in full. E-signatures are accepted provided assent by all parties is verified.
- Please file the appropriate paperwork for your field education category. Field work and field internship experiences, as well as congregational and community settings, are distinct and have separate forms.

Satisfactory Academic Progress (SAP)

Starr King School of the Ministry (SKSM) students are expected to make Satisfactory Academic Progress every semester they register in SKSM certificate and degree programs. Satisfactory Academic Progress is required by the Higher Education Act (HEA) and California state government to receive Title IV aid (federal financial aid). **SKSM students must maintain Satisfactory Academic Progress toward degree and certificate completion to be eligible to receive institutional and Title IV Aid (federal financial aid).**

The standards of the HEA apply to all students. Federal standards require that SKSM measures be quantitative as well as qualitative and include certification of completion of work within expected time frames. Academic Standing: Satisfactory Academic Progress

brings to light problems with the quality of a students' work and/or their pace in the program. Slow progress, numerous extensions, failed grades, and/or unethical professional and personal practices, failure to meet with one's advisor and attend to one's spiritual growth as suggested by faculty are examples of unsatisfactory progress, all affecting students' standing in their program.

a. Satisfactory Academic Progress: General Policies

Satisfactory Academic Progress is based on the following criteria and timeline:

- Full time students are expected to complete nine (9.0) or more credit hours each semester. A full-time student will be allowed a maximum number of years to complete a program as illustrated in the chart below.
- Part time students are expected to complete six (6.0) credit hours each semester. A part time student will be allowed a maximum number of years to complete a program as illustrated in the chart below.
- A majority of P (passed courses) and positive narrative evaluations for all courses taken in a semester.
- Any Incomplete coursework must be completed by the deadline stipulated by the faculty for the course.
- A satisfactory academic progress review will include the advisor's assessment of the students' work in classes and advising sessions. Upon completion of the review, the advisor will notify the Dean of Students, Dean of Faculty, and the Registrar. The Registrar will notify the GTU Consortial Financial Aid Office.
- The maximum time frame calculations do not include semesters/years a student is on leave or is not an active student.

b. Satisfactory Academic Progress Procedures

A review will be made at the end of each semester to determine if the student meets all satisfactory academic progress criteria:

- The Registrar will complete an independent assessment of students' SAP status and then confer with the advisors of students that do not meet SAP standards.
- Advisors will review their students' work and confirm with the Registrar and Dean of Students that the student has made satisfactory academic progress.
- Students who do not fulfill the conditions for satisfactory academic progress are automatically placed on academic and financial aid warning for the following semester.
- If a student fails to meet satisfactory academic progress at the end of the warning period, they will be placed on academic probation and will not be eligible for financial aid.
- Students can appeal the financial aid probation decision by successfully completing the requirements outlined in a written agreement prepared in collaboration with their Advisor and the Dean of Students. If the student's appeal is approved by faculty vote, they may receive aid while on probation.
- If the student does not make satisfactory academic progress for two consecutive terms (during the warning and probationary periods) the student is ineligible for financial aid during the subsequent semester or year.
- A student may be terminated from the program, by vote of the core faculty, if they do not make Satisfactory Academic Progress for two consecutive terms. The student may regain eligibility by successfully completing the requirements outlined in the written agreement prepared by the Advisor and Dean of Students. The Advisor who has

brought forward a vote on the probation should bring forward vote to take the student off probation when appropriate.

- A student on during some or all of the academic year, upon their return, will be held to the expectations in place at the time they took their leave (e.g. finishing incomplete coursework).

c. Flexibility with Expected Time Frames: Appeal

Process for an Adverse SAP Decision: If because of mitigating circumstances a student fails to make satisfactory academic progress and receives an adverse SAP determination, they may appeal that result. The student may not request that SKSM disregard the student's performance or eliminate a particular program requirement. The student may request that because of extenuating personal circumstances SKSM suspend an expected time frame for SAP and approve the student's request for a deadline extension and/or revised time frame.

Degree/ Certificate	Units required to be fulltime /semester	Normative Timeframe	Maximum Timeframe
MDiv	9.0 units	3 years (6 semesters)	6 years (12 semesters)
MASC	9.0 units	2 years (4 semesters)	4 years (8 semesters)
MDiv/ MASC	9.0 units	4 years (8 semesters)	7 years (14 semesters)

Common MA	12.0 units	2 years (4 semesters)	4 years (12 semesters)
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A student choosing to appeal a SAP determination should submit a written petition to the Dean of Students by electronic mail within one month of the date of the final SAP review letter. A copy of the appeal letter and decision must be submitted to the GTU Consortial Financial Aid Office.

The email should explain the mitigating circumstances influencing progress in the program and outline plans to make SAP within the subsequent semester. Extenuating circumstances that warrant an appeal of the SAP determination are injury or illness, the illness, injury and death of a relative, or other special circumstances. The appeal must explain why the students failed to make SAP and what has changed or will change in their situation that will allow them to make SAP at the next evaluation. The plan should outline how the student plans to meet the requirement(s) due the previous term and the one(s) due for the upcoming term. The email should also verify support of the plan by the student's advisor. Though not required, students can ask their advisor to write a memo of support for the revised plan. The Dean of Students will consult with the core faculty and render a decision about the appeal in writing by email within one month of the date of the appeal.

Online Learning

Online Class Assistance

Online Education Director Rev. Dr. Hugo Córdova Quero (hquero@sksm.edu) assists online faculty in creating online educational environments that include the foundations for

excellent teaching and learning. He holds virtual office hours and can also be reached through Zoom (Hugo Cordova Quero). He also helps students to get familiar with some Moodle features.

Students who enroll in online classes must be computer literate and have regular access to a computer with broadband internet. We strongly recommend access to a backup computer because a malfunctioning computer does not excuse anyone from coursework. Students need to prepare their computers for online courses with the following:

1. Internet Explorer, Google Chrome, or Firefox browser; Firefox is most reliable and thus recommended. Moodle is increasingly compatible with Safari, but there are intermittent problems. Chrome works best with iPads.
2. Latest version of free Adobe Acrobat Reader and Flash Player. Most courses incorporate PDF files as well as audio and/or video; most computers come with players. Check yours before enrolling in online classes. Although Flash Player plays the most common a/v files, you may need additional plugins, such as those installed on most computers, or they may be downloaded (free) from Windows, Apple, or elsewhere.
3. Instructors may use Zoom, especially for virtual office hours.

While Studying Online

You will spend a good deal of time sitting in front of your computer. We encourage you to gather embodiment practices and resources that resonate for your life. Here are some resources to get you started:

- Computer Health Tips from TIME: <http://time.com/3566809/computer-health-tips/>
- Caring For Your Eyes from AllAboutVision.com: <http://www.allaboutvision.com/cvs/irritated.htm>
- 8 Simple Exercises for Computer Users from the University of Virginia: <http://ehs.virginia.edu/ehs/ehs.ergo/ergo.pc.html>

Moodle

Students will receive a Moodle username and password from the office of the registrar when enrolling for their first class. Go to <https://moodle.gtu.edu> to log in to your account. Neither the Director of Online Education nor any other staff member at SKSM can issue you a Moodle username and password.

Since 2017, all courses --residential, hybrid, intensives, and the like-- are also online. You will be adding to your course on Moodle right after registration. Please consider that this is not an automatic process, and it may take a couple of days for the system to reflect your registration.

Remember to check the **Moodle Help for Students** section on the GTU Moodle main page which provides various resources on how to navigate and use this learning system most effectively. The link is:

<https://moodle.gtu.edu/mod/page/view.php?id=174134>

- Concurrently, the Director of Online Education can assist you with particular situations during the first weeks of instruction until you get familiarized with the Moodle platform. However, this is a limited assistance. The Director of Online Education as well as other SKSM staff member cannot grant you a Moodle username and password and cannot turn in

your assignments or change the dates of submission, for example. Only you have access to changing information on your Moodle account. Please bear this in mind when asking for help.

Attendance to online courses

Students should take care to keep instructors apprised throughout a semester. If you contemplate being away for more than a week, let your instructor know ahead of time. Or for longer absences, make arrangements with your instructor.

Please use the instructor's SKSM email address for all your communications. Instructors' personal email addresses are not a channel for course-related communications. You can find the instructors SKSM email address either in the syllabus or in the SKSM online directory (www.sksm.com/meet-us).

See [How Students Develop Online Learning Skills](http://www.educause.edu/ero/article/how-students-developonline-learning-skills), "http://www.educause.edu/ero/article/how-students-developonline-learning-skills"

About Posting

At Starr King we say participation is not an option. Rules aside, be willing to share your thoughts with others, and keep your comments both focused and relevant. Also, make sure you are clear about course expectations, usually detailed in the syllabus. Check with your instructor about frequency of logins and posting. Norms are 3-5 times per week. These times are not negotiable, meaning that you are expected to interact about 3-5 times every week. If you participate 30 times in a week, that does not imply that you can be absent the following month. If you do so, you will be considered as absent in the course for all that time. Students are only entitled to be absent one week per semester in an online course.

Moodle is designed to lock itself after a certain time. If you are writing your post on Moodle and the system locks itself, you will lose your work. Therefore, write it before either in MS Word or Notepad and then insert your post in the Moodle window. Many students --and instructors-- have lost hours of work as a result of not paying attention to this aspect. So please be sure that you have your work backed up in a MS Word or notepad file before posting. The Director of Online Education or the Moodle coordinator cannot retrieve your lost work, so please pay special attention to this feature in Moodle. Concurrently, sometimes the posting goes wrong, and if you do not have a backup, you would also need to start to write your posts all over again. Having a backup is the safest way to deal with these two situations. There is no way in Moodle to recover information once the system has locked itself.

Length of Message

A screen's worth is usually enough. Once in a while, maybe two. Because reading on a monitor can tire the eyes, brevity is helpful and generally appreciated. Instead of posting a very long message, try to divide your thoughts into different conversations, so you can interact with more classmates in a given week. This will also foster the interaction with your peers in a more diversifying way.

Writing

Keep your posts simple. Use short sentences and capitalize rarely; perhaps only to indicate proper words, titles or headings. Unnecessary capitalization reads as SHOUTING. Please avoid. If you need to emphasize a word, just write it in italics. The use of "quotation marks" or underlining may be tough to read by classmates with different visual abilities. Your care about the needs of others contribute to

make the class a nice and welcoming environment.

Inclusive and non-discriminatory language is expected in spoken and written formats whenever is possible. It may be necessary --in specific cases in order to understand certain topics-- to use a word that it is no longer "politically correct." In these cases, be very intentional to state first the purpose of you recalling that term and, if in written, always include it between quotation marks. Otherwise, this may offend or hurt any of your peers. When in doubt about this, please consult your instructor before you mention or write that term. Except in this situation, any derogatory or offensive term would be considered as inappropriate for a class interaction.

Time to Take Time

When dealing with sensitive issues, take a little more time to reflect first on what has been said and then on how you will reply. Even ask a question to the classmates posting in the conversation to be sure that you are understanding them correctly. Then compose thoughtfully. Even leave for a few minutes before returning to click that button.

If there are thoughts that could be misinterpreted or could be taken as not politically correct, take the time to write an extra line explaining this. Better to be sure your classmates understand you correctly than creating an uncomfortable situation due to misinterpretations. You may also want to consult your instructor to check if your understanding of a topic or conversation matches the instructor's perception, and then proceed to post your comment.

Academic Conduct (Plagiarism)

Your ideas and work as well as others are valued in every class, but they are more visible in online courses where we rely heavily on written formats.

Taking words, graphics, and/or ideas from any other sources without full attribution constitutes an academic offence. Proper citation must be given to all formats of production (written, visual, auditive). Many students are often tempted to cut-and-paste directly from the internet.

Although there is no reason to dismiss citation from the internet – when authorship, URL address and date of accessing the website is properly given –, lack of these element also constitute plagiarism.

Whenever in doubt on how to proceed on this issue, please contact your instructor before you submit your comment on a forum or the assignments through a link on Moodle. To learn the basis for appropriate academic conduct is an ongoing process, and your instructor will always be willing to assist you.

Humor

Be careful with sarcasm and humor. Not to say never ~a little wit can sometimes work wonders~ but flippant is almost never welcome, and online communications infamously misinterpret comments we thought were funny. Pay attention to this quirky phenomenon.

Besides, humor is culturally bound and many of your classmates may hold different conceptions about humor. In an increasingly multicultural environment at SKSM, cultural sensitivity is necessary when thinking about humor.

Another aspect is that humor heavily relies on language, and for many of your classmates or instructors, English may be their second, third, or even fourth language, thus increasing the possibilities for misunderstandings.

Communication can be just a little bit harder when studying online. Thus, always resist the urge to flame another class member. Sleep on it before responding to anything that sets you off, because you might see differently when you return. See “[The Core Rules of Netiquette,](http://www.albion.com/netiquette/corerules.html)” <http://www.albion.com/netiquette/corerules.html>. Please use inclusive or gender-neutral language whenever possible.

Respect for the opinion and right of expression of your fellow classmates is mandatory, whether your interaction is face-to-face (synchronic) or online (diachronic). You have all the right to disagree with a classmate or with your instructor. There are ways to politely express your point of view and have a civilized interaction. Be always intentional to state the basis upon which you build of position.

Confidentiality

Related to the compliance with FERPA, please refrain from using classmates’ comments (High res and hybrid courses) or Moodle postings in forums (online courses) either in your papers or outside the classroom.

We understand Moodle forums to be safe spaces for classmates to freely talk and express personal feelings or ideas. They are not topics for conversation outside the classroom. Please respect your classmates right to keep their comments aimed only to this class.

Assignments

Throughout the semester you are expected to turn in assignments at certain deadlines. Please be mindful that there is a reason for these deadlines. If due to illness, family or job-related issue, you are expecting to be unable submit your work by the deadline, please contact your instructor to arrange for any lost work. By all means keep your instructor informed and negotiate about lost work so you can successfully pass your course. Your instructor will not accept all your assignments at once by the last day of the semester, as there are pedagogical goals related to every assignment that only work in the allocated time of submission. Submitting the assignment all your assignments by the last day of instruction instead of submitting them during the semester may result in you failing the course.

Be mindful that SKSM requires all turning in of assignments over Moodle. Submissions over the private or SKSM email inbox of your instructor do not count as official turning in of your assignments. If you send an assignment to the private or SKSM email address, your instructor will not be permitted to grade it, thus, resulting in you failing that assignment. The only official way of submitting an assignment is through Moodle. Kindly refrain from putting your instructor in a difficult situation.

Please remember that your instructor also has deadlines for submission of grades. Extensions (incomplete) are granted on exceptional cases, not as a norm. Therefore, please plan ahead to make the deadline for the submission of all your assignments. Extensions are not meant for work that should have been turned in during the semester. It only gives you extra time to turn in your final course assignment under exceptional circumstances. That implies that if you petition an extension, your instructor in consultation

with the Academic Dean can deny your request if the reasons stated for the extension are considered not applicable. The best course of action is that you plan and work on your final course assignment ahead of time.

In the exceptional case that you are granted an extension, you will have three extra weeks to turn in your final course assignment. Your instructor will have until the third Friday after you turned your final course assignment to submit your final course grade. Then, your incomplete will be changed into the grade submitted by your instructor by the registrar. Failing in submitting your final course assignment at the end of the third week of the extension, will automatically turn into an F (fail).

Your instructor is also required to offer you feedback on all of your assignments and turning in your student evaluation and grades over Moodle. Your instructor is not allowed to submit these materials or grades over email. The only way of counting them officially is through Moodle. Please do not put an instructor in a difficult situation by asking her/him/them to send feedback or grades over email. SKSM policies do not allow faculty to do so.

Dropping an Online Course

When you want to drop an online course, you will need to do this through the specific guidelines detailed by the registrar's office. Just stopping attending an online course will not unenroll you. You will still be financially charged for the course. You will also be graded for being absent from the course. To avoid this situation, inform your instructor as soon as you decide to drop an online course and initiate the process through the registrar's office immediately. Please remember that you

instructor has no editing privileges in Moodle to add you or drop you from a class.

Adding an Online Course

When you want to add an online course, you will need to do this through the specific guidelines detailed by the registrar's office. Your instructor has no editing privileges on Moodle to do this. As in any registration, please remember that there may be a delay of 1-2 business days for the system to reflect this

change and for you to appear in the class roster in the course on Moodle.

When you have doubts about the process of registering --or dropping-- for online courses, this should be consulted with the SKSM registrar. There is also a section in this handbook that has especially been written for this purpose. Kindly revise and be clear with the registration policies so you avoid delays in your registration or extra financial charges when dropping an online course.

Tuition, Fees, & Financial Aid



A Message from the Business Office

The Business Office is committed to providing professional assistance to students, faculty, staff and third-party agencies. We strive to offer the best possible service consistent with policies and regulations.

We handle all aspects of student accounts. This includes processing payments and credits, billing tuition and fees, and processing miscellaneous charges and account adjustments.

The Business Office partners with **Financial Aid Solutions** for all processes related to federal financial aid.

Financial Aid forms required for the processing of federal financial aid requests can be found on our website

(<https://www.sksm.edu/admissions/financial-aid/>). Financial Aid Solutions stand ready to assist you in any way necessary. If you have any questions, please contact the SKSK Financial Aid Office at (510) 859-4611 or financialaid@sksm.edu

We welcome your feedback and are always looking for way to improve our support to you. The Business Office is located on the ground level at the corner of the parking lot.

Your primary contact is Owais Qureshi (oqureshi@sksm.edu) and his office is in Room 17. He is available to walk-ins and by appointment, Monday-Thursday, 9:00 a.m.-12:00 p.m. or 2:00-3:00 p.m.

Financial aid information will be available in the business office as well as on our website.

MDiv and MASC Tuition

Starr King charges tuition on a per credit basis. The current tuition is \$725/credit. The credit charge is reviewed every year and is subject to change.

Students will be billed each semester at the rate of \$725 per credit for the number of credits taken that semester. Should you add or drop a course, your adjusted billing will reflect these changes. There are three semesters per year: 1) Summer Semester, 2) Fall Semester, and 3) Spring-Intersession Semester.

For each degree program there is a cap on credits after which a continuing fee may apply.

Cap on Maximum Credits for Degree Programs

The MDIV degree requires a minimum of 90 credits; a maximum of 99 credits is allowed.

The MASC degree requires a minimum of 48 credits; a maximum of 57 is allowed.

The joint MASC/MDIV degree requires a minimum of 114; a maximum of 123 is allowed.

Part-Time and Full-Time Study

Part-time study is possible in all degree programs.

Programs of study may be paced over various lengths of time. At a full-time pace, the MDIV program can be completed in 3 years of study. It also can be paced over a longer period, up to 6 years (part-time). The MASC program can be completed in 2 years of study (full-time). It also can be paced over a longer period, up to 4 years (part-time). The joint MDIV/MASC degree can be completed in 4 years of study

(full-time). It also can be paced over a longer period, up to 8 years (part-time).

Minimum Credits for Federal Student Loans

In planning the pacing of your program of study, it is important to keep in mind that if you are making use of student loans you must abide by federal regulations that require a minimum number of credits each principal term.

For purposes of federally-supported financial aid programs, in order to receive full-time benefits a student must be enrolled for a minimum of 9 credits each principal term (i.e. Fall and/or Spring/Intersession). To receive part-time benefits, a student must be enrolled for a minimum of 6 credits each principal term (i.e. Fall and/or Spring/Intersession).

Students who take fewer than 6 credits in a principal term may enter repayment for loans and are not eligible for loans within that semester.

Tuition Transition for Continuing MDIV, MASC, & Dual Degree Students

Students who matriculated by Spring 2016 committed to an all-inclusive tuition plan (rather than the current system which charges tuition per credit). The total cost of their degree will be capped, not to exceed the total cost agreed to at the time of their matriculation.

When a M.Div. or Dual Degree student qualifies for the tuition transition, and their cumulative tuition payment reaches the tuition cap, any remaining credits needed to earn their degree will be paid for by SKSM Transition Tuition Scholarship Funds (up to 99 credits for an M.Div. or 123 credits for a Dual Degree).

If the student is given permission to earn more than the 99 credits for M.Div. or 123 credits for Dual Degree, they will be charged at the per credit rate which will be added to the total of their original all-inclusive tuition.

When a MASC student qualifies for the tuition transition and owes less for their degree than the all-inclusive tuition agreed to at their matriculation, they will pay the lesser amount. SKSM Transition Tuition Scholarships will make up the difference between the total paid through the fee per credit billing and the price of the student's original all-inclusive tuition (up to a maximum of 57 credits).

What happens if I complete the maximum credit credits for my degree but haven't finished paying tuition?

If you have kept good track of your own progress towards your projected graduation date this is unlikely to happen. But in the unlikely event that it does, you must pay off the balance of tuition you owe in a final "balloon payment" prior to graduation.

What happens if I finish paying tuition, but don't have the credits required to graduate?

If you have kept good track of your own progress towards your projected graduation date, this is unlikely to happen. But in the unlikely event that this occurs, you will be required to pay the continuing fee each principal semester until you are ready to graduate.

Total degree Tuition must be paid in full 30 days prior graduation.

Tuition Payments

Tuition is due by the first day of classes for each principal term (Summer, Fall and Spring/

Intersession Semesters), or when federal loans are disbursed.

Staying Current with Your Payment Plan

Students must be current with their Payment Plan to register each semester. If a student falls behind on their payment plan, an automatic block will be placed on their registration. If this occurs, the student should immediately contact the Student Accounts Manager (Owais Qureshi) to arrange to satisfy the terms of their payment plan or agree to an adjusted plan. The Student Accounts Manager is authorized to remove the block when satisfied that payment is current or when agreement is reached for an adjusted payment plan.

Total degree Tuition must be paid in full 30 days prior graduation.

Fees for Outside Educational Opportunities

Starr King students may choose to engage in courses, workshops, conferences, educational opportunities and professional growth activities offered outside of SKSM, GTU and its affiliated centers, UCB, Mills and Holy Names. These opportunities may be as varied as spiritual direction, therapy, workshops, conferences, denominational events, or concurrent enrollment through other seminaries, universities, and graduate institutes. SKSM all-inclusive tuition does not cover outside educational opportunities. Work done through these opportunities can be “written up” using SRC forms and presented to one’s advisor for assessment and approval for Starr King credit. Work written up for credit, once approved by the advisor, must be registered through **student planning** to be counted towards the degree requirements.

There is no additional SKSM charge to receive credit for these endeavors; *nor is there any tuition credit, tuition break or reduction.* Students are responsible for any fees charged by organizations and individuals outside of SKSM, GTU, UCB, and Holy Names. However, MDIV, MASC, joint MDIV/MASC and M.A. students may apply for a Starr King “Personal Growth and Learning Expense” to assist with the cost of these learning and growth opportunities, provided the opportunities are an integral part of their Personalized Educational Plan and advance their progress in meeting the degree requirements for their SKSM degree. Personal Growth and Learning Expense applications are available in the Forms section of the SKSM website.

Certificate Tuition

Starr King’s certificate programs are open to Special Students and to Degree Students. The certificate programs require the completion of 18 credits.

Special Students who enroll in a certificate program pay the per-credit tuition for each course they take. Per-credit tuition is set annually and may increase in subsequent years.

Per-credit tuition for 2018-2019: **\$725 per credit**

Tuition for a 3-credit course: **\$2,175**

Fee for a 1.5 credit course: **\$1,087.50**

Special Student Fees and Online Student Tuition

Special Students (i.e. students who are not currently matriculated in an SKSM degree program) may register through Starr King to take a Starr King course (residential, intensive, immersion, or online) or any course offered through the GTU Cross-Registration System.

Special Students and Online Students pay a Per-Credit Fee for courses.

Per-credit tuition for 2018-2019: **\$725 per credit**

Tuition for a 3-credit course: **\$2,175**

Tuition for a 1.5 credit course: **\$1,087.50**

SKSM Alumni

SKSM alumni are eligible to take a SKSM course as a "Special Student" and to apply one free credit per year (\$725 discount) to the cost of a SKSM course. Access to the course is subject to space availability and instructor approval.

Partners of Current Degree Students and Faculty

Partners of the current degree students will be charged a \$500 flat fee per course. The spouse is limited to one course per year if there is space in the course and the instructor approves. Please note this applies only to SKSM courses.

Transferring Between SKSM Degree Programs

Students transferring into one SKSM degree program from another SKSM program must submit a [Change of Degree form](#) with all necessary signatures.

The student must have the approval of the Dean of the Faculty and update their projected graduation date in consultation with their advisor.

Transferring into one SKSM degree program from another SKSM degree program will result in the current entering-year tuition rate being applied regardless of the student's original entering year. This means that a transfer

between one program to another may result in an increase in total tuition due.

All tuition paid to the degree program from which the student originally matriculated will be transferred and applied to the program into which they are transferring. No tuition previously paid will be refunded. For example, if an MDIV student transfers into the MASC program all money paid into the MDIV program will transfer to the MASC program. No refund will be given for the MDIV tuition previously paid.

Joint MDIV/MASC Degree

Students may apply to be jointly admitted to the MDIV/MASC at the start of their studies at Starr King.

Students who decide after beginning one degree program that they want to do a joint degree should discuss this possibility with their advisor, meet with the Director of the MASC program, and apply for the joint degree through petition to the faculty.

Tuition Credit for SKSM Certificate Students

Certificate Students who have completed a Starr King Certificate in Unitarian Universalist Studies (18 credits) or a Starr King Certificate in Multi-Religious Studies (18 credits) and who have matriculated for a MASC or MDIV degree by Spring 2016 will receive credit towards their degree tuition. 100% of the Certificate fees paid will be credited towards the tuition owed for their degree program, prorated over their first year in the degree program. All 18 credits will transfer into the Degree program and be

counted towards the required number of credits for completing the Degree.

Submit your tuition credit request to the Student Accounts Manager at studentaccounts@sksm.edu. Certificate Students who have completed a Starr King Certificate in Unitarian Universalist Studies (18 credits) or a Starr King Certificate in Multi-Religious Studies (18 credits) and who have matriculated for a MASC or M.Div. degree after Spring 2016 or later will transfer the Certificate credits they have earned to the Degree program and will pay tuition for the Degree program at the annually established fee per credit rate.

Tuition Credit for SKSM Special Students

Special Students (online and residential) who were admitted to Starr King's MDIV or MASC degree program and matriculated by Spring 2016, will receive a tuition credit when they matriculate. 100% of the Special Student fees paid will be credited towards the tuition owed for their degree program, prorated over their first year in the degree program. Credits earned as a Starr King Special Student will transfer into the Degree Program and be counted towards the required number of credits for completing the Degree.

**Submit your tuition credit request to
the Registrar at
registrar@sksm.edu.**

Special Students who were admitted to SKSM's M. Div. or MASC degree program, and who matriculated after Spring 2016, will transfer the credits they have earned to the Degree program, and will pay tuition for the Degree program at the annually established fee per credit rate.

Tuition Credit for Transfer Students

Students admitted to Starr King's MDIV or MASC degree who within five years prior to their matriculation with Starr King have completed course work in an accredited theological school, or a graduate religious studies program, or who have completed a certified unit of Clinical Pastoral Education may request that credits be transferred upon their admission to Starr King. Transfer credits count towards the required number of total credits needed to complete a degree program and the amount of tuition required will be reduced accordingly. Tuition credits will be prorated in accordance with the student's projected graduation date.

To request a transfer of credits, entering MDIV or MASC students must submit a written request and written documentation (i.e. an official transcript from the other school, or a CPE final evaluation) to the Director of Admissions. Requests may be submitted any time during the admissions process and early submission is encouraged. Requests must be received no later than August 1 or January 1.

The request will be reviewed and acted upon by the Chair of the Admissions Committee (if the chair is a member of the SKSM faculty) or the Dean of the Faculty; signed approval of transfer credits will be communicated in writing to the entering student, the SKSM Registrar, the student's Advisor, and the SKSM Student Accounts Manager. Each complete transfer request and the letter of determination from the Admissions Committee Chair or Dean of Faculty will be placed in the student's permanent file.

The following criteria will be applied in determining pre-admission transfer credits:

- Transferred course work must be relevant to the degree requirements and learning goals of the MDIV and/or the MASC
- Credit-hour equivalency will be determined by SKSM.
- No coursework or CPE work that has been counted in the awarding of a completed degree at another institution will be transferable.
- Limits on allowable transfer credits will be observed.

Allowable limits on transfer credits:

- For MDIV candidates no more than 30 credits can be transferred.
- For MASC candidates no more than 15 credits can be transferred.
- For joint MDIV/MASC candidates no more than 39 credits can be transferred.

Tuition Refund Policy

If a student withdraws or is dismissed by the faculty from a Starr King degree program during the Fall principal term or the Spring/Intersession principal term, they may be eligible for a refund of tuition they have paid that term. The Student Accounts Manager will calculate any tuition refund owed to the student based on the withdrawal date as follows:

1. **Prior to the end of General Registration: full refund of tuition** due for the semester
2. During the **1st week of classes: full refund** less withdrawal fee of \$100 per course.
3. During late registration (**before 3rd week of classes**): **80%** of tuition paid that term
4. During **3rd, 4th and 5th** week of classes: **50%** of tuition paid that term
5. **After the 5th week: no refund**

Student Body Fees

This is a friendly reminder that there will be Student Body Fees automatically charged to your Student Account for each of the principal terms (Fall and Spring/Intersession) in the amount of \$20.00 per semester (\$40.00 over full academic year).

If there are any questions about the fees, please contact your Student Body Leadership and they will be more than happy to discuss their activities and goals for the upcoming academic year.

Financial Aid

Starr King offers several forms of financial aid for degree candidates. Financial Aid is awarded in the form of Starr King Institutional Tuition Scholarships, student loans, work study, or a combination of the three. Financial aid is granted on a year-to-year basis, with reapplication and review each year. Eligibility is based on information provided on a student's application for financial aid and on Satisfactory Academic Progress. The federal government requires that institutions of higher education establish and implement a policy to measure if a financial aid recipient is making Satisfactory Academic Progress and the school must have a policy for monitoring progress. Federal regulations require that the Satisfactory Academic Progress (SAP) policy include quantitative and qualitative measure and certification of the completion of work within a maximum time frame. Satisfactory Academic Progress must be maintained in order for a student to retain eligibility for institutional and federal financial aid.

All students are encouraged to apply for financial aid. Starr King School for the

Ministry does not discriminate on the basis of race, color, national or ethnic origin, religious affiliation, age, gender, gender identity, sexual orientation, or disability in administering its financial aid programs.

Application Forms and Deadlines

Students must apply for financial aid *each year* by the Starr King Financial Aid application [priority deadline](#) in order to be considered for the fullest range of aid available. Students who apply after the priority deadline may still be eligible to receive Direct Loans. However, a late application may result in the loss of eligibility for some forms of financial aid including SKSM Scholarships and/or federal work-study. Domestic Student Financial Aid Applications are available online via the SKSM website starting in December of each year. The FAFSA may be completed online at www.fafsa.gov as early as October 1 for the following year. The Starr King School Code is G04080.

SKSM Institutional Financial Aid
Applications can be obtained by visiting the SKSM website at <http://www.sksm.edu/admissions/financial-aid/>.

If you have any questions, please contact the SKSM Financial Aid Office at (510) 859-4611 or email financialaid@sksm.edu.

SKSM Institutional Financial Aid Application Deadlines:

- For Spring 2019, deadline is November 1, 2018
- For 2018-19 Academic Year, deadlines are:
April 1, 2019 (priority)
June 1, 2019 (final)

Federal Work-Study

The work-study program allows students who are eligible for need-based aid to work part-time for which they are paid an hourly wage. Federal Work-Study (FWS) may be available to those who demonstrate financial need and is subject to availability of funds. A Federal Work-Study award may be used for on-campus employment, at the GTU Library, or off campus with a non-profit employer. A work-study award grants a student priority consideration for on-campus hourly employment. To apply for Federal Work-Study a student must indicate an interest in work-study on their FAFSA.

A school must use at least 7% of its FWS federal allocation to support students working in community service jobs, including: reading tutors for preschool age or elementary school children; mathematics tutors for students enrolled in school through ninth grade; literacy tutors in a family literacy project performing literacy activities; or emergency preparedness and response. Students who wish to participate in a reading literacy project are given priority consideration for federal work-study employment.

Federal Direct Loans

SKSM participates in the federal Direct Loan program. Direct Loans are low interest loans that help students pay for the cost of the student's education. Eligibility for a Direct Unsubsidized loan is not based on need. Interest begins to accrue on an unsubsidized loan at the point of disbursement. Students may opt to pay (6 credits) in a qualified degree program. Any interest accrued will be added to the principal balance of the loan after the student graduates, leaves school, or drops below half-time. Our partners in the administration of Federal Direct Loans, FA Solutions, will determine the amount a student

can borrow up to the annual maximum of \$20,500. Total financial aid awards, including loans, cannot exceed the total cost of education. For information on the current unsubsidized direct loan interest rate, please visit:

<http://studentaid.ed.gov/types/loans/subsidized-unsubsidized#what-are-the-current>

An additional loan provided under the Direct Loan Program is the Direct Graduate PLUS Loan for graduate and professional degree students. The Graduate PLUS loan is an additional non-need based, federal student loan option. The terms and conditions include a determination that the applicant does not have an adverse credit history. Before a student will be considered for a PLUS Loan, FA Solutions must have determined the maximum eligibility for Direct Unsubsidized Stafford Loans. The maximum PLUS Loan amount an eligible student can borrow is the cost of attendance minus any other financial assistance received. Students who wish to borrow a Graduate PLUS Loan must contact the FA Solutions directly. For information on the current Graduate PLUS loan interest rate, please visit:

<http://studentaid.ed.gov/types/loans/subsidized-unsubsidized#what-are-the-current>.

The U.S. Department of Education charges a loan fee for a portion of the principal amount of the Direct Unsubsidized and Graduate PLUS loans. The loan fee is deducted proportionately from each loan disbursement. The most current loan interest rates are listed at:

<https://studentaid.ed.gov/types/loans/interest-rates>.

The Direct Loan Program offers several repayments plans that are designed to meet the different needs of individual

borrowers. Generally, borrowers have 10 to 25 years to repay a loan, depending on the repayment plan that is chosen. A borrower will receive more detailed information on repayment options during the required student loan entrance and exit counseling sessions. For more information about the Direct Loan program and about repayment plans, visit

<https://studentloans.gov/myDirectLoan/index.action>

Veterans Administration Benefits

Students who meet the definition of a “veteran” may be eligible for Veterans Administration (VA) benefits. Students wishing to receive VA benefits should contact financialaid@sksm.edu at or before the time of registration to complete the necessary paperwork.

Students with previous graduate level coursework/training in the program to be pursued will be evaluated upon enrollment and given appropriate credit. Evaluation will be based upon review of academic transcripts. Credit allowed will be recorded in enrollment records, and the length of the program shortened proportionately. In addition, the student and the Department of Veteran’s Affairs shall be notified. (Note: All prior graduate level coursework and training will be evaluated.) Upon completion of the course of study a degree will be conferred.

Procedures for Receiving Federal Loan Proceeds

If you are receiving a federal loan, you must complete all necessary paperwork that appears on the Starr King financial aid web page. First-time Direct loan borrowers at SKSM must also complete Direct Loan entrance counseling. This requirement may be completed online at <http://studentloans.gov>. Exit counseling is

required of all students in their last semester of registration and of those who otherwise drop below half-time enrollment at any point in the program.

- a) Loan proceeds are received electronically at the beginning of the fall and spring terms and are processed through Business Office and posted to the student's account. Students must be registered at least half-time and must have completed all financial aid requirements in order for loan funds to be processed. Please note that changes in enrollment may result in an adjustment to or loss of aid. Refund checks will be issued for any credit balances existing after charges are deducted. Students should contact the SKSM Business Office for information regarding the schedule for their refunds.
- b) A hold placed on your registration will result in a delay in the processing of your loan funds until the registration hold is resolved.

Deferment of Prior Student Loans

To defer prior student loans, students must be enrolled at least half-time (6 credits). SKSM submits current enrollment information to the National Student Loan Clearinghouse each term. This information is accessible to major lenders and loan servicers but there is a time lag in reporting. Servicers may not receive updated enrollment information until mid-semester. Perkins loans typically require the completion of a deferment form, available from the school that issued the Perkins loan. If you have outstanding federal student loans, to ensure your loan servicer is aware of your current status, be sure to respond to any mail directed from your lender/servicer. It is your responsibility to verify deferment procedures with your servicer(s) and to comply with your servicer(s) deadlines to avoid defaulting on your loans. Likewise, it is your responsibility to give the appropriate deferment forms to the

Registrar in a timely manner, along with an appropriately addressed mailing envelope for each form. Deferment forms are available from the SKSM Financial Aid Office:
financialaid@sksm.edu.

Reporting Outside Resources

Federal regulations require students and the institution to report any outside resources the student will receive for the academic year. Outside resources include but are not limited to: scholarships, grants, denomination support, Vocational Rehabilitation, AmeriCorps, or other external sources of financial assistance such as payments made to the school from any person other than the student. Outside Resources, with the exception of Veteran's Benefits, must be factored into the calculation of a student's eligibility for institutional and federal financial aid. If necessary, the student's financial aid package will be adjusted to account for additional assistance that is received.

General Policies Guiding the SKSM Financial Aid Office

Starr King and our Financial Aid Office, staffed by FA Solutions, adhere to institutional policies and the rules and regulations dictated by the U.S. Department of Education.

- a) Students who meet published application deadlines have priority over late applicants. Late applicants will be evaluated on a case-by-case basis as funds allow. Because financial aid funds are fully allocated during initial awarding, there will normally be no grants or work-study available to late applicants.
- b) Full-time enrollment is 9.0 units or more per term (Summer, Fall or Spring/Intersession semester). Half-time enrollment is 6.0 units per term.
- c) Full-time students who drop to half-time status will have their aid reduced in proportion to the reduction of their tuition charge. Federal

Work-Study and Federal Direct Loans will be reduced as required by federal law.

- d) Students enrolled less than half-time are not eligible to receive any financial aid.
- e) Eligibility for financial aid for the summer term varies. Check with financialaid@sksm.edu.
- f) Students receiving funds from non-SKSM sources will not have their grants reduced except in cases where total need is exceeded.
- g) Members of religious orders are eligible to receive grants or scholarships and Federal Unsubsidized Stafford Loans. Members of religious orders are ineligible to receive Federal Work-Study.
- h) Annual awards will be disbursed equally between the fall and the spring semesters.

Return of Title IV Funds Policy

Federal regulations require a school to have a written tuition and fees refund policy and a Return of Title IV (Federal Aid) Funds policy to be applied to students who withdraw during the term for which federal aid has been received. This policy addresses how Title IV funds are handled if the recipient of those funds completely terminates enrollment (i.e., cancels his/her registration, withdraws, or is dismissed) or stops attending classes prior to the end of a term.

When a student terminates enrollment after beginning attendance, that student may no longer be eligible for the full amount of Title IV funds that he or she was originally scheduled to receive. In this case, the amount of Title IV loan assistance earned by the student must be determined. If the student does not complete more than 60% of the enrollment period and the amount of Title IV aid disbursed to the student is determined to be greater than the amount the student earned, the unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise

eligible, he or she may receive a Post-withdrawal disbursement. After the 60% point in the period of enrollment, a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period and a return is not required.

The Return of Title IV funds calculation is completed by the SKSM Financial Aid Office in accordance with the federal regulations set forth in the Higher Education Act of 1965 and the Return worksheet provided by the Department of Education. To determine the amount of earned and unearned aid, the SKSM Financial Aid Office will calculate the percentage of the enrollment period the student completed. If any amount of aid is determined to be unearned, institutional charges are used to determine the portion of the unearned Title IV aid that the school is responsible for returning. The SKSM Financial Aid Office will include all appropriate SKSM fees in the Return calculation. The institutional charges used in the calculation usually are the charges that were initially assessed for the entire period of enrollment. Initial charges may only be adjusted by those changes the Business Office made prior to the student's withdrawal (for example, for a change in enrollment status unrelated to the withdrawal).

Once the SKSM Financial Aid Office determines the amount of unearned aid that the school is responsible for returning, the student and the Business Office will be notified. The e-mail and/or written letter to the student will specify the amount of aid that must be returned to the Title IV loan program by the school and the amount that must be repaid by the seminarian in accordance with the terms outlined on his or her federal Master Promissory Note. If the school's portion of the funds to be returned creates a balance due on the student's account, the student will be billed for the amount due.

This policy is based on 34 CFR, Section 668.22 of Title IV of the Higher Education Act of 1965, as amended. Further details are available by consulting directly with staff at the FA Solutions.

Scholarships

SKSM Institutional Tuition Scholarships (ITSAs)

Starr King annually provides Institutional Tuition Scholarship Awards to assist students with the cost of tuition. Starr King institutional tuition scholarships are awarded through an internal process by the SKSM Scholarship Committee. The Scholarship Committee considers the financial need of each applicant as well as the school's commitment to educating to counter oppressions and our desire to manifest a just, multiracial, multicultural learning community.

Students must apply every year for Institutional Scholarships during the spring semester to receive assistance for the following academic year. While most awards are determined based on financial need, some are awarded as incentive grants or merit grants. The level of tuition aid may vary each year depending on a student's financial application, available funding, and the number of qualifying applicants. Grants and scholarships awarded by SKSM are applied to tuition paid to SKSM, only.

In order to apply for a SKSM Institutional Tuition Scholarship, students must complete both the FAFSA and the SKSM Scholarship Application:

1. File the **Free Application for Federal Student Aid (FAFSA)** with the federal processor online at www.fafsa.gov. Please note the following:
 - a. The **SKSM federal school code is G04080**
 - b. For financial aid during the 2018-19 Academic year, submit the 2018-19 FAFSA using 2016 tax records. You can submit your FAFSA from October 1, 2017 through June 30, 2018.
 - c. For financial aid during the 2019-20 Academic year, submit the 2019-20 FAFSA using 2017 tax records. You can submit your FAFSA from October 1, 2018 through June 30, 2019.
 - d. If you have not yet filed a federal income tax return, use estimated information; then update the information once you complete your taxes.
2. Complete and return the [Domestic Student Financial Aid Application](#) to the SKSM Business Office or email to, financialaid@sksm.edu
3. Complete and return the [Starr King Institutional Tuition Scholarship Application](#) and return to Student Accounts Manager, Owais Qureshi, oqureshi@sksm.edu.

For the 2018-19 academic year, these items must be returned to the Student Accounts Manager, Owais Qureshi, oqureshi@sksm.edu.

The table below shows the expected timelines for the Starr King Institutional Scholarships for the 2018-2018 and 2019-2020 academic years.

Please note that the 1st Review deadline for the **2019-2020** academic year will be **April 1, 2019**. The purpose of the 2nd review is to award any relinquished funds and additional contributions received after the 1st Review.

	18-19	19-20
Institutional Aid	4/1/2018	4/1/2019
Student Application Deadline (Fall-1st Review)		
Letters to Students		5/1-5/14/2019
Institutional Aid	6/1/2018	6/1/2019
Student Application Deadline (Fall-2nd Review)		
Letters to Students		9/1-9/15/2019
Institutional Aid	11/1/2018	11/1/2019
Student Application Deadline (Spring-Only Review)		
Letters to Students	12/1- 12/15/2018	12/1- 12/15/2019

Starr King Institutional Tuition Scholarships - Donor List

Starr King Institutional Tuition Scholarships are funded through annual gifts given by friends of the School and through endowed scholarship funds. The endowed scholarship funds have been established in honor of beloved mentors and forebears. In making awards, the Scholarship Committee endeavors to match recipients with the interests and commitments of those honored.

- ***The Josiah and Laile Bartlett Tuition Scholarship*** honors the memory of Josiah Bartlett, Starr King's former dean and president (during the 1950s and 1960s) and Laile Bartlett, sociologist of religion. As partners in ministry and life the Bartletts shaped Starr King's progressive educational values and practices still in evidence today including personalized programs of study, student-centered learning, student involvement in governance of the School, and the creative interaction of religion and the arts. After serving as Starr King's president, Dr. Bartlett pioneered the creation of the Unitarian Universalist interim ministry program.
- ***The William Smythe Boyd, III Tuition Scholarship*** was established by Miriam Boyd Gray in 1948 in memory of her father for the "education and training of men in the ministry."
- ***The Cutten Family Tuition Scholarship*** was established in 2006 by Merrit Cutten to honor his parents and the legacy of ministerial leadership his family experienced as members of the First Unitarian Society of San Francisco.
- ***The Mark DeWolfe Tuition Scholarship*** honors the memory of Mark DeWolfe, a 1981 Starr King graduate who died from AIDS shortly after graduation. His parents began the endowed scholarship.
- ***The Aron and Eve Gilmartin Tuition Scholarship*** established in 1989 by members of the Mt. Diablo Unitarian Universalist Church honors the memory of Eve Gilmartin who served as an active lay leader for many years and Aron Gilmartin who served a lifetime in the UU ministry and was an inspiring exemplar of religious leadership for racial equality and social justice.
- ***The Raymond and Betty Goodman Tuition Scholarship*** was established in 2004 by Dr.

Ray Goodman, a devoted Unitarian Universalist, who notes, "I would not have been able to attend college and medical school without such aid and consider it a gift to myself to be able to do this for others."

- *The Arnold and Ariel Grace Tuition Scholarship*, was established by William A. Grace to honor his parents. Arnold Grace attended Wentworth Institute, was a WWII Army veteran, and worked at George Junior Republic as a plant engineer for 48 years. The award is for returning 2nd through 4th year students.
- *The Gail Hamaker Tuition Scholarship* was established in 1987 by her family for a ministerial student with financial need who is interested in some aspect of women and religion.
- *The J. Henry Hanhisalo Tuition Scholarship* is for a student with financial need who wishes to incorporate music into their ministry. It honors the memory of Rev. Hanhisalo, a Universalist minister of Finish descent who served in New England.
- *The Janet Scott King Tuition Scholarship* has been established by Jim and Janet King, devoted UU leaders, to assist a Starr King student with financial need.
- *The David and Norma Lewis Tuition Scholarship* provides full tuition for as many students as possible. David Lewis was a former Board member of SKSM.
- *The Charles and Hilda Mason Tuition Scholarships*, established by a bequest from the Masons, are awarded in honor of Charles and Hilda, members of All Souls Unitarian Church in Washington D.C. who were leaders in civil rights, social justice work, grass-roots education, black empowerment, and more. Hilda Mason served as a trustee of Starr King School and was renowned for her bold leadership as a

member of the City Council for the District of Columbia.

- *The Gordon and Phyllis McKeeman Tuition Scholarship* was established in 2002 for a student with a particular interest in Universalism who plans to enter parish ministry. The Rev. McKeeman served churches in Ohio and Massachusetts, then served as President of Starr King from 1983-88. Phyllis McKeeman has been active in UU church life and leadership for decades.
- *The Rosamond Reynolds Tuition Scholarships* are awarded in memory of Roz Reynolds, artist, friend and mentor to many Starr King students. She served as a trustee of Starr King and led the 1980's campaign to establish the Aurelia Henry Reinhardt endowed professorship to secure a feminist voice and presence on Starr King's faculty. *The Elmo A. Robinson Tuition Scholarship* was established for the "education of ministers" by Elizabeth Magers Robinson, member of the UU Church of Los Alamos, in loving memory of her husband.
- *The Harry B. Scholefield Tuition Scholarship* honors the memory of Rev. Harry Scholefield, minister emeritus of the First Unitarian Church of San Francisco which he served from 1957-1973. Beloved mentor, he taught many ministers and ministerial students to memorize poetry as a spiritual practice. Rev. Scholefield was active in civil rights and peace movements; he received the Adin Ballou Grassroots Peace Award from the UU Peace Fellowship in 1986.
- *The Nancy M. Shaffer Tuition Scholarship* honors the memory of 2004 Starr King Graduate Rev. Nancy M. Shaffer, who passed away June 5, 2012. Nancy served congregations in Maryland, California, Virginia, Illinois, and Michigan, and was well-known for both her lifespan faith development ministries and her poetry, publishing the meditation manual

“Instructions in Joy” and the posthumous “While Still There Is Light: Writings from a Minister Facing Death.” This scholarship was created by Nancy’s father, Lee Brooks, to benefit a female student every year.

- *The Jacob Trapp Tuition Scholarship* is awarded in memory of Jacob Trapp, who graduated from the Pacific Unitarian School (now Starr King) in 1929 and served for a lifetime in the Unitarian Universalist ministry. Author of many hymns, and a down-to-earth explorer of prayer, meditation and the mystical aspect of the religious, Jacob Trapp has been acknowledged as one of the principal contributors to the creative evolution of UU liturgy.
- *The White Family Tuition Scholarship*
- *The Unitarian Universalist Women’s Scholarships* were established by a gift from the Massachusetts Association of Universalist Women and are for general assistance to seminarians at Starr King.

SKSM Institutional Merit and Incentive Scholarships - Donor List

Starr King offers a number of Merit and Incentive Scholarships to students who show special promise based on their academic record, achievements as activists or religious leaders, or their distinctive commitments, religious affiliation and/or goals, or who meet specific criteria.

- *The John Buehrens Scholarship* is awarded as a merit grant by the President of Starr King to an entering student with financial need who is judged to have “the highest academic achievement and intellectual promise, as well as outstanding potential for effective ministry.” In addition, the UUA selects a second or third year student to receive the second Buehrens scholarship.

- *The Tony and Laura Bushman Scholarship* is awarded to a high residency SKSM student who demonstrates that they can be an effective force in defining and promoting adult men’s ministry in the community and in congregations. The scholarship requires a final project, and a separate application.
- *The Olympia Brown Scholarships* are awarded as incentive grants to students who advance Starr King’s commitment to theological education that engages underrepresented constituencies and historically marginalized groups. Olympia Brown was the first woman ordained to the Universalist ministry and one of the earliest women ministers in the U.S.
- *The Earl K. Holt III Scholarship* is awarded as a merit grant to a single recipient, with a strong commitment to parish ministry, and hopefully with a particular interest in Unitarian history and the Puritan-congregational tradition.
- *The St. Lawrence Tuition Scholarships* are funded by a gift from the St. Lawrence Foundation to provide financial aid to two students annually who are in candidate status for Unitarian Universalist ministry.
- *The Balazs Scholarship* provides tuition and living expenses to enable a Unitarian minister from Transylvania to study for a year at Starr King. The Balazs scholar is selected by the Unitarian Church in Transylvania. The Balazs Committee supports the Balazs scholar and also arranges, as funds are available, for Starr King Students to do field work in Transylvania.
- *The Hilda and Charles Mason Teaching Fellowships* are awarded to students who have submitted a proposal that has been approved by the Curriculum Committee to teach a course at Starr King, in a congregation, or in the community.

· *The Tsubaki Grant* funds a student to travel to study Shinto at the Tsubaki Grand Shrine in Japan. Occasionally, the grant may be awarded to fund a student for global travel-study that promotes cross-cultural religious understanding and peace in keeping with the spirit and vision Rev. Dr. Yukitaka Yamamoto, SKSM-honorary degree recipient, global peace advocate, and 96th generation priest of the Tsubaki Grand Shrine.

SKSM Personal Growth & Learning Expenses

Learning happens in a multitude of ways. Courses are one way, but conferences, spiritual direction, counseling, & pilgrimages are but a few of the other ways learning, growth and transformation can occur. To that end, Starr King budget funds each year to assist students with the costs of these learning experiences.

To apply, a student may submit a Personal Growth & Learning Expense Application at any time during the fall or spring semester. Forms may be obtained in the form box at school or on the Student Forms page of the SKSM website.

The application requires the student to discuss this learning opportunity with their advisor, get their advisor's signature (in person or via e-mail) before submitting it to the Dean of Students and Community Life for consideration and approval.

When an award has been approved, the Student Accounts Manager will notify the student. Checks will either be placed in the students' mailbox at SKSM or mailed, whichever is requested.

The student must sign a covenantal agreement stating they will use the funds for the intended

purpose or they agree to return the funds. The student also agrees to write a one-page description and evaluation of the event the stipend was obtained for that will be included in their student folder. This will not be required if the student is using the funds for counseling.

It is our experience that students get more from counseling or spiritual direction when they contribute financially. The funds are modest and the maximum amount available to any student varies from year to year.

Please note: These funds may be taxed and will be reported on your 1099 form at the end of the calendar year.

SKSM Justice Collaborators Fund

Students enrolled in Community Field Work or Community Internship at SKSM can make a request for support from the Justice Collaborators Internship Fund. Priority will be given to MASC students doing internships, as they fulfill a degree requirement.

SKSM Hilda Mason Teaching Fellows

For many decades – at least since the 1970's – Starr King degree students, under the auspices of the Curriculum Committee and the faculty, have taught courses at the school. The School views such practice teaching as an integral aspect of graduate theological education, in keeping with the understanding that professional education appropriately involves supervised practice of the profession.

The Curriculum Committee accepts proposals for Hilda Mason Fellowships in September of each year. Students apply to teach a course in a community setting or at Starr King, either independently or in collaboration with a faculty member. The application must include an outline syllabus, teaching philosophy statement,

and a description of the context and timeframe for the course.

The Fellowship is endowed by Hilda and Charles Mason, and is named in honor of Hilda Mason, recipient of an honorary doctorate from Starr King School for the Ministry, and former trustee of the school, the Honorable Hilda Mason (1916-2007), teacher, civil rights activist and city council member, was a prominent leader in Washington, D.C.

More information about Hilda Mason, and how to apply is on-line:

<https://www.sksm.edu/meet-us/faculty/hilda-mason-teaching-fellows/>

UUA Scholarships for Unitarian Universalist Seminarians

The Unitarian Universalist Association provides scholarships directly to students who are preparing for Unitarian Universalist ministry. Scholarship aid is for seminarians who have achieved aspirant or candidate status for UU ministry; but some forms of assistance are occasionally available for entering students. After graduation from seminary, the UUA provides debt-reduction assistance for those who enter the ministry. Rev. David Pettee (a Starr King grad) is Director of Ministerial Credentialing at the UUA and can answer questions you may have: dpettee@uua.org

Please note the various application deadlines at the link below. Note that the application requires several letters of reference. Be sure to start early to submit your application.

Current information and application instructions are available at <http://www.uua.org/careers/ministers/becoming/scholarships>

St. Lawrence Foundation CPE Grants

The St. Lawrence Foundation for Theological Education seeks to aid students in aspirant or candidate status with the Unitarian Universalist Association by offering stipends to pay up to \$750 tuition for the UUA required one unit of Clinical Pastoral Education at an accredited CPE center. The Foundation will send the tuition payment directly to the CPE Center. Therefore, students who submit this application must be committed to taking CPE at the center named and, in the timeframe, specified. A post-grant report will be required from the student.

The Foundation needs to use limited funds to meet the needs of many students. Please do not apply for this scholarship if you have other sources of funding for CPE tuition or if you are able to cover the expense yourself. To access the application form, use this link:

<http://www.nyscu.org/SLFTE/>

UUA Program Assistance Grant for Career Assessment

Aspirants with financial need may request a \$1000 Program Assistance Grant from the UUA Ministerial Credentialing Office to offset the costs related to the career assessment. Please contact the UUA Ministerial Credentialing Office when an assessment has been scheduled so that the MCO can arrange to send the grant directly to the career center.

Other Outside Scholarships

In addition to the types of aid listed above, students are advised to seek financial support from outside sources, such as savings, support from friends and family, aid from churches or denominations, and grants or scholarships from outside organizations.

Information regarding outside grants and scholarships is currently available on the financial aid pages of the GTU website at <http://scholarships.gtu.edu/>.

Purchasing Course Texts

Courses at Starr King will require students to engage with a substantial range of texts written by scholars, practitioners, and activists. Readings often consist of articles that are available in digital format and posted on class Moodle pages. But students must also be prepared to procure physical or digital copies of published books that are assigned as course texts. Students may be able to borrow some texts from friends, peers, or colleagues, but at other times they will need or want to purchase their own copies. Neither Starr King nor the Graduate Theological Union operate an institutional bookstore. With the understanding that purchasing books is yet another added expense of higher education, Starr King encourages students to utilize online search engines to compare prices. We recommend that students search for books by author and title or ISBN at BookFinder.com and AddAll.com.

FAQs-Tuition

What happens if I complete the maximum credit credits for my degree but haven't finished paying tuition?

If you have kept good track of your own progress towards your projected graduation date this is unlikely to happen. But in the unlikely event that it does, you must pay off the balance of tuition you owe in a final "balloon payment" prior to graduation.

What happens if I finish paying tuition, but don't have the credits required to graduate?

If you have kept good track of your own progress towards your projected graduation date, this is unlikely to happen. But in the unlikely event that this occurs, you will enter continuing status and will be required to pay the continuing fee each principal semester until you are ready to graduate.

SKSM/GTU Library Resources

Graduate Theological Union, 2400 Ridge Rd.: Student ID card is used to check out items from library. The identification card must have an updated sticker every semester. Stickers can be obtained from the Registrar.

University of California at Berkeley: GTU students, faculty, visiting scholars, and staff may obtain a free library card for borrowing books and other materials from the UCB Library. Bring your GTU ID card with a current registration sticker to the Privileges Desk in the Doe Library (also called the Main Library). You will be issued a separate library card for UCB on the spot. Depending on your interests and the courses you take, the collections of the UCB Library may be an important part of your work.

Other seminary libraries: If you a low residence student, check with a GTU library reserve librarian about the ATLA Reciprocal Borrowing Program that allows GTU students and faculty to use materials at other seminary and theological libraries in the US and Canada. Refer to the LibGuide "Distance students - guide to the library" for details. <http://libguides.gtu.edu/distance>. If you are not near an ATLA-affiliated library, the GTU Library

will work to make arrangements with another local theological library in your area. Contact the GTU Reference desk for this personalized service. Many universities, seminaries, and theological libraries offer library privileges to community residents. Check with your local college or seminary.

The Wilbur Collection and Starr King

Reading Room: Starr King houses a special collection of books dating from the radical reformation (16th century) forward that documents the history of Unitarianism in its intellectual context. The books of the Earl Morse Wilbur Rare Book Collection can be studied in the Starr King Reading Room. The Reading Room contains a variety of Unitarian Universalist Association resources, books from the Ministerial Fellowship Committee's reading list, newsletters from congregations, UU organizations and more. These resources can be taken out of the Reading Room, provided that you sign them out and abide by the time limit. Recent publications from Beacon Press are shelved just outside the Reading Room and can be checked out and returned on an honor system.

Worship Resources Bookshelf: Starr King has worship resources available. The books are in the Reading Room. Worship resources should not be removed from the building and always replaced on the shelves when done being used.

The GTU Website

(<http://gtu.edu/library>) Information about hours and other services may be found on the GTU Library web site. From the home page, you may link to GRACE, the GTU Library catalog, to electronic resources available via the Internet, to tutorials and handouts on a variety of research topics. An extensive series of "LibGuides" will

help orient you to the wide array of library services for local and distance students. If you still have questions, the GTU Reserve Desk is eager to assist you. Reference librarians are also available in a Moodle chat box during operating hours.

How to Get a Library Card

On-campus Students: During registration you will receive your ID card with a library barcode. You will have access to electronic resources using your Student ID number. You must have your library card (Student ID with barcode) with you to check out items; no items will be checked out to you without your library card. Library cards are not transferable and should not be used by anyone other than yourself. Your Registrar will also provide a semester sticker for your ID so you can use UC-Berkeley Libraries.

Distance Students: You do not need visit the library in person to get a barcode. After you register for classes, you will be able to access resources remotely using your Student ID number.

The GTU Library card may be used for borrowing materials from both the Hewlett Library in Berkeley (commonly called "The GTU Library") and its branch library at the San Francisco Theological Seminary ("The SFTS Library"). You don't need a library card for online use. Your 7-digit student ID number is enough for full online access.

Fines are charged on overdue, lost, or damaged materials. For more information about recalling materials, placing holds, or other borrowing procedures, see the web page above.

GRACE, the Library Catalog
(<http://grace.gtu.edu>) You can see what materials the library owns by searching the

library's online catalog, GRACE. Books may be looked up by author, title, subject, keyword, or call number. Books in the GTU Library are arranged on the shelf according to the Library of Congress call number system, the system used by academic libraries in the U.S.

Research Databases

The GTU Library subscribes to databases that provide access to journal indexes, full-text journal articles, electronic encyclopedias, and images. These databases are available via the Internet using your student ID number or the barcode on the back of your library card.

Anyone may access these databases while in the library, but remote access from home is restricted to GTU students, faculty, visiting scholars and staff. JSTOR, a favorite of SKSM students, is "a comprehensive full-text article database used by millions for research, teaching, and learning."

Interlibrary Loans

(<http://gtu.edu/library/interlibraryloan>) The service of obtaining materials located at a distance, via a request made at your local library, is called Interlibrary Loan (ILL).

High residency students: Materials not found at the GTU Library or at the UC Berkeley Library can be obtained for you from another library. ILL requests may be made at the Reference Desk or by filling out the Interlibrary Loan Request Form located on this website. Please provide complete bibliographic information, including publisher, date, volume, and/or edition. This service is only available to GTU students, faculty, visiting scholars, and staff.

Low residency students: If you want to borrow a book that is part of the GTU library collection, you can use your local public library's interlibrary loan system to borrow a GTU

library book. Work with your local public library. If you run into difficulties, the GTU Reference staff is eager to reach out to your local library.

Reserve Books

Books or articles placed on reserve for a class are shelved at the Circulation Desk. To request an item on reserve, you must know its call number. Look up the call number on GRACE, either by the course number or the professor's name. See the special links on GRACE to course reserves.

Research Assistance

The Reference Desk is located on Level 2 of the GTU Library. Reference Desk staff is ready and willing to help library users. If you are a low-res student, don't hesitate to reach out. Reference Desk staff delights in working remotely with distance students. The desk is staffed Monday through Friday during semesters. Check the library website for up-to-date hours.

Reference librarians can show you how to:

- use GRACE or electronic databases
- find a book or journal article
- decipher a journal citation
- get started on a research project.
- P.A.T.H. (Paper and Thesis Help) is a one-on-one consultation with a Reference Librarian for getting started with research on a particular topic. This service is available by appointment during Reference Desk hours.

Workshops

Library workshops, conducted in the Teaching Lab on Level 2 of the GTU Library, are offered throughout the school year. Topics include: searching the library catalog, using indexes to find journal articles and book reviews, and getting started on Biblical research. See the current semester's schedule and a full

description of each workshop on the library webpage.

Audio-Visual Media and Microforms

The Library has a variety of non-book materials: videos, DVDs, CDs, audiocassettes, filmstrips, kits, and slides. To see if we have a specific title, look it up on GRACE. Most materials circulate, but they may also be viewed or listened to in the Audio-Visual Room on Level 2 of the GTU Library.

The microfilm and microfiche collection and reader/printer are located on Level 1. Copies made from the reader/printer are 15 cents per page and may be paid for at the Circulation Desk.

Computers in the Library

At the GTU Library, four GRACE stations are located around the circular atrium. Five stations on the east side of Level 2 are for the Library's CD-ROM databases and other research purposes only. The five stations on the west side of Level 2 are general-use Internet stations; time limits are set for use. The Teaching Lab is reserved for class and workshop use only. There are no facilities for

word processing, reading files on disks, or viewing personal CD-ROMs.

At the Branch Library at SFTS, computers in the public areas may be used for searching GRACE, databases, or Internet searching. A computer lab adjacent to the library is available for additional use.

Photocopiers

Photocopy machines are located on Level 1 and 2. These machines accept copy cards, which may be purchased from a vending machine located next to the copiers on Level 2, or you may use cash.

Study Areas

On Level 1, two study rooms are available to GTU students and faculty for group or personal study. A sign-up sheet and keys for these rooms are kept at the Circulation Desk.

GTU students may check out a locker key from the Circulation Desk at the beginning of each semester. No personal items or library books may be stored in the study carrels; lockers are available for this purpose. Lockers are located on Level 1.

Office of the Registrar



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Registration Process

Before you complete the registration process, you must meet with your advisor. It is your responsibility to schedule the meeting with your advisor and to initiate email communications in connection with registration.

For any given term there are three distinct phases of registration:

- Early registration (aka pre-registration) – which occurs during the prior term
- General registration – which occurs the two weeks preceding a term
- Late registration – which occurs the first two weeks of a term. This is also referred to as the drop/ add period (aka change of enrollment).

There are four registration cycles throughout the year: Fall, Intersession, Spring, Summer

No initial registrations will be accepted after the second week of the term except by petition to the Dean of the Faculty.

Web registration for each term is available through Populi during the dates for Early, General, or Late Registration.

Consult Populi or the Course Schedule online to determine which courses you wish to take. Please note it is wise to double check the [Searchable Course Schedule](#) managed by the GTU in order to verify the classes you wish to take are still available at the times you think they are.

Students receiving full time benefits of Federal Loans must be registered for at least 9 credits in the Fall and 9 in the Spring/ Intersession term. Those receiving part time benefits must be registered for at least 6 credits in the Fall and 6 credits in the Spring/ Intersession. To be eligible

for Summer aid, students must be registered for at least 6 credits.

The GTU and all GTU member schools now use separate student information systems for each school. Moodle is now used to facilitate registration across member schools.

All GTU courses will have a Moodle site, and all students will be enrolled in the Moodle site for each course in which they register. You will no longer need to request an enrollment key from the instructor; you will appear in the Moodle site automatically. Depending on your instructor, you may not be able to see your course in Moodle until the first day of the semester.

For courses with limited enrollment, it is wise to register during the Early Registration period. If you register during General Registration, your registration is provisional until it is confirmed by the instructor. If the enrollment cap was exceeded before you registered, the instructor will unenroll you and notify you by email.

As we implement these new procedures, the deans, registrars, and GTU Moodle administrator are committed to as smooth a transition as possible. Please let us know your questions and concerns as they arise.

Faculty Consent

Faculty Consent is no longer required for all SKSM courses. Please review course descriptions for exceptions.

Advisor Input

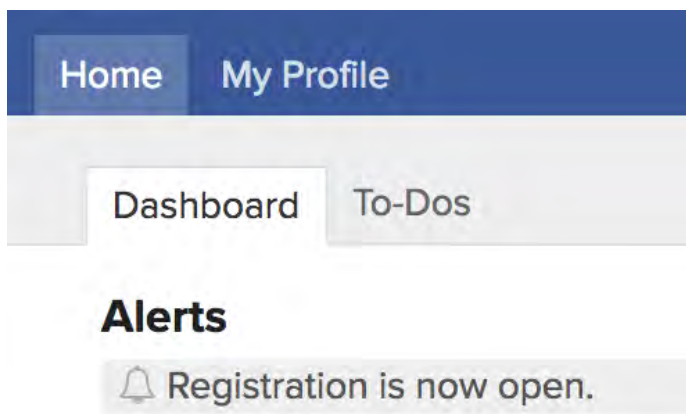
All degree and certificate seeking students are expected to be advised prior to registering (Certificate students are expected to be advised by the Director of their Certificate

Program). If a student registers without being advised, they may find themselves “un-registered” by request of the advisor and the Dean of the Faculty.


Registering in Populi

Getting oriented:

- During an open registration period when you log in to Populi, you'll see an alert on your Home page that looks like this:




Click the alert to go the registration page.

- My Courses shows the courses (if any) in which you're already registered for the term shown.
- Available Courses shows the courses for which you may register.
- Click on the course name to see course details.
-  indicates that you've already passed this course.

To Register for Courses:


1. Find a course under Available Courses and click + in either the Enroll or Audit column.

2. If you see  in either column, you cannot register for that course in that way. Reasons include:

- There may be an enrollment limit placed on the course.
- You have not fulfilled the prerequisites to enroll in that course.
- You have already registered for another section of that same course.
- There is a schedule conflict between that course and a course for which you've already registered.

3. As you select courses, the information for Available Courses updates:

- The meeting times for courses having schedule conflicts with My Courses turn red.
- Hours/credits turn red if those courses would cause you to run afoul of the term's Max Hours/Credits limit.
- If you enroll in a course with no openings, your My Courses enrollment status will show Waiting List. The Registrar can control the waiting list; you can also move off the waiting list when other students drop the course.

4. To remove a course, click  under My Courses.

5. **Click Save** to submit your registration changes. You can also click Undo Changes to erase any changes you made since you last saved registration.

Starr King Individual Learning Courses (SKIL Courses)

Registering in a Starr King Individual Learning Course (formerly called a Special Reading Course/SRC):

1. Submit a completed SKIL form with all necessary signatures to the registrar.
2. Upon receipt of the completed form the Registrar will register the student for SRC.9999 for the appropriate number of credits.

SKIL forms are available [online](#) or from the Registrar. They MUST have the signature of the instructor and all other required signatures. **Completed SKIL forms are due to the Registrar by the end of the Late Registration period.** Any SKIL forms received after the end of Late Registration will require a Change of Enrollment form with all required signatures.

Cross-Registration for UCB, Mills College, Holy Names, CDSP, & Dominican University of CA

UC BERKELEY

Students must be in a DEGREE program to cross-register for a UCB course. For further information, see the [GTU/UCB Cross Registration agreement](#). Instructions for cross-registration procedures are available on the [GTU Website](#) and from the Consortial Registrar. If these instructions are followed, cross-registration will go smoothly most of the time. If you encounter problems or questions in the process, please contact John Seal, GTU Consortial Registrar at once. Do not go to the UCB Registrar's Office, or to the Graduate Division, or to the UCB Department secretaries to settle problems. Liaison lines have been

established and contacting the appropriate person to clarify a particular situation is essential when working with an institution as large as UCB.

1. When registering online for classes, list the UCB course as "UCB 9000 Section 01." (Also use this course number if you cross-register at Holy Names, Dominican University, or Mills College). Enter the total number of units for all cross-registration courses which you are taking.
2. Obtain the Application and Certification for Cross Registration form in the forms box by the student mailboxes prior to the first day of the UCB class. Read the form's instructions carefully. The form must be filled in completely. No form will be accepted without the signature of the Dean of your school and the UCB instructor teaching the course. E-mail approval is NOT acceptable at UCB; you must have an actual signature from the instructor on the form.
3. Submit the Application and Certification for Cross Registration form to the GTU Registrar's Office by the deadlines listed below and in the calendar.
4. Your schedule will show the course "UCB 9000 - Taking UCB course/s" until you submit the Application for Cross-Registration form.

NOTES

- Your name will not appear on the UCB class roster for several weeks. This is normal and no cause for alarm; however, if after the sixth week of classes your name is still not appearing, please notify John Seal, GTU Consortial Registrar [(510) 649-2462, jseal@gtu.edu]. The Consortial Registrar's Office will replace "UCB 9000" with the actual course number(s), which will appear on your Populi schedule and your transcript.

- If you decide not to take the UCB course for which you registered in Populi, you must drop “UCB 9000” in Populi before the end of Late Registration.
- If you change or drop a UCB class after submitting the form, you must complete the proper UCB form (obtained from the GTU registrar’s office) and submit it to UCB, as well as completing the appropriate drop procedures at your host school. Failure to do so may result in an “F” for the class on your transcript.

DEADLINES

There will be NO exceptions to these deadlines for filing the Cross-Registration form in the GTU Consortial Registrar’s Office. These are the only deadlines:

Cross-registration forms due:

- Fall: September 7, 2018
- Spring: February 8, 2019

Instruction at UCB begins:

- Fall: August 22, 2018
- Spring: January 22, 2019

HOLY NAMES UNIVERSITY

Students may take a course at Holy Names University (including the HNU affiliate, the Sophia Center). The HNU and Sophia Center Flyer Schedule of Courses is available at: <http://www.hnu.edu/hnuresources/studentresourcecenter.html>

1. When registering online for Starr King classes, list the course as UCB-9000 Section 01, and the number of units. If multiple

courses are taken, list the total number of units.

2. Students may cross-register for no more than one course (usually three semester units) in any academic term. Holy Names University students may not cross-register in GTU courses that are also offered for credit at HNU.
3. Cross-registered students must follow the academic procedures and deadlines of the host institution.
4. Obtain the Holy Names University form from the forms box by the student mailboxes. Read the form’s instructions carefully.
5. Complete the top part of the form completely and clearly. You may not audit an HNU class. Get the signature of SK’s Academic Dean and the GTU Consortial Registrar.
6. Take the signed paperwork to the Holy Names Registrar’s Office at Holy Names University, 3500 Mountain Boulevard, Oakland. The HNU Registrar will sign the form after it is turned in. For Sophia Center courses, the required signature needs to be obtained from the Director of the Center instead of the HNU Division Chair.
7. Upon completion of the course, credit will be transferred between schools by transcript.

Any change in enrollment status (drop a class, change a letter grade to pass/fail or change from pass/fail to a letter grade) for a cross registration course requires paperwork for both institutions. Failure to follow this procedure could result in a failing grade on your record. Please check the HNU website for registration dates and class start and end dates. The dates are sometimes different than those for the GTU.

MILLS COLLEGE

Students may take a course at Mills College. The Mills Schedule is available online at:

http://www.mills.edu/administration/provosts_office/course_schedule.php

1. When registering online for Starr King classes, list the course as UCB-9000 Section 1, and the number of units. If multiple courses are taken, list the total number of units.
2. Obtain the Mills College form from the forms box by the student mailboxes. Read the form's instructions carefully.
3. Complete the top part of the form completely and clearly. Get the signature of Starr Kings' Academic Dean and the GTU Consortial Registrar.
4. Ask the Consortial Registrar for the procedure to register for a Mills College class.

DOMINICAN UNIVERSITY

1. Graduate Theological Union students may take upper-division or graduate courses at Dominican University with the approval of the DU Division Chairperson (undergraduate courses) or Program Director (graduate courses) and the DU Registrar. All courses taken by Graduate Theological Union students on a cross-registration basis must also be approved by the Dean of their school of affiliation and the GTU Consortial Registrar.
2. Dominican University degree-seeking seniors and graduate students may take a course at the Graduate Theological Union with the approval of the GTU faculty member offering the course and the GTU Consortial Registrar. Dominican University students must also obtain the approval from their academic advisor and the DU transfer credit evaluator.

3. Students may cross-register for no more than one course (usually three semester units) in any academic term. Dominican University students may not cross-register in GTU courses that are also offered for credit at DU.
4. To cross-register, students should file the GTU/DU cross-registration form by the registration deadline at their host institution. Forms and instructions are available from the DU Registrar, the GTU Consortial Registrar and the Registrars of GTU schools of affiliation. Dominican students must also file an Authorization to Take Courses Off Campus with the Dominican Registrar's Office.
5. Cross-registered students must follow the academic procedures and deadlines of the host institution.
6. Upon completion of the course, credit will be transferred between schools by transcript.
7. Tuition and fees are paid to the home institution only, not to the host institution.

Alumni and Partner Registration

Starr King offers alumni a discounted rate for one academic course per year (first credit is free - \$705 value). Partners of alumni or partners of currently enrolled students will be charged a flat fee of \$500 per course, per academic term.

To register for a course, an alumni or partner of an alumni or current student must go to the Starr King website and complete an [Online Registration Form](http://www.skism.edu/special-studentcertificate-student-registration-form) designed for Special Students and Certificate students (<http://www.skism.edu/special-studentcertificate-student-registration-form>)

Late Registration

The deadline for late registration is the end of the second week of instruction. No registrations will be accepted after the second

week except upon petition by the student to their dean.

Change of Enrollment

Changes of enrollment (adding a class, dropping a class, or changing the grading option or units) from General Registration through Late Registration are done using Populi. After Late Registration (the end of the second week of instruction) all changes of enrollment require the use of the paper [Change of Enrollment](#) form. After ALL signatures are acquired, the form is placed in the Registrar's mailbox.

No change of enrollment will be permitted after the tenth week of the term, except under circumstances approved by the Dean.

Audits

GTU schools have differing policies regarding audits. Starr King does not currently allow students to Audit courses.

ASBW: Permission of the instructor is required. See current ABSW fee schedule and auditor policy.

CDSP: Audited courses included on transcript if student registers for course.

DSPT: Permission of the instructor is required. Fee is full tuition per course unless the audit is taken along with 12 units of credit for a given term.

FST: Fee is full tuition per course.

GTU: Audited courses included on transcript if student registers for course.

JST: Permission of the instructor is required. Students must register for an audit. Fee is full tuition per course.

SKSM: No audits permitted.

Incompletes

Incompletes are an important option for students dealing with extraordinary circumstances; however, it should not be an option that is to be encouraged. Students are responsible for finishing their work within the term.

In order to receive an incomplete, students must submit a completed [petition for an incomplete](#), with all necessary signatures, to the registrar **before the last day of the term - no exceptions.**

Incomplete work is due to the instructor three weeks after the term. The instructor is required to submit a new grade to the Registrar by the 6th Friday after the end of the term. **If no new grade is received by the end of the 6th week, the incomplete grade becomes an "F".**

Given exceptional circumstances, Instructors may, at their discretion, agree to a time frame beyond the six weeks with approval from the Dean of Faculty. Time frames must be documented as part of the original petition.

Leave of Absence

Starr King does not grant a leave of absence for work considered a normal part of an individually designed course of study at the school. Therefore, your advisor must be clear on your reason for the request and what will be accomplished during the leave of absence. **Work accomplished during a leave of absence cannot be counted as credit toward the completion of a degree.** This includes write-ups and incompletes.

A [Leave of Absence form](#) with all necessary signatures, must be completed for each semester of leave. If a leave is not officially requested, approved and on file in the student's file, the

student may be terminated when they do not register for classes.

Students are advised to consult with the Financial Aid Office about whether a leave is the best financial decision. Students with educational loans need to check carefully about how a leave will affect deferment and payment of loans. Payments on all state and federal loans may go into repayment within six months.

Participation in the school's health insurance program is not available during a leave of absence. MASC students are not normally granted more than four total semesters of leave, and no more than two semesters consecutively, during their degree program. MDIV students are not normally granted more than six total semesters of leave, and no more than three semesters consecutively. Accrediting agencies require institutions to enforce a reasonable continuity in the program.

Leaves of absence taken once matriculation in the degree program has begun do count toward the total allowed in the program. See [Leave of Absence Form](#) on our website.

Withdrawal from a Degree Program

A student may withdraw from a degree program by submitting a formal [Withdrawal Form](#) to the Dean of Students. The form should be discussed with the advisor and requires the advisor's signature.

If student is a veteran, the Veteran's Administration will be advised within 30 days of the date of withdrawal, which will be the date the Dean of the Faculty signs this form. The Dean of the Faculty will forward the form to the Registrar's Office to update the student's record. When a student is withdrawn, veteran's benefits will be discontinued, and any further certification of benefits terminated.

Our Financial Aid Office will perform a Title IV Return of Funds Calculation and have students with federal loans undergo a Loan Exit interview. A student who is withdrawn may ask to re-apply. Should a student re-apply, they should be prepared to explain what has changed to make them ready to move forward.

Petition to Graduate

Students who are interested in graduating, should discuss readiness with their advisor. Readiness is based on completion of degree requirements and other variables such as religious leadership formation. Students must first evaluate their readiness to graduate with their advisor, then submit the following information to the Coordinator of Academic Programs & Dean of the Faculty:

- Cover letter outlining their readiness for graduation (250-500 words)
- Updated narrative Threshold Self-Assessment

Once the materials have been submitted to the Dean of the Faculty and Coordinator of Academic Programs, they are shared with the advising faculty for review. It is the responsibility of the advisor to briefly "present" their petitioning advisees to the faculty at the assigned faculty meeting. If the student is approved by the faculty for graduation, the advisor must notify the student. **The student must then fill in the Petition to Graduate form, only after the Petition to Graduate has been approved by vote of the Faculty. It is the student's responsibility to obtain the signatures required on the petition to graduate form and to be mindful of deadlines.**

Change of Address

To change contact information, complete a '[Change of Address](#)' form found under *Forms* on our website. Forward the completed form to the Registrar via email (registrar@sksm.edu), postal mail, or dropping off in mailbox.

Once a year clean-up: Each fall semester, students are required to fill out a '[Student Information Form](#)' which is compared to what we have. Other information collected on the 'Student Information Form' is used for federal reporting.

Transcripts

SKSM students currently enrolled in SKSM degree or certificate programs may print out unofficial copies of their grades at any time by logging into Populi.

For an official transcript, submit a [Transcript Request Form](#) on our website. Fill out the form completely. All Official Transcripts bear the seal of the school and an authorized signature. Once the envelope is opened, the transcript becomes unofficial. You **CANNOT** view the transcript and send along to another institution. The fee for an official transcript is \$5 each.

Please note that the Ministerial Fellowship Committee requests copies of evaluations be sent in addition to the transcript. To stay in compliance with federal law, students **MUST** explicitly request evaluations accompany the transcript during your initial request.

On average, it takes approximately 7-10 business days to process a transcript request. Please note: Policy prohibits us from emailing transcripts. We can, however, fax a transcript if it is deemed particularly time-sensitive.

Student Records

The student file includes the student's transcript, written evaluations, records, application for admission, and any other correspondence or written materials relevant to the program of study. Students may add samples of their work in preparation for the mid-degree portfolio conference. Students should review their file from time to time, especially to read the class evaluations.

Please note that letters of recommendation from the admissions application are removed prior to a file being created.

Students wishing to review their file should see the Registrar. The file is signed out in compliance with the requirements of federal law. **The file is kept in the office of the Registrar.** Some Financial Aid records are kept in the office of the Student Accounts Manager.

At SKSM, a student's file is open to the student, to the core and advising faculty, to the Registrar, the Student Accounts Manager, and to the President.

At times, a student's file is also used for statistical analysis by a designee of the Dean of Students. Students who receive aid from the Veterans Administration are audited annually. No one else is permitted access to files without the student's written consent. All people except the Registrar sign out files.

Students with questions or concerns about the content of their file should raise them with the Dean of Students, or with the Registrar. Questions about their program of study should be discussed with their advisor or another member of the faculty. Questions or concerns about written evaluations of their work should

be raised directly with the writer of the evaluation.

The law protects the student's right to challenge the content of their file. If students have concerns that are not resolved by talking directly with their advisor and the Dean, they should follow the Academic Dispute Policy. If matters are not resolved to their satisfaction in this way, the law provides that they may make a written addendum to their file and further provides that complaints may be filed with the Family Educational Rights and Privacy Act Office, Department of Education, Room 4074, Switzer Building, Washington DC 20202.

The School discloses information from a student's file only at their written request – this includes requests for Transcripts. Students may copy any part of their file.

The School will not disclose confidential information from a student's file to others without their permission. The law regards some information in a student's file as public and gives the school the freedom to disclose this information at our discretion. This public information includes the following: student name, address, phone number, date of birth, area of study, year in school, dates of attendance, degree program, religious affiliation, scholarships and honors, most recent previous degree and school, country or citizenship, and school of affiliation. **Upon a student's written notification, the School will withhold this public information. The request must be filed annually.**

Vocational Resources



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Multi-Religious Resources

SKSM Peer Community Support Cohort Groups

Your experience as a student and the process of your spiritual and vocational formation can be greatly enhanced by peer community that supports personal reflection, discernment & deep listening. SKSM offers both low and high residency students the opportunity to form a Cohort Group with fellow students.

Cohort Groups are a small group (4-6 students) organized among those in an entering class, usually meeting twice a month. Members of the group will determine the format and timing of meetings. Cohort groups can also be formed among those who are 2nd and 3rd year students.

Please inform the Rev. Dr. Christopher Schelin, Dean of Students, of the name of the primary contact person, members and initial meeting schedule of your Cohort Group. If your group includes low residency students, SKSM can help your group access SKSM's Zoom videoconference account for your meetings.

Multi-Religious Support Resources Beyond SKSM

National, Multi-Religious and Multidenominational Queer and Trans Black, Indigenous and People of Color Seminarians and Clergy Network August 2018 Retreat
National Multi-Denominational and Multi-Religious Queer and Trans (LGBTQIAA, Same Gender Loving, Two Spirit, Hijras, Gen-Talet and others), Indigenous, Black and POC Clergy and Seminarians Retreat during August 2018.
This retreat is NOT open for white allies or

straight allies; however, we deeply appreciate your support.

Details at <https://www.facebook.com/events/115697099022260/>

For more info email qtbipoccsn@gmail.com

Transgender Religious Roundtable
Center for LGBTQ and Gender Studies in Religion (CLGS) <http://clgs.org/our-work/transgenderreligious-roundtable/>
Based out of the Pacific School of Religion, which is part of the Graduate Theological Union. CLGS and the Transgender Roundtable offer several lectures, events, and educational resources.

Trans* Seminarians Cohort:

A Year-Long Leadership Development Program

The National LGBTQ Task Force, Center for LGBTQ and Gender Studies in Religion, and the Freedom Center for Social Justice, sponsor the Trans* Seminarians Cohort, a leadership program for transgender and genderqueer seminarians in the US.

UU Ministry Resources

Unitarian Universalist Support Beyond SKSM

UU Ministerial Formation Network
<http://uuma.org/?page=mfn>

Students considering UU ministry are encouraged to participate in UU Ministerial Formation Network (formerly referred to as "In Care") which offers support during your discernment process, collegial connection, and training that can supplement your seminary experience. The UUMA administers the

program and those seminarians who are members of the UUMA are eligible to participate. The programs are free, but there is a membership fee to join the UUMA. To be a member of the UUMA, you must be in Aspirant or Candidate status in the UUA's ministerial credentialing process.

Discernment

Participants will be able to receive their discernment support from either an individual vocational advisor or in a group experience. For those who would like the support of others who share an aspect of their identity, we may offer a limited number of identity group options. We also offer the option for participants to specify identity preferences for their Vocational Advisor. We cannot guarantee our ability to make identity matches but we will do our best.

Collegiality

Participants will be invited to at least one in-person retreat each year they are enrolled in the program.

Supplemental Education

Drawing on the research about the transition into ministry we will offer 4 webinars per year on a variety of topics. Participants may choose which webinars are most relevant to their own learning goals.

To join the UUMA and UUA Ministerial Formation Network go to

<http://uuma.org/?page=mfn>

Note: SKSM students who are not yet Aspirants and members of the UUMA can participate in a more modest level of Ministerial Formation Network programming, including a retreat at Camp DeBenneville and

being matched with a Vocational Advisor – see the Director of Partnerships to get connected.

What is a UU Vocational Advisor?

A UU minister in fellowship matched with a seminarian to encourage and support them in their journey of discernment and preparation for UU ministry. Your Vocational Advisor can help you to broaden your UU collegial network and knowledge of Unitarian Universalism and support you along the path of preparation - academia, internships, CPE, and your interview with the Ministerial Fellowship Committee. Authentic conversation with UU ministerial colleagues can help in the process of discerning your calling. Vocational Advisors and students make a one-year commitment to meet monthly (video conference or in person). Each year, there is an opportunity for a new match if you would like to get to know another minister and/or type of ministry.

UU Ministerial Formation Retreats at Camp DeBenneville Pines

- Fall Retreat: October – date to be determined
- Spring Retreat: April - date to be determined

UU seminarians from SKSM and PSR are invited to join seminarians from the Pacific Southwest District at one or both of their two retreats at Camp DeBenneville Pines in the mountains east of LA. The retreat is free, including some support for transportation expenses. It is open to any student considering credentialed UU ministry who has already been paired with a Vocational Advisor. Vocational Advisors do not generally attend the retreat.

UU Ministers Association (UUMA)

<http://www.uuma.org>

The UUMA is the professional association for UU Ministers. The mission of the UUMA is to nurture excellence in ministry through collegiality, continuing education and collaboration.

View a welcome video and find information for new members here: http://www.uuma.org/?page=new_members

Seminarians are eligible to join the UUMA when they reach Aspirant status in the ministerial credentialing process. Acceptance of membership in the Unitarian Universalist Ministers Association entails agreement by the member to abide by the UUMA's Constitution & Bylaws and the Guidelines for the Conduct of Ministry. Annual dues for Aspirants and Candidates start at \$125, depending on income level. Members experiencing severe financial hardship or full disability may apply for a dues waiver before October 15, 2108.

Seminarians who have joined the UUMA are able to participate in the UU Ministerial Formation Network (including a free annual retreat), attend UUMA chapter retreats, Ministry Days prior to General Assembly, the Institute for Excellence in Ministry and other programming.

UUMA Chapters & Affinity Groups

<http://www.uuma.org/?page=chaptersubpage>

There are 20 local chapters of the UUMA. Connecting with your local chapter is part of building a foundation of collegial connection. You can join your local chapter as soon as you are in Aspirant status with the fellowshipping process and have become a member of the UUMA. There are also nine different affinity groups organized through the UUMA - from

“pastor parents” to “prison ministries” and more.

Pacific Central District UUMA Chapter

<http://www.pcduumma.com>

The PCD UUMA, which includes the SF Bay Area, extends a warm welcome to SKSM students. Check out the website for a list of upcoming retreats, ordinations and other events of interest.

UU Resources for Students of Color

Black Lives of Unitarian Universalism

BlackLivesUU.com

BLUU provides information resources and support for Black Unitarian Universalists and works to expand the role and visibility of Black UUs within our faith.

Black Lives of UU Ministerial Network

<http://BlackLivesUU.com/bluumin>

A collective of Black UU ministers, religious professionals and lay leaders providing pastoral care to Black UUs

UUA Seminarians of Color

This group serves as a networking and support opportunity for seminarians who identify as people of African descent, Caribbean, Native/American Indian, Asian and Pacific Islander, Latina/o and Hispanic, Middle Eastern/Arab, Multiracial and Multiethnic Unitarian Universalists.

Each month during the academic year, we come together by conference call to share and support our lives as we navigate the road that leads to becoming ordained ministers in the Unitarian Universalist Association of Congregations.

For more information contact:

multicultural@uua.org.

Incentive grants are available to seminarians of color and those from historically marginalized communities in their first year of theological school by directly contacting the UUA Ministerial Credentialing Office. Grants to cover some costs associated with attending General Assembly are also available to assist seminarians of color.

Finding Our Way Home Annual Retreat

Welcomes religious professionals who identify as African, Caribbean, Native/American Indian, Asian and Pacific Islander, Latinx and Hispanic, Middle Eastern/Arab, Multiracial and Multiethnic Unitarian Universalists. This retreat is hosted annually by the Multicultural Ministries staff and is a gift from the Diversity of Ministry Initiative. Ministers, religious educators, seminarians, and musicians gather to share in fellowship, collegial support, service, and deep personal connections. More info here: <https://www.uua.org/multiculturalism/finding-our-wayhome-retreat-religious-professionals-color>

Thrive Young Adult: Leadership School for UU Young Adults of Color (ages 18 -35)

Join other Unitarian Universalist Young Adults of Color (People of African Descent, Caribbean, Native/American Indian, Asian and Pacific Islander, Latinx and Hispanic, Middle Eastern/Arab, Multiracial and Multiethnic) for a four-day gathering to deepen our faith, lift our spirits, and build critical skills for leadership in the face of our uncertain, broken and beautiful world. All accepted participants will receive full travel, housing accommodations and food with paid registration. Registration scholarships are available. For more info contact: yayaofcolor@uua.org.

DRUUMM (Diverse and Revolutionary UU Multicultural Ministries)

An anti-racist anti-oppressive organization for UU leaders of color which welcomes

seminarians to participate in their activities <http://druumm.onefireplace.org/> and on Facebook at (https://www.facebook.com/DRUUMM?ref=br_tf)

Subscribe to Catalyst UUA Monthly newsletter from Multicultural Ministries http://org.salsalabs.com/o/1272/p/salsa/web/common/public/signup?signup_page_KEY=7476

Introduce yourself to Rev. Janice Marie Johnson, Multicultural Ministries and Leadership Director of the UUA jmjohnson@uua.org.

UU Resources for Trans Seminarians

TRUUsT: Transgender Religious Professional UUs Together <https://truust.wordpress.com/>

Are you a Unitarian Universalist who is living out a call to ministry within Unitarian Universalism? Are you transgender, genderqueer, gender fluid, two-spirit, intersex, agender, bigender, third gender, neutrois, or otherwise trans* in some way?

If so, you are warmly invited to join TRUUsT! Please email Alex at alexekapitan@gmail.com to get in touch. No matter where you are on your journey or how open you are about your gender identity/experience, we want to hear from you. Not yet in Aspirant Status with the UUMA, but want to connect with TRUUsT? Please join TRUUsT's on-line mailing list.

TRUUsT's Mission TRUUsT advocates for the gifts, safety, liberation, and leadership of trans religious professionals in Unitarian Universalist ministries and institutions. Our work to counter oppression includes but is not limited to dismantling racism, sexism, ableism, heterosexism, homophobia, biphobia,

transphobia, classism, ageism, colonialism, and sizeism.

TRUUst Retreat: April 2016 was the first ever Retreat of UU Trans Professionals
<https://truust.wordpress.com/2016/04/18/first-ever-retreat-of-uu-trans-religiousprofessionals/>. Hopefully, it will become an annual event!

Preparing for Credentialed Unitarian Universalist Ministry

Unitarian Universalist Ministry is a life-changing and fulfilling profession. Serving in congregations, hospitals, the military, prisons, non-profits, entrepreneurial ministries, spiritual direction and the community, UU ministers help people explore life's deepest questions and challenge us to be our best selves.

The process to become fellowshiped as a Unitarian Universalist minister involves a sustained commitment and a willingness to grow both professionally and personally.

What is UU Ministerial Fellowship?

UU ministers are approved or "credentialed" for service by the Unitarian Universalist Association (UUA). The UUA's Ministerial Fellowship Committee (MFC) oversees the process of training and credentialing UU ministers.

To receive "Preliminary Fellowship" requires several preparatory stages prior to interviewing with the UUA Ministerial Fellowship Committee. Some important highlights are below. Full requirements for each stage are on the UUA webpage:
<http://www.uua.org/careers/ministers/becoming/preparatory-stages>

- Applicant - submit on-line inquiry form: <https://www.surveymonkey.com/r/DR5RKV7>
- Aspirant Status- interview by a UU minister & sponsorship of a UU congregation
- Candidate Status - career assessment and supervised & evaluated fieldwork, CPE or internship

The Required Ministerial Competencies to receive preliminary fellowship are demonstrated through academic coursework, reading and field work experience. Students considering the Unitarian Universalist ministry should become familiar with the UUA Ministerial Fellowship Committee's areas of competency.

Work with your academic advisor to design a course of study, field work and internships which will satisfy both the MFC's competency requirements for credentialing as well as the Threshold Requirements for SKSM graduation. Incorporate the MFC reading list into your studies!!

MFC Required UU Ministerial Competencies

- Worship and Rites of Passage
- Pastoral Care and Presence
- Spiritual Development for Self and Others
- Social Justice in the Public Square
- Administration
- Serves the Larger Unitarian Universalist Faith
- Leads the Faith into the Future

Recent change in MFC requirements: In 2016, their recommendations were adopted, offering an updated reading list and clarifying the competencies (reduced from seventeen to seven)!

Depending on when you become an Aspirant, you can either use the new requirements and reading list (published in 2016) or the previous version (published in 2010).

“Any person who is in aspirant or candidate status prior to March 1, 2017 will have the option of preparing for ministerial fellowship using the pre-existing seventeen competencies and reading list, or, they may prepare for fellowship using the seven new competencies and the new embedded reading list. Any person who enters into aspirant status after March 1, 2017 will be held accountable to the new competencies and new embedded reading list.”
- UUA Department of Ministry

*All the info on the web!
Get Familiar with These Resources!!!*

“Becoming a Minister” section of the UUA website!
<http://www.uua.org/careers/ministers/becoming>

Find information on scholarships, how to set up your required career assessment, asking for congregational sponsorship, internship clearing house, and the 2010 and 2016 versions of the MFC requirements and reading lists!

Requirements for Fellowship with the UUA (essential info!!)
http://www.uua.org/sites/live-new.uua.org/files/requirements_mfc.pdf

Appendix with MFC Competencies, Reading List and Forms

Note, this includes both the 2010 version and the updated 2016 versions of the required competencies.

The reading list for the 2016 version is integrated into the requirements for each area of competency.

http://www.uua.org/sites/live-new.uua.org/files/requirements_mfc_appendix.pdf

Career Assessment

A career assessment is actually a more comprehensive personal, emotional, and psychological evaluation than the name implies. It is required for all aspirants at centers accredited by the Ministry Development Council.

<http://www.uua.org/careers/ministers/becoming/mfc-approved-career-centers>

Program Assistance Grant of \$1,000 from the UUA is available to those with financial need to offset the costs of the career assessment.

The UUA Ministerial Credentialing Office strongly recommends that aspirants complete a career assessment as early in the process as possible.

“Aspirants will be asked to provide personal and biographical information and take a series of standardized tests. We encourage you to talk with the career center staff or the Ministerial Credentialing Director to gain a thorough understanding of what is involved. The center may need several months’ lead time, plus an additional month to produce its written summary report. The results are confidential. A written report will be released to the Ministerial Credentialing Office and the Ministerial Fellowship Committee and mailed to the Ministerial Credentialing Office only upon your written release.”

“We recommend you make use of the career center reports by sharing the results with

advisors, mentors, CPE and internship supervisors, and anyone else who is in a position to give you additional feedback about the suitability of your vocational goals. It is in your best interest to check out possible areas of concern or “growing edges” by engaging in honest conversation with people who know you well.”

UU Ministerial Internships

An internship is an opportunity to grow into the identity and role of a minister. Full time internships must be for at least nine months. Part-time internships typically extend over a total of 18 months at a minimum of 15-20 hours per week. On site weekly supervision is to be provided by a UU minister in final Fellowship. For community-based internships, if the supervisor isn't a Unitarian Universalist minister in final fellowship, a UU minister in final fellowship must be available for consultation and reflection and serve as a member of the intern committee.

Begin thinking about possible internships as soon as possible. Many congregations' deadlines for internship applications are close to a year in advance, some with applications as early as October 30th. To find an internship, go to the UUA's Internship Clearing House: <http://www.uua.org/careers/ministers/becoming/internships/>

Register as a Prospective Intern so that the Department of Ministry knows you are looking for an internship. Read profiles from internships sites: congregations, community ministries and hybrids - a combination of congregation and community or campus ministry. Sometimes it is possible to create a new internship opportunity. Cultivate relationships with UU Ministers you admire and ask about an internship opportunity.

Consult with your advisor or the Rev. Tera Klein, Parish Internships Coordinator at SKSM, tklein@sksm.edu.

For those of you who are planning to do an internship in 2018-2019, you can create a Prospective Intern profile so that sites that are looking for an intern can contact you.

Connecting with a Local UU Congregation

The UUA Ministerial Fellowship Committee (MFC) expects candidates to be able to demonstrate a deep understanding of, and experience with, UU congregational life based on at least two years active involvement.

All those preparing for fellowshipped UU ministry need to be sponsored by a Unitarian Universalist (UU) congregation to move into Aspirant status. The purpose of this requirement is to ensure familiarity on the part of new ministers with UU congregational life and encourage congregations to take a responsible role in the recruitment, preparation and assessment of our future ministers.

If you would like help connecting with a local congregation, please contact the Director of Partnerships, Rev. Lindi Ramsden, and/or speak with your advisor.

Pacific Central District: A full list of congregations in the Pacific Central District (where SKSM is located) can be found at <http://www.pcduuu.org/congregations/>

To find UU Congregations across the USA, consult the UUA's Congregational Directory <http://www.uua.org/directory/congregations>

Unitarian Universalist Ordination Through congregational polity, each congregation has

the right to ordain anyone it chooses; however, the Unitarian Universalist Association and the Unitarian Universalist Ministers Association discourage the ordination of those who have not had academic and practical training provided by an accredited theological school, and who have not been welcomed into preliminary fellowship through the UUA's Ministerial Fellowship Committee.

Requirements for Clinical Chaplaincy

Students who wish to pursue a career in clinical chaplaincy (hospitals, hospices, nursing facilities, etc.) must be informed about the requirements for certification. The general standards provided by the Association of Professional Chaplains, the largest credentialing organization, are as follows:

1. Bachelor's degree from an accredited college or university.
2. Master's degree in divinity/theological studies from an accredited institution, with a minimum of 48 earned credit hours for associate chaplains and 72 credit hours for board-certified chaplains, OR an approved equivalency.
3. Current ordination, commissioning, or similar standing granted by an authorizing religious body.
4. Current endorsement for chaplaincy by one's faith tradition.
5. A minimum of either two CPE units (associate chaplains) or four CPE units (board-certified chaplains).
6. A minimum of 2,000 hours of work experience beyond the attainment of CPE units.

An alternative credentialing organization, the College of Pastoral Supervision and

Psychotherapy, shares requirements 1, 2, 4 and 5 and adds the requirement of membership in a CPSP chapter.

Students may also explore the credentialing processes of the Center for Spiritual Care and Pastoral Formation or the World Spiritual Health Organization. This brief summary should not substitute for a student's own in-depth research into chaplaincy training. For more information, visit the websites for these credentialing agencies.

Community Policies



Community Policies

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Students with Disabilities Policy

As a member school of the Graduate Theological Union consortium, Starr King School for the Ministry students are included in the GTU “Students with Disabilities” policy. The SKSM Student Services Coordinator can provide assistance in the process of requesting and accessing accommodations through the Graduate Theological Union and your SKSM Advisor can assist you in planning a course of study.

The Graduate Theological Union (GTU) “Students with Disabilities” Policy
(Pronouns have been altered in keeping with Starr King’s inclusive approach.)

GTU Accommodations for Differently-Abled Students (Students with Disabilities)

Request for Accommodations form:
<http://gtu.edu/sites/default/files/docs/academics/Disabled-Students-Request-forAccommodation.pdf>

Permission for Faculty Notification form:
<http://gtu.edu/sites/default/files/docs/academics/Disabled-Students-Faculty-ReleaseForm.pdf>

Permission to Release Documentation form:
<http://gtu.edu/sites/default/files/docs/academics/Disabled-Students-Release-Form.pdf>

The GTU participates in a consortium-wide “Students with Disabilities” policy which benefits from a collaborative arrangement with the University of California at Berkeley (effective, fall, 2006). The policy strives for consistent and equitable student access to educational opportunities throughout the GTU.

In particular, it addresses a differently-able student’s ability to fulfill degree and certificate course and program requirements. The policy does cover GTU library use, student advising, GTU classroom activities and requirements, program exams, and capstone experiences such as theses and dissertations. It does not address extracurricular events sponsored by GTU member institutions, student housing, and administrative activities (e.g. registration, access to facilities, etc.).

The GTU Dean of Students serves as the Disabilities Resource Officer (DRO) for the Consortium. The DRO serves as a consortium-wide resource to develop expertise, provide information and consultation, and answer questions. The DRO works with Students with Disabilities Program staff at UCB who verifies accommodation eligibility and recommends accommodation options. While eligibility verification and recommendations for accommodations are centralized, implementation of accommodations reflects individual institutional resources and cultures.

Student Request: The student is responsible for fully participating in the process and exercising due diligence to ensure that the provision of accommodations is successfully accomplished. The differently able student who wishes to request accommodations with their academic work submits a request form to the GTU DRO (the form is available on the GTU website). The student needs to include official written documentation with the form from a professional who has the credentials and expertise to diagnosis the student’s condition (a form for this step is available on the GTU website). The student is responsible for incurring any cost associated with the documentation. The DRO informs the student’s institutional contact that a request has been made and forwards the form and supporting documentation to the UCB Students with

Disabilities Program office for review. The UCB office decides whether the student's disability is eligible for accommodation and recommends a variety of possible accommodations.

Accommodations are not intended to give differently-able students an unfair advantage, but to remove barriers that prevent differently able students from learning and from demonstrating what they have learned, in the context of their formal degree or certificate program.

The Timing of a Student Request: The differently able student should request accommodations in advance of when the accommodation is needed. The student needs to factor in the amount of time required to secure written documentation from an appropriate professional. G/S/he needs to appreciate that the DRO and institutional contact person have other responsibilities and require a reasonable amount of time to integrate student requests within their workload. G/S/he also needs to appreciate the time required for GTU to collaborate with UCB on the verification and recommended accommodations process.

Students eligible for academic accommodations will normally have their request reviewed and, if appropriate, approved no more than three weeks after submitting the request.

Decision: The DRO works with the institutional contact to consider UCB's decision. This gives individual GTU institutions the opportunity to participate in the decision-making process, particularly if UCB rejects a student request. If UCB recommends approval, the DRO works with the institutional contact to finalize accommodation options in the context of institutional resources and culture and to assure consistency and equity across the consortium. An accommodation is not "reasonable" if it will

necessitate modifications of the essential nature of a program or activity or would place undue financial or administrative burdens on the institution.

Next, the institutional contact works with the student and appropriate faculty to make sure recommended accommodations can be implemented and do not compromise the academic integrity of the educational opportunity (a form for this step in the process is available on the GTU website).

The DRO conveys the official decision and, if appropriate, recommended accommodations to the student by email, who then uses written confirmation to work with appropriate staff and faculty on the implementation of accommodations.

Implementation: Accommodations will apply to all educational events described in the DRO's email for up to three years. Students should use the DRO's email to work with faculty and staff to arrange accommodations as needed.

Appeal: The differently-able student and/or faculty involved with the student may not agree with the DRO's decision for accommodations. If a faculty member disagrees with and/or refuses to provide the recommended accommodations, the DRO and institutional contact should work with the faculty member to resolve the faculty member's concerns. The DRO can consult with UCB's Students with Disabilities Program and their section 504 compliance officer for advice on ways to resolve the conflict with the faculty member. If a resolution is impossible, the differently-able student can seek remedy from the faculty member's school's academic grievance policy.

If a student disagrees with the DRO's decision and/or recommended accommodation, they can appeal the decision through the student's

own school's academic grievance policy. Again, the DRO and institutional contact should work with the student first to find ways to resolve the student's concerns.

Institutional Contacts:

For SKSM: Rev. Dr. Christopher Schelin, Dean of Students, cschelin@sksm.edu

The Graduate Theological Union Disabilities Resource Officer (DRO) is:
Kathleen Kook, Dean of Students,
kkook@gtu.edu.

Policy for Protection of SKSM Students from All Forms of Sexual Misconduct

I. INTRODUCTION

Starr King School for the Ministry (also referred to as "SKSM") is committed to maintaining its campus and programs free from all forms of sexual misconduct. To help achieve this goal, SKSM has developed these policies and programs which are designed to help protect all students from experiencing any form of sexual misconduct, including sexual and gender-related: violence, assault, harassment, domestic violence, dating violence, and stalking.

This Policy applies to misconduct directed against SKSM students whether it occurs on SKSM property or in relation to SKSM-sponsored events or programs. Off-campus conduct that is likely to have a substantial effect on on-campus activity or that poses a threat or danger to the SKSM community also may be addressed under this Policy.

II. NOTICE OF NON-DISCRIMINATION AND HARASSMENT

SKSM does not permit discrimination or harassment in its programs and activities on the basis of race, color, national origin, ancestry, sex, gender, gender identification or expression, sexual orientation, disability, age, religion, medical condition, veteran status, marital status or any other characteristic protected under law.

III. SCOPE OF THE POLICY

This Policy sets forth the policies and procedures for reporting incident(s) of possible sexual misconduct that occur toward any SKSM student.

Students who believe that an incident of possible sexual misconduct has occurred against a student of SKSM, by another student, faculty member, administrator, or any other individual that a student comes into contact with by way of any SKSM administered program, job or activity, including but not limited to, a student, faculty member or administrator of an affiliated school, center or institute of SKSM should follow this Policy. Please see Section VII below for information on how to report incident(s) of possible sexual misconduct, against a student.

For information related to academic misconduct, or other misconduct that is not sexual misconduct, please refer to the applicable sections of the student handbook.

As to faculty and employees of SKSM who may have experienced sexual misconduct, please consult your faculty or employee handbooks for the relevant reporting policies and procedures that apply; and persons may also contact the Title IX Coordinator for assistance. See below.

IV. WHO ARE THE SCHOOL ADMINISTRATORS WITH

RESPONSIBILITY FOR PROTECTION OF STUDENTS FROM SEXUAL MISCONDUCT?

Title IX of the Education Amendments of 1972 ("Title IX") is a federal law that prohibits harassment on the basis of sex (or gender) of students at educational institutions that receive federal financial assistance. Sexual misconduct is a form of illegal harassment based on sex (or gender).

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..." 20 U.S.C. §1681.

The Title IX Coordinators are the persons designated by SKSM to oversee this Policy and to whom anyone with questions about this Policy may be referred.

Title IX Coordinator at SKSM

Rev. Dr. Christopher Schelin, Dean of Students
2441 Le Conte Avenue
Berkeley, CA 94709
510-549-4729 (office) or cschelin@sksm.edu

Title IX Deputy Coordinator at SKSM

Rev. Dr. Meg Richardson, Associate Dean of Faculty
2441 Le Conte Avenue
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V. PROHIBITED CONDUCT

SKSM prohibits all forms of sexual misconduct, which includes sexual and gender-related violence of any form: assault, harassment, domestic violence, dating violence, and stalking. Each of these terms encompasses a broad range of behavior.

The following are among the forms of sexual misconduct that violate SKSM policy and the associated definitions:

1. Sexual Assault: Having or attempting to have intercourse with another individual:

- By force or threat of force;
- Without effective consent; or
- Where the individual is incapacitated.

Sexual Assault includes, but is not limited to: rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or the threat of any of these.

Sexual Intercourse is penetration (oral, anal or vaginal) by a tongue, mouth, penis, finger or an object.

2. Non-Consensual Sexual Contact (or attempts to commit the same): Having or attempting to have sexual contact with another individual:

- By force or threat of force;
- Without effective consent; or
- Where the individual is incapacitated.

Sexual contact includes intentional contact with the intimate parts of another, causing another to touch one's intimate parts, or disrobing or exposure of another without permission. Intimate parts may include the breasts, genitals, buttocks, groin, mouth or any other part of the body that is touched in a sexual manner.

3. Sexual Exploitation: Occurs when an individual takes non-consensual or abusive sexual advantage of another individual for one's own advantage or benefit, or to the benefit or advantage of another individual. Examples of sexual exploitation include:

- Causing or attempting to cause another individual to become drunk, drugged or

otherwise incapacitated with the intent of engaging in a sexual behavior;

- Recording, photographing or transmitting images of sexual activity and/or the intimate body parts (groin, genitalia, breasts or buttocks) of another individual without their consent;
- Allowing third parties to observe sexual acts and voyeurism (spying on people who are engaging in sexual acts or who are doing other intimate activities such as undressing, showering, etc.);
- Exposing one's genitals in non-consensual circumstances or inducing someone to expose their genitals;
- Knowingly transmitting a sexually transmitted disease or virus to another individual without his or her knowledge; or
- Sexually-based stalking and/or bullying.

4. Domestic Violence: Violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

5. Dating Violence: Violence committed by a person –

- A. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- B. where the existence of such a relationship shall be determined based on a consideration of the following factors:

i. The length of the relationship.

ii. The type of relationship.

iii. The frequency of interaction between the persons involved in the relationship.

6. Stalking: A course of physical or verbal contact directed at another individual that would cause a reasonable person to-

A. Fear for his or her safety or the safety of others; or

B. Suffer substantial emotional distress.

7. Retaliation: Action which is taken against an individual or group of individuals because of their participation in a complaint or investigation of sexual misconduct, including but not limited to, Complainants, Respondents, witnesses, or others involved in the complaint, investigation and/or resolution of the alleged sexual misconduct. Retaliation can take many forms, including threats, intimidation, pressuring, continued abuse, violence or other forms of harm to others.

8. Sexual Harassment is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive to interfere with, deny or limit a person's ability to participate in or benefit from SKSM's education program and/or activities. Sexual harassment has many forms. Sexual harassment is harmful regardless of gender of the perpetrator or the victim.

One form is quid pro quo or "this for that." Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature constitutes sexual harassment when it is implicitly or explicitly suggested that submission to or rejection of the conduct results in adverse educational or

employment action. An example is a student advisor asking a student to have sex in exchange for keeping quiet about a student's violation of the plagiarism policy.

Another form of sexual harassment involves hostile environment. It is sexual harassment when an individual receives unwelcome sexual advances, unwanted verbal, physical, or visual behavior of a sexual nature, or is made to feel uncomfortable because of their gender or sexual orientation. Conduct that may constitute sexual harassment may include one or more of the following:

- Physical conduct: unwanted touching, blocking normal movement, or interfering with studies or work;
- Verbal conduct: epithets, derogatory comments, slurs, or humor of a sexual nature;
- Visual conduct: leering, making sexual gestures, displaying suggestive objects or pictures, cartoon posters in a public space or forum;
- Written conduct: letters, notes, or electronic communications containing comments, words or images as described above.

9. Close Personal Relationships Affecting Teaching, Mentoring and Supervisory Functions.

Except where explicit and advanced authorization has been obtained in writing from the Vice President for Administration and Finance, no individual who is employed by SKSM may participate in a close personal relationship with an individual who is a member of the SKSM community for whom the person provides or may (by virtue of SKSM assigned position or functions) reasonably be expected in the future to provide teaching, mentoring or supervision. Supervision includes grading or other academic evaluation, job evaluation, decisions pertaining to promotion, the direct setting of salary or wages, and job,

internship, educational, or employment references or recommendations.

Close personal relationships include dating, sexual and similar close personal relationships that are or are not consensually undertaken by the supervisor and the individual. Such relationships do not include the usual and customary socializing at SKSM of teacher student; mentor-mentee; supervisor-employee; faculty member-graduate student; co-workers; and supervisor-student employee. A person provides supervision when s/he oversees, directs or evaluates the work of others, including but not limited to, managers, administrators, coaches, directors, deans, chairs, advisors.

VI. DEFINITIONS:

The following are additional definitions used under this Policy, as defined by law:

1. Consent means "affirmative consent," which means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

In the determination of whether consent was given to sexual activity, it shall not be a valid excuse to an alleged lack of affirmative consent that the person whose conduct is at issue ("Respondent") believed that the person who experienced the Respondent's

conduct (“Complainant”) consented to the sexual activity under either of the following circumstances:

- The Respondent’s belief in affirmative consent arose from the intoxication or recklessness of the Respondent.
- The Respondent did not take reasonable steps, in the circumstances known to them at the time, to ascertain whether the Complainant affirmatively consented. In the evaluation of complaints under this Policy, it shall not be a valid excuse that the accused believed that the Complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the Complainant was unable to consent to the sexual activity under any of the following circumstances:
 - o The Complainant was asleep or unconscious.
- The Complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.
- The Complainant was unable to communicate due to a mental or physical condition.

2. Coercion is a form of force which comprises unreasonable pressure for sexual activity. When someone makes clear that they do not want to participate in a sexual activity, that they want to stop, or that their limit is at a certain point, continued pressure to act beyond that point can be coercive.

3. Force is the use of physical violence and/ or imposing on someone physically to gain sexual access. Other forms of force include intimidation (implied threats), threats and

coercion that overcome resistance or produce consent.

4. Incapacitation is a state where someone cannot knowingly give consent because the individual lacks conscious knowledge of the nature of the act (e.g. to understand the who, what, when, where, why or how of the sexual interaction) and/or is physically helpless. An individual is incapacitated, and therefore unable to give consent, if that individual is asleep, unconscious, or otherwise unaware that sexual activity is occurring. Incapacitation may occur as the result of alcohol or other drug use.

5. Complainant refers to the individual who may identify as having experienced or being a victim or survivor of possible sexual misconduct and who makes a report of sexual misconduct under this Policy. A Complainant can also be a person who reports self-knowledge of an incident of possible sexual misconduct but is not a victim, such as a SKSM student, staff member, faculty, teacher, or administrator.

6. Respondent refers to the individual whose conduct is at issue, under this Policy. A Respondent may be a current or former student, staff member, faculty, teacher, administrator, visitor, alumni, contractor of SKSM or one of its member schools, someone from an affiliated school, center or institute, or any other person. A Respondent may be a stranger or a non-stranger person.

7. Witness refers to any individual who either witnessed an incident or who has relevant information regarding a case that is being investigated under this Policy.

8. Advisor or Support Person is a person who provides emotional support to a Complainant or Respondent and who may be present in a non-participating role to provide moral

support during any meeting or proceeding under this Policy. The advisor or support person may be a currently enrolled student, parent of the student, or a SKSM faculty or staff member. Non-participating means that the advisor or support person is silent and does not speak or present information during the meeting or proceeding under this Policy. [Attorneys are not permitted to participate in any Campus meeting or proceeding under this Policy, absent advance written consent of the Title IX Coordinator and agreement to terms.]

9. Clergy Member means “a priest, minister, religious practitioner, or similar functionary of a church or of a religious denomination or religious organization.” California Evidence Code § 1030. Communications made in confidence with a clergy member may be privileged under the “clergy-penitent privilege” described in Evidence Code sections 1032-1034, unless they are also acting as an administrator, faculty or student advisor of SKSM, in which case they must report sexual misconduct to campus authorities.

10. Pastoral Counselor means a person who is associated with a religious order or denomination, is recognized by that religious order or denominations as someone who provides confidential counseling and is functioning within the scope of that recognition. 34 C.F.R. §§ 668.46(a). A pastoral counselor who is functioning as an administrator, faculty member or student advisor of SKSM would not be functioning within the scope of their pastoral duties and must report sexual misconduct to campus authorities.

VII. REPORTING INCIDENTS THAT MAY BE SEXUAL MISCONDUCT

1. General Information:

SKSM encourages all students to seek assistance from a medical provider and/or law enforcement as soon as possible after an incident that may be sexual misconduct. Prompt reporting is the best option to ensure preservation of evidence and for the identification and location of witnesses.

SKSM also encourages all students to make a report of the incident(s) to SKSM and to do so to SKSM’s designated officers as described below. Making a report means telling someone in authority what is known or believed to have happened. Students should make reports of the incident(s) as soon as the incident(s) of sexual misconduct become known.

SKSM will promptly review and thoroughly consider all reports of incidents that may be sexual misconduct under this Policy, including any misconduct alleged to have been taken by SKSM students, faculty, staff, or visitors, or by any student, faculty, staff or visitor of an affiliated school, center or institute of SKSM. Instructions for how to report these types of incidents are explained more fully below. SKSM will take prompt action to prevent, correct and discipline behavior that is found to violate this Policy, where appropriate, in the judgment of SKSM.

The filing of a report under this Policy is independent of any criminal investigation or proceeding that may take place by governmental authorities or law enforcement, and both SKSM and criminal investigations may be pursued simultaneously.

2. Reporting Procedures:

If you are a student who believes there has been an incident of possible sexual misconduct against a SKSM student by another student, faculty or staff member, or visitor of SKSM, or by a student, faculty, staff member or visitor of a SKSM affiliated school or program, you are encouraged to report such conduct as soon as possible.

A. Emergency and External Reporting Options (non-SKSM):

- Emergencies: 9-1-1
- City of Berkeley Police Department:
Emergency (510) 981-5911 or
Non-Emergency (510) 981-5900
- Rape Crisis Center 24-hour helpline: 1-800-670-7273
- Bay Area Women Against Rape 24-hour hotline: (510) 845-7273
- National Domestic Violence hotline: 1-800-799-SAFE (7233)
- Community Overcoming Relationship Abuse (CORA) 24-hour hotline: 1-800-300-1080
- National Sexual Assault hotline: 1-800-656HOPE (4673)

Note: The Title IX Coordinator will assist students who wish to make a report to law enforcement authorities in doing so if the person so chooses. Students may also choose to decline to notify law enforcement authorities; however, as explained in Section G below, SKSM may be required by law to report incidents that involve violence, hate violence, and/or sexual assault, to law enforcement authorities, including those incidents that occur on-campus and off-campus. Except if required by governmental agencies, SKSM will not disclose a victim's identity unless the victim consents to being identified after being

informed of his or her right to have identifying information withheld. If a victim does not consent to disclosing his or her identity, the alleged perpetrator's identity will not be disclosed either, unless required by governmental authorities.

In any case, under state and federal law, a victim has: (1) the right to a Sexual Assault Forensic Medical Examination at no cost to the victim/patient; and (2) the right to participate or not participate with the local law enforcement agency or the criminal justice system, either prior to the examination, or at any other time. Additionally, a victim may agree to engage with local law enforcement and participate in the investigation and prosecution using a pseudonym (i.e., Jane or John Doe) instead of his or her true name.

B. Reporting Options at SKSM:

Incident(s) of possible sexual misconduct against SKSM students may be reported as follows:

- By submitting a written complaint by email to one of the Title IX Coordinators:
 - Rev. Dr. Christopher Schelin, Title IX Coordinator: cschelin@sksm.edu
 - Rev. Dr. Meg Richardson, Deputy Title IX Coordinator: mrichardson@sksm.edu
- Or by submitting a report using the online reporting form available through SKSM's webpage, and available at this link: <https://www.sksm.edu/reporting-sexualmisconduct/>

All reports of incidents of possible sexual misconduct will be reported to the Title IX Coordinator.

C. Specific Information Regarding Incidents Occurring at or Involving Persons from a SKSM Member School or Affiliated School, Center, or Institute:

The Reporting Procedures for SKSM students who are taking courses at or offered by an affiliated school/center/institute of SKSM, are the same as the Reporting Procedures outlined in Sections A and B above.

SKSM will do everything feasible to address and prevent recurrence of any misconduct committed by a person of another affiliated school/center/institute of SKSM (such as a student, faculty, third-party contractor, staff member), however, SKSM may be limited in what actions it can take.

SKSM will consider all reported incidents that occur in connection with a SKSM student taking courses at or offered by an affiliated school/center/institute of SKSM, and will take interim measures and corrective action, as deemed appropriate by SKSM, for any sexual misconduct found to be in violation of this Policy, including such measures as no-contact orders, changes in classes or programs of study, temporary leaves of absence, changes in student advisors, and so forth.

In addition, SKSM students who are taking courses at or offered by an affiliated school/center/institute of SKSM, may also (in addition to reporting to SKSM) choose to report incident(s) of sexual misconduct that occur in connection with their taking courses at or offered by an affiliated school/center/institute, by using the policies and procedures of that affiliated school/center/institute. SKSM may work in conjunction with another school in investigating and resolving reported incidents and will so notify the student if it does on a case-by-case basis.

The following is a list of schools, centers and institutes in affiliation with SKSM:

Member Schools:

American Baptist Seminary of the West (ABSW)
2606 Dwight Way
Berkeley, CA 94704

Church Divinity School of the Pacific (CDSP)
2451 Ridge Road
Berkeley, CA 94709

Dominican School of Philosophy & Theology
2301 Vine Street
Berkeley, CA 94708

Graduate Theological Union
2400 Ridge Road
Berkeley, CA 94709

Jesuit School of Theology of Santa Clara University (JST-SCU)
1735 Le Roy Avenue
Berkeley, CA 94709

Pacific Lutheran Theological Seminary of Cal Lutheran University (PLTS-CLU)
2000 Center Street #200
Berkeley, CA 94704

Pacific School of Religion (PSR)
1798 Scenic Avenue
Berkeley, CA 94709

San Francisco Theological Seminary (SFTS)
105 Seminary Road
San Anselmo, CA 94960

The Chaplaincy Institute
1400 Shattuck Avenue, Suite 14
Berkeley, CA 94709

Academic Centers:

Center for the Arts and Religion (CARE)
2465 Le Conte Street
Berkeley, CA 94709

The Mira and Ajay Shingal Center for
Dharma Studies (CDS)
2465 Le Conte Street
Berkeley, CA 94709

The Center for Islamic Studies (CIS)
2452 Virginia Street B
Berkeley, CA 94709

The Richard S. Dinner Center for Jewish
Studies (CJS)
2465 Le Conte Avenue
Berkeley, CA 94709

Center for Theology and the Natural Sciences
2400 Ridge Road
Berkeley, CA 94709

GTU Affiliates

Center for Swedenborgian Studies (CSS)
1798 Scenic Avenue
Berkeley, CA 94709

Institute of Buddhist Studies
2140 Durant Avenue
Berkeley, CA 94704

New College Berkeley
2029 Durant Avenue #300,
Berkeley, CA 94704

Patriarch Athenagoras Orthodox Institute
(PAOI)
2311 Hearst Avenue
Berkeley, CA 94709

The following is a list of additional schools
that offer cross-registration to SKSM
students:

Dominican University
50 Acacia Avenue
San Rafael, CA 94901
Mills College
5000 MacArthur Blvd.
Oakland, CA 94613

Holy Names University
3500 Mountain Avenue
Oakland, CA 94619

University of California at Berkeley
Berkeley, CA 94720

D. Anonymous Reporting:

Anonymous reports, or reporting without disclosing the reporter's name, can be made, but anonymous reporting is not the preferred way. Depending on the information received, SKSM's ability to respond to an anonymous report may be limited. The Title IX Coordinator will review anonymous reports received by SKSM and determine whether an investigation and response are appropriate.

E. Alcohol, Drugs and/or Other Misconduct:

SKSM encourages the reporting of conduct prohibited under this Policy. An individual who reports sexual misconduct, either as a Complainant or a third-party witness, will not be subject to disciplinary action by SKSM for his/her own personal consumption of alcohol or drugs, or other non-sexual misconduct, that happened at or near the time of the incident, unless SKSM finds the violation(s) to be egregious, including but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating or academic dishonesty.

F. Prohibition Against Retaliation:

It is a violation of SKSM policy to retaliate against any person making a report of possible sexual misconduct, or against any person cooperating in the investigation of any report of possible sexual misconduct. Retaliation against any member of the SKSM community may result in disciplinary action, including termination of employment or expulsion from SKSM.

G. Possible Disclosure by SKSM of Information Pertaining to Reports of Possible Sexual Misconduct:

SKSM is committed to assisting students throughout the processes outlined in this Policy. Efforts will be made to respect the privacy of all individuals involved in this process in a manner consistent with the need for a thorough review of the report and carrying out the processes.

This means that the information related to a report under this Policy will only be shared with a limited circle of individuals who, in the judgment of SKSM, have a “need to know” basis in order to assist SKSM and/or its designees in its investigation and response and to prevent the recurrence of any such conduct found to have been committed.

If there is a request that the names remain confidential, SKSM will take steps to investigate and respond to the report in a manner that is consistent with that request. However, SKSM’s ability to fully respond to the incident may be limited and SKSM thereby cannot guarantee complete confidentiality.

SKSM is required by law to report certain types of reported sexual misconduct in its annual crime statistics report. Neither names, nor other identifying details of the incident, will be made public in the annual crime report.

SKSM is also required by law under certain circumstances to report any incident which might be classified as a violent crime, hate crime, or sexual assault to law enforcement. However, it is up to the Complainant on whether or not to separately file his or her own report with the Police and/or to contact Rape Trauma Services.

Except if required by governmental agencies, SKSM will not disclose a victim’s identity unless the victim consents to being identified after being informed of his or her right to have identifying information withheld. If a victim does not consent to disclosing his or her identity, the alleged perpetrator’s identity will not be disclosed either, unless required by governmental authorities.

H. Discussing an Incident(s) of Possible Sexual Misconduct, Without Making a Report or Record of the Incident

If a person would like to discuss the details of an incident of possible sexual misconduct, without making a report or record of the incident, or in an otherwise confidential manner, the person should speak with persons who hold a relationship with the person of which there is a legal duty of confidence, such as with their physicians, mental health therapists, priests, or clergy. These persons generally will maintain confidentiality if they are acting in their capacity as your physician, mental health therapist, or clergy member, except in extreme cases of immediacy of threat or danger, or abuse of a minor.

The faculty and administrators of SKSM, even if they are ordained clergy or pastoral counselors, are not acting in their capacity as members of the clergy and do not have such a relationship with SKSM students, and thus, they are required under this Policy to promptly forward all reports of possible sexual misconduct to the Title IX Coordinator for consideration and response.

I. Confidential Reporting Options:

Students who would like to speak to someone in confidence about an experience of sexual misconduct or about another’s experience of sexual misconduct, should contact off-campus rape crisis counselors, domestic violence

resources, private agencies, external mental health agencies and external clergy members (see Resources in Section XVI).

J. Office for Civil Rights

You may also file a complaint with the Office for Civil Rights

U.S. Department of Education

50 United Nations Plaza

San Francisco, CA 94102

phone number (415) 556-7000.

<http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

VIII. INTAKE MEETINGS

1. Intake Meeting with Complainant:

Upon receipt of a report of an incident, a designated person will promptly schedule a meeting with the Complainant to take place as soon as possible to go over this Policy and to identify possible forms of support for the student (see the Resources section below). The initial intake meeting shall be conducted by the Title IX Coordinator, Deputy Title IX Coordinator, or by an external designee selected by SKSM, each of whom shall have training in victim-centered approaches (hereinafter, "Intake Officer").

At this meeting, the Intake Officer will discuss whether there are any interim measures (see Interim Measures section below) that may be implemented at the discretion of SKSM. The preferences of the Complainant on such measures may be stated and will be taken into consideration by the Intake Officer.

At the intake meeting, the Intake Officer will also discuss the following:

- A student's right to report the incident(s) to local law enforcement agencies;

- A student's right to seek medical treatment and the importance of preservation of evidence;
- Requests for confidentiality, if any;
- SKSM's obligation to consider all reports of incidents and the inability of SKSM to guarantee complete confidentiality;
- SKSM's policy against retaliation of any person making a report or participating in the investigation or adjudication of an incident under this Policy;
- The possibility of an investigation by an outside impartial and neutral fact-finder selected by SKSM;
- The possibility for sanctions as determined by SKSM;
- The use of an Advisor or Support Person in any meeting or proceeding under this Policy; and
- SKSM's obligation to report crime statistics into its daily crime log.

2. Intake Meeting with Respondent:

If the Respondent is a student of SKSM, the Intake Officer will also meet with the Respondent after receiving the report of the incident. If the Respondent is a faculty or staff member of SKSM, the Deputy Title IX Coordinator for faculty and employees will meet with the Respondent.

At this meeting, the Intake Officer will go over this Policy and also discuss whether there are any interim measures that may be implemented at the discretion of SKSM during the investigation and resolution of the report. The preferences of the Respondent on such measures may be stated and will be taken into consideration by the Intake Officer.

At the intake meeting, the Intake Officer will also discuss the following:

- A student's right to report the incident(s) to local law enforcement agencies;
- A student's right to seek medical treatment and the importance of preservation of evidence;
- Requests for confidentiality, if any;
- SKSM's obligation to consider all reports of incidents and the inability of SKSM to guarantee complete confidentiality;
- SKSM's policy against retaliation of any person making a report or participating in the investigation or adjudication of an incident under this Policy;
- The possibility of an investigation by an outside impartial and neutral fact-finder selected by SKSM;
- The possibility for sanctions as determined by SKSM;
- The use of an Advisor or Support Person in any meeting or proceeding under this Policy; and
- SKSM's obligation to report crime statistics into its daily crime log.

3. Initial Witness Interviews

The Intake Officer may also collect additional information or speak with any person(s) believed to have relevant information concerning a reported incident, in an effort to gather preliminary information to make an initial assessment of the matter. **The preferences of the Complainant and the Respondent on witnesses to be interviewed may be stated and will be taken into consideration by the Intake Officer.**

4. Initial Assessment by the Title IX Coordinator

The Intake Officer will then consider the nature of the report, the safety of the individuals involved and of the campus community, the Complainant and Respondent's expressed preferences for resolution, and if the Intake

Office is not the Title IX Coordinator, they will make a recommendation to the Title IX Coordinator on whether the matter can be resolved or whether to refer the matter for further investigation. Sexual assault cases will not be resolved through mediation.

The Title IX Coordinator will make the final decision on whether to refer the matter for further investigation. If the matter is resolved, the matter will be deemed closed, the decisions final and binding, with no further rights of appeal. If the matter is referred for further investigation, the matter will follow the procedures for investigation and resolution described below.

The Title IX Coordinator will inform the Complainant and Respondent in writing if the matter will be referred for further investigation.

5. Possible Interim Measures

Interim measures will be considered and implemented at the discretion of SKSM. Interim measures, which may be applied to the Complainant and/or the Respondent, include such things as:

- Issuance of a "no-contact" order or directive that restricts persons from having contact with one another in person or through electronic means;
- Change in class schedule;
- Change in student-related employment;
- Rescheduling of exams or assignments (in conjunction with appropriate faculty);
- Voluntary leave of absence;
- Providing escort services for movement between classes and SKSM activities;
- Interim suspension or SKSM-imposed leave;
- Administrative hold on student accounts, including a hold on the release of transcripts while an investigation is pending;

- Denial of access to campus, campus facilities and/or SKSM activities; and
- Other measures.

IX. EXTERNAL INVESTIGATIONS INITIATED BY SKSM

Following the initial assessment, the Title IX Coordinator shall decide whether to refer the matter for further investigation, and if so, the Title IX Coordinator shall designate an impartial investigator who has specific training and experience. The investigator may be an employee of SKSM or be an external investigator engaged to assist SKSM in fact gathering. SKSM retains the right to designate an external investigator of its own choice at all times.

The role of the investigator is to be a neutral fact-finder. The investigator may also designate another trained colleague to assist in interviewing parties, identifying and locating witnesses, and in gathering other facts and evidence. The investigator will investigate in a manner deemed appropriate in light of the circumstances of the case and will cooperate with law enforcement authorities to the extent necessary.

A typical investigation will include interviews with the Complainant, the Respondent and third-party witnesses, and of the collection of available physical, documentary and other evidence. Photographs may be taken. The Complainant, the Respondent and any third-party witnesses may present witnesses or other evidence to the investigator for consideration. Information collected during the initial intake and assessment will be forwarded to the investigator. If any law enforcement agency is also investigating the incident, the SKSM investigator may defer to the police department for the collection and preservation of evidence.

The investigator will compile the details of the investigation into an investigative report, which will contain summaries of the interviews, photographs (if available) and other related evidence or duty logs and also a detailed analysis of the events. Before finalizing a witnesses' statement, the investigator may send a draft of the statement to the individual to allow them a chance to add to it or make any suggested changes to their statement.

The investigative report will be prefaced with a summary of findings and recommended actions. In this summary the investigator will:

- State the initial complaint;
- Outline the details of the investigation;
- State, whether, using a preponderance of the evidence standard, it is more likely than not that policy violation(s) occurred; and
- If requested by the Title IX Coordinator, include any recommended sanctions or corrective actions to be taken.

If requested by the Title IX Coordinator to make a recommendation, the investigator may recommend that SKSM impose certain sanctions or take certain corrective action; however, the decision to select and implement, appropriate sanctions or corrective action, if any, remains at all times within the authority of SKSM.

The completed investigative report normally will be submitted to SKSM within thirty (30) days of the intake. However, depending on the complexity of the case, additional time may be needed to complete the investigation.

X. RESOLUTION

The investigative report will be forwarded to the Title IX Coordinator of SKSM. They will review the fact-finding determination by the impartial investigator and take any

recommendations for sanctions or corrective action into consideration.

The Title IX Coordinator will decide whether the matter requires further proceedings; whether to accept the recommendations for sanctions/corrective action (if any); or whether to issue or recommend to an officer of SKSM, different or alternative sanctions/corrective action.

The Title IX Coordinator can issue – or recommend to a SKSM officer – any sanctions which he or she believes is appropriate based on the results of the investigation, including but not limited to, warnings, censure, disciplinary probation, suspension, expulsion, revocation of admission and/or degree, or withholding a degree.

A preponderance of the evidence standard will be used under this Policy, that is, whether it was more likely than not that the conduct prohibited under the Policy occurred. All proceedings under this Policy will be prompt, fair, impartial, and conducted by those who are adequately trained.

Past violations of the responsible student may be considered in the determination of an appropriate resolution. SKSM will also consider whether the action will bring an end to the violation in question, whether it will reasonably prevent a recurrence of a similar violation and/or whether it will mediate any effects the violation had on the Complainant and the SKSM community.

Within ten (10) business days of the decision, both the Complainant and the Respondent will be notified in writing of the results of the investigation, including any sanctions or remedies imposed with notification of the rights to appeal the resolution (“Outcome letter”) as described below.

The Title IX Coordinator, or any designee of the Title IX Coordinator, also may meet separately with the Complainant or the Respondent to discuss the results of the investigation and explain any resolution action that will be taken or imposed. The summary of the investigative report will be available for review by both the Complainant and the Respondent, if so requested.

SKSM seeks to resolve all reported incidents of sexual misconduct within sixty (60) days of the initial report. All time frames expressed in this Policy are meant to be guidelines and depending on the complexity of the matter, additional time may be needed.

XI. APPEALS

If the Respondent or Complainant is dissatisfied with the resolution, either party may appeal. An appeal must be made in writing, within ten (10) business days of the Outcome Letter. The appeal should clearly state the remedy sought by the appealing party. The written appeal must be delivered to the President of SKSM, who will delegate review of the appeal to an appropriate member of the Executive Team (who does not have a conflict of interest) to review the appeal and make a recommendation in writing to the President of SKSM.

The President of SKSM will make the final decision on the appeal, in writing. A copy of the final determination and appeal decision are final and binding, except as described in section XI below.

Appeals should normally be completed within three weeks unless there is good reason to extend the time necessary to review the appeal. Normally, the grounds for granting an appeal will be limited to the following considerations:

- Is there compelling new evidence that was not available previously?

- Were there procedural irregularities that substantially affected the outcome of the investigation and decision for action that were detrimental to the Respondent or Complainant?

XII. ARBITRATION

If either the Complainant or the Respondent is not satisfied with the decision following a timely appeal in section X above, s/he may request review by an impartial arbitrator under the Rules of the American Arbitration Association by submitting a request in writing to the President of SKSM, no later than forty-five (45) calendar days after issuance of the decision following a timely appeal.

The request shall consist of a plain, concise and complete written statement outlining the grounds for disagreement with the outcome and all relevant information to substantiate the basis for doing so.

The President of SKSM will then decide whether the case is suitable for arbitration; if so, under written agreement between SKSM and the party seeking arbitration review, providing as a final and binding alternative to civil litigation, an arbitrator will be mutually selected between the parties, and the costs of the arbitrator's fees shall be agreed to in writing by an authorized representative of the parties.

Any matter submitted to binding arbitration under this Policy shall be submitted in accordance with the Rules of the American Arbitration Association. Attorneys or advisors of the party's choice may be present at and participate in the binding arbitration review process. This binding arbitration review process is the exclusive method of external review and is final and binding on both SKSM and the student, and the arbitrators' award shall be final, binding and conclusive upon the

parties and may be entered in any state or federal court having jurisdiction.

XIII. PRIVACY OF RECORDS

The Title IX Coordinator will retain records of reports and related documents under this policy. In addition, records relating to reports of incidents of possible sexual misconduct under this Policy may become a part of a students' academic record.

Documents which are prepared in anticipation of the investigation and resolution of the matter (including the investigative report and any other documents) will not be disclosed outside of the review process, except as required by law.

The final Outcome Letter will be issued concurrently to both the Complaining and the Respondent. SKSM neither encourages nor discourages the further disclosure of the final Outcome Letter by either the Complainant or the Respondent. SKSM acknowledges that sharing the final outcome letter with others may be an important part of a student's healing process.

XIV. FALSE ACCUSATIONS

While SKSM encourages everyone to report harassing or inappropriate conduct, anyone who knowingly makes a false or bad faith accusation of harassment, discrimination, sexual misconduct, other conduct prohibited under this policy, or retaliation may be subject to appropriate sanctions. Failure to prove a claim of harassment, discrimination or retaliation does not in itself constitute proof of a knowingly false or bad faith accusation. A complaint filed in good faith also will not be considered as retaliation.

XV. DISSEMINATION OF POLICY; TRAINING AND PREVENTION

As a part of SKSM's commitment to maintaining its campus and programs free from sexual misconduct, this Policy shall be disseminated widely to the SKSM community through publications, websites, student orientations, and other appropriate channels of communication.

The Title IX Coordinator is responsible for overseeing the SKSM's efforts at training, prevention and education as it relates under this Policy. The Title IX Coordinator and the Deputy Coordinator will receive appropriate training for the intake and handling of reports of sexual misconduct under this Policy, including those that are victim-centered, and trauma informed.

SKSM will also provide all other employees with training relating to this Policy every two years.

In addition, in an effort to prevent all forms of sexual misconduct from occurring on SKSM campus or within the SKSM community, SKSM will provide all incoming students and faculty, at the start of the academic year, with a copy of this Policy, and may also provide additional materials designed to educate students on sexual misconduct and how to prevent it from occurring. Education programs shall promote the awareness of rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking, and shall be designed to prevent all misconduct prohibited under this Policy from occurring, to empower victims, to identify safe and positive options for bystander intervention, and to help recognize warning signs of abusive behavior and how to avoid potential attacks.

Students, faculty, and staff of SKSM are all encouraged to take part in education and training designed to prevent sexual misconduct.

XVI. RESOURCES

Getting Help: SKSM encourages all members of the SKSM community who believe they have been victims of sexual misconduct to report these incidents to local law enforcement authorities and to seek medical attention where appropriate.

SKSM also encourages all members of the SKSM community to report any incident(s) of possible sexual misconduct to SKSM under these Policies and to access resources for support and healing.

For Emergency Needs

- 911 – Police
- City of Berkeley Police Department: Emergency (510) 981-5911
- Alameda County Medical Center, Highland Hospital Sexual Assault Center 1411 E. 31st Street, Oakland provides 24-hour assistance, including medical treatment and examination, advocacy and counseling support for victims of sexual assault. Website: <http://www.highlandahs.org/our-services/specialty-services/medicalcounseling>. Telephone (510) 437-4688.
- Community Violence Solutions Rape Crisis Center 24-hour helpline: 1-800-670-7273 Accessible from 925, 510, 415, 408, 707 and 650 area codes.
- Bay Area Women Against Rape provides free 24-hour comprehensive services to victims of sexual assault. Website: <http://www.bawar.org> Hotline: 510/845-7273 or 510/845-RAPE.

- City of Berkeley Mobile Crisis Team (MCT) is available every day from 10:30 AM to 11:00 PM at (510) 981-5254.

National organizations that may be able to provide the SKSM community with important information and assistance:

- National Domestic Violence Hotline, (800) 799-SAFE (7233)
- National Sexual Assault Hotline, (800) 656-HOPE (4673)
- Stalking Resource Center, (202) 467-8700
- National Teen Dating Abuse Helpline, (866) 331-9474

SKSM Resources

- Title IX Coordinator: Rev. Dr. Christopher Schelin
(510) 549-4729, cschelin@sksm.edu

SKSM does not maintain an on-campus counseling center. Services available in the area, include:

Other Local Resources

- The Interfaith Counseling Center of the Bay Area – Trained and licensed therapists and counselors are available. 2345 Channing Way, Berkeley, CA 94709 <http://interfaithcc.org/>. (510) 225-5595
- The California Counseling Institute 1562 Oakview Avenue, Kensington, CA 94707. <http://www.californiacounseling.org/> (415) 752-1702
- City of Berkeley Adult Clinic, 2640 Martin Luther King Jr. Way
(510) 981-5290.
- Men Overcoming Violence, 1385 Mission Street, Suite 300, San Francisco (415) 626-6704.

- Domestic Violence Resource Guide for Alameda County <http://icwclaw.org/wp-content/uploads/2011/02/AlamedaCounty-Family-Violence-Resources.pdf>
- San Francisco Violence Prevention Directory <https://www.cdph.ca.gov/HealthInfo/injviosa/ Documents/SanFrancisco.pdf>

Policy on Student Harassment and Bullying

Starr King seeks to create and maintain an academic environment in which all members of the community are free from harassment and bullying based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender identity and gender expression), national origin or ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, veteran or military status or any other basis protected by federal, state or local law, ordinance, or regulation. Starr King School for the Ministry espouses values that infuse the academic and residential life of its campus. Expressed attitudes of condescension, hostility, role stereotyping, and social or sexual innuendo weakens the health of the community. Furthermore, harassment compromises the integrity of our progressive theological seminary education because it makes the learning and working environment hostile, intimidating and offensive; it destroys opportunities for students to develop a strong, positive self-concept and the sense of self-confidence which is essential to living out our progressive religious and spiritual values. In addition, persons who harass others compromise their own integrity and credibility.

Consequently, no form of harassment will be tolerated at Starr King School for the Ministry.

HARASSMENT

Harassment refers to unwelcome behavior that is offensive, fails to respect the rights of others, and interferes with work, learning, living or campus environment. Harassment includes intimidation, invasion of privacy, or any threat to the well-being of a person or a group which is communicated verbally, in writing, or through contact by telephone, computer, a third party, or by any other means of communication. Forms of harassment include, but are not limited to:

- a. Verbal: Conduct such as suggestive comments, derogatory slurs, off-color jokes, threats, suggestive or insulting sounds, etc. Verbal harassment also entails using the telephone to harass others. This includes; but is not limited to, unwanted phone calls, hang-ups, unwanted voice messages, obscene phone calls.
- b. Non-Verbal/Visual/Electronic/Written: Conduct such as derogatory or inappropriate posters, pictures, cartoons, faxes, emails, text or instant messages, postings on social media sites or other applications, or drawings, suggestive objects or pictures, graphic commentaries, leering, obscene gestures.
- c. Physical: Conduct such as unwanted physical contact including touching, interference with an individual's normal work or movement, and assault.
- d. Retaliation: It is a violation of University policy to retaliate against anyone for exercising the right to make a complaint. This includes attempts or threats of retaliation, or efforts to impede an investigation. Retaliation is a violation of this policy whether or not the underlying claim of harassment,

discrimination, sexual harassment or sexual misconduct is proven.

Policy on Public Nudity

Although the term "public nudity" is not specifically mentioned in the Policy for Protection of SKSM Students from all forms of Sexual Misconduct, it is considered physical conduct that has a purpose or effect of creating an intimidating, hostile, or offensive environment. At such, those involved will be subject to disciplinary action. Public nudity includes but is not limited to "mooning, streaking, and public urination."

Policy on Hazing

All groups, organizations, or individuals associated with Starr King are forbidden to partake in any form of hazing as defined in Article 5, Sections 32050, and 32051 of the California Education Code.

Section 32050, California Education Code

- "Hazing is any method of pre-initiation into a student or any pastime or amusement engaged in with respect to such an organization which causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace result in physical or mental harm to any student or other person attending college, or any other educational institution in this state, but the term hazing does not include customary athletic or other similar contests or competition."
- "No student, and/or other persons in attendance at any public, private, parochial or military school, college or other educational institution, shall conspire to

engage in hazing, participate in hazing, or commit any act that injures, degrades, or disgraces, or tends to injure, degrade or disgrace fellow student and person attending the institution. The violation of this section is a felony punishable by a fine of no less than \$500, nor more than \$5,000 and imprisonment in the county jail for no more than one year, or both."

Intent and Spirit of Hazing Policy

Starr King School for the Ministry shall interpret the word "hazing" to mean any intentional action taken or situation created, whether on or off campus, to produce mental or physical discomfort, embarrassment, harassment or ridicule. Such activities may include, but are not limited to, the use of alcohol, paddling in any form, creation of excessive fatigue, physical or psychological shocks, or any other such activities engaged by the organization inside or outside the confines of the campus, the public wearing of apparel which is conspicuous and not normally in good taste, engaging in public stunts, morally degrading or humiliating games activities, or any other activities not consistent with national, organizational or local policies, or the regulations of the school.

Enforcement

The enforcement of the Starr King policy on Hazing shall be the responsibility of the Executive Team. They shall inform all students and employees of this policy and maintain the organization's strict adherence to this policy. Failure to do so will result in disciplinary action.

Any violation of the school Policy on Hazing should be reported to the Dean of Students.

Policy on Ejecting/Throwing Objects

Students who eject any object from a window, balcony, etc. are displaying inappropriate behavior. This kind of behavior can be extremely dangerous and is a potential hazard. Students who are found to be responsible for ejecting, launching, shooting or throwing any object, including but not limited to fruit, paintballs, rocks, or water balloons, will be subject to disciplinary action.

Policy on Firearms, Weapons, Pyrotechnics, & Explosive Devices

The use or possession of firearms, including but not limited to BB guns, paintball guns, air soft guns, pellet guns, ammunition and/ or weapons, including knives, is prohibited on the Starr King campus. Knives specifically prohibited include but are not limited to knives larger than 5 inches, switchblades, butterfly knives, swords, hunting knives, etc. Kitchen knives and/ or small pocket knives are permitted; however, a weapon is defined by the school as any object used to threaten or cause bodily harm to an individual. Any object can become a weapon, if used to harm or threaten harm to an individual. If an item is deemed a weapon by the school, it will be confiscated and/or destroyed.

The use and/ or possession of firecrackers, fireworks, sparklers, and/ or other explosive devices are not permitted on campus or in the city of Berkeley. All items will be confiscated and/ or destroyed.

Policy on Drug-Free Campus and Workplace

The Graduate Theological Union and its member schools (including Starr King) require that their campuses be drug free. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance while at SKSM is prohibited. Abuse of alcohol (including underage drinking) on SKSM premises is also not allowed. Violation of this policy will be considered cause for termination from employment or from a student's program of study.

SKSM is required to impose sanctions, up to and including the dismissal, of any employee engaged in the abuse of alcohol or the unlawful possession, use, or distribution of illicit drugs while on SKSM or member school premises. Any employee involved in such illegal activity is subject to legal sanctions under local, State, and Federal law. Information regarding specific penalties is available at SKSM Business Office. In addition, an employee convicted of any criminal drug statute for a violation occurring in the workplace is required to notify the Vice President of Finance and Administration of such a conviction no later than five days from the date of the conviction.

SKSM and its member schools comply with California State law, which prohibits possession or use of alcohol by or sale of alcohol to, anyone less than twenty-one years of age. Abuse of alcohol on SKSM campus is prohibited.

Drug and Alcohol Resources

Several drug and alcohol counseling, treatment, and rehabilitation programs are

available to SKSM faculty, students and employees. Local harm reduction resources are also available.

Merritt Peralta Institute's (MPI) Chemical Dependency Department may be reached at (510) 869-8850 for help in dealing with a drug or alcohol dependency problem. The initial consultation is free and includes an assessment of the problem and the recommendation of a treatment plan.

A local Alcoholics Anonymous may be reached at (510) 839-8900. National Alcoholics Anonymous listings for each state can be found at:

http://www.aa.org/pages/en_US/find-aa-resources

Local Narcotics Anonymous program may be reached at (510) 444-4673. National Narcotics Anonymous listings for each state can be found at:

Those interested in local Harm Reduction programs can call The Center for Harm Reduction in Oakland at (415) 863 4282 or <http://harmreductiontherapy.org/helping-harm-reduction-therapy/>

Medication-assisted treatment, including methadone or buprenorphine, is available at several sites locally. For more information contact HAART in Oakland at 510.875.2300 or <http://www.haartoakland.org>,

Berkeley NEED is a local syringe exchange program. They offer harm reduction supplies such as sterile syringes and naloxone (also known as Narcan) a medication that can reverse an opiate overdose. You can learn more at www.berkeleyneed.org.

National harm reduction resources can be found at: <http://harmreduction.org/connect-locally/>

Policy on Smoking

Starr King School for the Ministry is a no smoking facility. Berkeley law requires that smokers stand not less than 25 feet from the main entrance way of the building when smoking outside, and to stand at least 25 feet away from all windows and doors of neighboring buildings. Smokers are expected to dispose of their cigarette butts appropriately. If you are in the courtyard smoking we request that you do so closer toward the parking lot, as many staff members have extreme allergies. Please be courteous.

Policies for Use of Scents

Use of Scents, Incense, Scented Candles, etc.

While scents have a long history in culture and rituals around the world, we also know that, today, some people experience environmental sensitivities which impede them from being in the presence of scents. When using scents, incense, scented candles, and the like, please be mindful of who is in your group, the ventilation availability in your space of choice, and the amount of the scent you are choosing to use. Additionally, we ask that you consider having a special, designated area for those who are overly sensitive to scents, especially if your event involves a large group of people. Another possibility is including smells in your event by passing herbs/spices in a small box that can be inhaled or smelled by those who wish to participate, while protecting those who do not wish to participate.

Flowers

Live flowers are welcomed into the Starr King building for all purposes. However, YOU are responsible for caring for the flowers, including watering them, changing the water in the vases, and disposing of the flowers prior to their wilting, becoming moldy or dying. Please care for the flowers that you bring or take them home with you following the ritual/ activity for which they were used.

Policies for Building Use

Starr King Building Use Guidelines

Our school is a gift to Starr King from friends and supporters. Each of us can express gratitude for this gift through our thoughtful use of the space. We also show our respect and regard to one another by making a commitment to use the building responsibly.

Starr King Building Hours and Key Policies

The building is open Mon - Fri, 9am - 5pm.

If you wish to access the building outside of these days and hours, please use your key fob and ensure that you completely lock up the building prior to your departure. This includes the closure of all windows and locking of all doors accessed.

IMPORTANT: Lending of keys and fobs is expressly forbidden by Starr King. Violation of this policy may result in loss of access privileges.

Lost keys may be replaced – at a cost of

\$25.00 per key – by contacting the Facilities Director, Fred Williamson. Excessive loss of keys may result in lost access privileges.

Please do not prop the outside doors open with chairs, rocks, deadbolts, etc.

All students, faculty and staff at Starr King have keys to the building. We do not have security personnel, so it is up to each and every person to ensure that the building is safe and locked. If you arrive before 9:00 am or depart after 5:00 pm, it is your responsibility to ensure that the door you use is locked and secure. We recommend locking exterior doors as you enter the building after business hours. Finally, please check to ensure that all windows and doors are closed and locked prior to departure from building.

The lights should be turned off in all rooms except those that have permanent plastic locking tabs to keep them on as security lighting.

Kitchen Use Guidelines

If your event includes food, it is your responsibility to clean up food (or find a volunteer who will be responsible) immediately following your event. It is not permissible to leave leftover food from your event out on the kitchen countertop – it must be placed into sealed leftover bowls, Ziploc bags or another appropriate container, and be placed into the refrigerator. Please consider your leftover bowl/bag needs when shopping for food for your event. Failure to adhere to this policy may result in a ban on food at your future events. Additionally, please adhere to these following guidelines on the maintenance of our community kitchen.

If your event is requiring food or a classroom, please send an email to Rooms@sksm.edu for

approval, no less than 7 days prior to your event (NO Exceptions).

1. Promptly rinse any dishes you use and put them in the dishwasher. If the dishwasher is full, please make sure your dirty dishes are hand washed and placed on the drying rack.
2. If the dishwasher is full of dirty dishes, please run it, using only dishwasher soap/dishwasher pods (located beneath the sink).
3. If the dishwasher is full of clean dishes, please empty it. Removal of dishes, silverware, glassware or other community pots and pans from our community kitchen is not permitted.
4. If you leave food in the refrigerator, label and date it (see diagram on refrigerator door). Please dispose of your food in a timely fashion so that the refrigerator is not full of moldy, rotting food. If you see rotting or moldy food, dispose of it, even if it is not your food.
5. Wipe all counters, the sink and the stove.
6. Sweep the floor and mop up any spills. (Broom is behind the kitchen door.)
7. Take out the garbage if the cans are overflowing or will be left over the weekend with food or other items that will rot. Garbage cans are located in the gated area outside the Fireside room. Garbage must be in closed trash bags.
8. Donate or dispose of any unused food.
9. Please recycle paper, plastic, aluminum, and compost food scraps in appropriate receptacles.

Room and AV Equipment Requests

Rooms can be scheduled by sending an email to rooms@sksm.edu with your request; please do not schedule a room in person or by the phone. All room requests should come from a member of the SKSM community who assumes all responsibilities as the host. **No requests will**

be taken within the same week as the event. The email request should include the following information:

1. List the name, phone number and email of the person acting as the host of the event;
2. Date and time that you are requesting (this should include time for set up before and clean up after the event);
3. The name of the event or reason for wanting the room;
4. Any AV equipment that you will need (it will be up to you to learn how to use the equipment prior to the event – there will be NO ONE available on the date of your event to teach you how to use the equipment or to set it up for you. To schedule a time in advance to learn about the AV equipment, please contact the Operations Director.
5. The number of people participating (in case your first choice of room is unavailable).

Starr King School for the Ministry provides room availability to members of the SKSM community as an extra benefit, not a right or a guarantee. It is not uncommon for rooms to fill up, and thus for us to have to say no to some requests. SKSM assumes no liability for such circumstances. For best results, plan your event ahead of time, and do not publicize a date or time until after you have received a room confirmation.

Basic Building Policies for Events

These guidelines are for all uses of the School, from classes and committee meetings to formal school events or private parties. The instructor, student, staff member, faculty member or committee chair who requests the space for meeting/class/other use is the responsible party and will be expected to adhere, in full, to the Building Policies indicated below. Failure to do so may result in the party being unable to request rooms or use space in the Starr King

building. The responsible party **MUST** be physically present early enough to let people in, stay throughout the event, and remain until the last person is gone, and the windows and doors have been checked and locked. We do not allow for profit events to be held in our SKSM rooms.

1. Unlock the building prior to the event and relock the building at the conclusion of the event – this includes closing windows and doors;
2. Set up the room space as needed for the event;
3. Do not touch the thermostats –changing the temperature on one thermostat greatly affects temperatures in other areas of the building as a result of the ductwork;
4. Clean up the room, kitchen and any other area at the conclusion of the event – this includes putting away any tables and chairs that were used, returning easels/whiteboards to their “home,” cleaning up ritual materials (candles, altar cloths, stones), etc.
5. Put dishes into the dishwasher and run it, if necessary – if the dishes in the dishwasher are clean, empty the dishwasher first, then reload with dirty dishes and run;
6. Live flowers must be appropriately cared for and discarded when the flowers are old, droopy or otherwise browning – and **MUST** be discarded prior to them molding; vases are to be properly washed, dried and placed back onto appropriate kitchen shelves;
7. Place all trash, recycling and compost into appropriate bins located in the kitchen – if the trash, recycling or compost are overflowing, or will be left over the weekend, please remove all from the building and place into the large recycle/trash cans located on the west side of the building or on the sidewalk – additional trash and compost bags are

- located inside the trash cans or in the kitchen;
- 8. Please turn off all lights that can be turned off in all rooms except those that have permanent plastic locking tabs to keep them on as security lighting;
- 9. Do not move the piano or organ in the Fireside Room without express permission from the Operations Director.

Restore Fireside Room to its proper classroom-style set-up following ritual practice, including returning items used in the ritual practice to the cabinet located in the Sunroom. The standard classroom-style includes 13-15 chairs in a circle in the center, other chairs stacked safely at the far end (around the artwork) and rolling chairs pushed into the corners, long rectangle tables closed up and returned to their storage area, pulpits returned to their storage areas, and whiteboard pushed up against the wall.

You MUST keep the path to the emergency exit door clear.

Academic or Personal Dispute Policy

If a student has an academic or personal dispute with a Starr King core or adjunct faculty member, the student may seek resolution of the dispute, following the steps outlined below.

An **academic dispute** is defined as a dispute in which a student objects to a decision by a course instructor relating to the evaluation of a student's work, and the completion of a student's assignments or fulfillment of academic expectations. Academic disputes can occur in relationship to:

- a. a final written evaluation of a student's work in a course
- b. a Pass/fail decision,
- c. an Incomplete decision,
- d. a decision re: amount of credit to be awarded for a write up.
- e. a decision on a letter-grade for a course (if a letter grade had been requested)

A personal dispute is defined as a dispute in which a student objects to the way they have been addressed or talked to by a SKSM faculty member in the context of their studies at the school.

Step One: Direct Address

Communicate directly, and in a timely manner, with the faculty member (in person, in writing, by e-mail or by phone). State your disagreement, concern or objection and state the resolution you feel would be appropriate. The faculty member will be responsible to respond in a timely manner (in person, in writing, by e-mail or by phone) and may agree or disagree with you, may accept or reject your proposed resolution, or may propose an alternative resolution that would be acceptable. You must respond to the faculty member in a timely manner, to indicate whether you will accept and abide by their response, or whether you will pursue resolution by proceeding to step two.

Step Two: Consultation

Meet with your advisor (by phone, e-mail exchange, or in person) and seek their counsel and advice. Your advisor will accompany you in reflecting on how and why the dispute arose, what issues are at stake, what learning may be involved for you, and what next steps might be best. Your advisor, at their discretion, may consult with the dean of the faculty, and the core or adjunct faculty member with whom you have the dispute, and may enlist their assistance

in working out a resolution or good way forward for you. If consultation does not result in resolution or good way forward, you may proceed to step three.

Step Three: Formal Appeal to the Dean of the Faculty

You may formally appeal a faculty member's decision to the dean of the faculty if steps one and two have been followed but no satisfactory resolution achieved. A formal appeal should be presented to the Dean of the Faculty in writing, stating your objection to the faculty member's decision and your reasons for the objection, with any supporting materials you wish to provide.

A copy of the formal appeal will be given to the faculty member by the dean of the faculty. The faculty member will have up to 30 days (during the contract year) to provide a written statement expressing the reason for the decision and providing any supporting materials the faculty member wishes to provide. If your appeal is received during a period when the faculty member is on sabbatical, on vacation, or on a break between contract periods, the dean of the faculty will determine an appropriate deadline for the faculty member's written statement to be received and will keep you informed of the expected timeline for the dean of the faculty's decision.

The dean of the faculty will read your written appeal and the faculty member's statement in response. The dean of the faculty may choose to interview, individually, you and the faculty member. If interviews are conducted, you and the faculty member each have the right to invite another person to be present as a fair witness. After considering the written materials and the results of the interviews (if

held), the dean of the faculty will render a judgment. The judgment will do one of the following things:

- a. Uphold the faculty member's decision,
- b. Set-aside the faculty member's decision and determine a new decision,
- c. Direct either the student or the faculty member or both to take an action or actions that will resolve the matter to the satisfaction of the Dean of the Faculty.

The Dean of Faculty will communicate a decision in writing to both the faculty member and the student. The dean of the faculty will also inform your advisor, the dean of students, and registrar (as appropriate). If either the faculty member or you are not satisfied with the dean's adjudication of the academic dispute, a formal appeal to the President can be made.

If the Dean of Faculty is the person you have a dispute with, please address your appeal to the President, following the process described above.

Step Four: Formal Appeal to the President

A formal appeal to the president may be initiated by a written communication to the President from the student or faculty member making the appeal. The one making the appeal will state in writing their reasons for objecting to the Dean's judgment. The Dean will have 30 days to prepare a written response to the objections. The President may interview the Dean and the person making the appeal, with a fair witness present at the interviews at the request of the interviewee. The President may review all the previous written materials related to the formal appeal to the Dean and may ask for any additional information or interviews that the President feels would be useful in

adjudicating the matter. The President will prepare a written judgment that will do one of the following things:

- a. Uphold the Dean of Faculty's decision.
- b. Set-aside the Dean of Faculty's decision and determine a new decision.
- c. Direct either the Dean of Faculty or the appellant to take an action or actions to resolve the matter to the satisfaction of the President.

The President's decision will be communicated in writing to the Dean of Faculty, the faculty member, the student, the advisor, and the registrar (as appropriate). **The President will be the final adjudicator of academic disputes.**

Policy on Plagiarism

Plagiarism is the appropriation of words and ideas written by others without proper attribution and is a serious violation of academic and personal integrity. It amounts to theft and is ground for dismissal from the school. At the same time, different cultures have different understanding of plagiarism.

A great resource to help you understand and avoid plagiarism:

Plagiarism: What It Is and How to Recognize and Avoid It:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

SKSM Consequences of Plagiarism Teachers who suspect that a student has plagiarized should address the issues with the student. If plagiarism is confirmed the teacher will work with the core faculty to determine the best course of action which could include Academic Probation. If the matter is disputed, the student or teacher may follow the procedures listed under —Academic Disputes. Students who are placed on Academic Probation twice may be dismissed from the program.

SKSM abides by the GTU CONSORTIAL AGREEMENT CONCERNING PLAGIARISM (Approved by the Council of Deans, April 2010) When a student from one GTU school is suspected of plagiarism in a course that the student is taking at another GTU school, the following protocol will be followed:

1. The faculty member teaching the course will notify the dean of the faculty member's school that the student has been suspected of plagiarism.
2. The dean of the faculty member's school will notify the dean of the student's school that the student has been suspected of plagiarism.
3. The faculty member will follow the policy of his or her own school in regard to possible consequences within the context of the course (e.g., failing grade on the assignment, failing grade for the course, etc.).
4. The student's school will be responsible for following its own policy in regard to possible consequences beyond the context of the course (e.g., warning, academic probation, expulsion, etc.)

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Dean of Students

A warm welcome to our new students!

Each incoming class of students creates new chapters in the story that is Starr King School for the Ministry. Your contributions will help to shape this learning and growing community, not only while you are here, but for those who will follow.

Someone once said, “we move forward at the speed of trust”. I have found this to be true. Trust grows when start to learn each other’s stories.

Starr King is full of remarkable people. In the midst of your busy life as a seminarian, I want to encourage you to make time for one on one conversation with your fellow students. The friends you develop in seminary will be your colleagues for years to come.

To help you navigate the complexities of a new institution, each new student is assigned a Welcome Buddy for the first semester of school.

Don’t hesitate to ask questions! Your Welcome Buddy can help you to get started. New students are also organized into small Cohort Groups that meet once or twice a month, online or in-person. Cohort Groups are another way to build community and mutual support.

I also look forward to meeting each of you and invite you to stop by my office. For a more in-depth conversation, please set up an appointment. I am also happy to talk via Zoom with those who live far from campus.

Seminary can be challenging, both academically and in our personal and spiritual lives. If you need someone to talk to, or would like a referral to other resources, please don’t hesitate to be in touch.

You can reach me at cschelin@sksm.edu or 510-549-4729.

Wishing you all the best,

Rev. Dr. Christopher Schelin

Student Body Leadership Information

Dear Incoming Students,

It is with great pleasure and excitement that I welcome you to Starr King School for the Ministry. My name is Elle Parks and I am the Student Body President for this 2018-19 academic year.

Your crossing of the threshold here is but one milestone on the longer journey you have surely been on, but it is a significant one. In my time here, I have already been pushed and shaped in ways I could never have imagined. As a student here, you have access to the rich resources of the GTU, but in particular you have an opportunity to engage with our radical counter-oppressive pedagogy. Your time at Starr King is a focused chance to learn and to grow, to both form and be formed.

As President of the Student Body I look forward to meeting, working with, and supporting you. Please reach out to me or Vice President Tova Love if you have any questions or if there is any way we can support you.

Elle Parks
Student Body President 2018 – 2019

Student Body Fees

This is a friendly reminder that there will be Student Body Fees automatically charged to your Student Account for each of the principal terms (Fall and Spring/Intersession) in the amount of \$20 per semester (\$40.00 over full academic year).

If there are any questions about the fees, please contact your Student Body Leadership and they

will be more than happy to discuss their activities and goals for the upcoming academic year.

Student Leadership

Please note that student positions are elected. Thus, term limits are listed.

Student Body Officers (1-year term ending 2019)

President: Ellen Lorraine Parks

Vice-President: Tova Love

Secretary: Karyn Marsh

Treasurer: Matthew Waterman

Social Justice Coordinator (1-year term ending 2019)

Esther Wallace

Board of Trustees Student Members (2-year terms)

Meg McGuire (term ends 2020)

Dianne Daniels (term ends 2020)

Curriculum Committee (2-year term)

Isabel Call (term ends 2019)

Sky Williams (term ends 2020)

Admissions and Scholarship Committee (1-year terms, ending 2019):

Kathryn Jay

Ariel Aaronson-Eves

All School Meeting

All School Meetings have played an important role in the life of the School. They provide a moment for the Community to gather (via meeting/Adobe Connect/phone) to receive updates and to learn important information on the life of the School. It is also a time to share joys and concerns, discuss issues, explore questions, etc.

Starr King School for the Ministry Student Body

By-Laws

(Amended 11/21/2017)

Article 1: Name

The name of this organization shall be the: Student Body of Starr King School for the Ministry, herein referred to as the Student Body.

Article 2: Purpose

A. The purposes of the Student Body shall be:

1. To strive to counter oppressions and to work toward a more just community in all our endeavors.
2. To provide leadership development opportunities for students preparing for religious leadership.
3. To promote understanding of student interests to the faculty and staff of Starr King School for the Ministry (herein referred to as SKSM) and the Graduate Theological Union (herein referred to as GTU).
4. To represent student interests at SKSM and the GTU.
5. To enhance student life while in seminary by supporting and nurturing each other's spiritual life and responding to our need for fun.
6. To provide learning opportunities for stewardship of student body resources and SKSM.
7. To nurture the freedom and integrity of the questioning mind and loving community and embrace all persons of diverse backgrounds.
8. To encourage the development of a spirit of interdependence, responsibility, and integrity.

B. In order to fulfill our purposes we will:

1. Hold regular meetings.
2. Elect officers.
3. Establish a budget.

4. Collect dues.
5. Administer an emergency student loan fund.
6. Select representatives to Student Body, SKSM, and GTU committees.
7. Administer a social justice fund.
8. Coordinate social justice activities.
9. Carry out activities to achieve our shared purposes that the voting membership deems appropriate.

Article 3: Meetings

- A. Regular meetings will be held at least once per month during the regular semester. The full student body of SKSM will be notified of meetings by email and postings at least 7 days prior to any student body meeting. The agenda of said meeting shall be organized by the Executive Committee and is to be included in the posted notification of the meeting.
- B. Each meeting shall include approval of the previous meeting's minutes, a treasurer's report, reports from representatives to committees, and any other business as necessary.
- C. A quorum of the Student Body for the purposes of voting shall be constituted of ten percent (10%) of the Members eligible to vote present at the time of a vote either online, on phone, or physically present, or by absentee ballot.
- D. Student Body business will be conducted by those voting members present at meetings. Absentee voting shall be allowed on Student Body Business, should a voting member of the Student Body not be able to be present on the day of voting. In the event of absentee voting, votes must be put in writing and given to the Student Body Secretary no later than 5:00 PM Pacific Time the day prior to the Student Body Meeting. Votes may be handwritten or sent and received via email. The Secretary will not share the results of the vote until the time in the meeting at which it is appropriate.
- E. The Student Body shall strive for consensus in all of its business decisions, with the exception of

financial matters. In all financial matters, decisions shall be made by vote requiring approval by a simple majority of the quorum.

F. An additional meeting may be called by any three voting members of the Student Body or the President or Acting President. Notification of additional meetings shall be conducted 7 days in advance, in the same manner as regular meetings.

G. No Student Body meeting will be held if there is no access to the meeting for low residency student's, participation via Internet or phone.

Article 4: Voting Membership

A. All students enrolled in a degree-granting program at Starr King School for the Ministry including Executive Committee members, are voting members of the Student Body. Students on leave-of-absence who have not withdrawn from the school may still vote.

Article 5: Officers

A. Student Body officers have joint responsibility for planning and coordinating Student Body activities, as directed by the Student Body. The term of office shall be one year. In the instance of resignation or absence of officers for two months or more from Student Body and/or Executive Committee meetings or leave-of absence from SKSM, the executive committee shall appoint a person to fill the vacancy until the next formal election. Specific duties are:

1. President(s): Student Body representative to the administration; appoints special student task force chairpersons; prepares meeting agendas and posts notice of meetings; presides at (facilitates) meetings, attends monthly faculty meetings, and helps plan the All-School Meetings.

2. Vice President(s): Performs functions of the President(s) in the event of Presidential absence. Coordinates other activities and projects as deemed appropriate by the Executive Committee and/or Student Body.

3. Secretary: Responsible for recording minutes to insure a written record of proceedings;

maintains a file of the last three years of minutes; reads minutes of the previous meeting; prepares a copy of the minutes to be posted one week after the previous meeting.

4. Treasurer: Maintains treasury; collects dues; writes Emergency Student Loan Fund checks and receives loan repayment; keeps a written record of all transactions. The treasurer shall prepare a proposed annual budget in September for approval by the Student Body and recommend a sliding scale dues amount. At the last meeting in May the treasurer shall present a final yearly budget statement.

5. Social Justice Coordinator: coordinates a Social Justice meeting at least once per semester, monitors and approves funding for student projects, acts as conduit for coordinating justice activities and may plan such events.

6. Executive Committee: all officers are members of the Executive Committee and are to attend Executive Committee and Student Body meetings unless excused by the President. i. Absence from meetings for more than two months requires replacement. ii. Emergency Student Loans must be approved by a majority of the Executive Committee (minimum of three).

Article 6: Election Procedures

A. Election Committee:

1. The Election Committee will consist of one out-going Student Body Officer, one faculty or staff member, and one Student Body member who is not currently an officer or running for office.

2. The Student Body will select the election committee at a regular meeting.

3. The Election Committee will be responsible for the issuing of ballots, and the collecting, counting, and reporting of votes.

B. Nominations:

1. Members of the Election Committee will accept nominations for Officers of the Student Body and Representatives to school committees,

between the 2nd Monday of March and the Friday before spring break, noon PST.

2. No person will be nominated for a position without that person's prior consent.
3. A nominee must be enrolled at SKSM for the entire term of the elected position and provide written date of intended graduation.
4. A list of those nominated will be prominently posted within 1 business day of the close of the nomination period.
5. No nominee will begin campaigning prior to Campaign Season.

C. Campaign Season:

1. Campaign Season will extend from Monday after nominations have closed until the elections.
2. Campaigns will not slander opponents.

D. Voting:

1. Voting for officers of the Student Body and Elected Committee Members will be held throughout the first full business week of April.
2. Each voting member, as defined in Article 4: Voting Membership, will be allowed one vote.
3. All voting will be by secret ballot, except in the case of absentee ballots. If a student needs an absentee ballot, they must request one no later than Tuesday 5 PM of election week. Absentee ballots must be returned to designated Election Committee Member by Friday 5 PM of election week.
4. Ballots will contain a space for write-in candidates for each available position.
5. The Election Committee will be responsible for tallying the votes, informing all contenders, and posting the results within 1 business day of the close of elections.
6. Instant Runoff Voting. In each contest, voters will designate first preferences and subsequent preferences. If no candidate receives a majority, the candidate with fewest first preferences is eliminated and the secondary preferences on ballots for that candidate are recounted with the

existing first preferences. This procedure is repeated until a candidate receives a majority and is elected to office. In contests filling multiple positions, the procedure is repeated until just the number of candidates remains to fill the positions, who are elected to office.

Article 7: Committees

A. Executive Committee: The Student Body officers constitute the executive committee. B. Elected Committee Members: The Student Body will elect the following members to the following faculty-sponsored committees:

- i. Admissions and Scholarship Committee: Two student members will each be elected for one-year terms.
- ii. Curriculum Committee: Two student members will each be elected for two-year terms. Their terms shall be staggered.
- iii. Board of Trustees: Two student members will each be elected for two-year terms. Their terms shall be staggered.
- iv. Special Task Forces: Special Task Forces may be approved by the Student Body at any time. These task forces shall be appointed for a specific purpose to achieve a certain function or goal. Upon the completion of their task, the task force will be disbanded.

C. Elected Committee Members and Student Body Officers are expected to be represented at all Student Body meetings unless excused by the President, and to submit written updates and/or reports to the Secretary at least two (2) days prior to Student Body meetings to assure time to distribute reports to all students in advance.

Article 8: Amendment Procedures

These by-laws may be amended by a two-thirds majority vote of the quorum, provided that two (2) weeks' notice of the proposed amendment has been provided in writing to all students and that the amendment has been posted in a prominent place including email to the entire student body during those two weeks.

The Starr King Student Food Pantry

Purpose:

In recognition of the growing economic inequality in the world and therefore the economic struggles faced by all students, and in living out the Unitarian Universalist values of countering oppression and creating just and sustainable communities, the SKSM Student Food Pantry is a direct response to the need among the student population for more resources to fight food insecurity, the lack of access to nutritious food.

Mission:

To provide free nourishing food to SKSM students who may go hungry due to lack of sufficient income or access to food - in particular by providing food for low-residency students who are at the school for intensives in August and January.

Policy:

All enrolled SKSM students are eligible to access the free Student Food Pantry located on the bottom floor of the SKSM building next to the student lounge. *Donations of food and money are not required but accepted.*

The Vice President of the Student Body shall be responsible for ensuring the food pantry is stocked with items to prepare quick, healthy meals during the intensive periods. They may do this purchasing themselves, or by delegating the task to someone else who is better able to do the shopping. The Treasurer of the Student Body will reimburse whomever stocks the food pantry within the budget allocated. Any students interested in helping purchase food should contact the Vice President.

This policy formally adopted by the Student Body on May 3, 2018.

Emergency Student Loan Fund

Guidelines

The Student Body budget will include an emergency loan fund for students. The following guidelines have been used for several years.

1. Emergency loans to students must be approved by at least two members of the Student Body Executive Committee. An officer seeking a loan must get the approval of two (2) other members of the committee.
2. Students should contact the Treasurer or other member of the Executive Committee if they wish to request a loan.
3. Emergency loans may amount to no more than \$400 per student per loan.
4. Students requesting loans will be asked to sign a form acknowledging the receipt of their loan and outlining their repayment plan. Repayment will be expected within twelve (12) months of the loan.
5. Students are expected to repay loans within the scope of their repayment plan. Renegotiation may be accepted.
6. Loans are made interest free.
7. Loans will not be made if granting the loan will reduce the balance in the Student Body account to less than \$500.
8. Loan recipients with outstanding loans will be urged to repay them by the SKSM Student Body Treasurer. Students with outstanding loans or unpaid student activity fees are not eligible for loans. Arrangements may be made to have fees deducted from the amount of a loan. For example, a student granted a loan of \$200 would receive \$180 (if the student activity fee were \$20) and repay the entire \$200.

Emergency Student Loan application forms can be found on the student forms page of the Starr King website:

<https://www.sksm.edu/resources/student-forms/>

Activities & Connections

There are several ways to receive updates about what is happening at Starr King. **The Starr King website** is the primary host of information about

programs, events, newsletters, school policies, history, etc. Please spend some time getting to know our website.

For Newsletters and Messages from Starr King, please subscribe to our **e-mailing list**, on the Starr King website, or our official Facebook page (<https://www.facebook.com/Starr-KingSchool-for-the-Ministry-108552131897/>).

Starr King This Week is the weekly e-newsletter of the Starr King Community. Its primary purpose is to convey upcoming events, notices, and opportunities of interest to the SKSM community.

Want to post something in this newsletter?

If you wish to share something in Starr King This Week, please email starrking@sksm.edu with the desired content, including dates, descriptions, deadlines and any other relevant information (please check your work for accuracy). SKTW is typically published on Mondays around noon (PDT), so any submissions received after that may mean that your article is not included in that week's edition.

- All submissions are subject to edit.
- Because SKTW is distributed via email, we try to keep it relatively short. Notices should be concise and include date, time, and who to contact (name, phone and/or email address) for more information. We do not publish articles, humor, or opinion pieces.
- Since space is at a premium, priority of submissions is as follows:
 1. SKSM events/notices
 2. Activities/notices involving SKSM people
 3. GTU events/notices
 4. UU related activities
 5. Non-UU or GTU/SKSM events of interest to the community.

- Personal information (e.g. updates on a person's status following surgery) will only be published with the permission of the person involved
- While job and housing information is printed in SKTW, the information presented is minimal. Complete descriptions can be found in the Jobs/Housing binder kept in the book shelf across from the receptionist desk.

Starr King on Facebook

- Starr King School for the Ministry for official updates from Starr King on Facebook:
<https://www.facebook.com/pages/Starr-King-Schoolfor-the-Ministry/108552131897>
- Starr King Today Facebook group is a closed group for current students, staff, faculty and Board members of Starr King, please join the group for informal announcements:
<https://www.facebook.com/groups/1575439059411275/>
- SKSM Community Facebook group: for graduates, faculty, staff, and members of the larger Starr King community,;
<https://www.facebook.com/groups/209525825733511/>
- SKSM Grad Association once you graduate, you can join this Facebook group for updates from the school and the Grad Association:
<https://www.facebook.com/groups/734246739922768/>

Twitter

For official updates from Starr King on Twitter, follow us @StarrKingGTU. Below is a list of hashtags we encourage you to use when posting about Starr King.

#SKSM, #SKSMShowsUp (for events and justice activities), #SKSMgrad, #IAmStarrKing, #MASCinAction, #MASC, #belovedcommunity, #UU, #Multireligious, #religiousleadership, #the@ology, #theology, #faith, #justice

Instagram

Follow us [@StarrKingGTU](#) for photos, casual updates, challenges, and other fun!

Starr King Online Ambassadors Sign up at <http://www.starrking.socialtoaster.com> to join the Starr King Online Ambassadors. It's our program designed for those who love the school and want to help us achieve its mission in the world. We'll send you exclusive updates, challenges, and information you get to see first.

Starr King Connect

Starr King Connect (www.starrkingconnect.com) is a social media platform specifically for SKSM graduates, students, staff, faculty, and trustees. As a student, it is a way for you to connect with other SKSM community members, post/view photos from over the years, find mentorship/advice, as well as find job/internship opportunities from all over the country.

After graduating, you can use this platform to re-connect and stay in touch with your classmates, give back and mentor students and other graduates, expand your network and advance your career, and stay up-to-date on Graduate Association news.

Student Presence on Social Media

Starr King School for the Ministry advises students who post on social media sites to carefully consider what they choose to have

associated with their online presence. Having a seemingly "anonymous" online presence does not necessarily make you or what you post "anonymous." Posting items online or on social media sites that you do not intend to be attributable to you and/or accessible to the public could become problematic. This could be particularly limiting for you in the future when seeking employment or applying to graduate school. More and more employers and institutions look at all available information about applicants when making hiring and admission decisions. Furthermore, information and comments that are posted online may be a violation of Starr King's policies against sexual misconduct, harassment and/or bullying, and can be adjudicated within Starr King's student conduct system.

SKSM Bulletin Boards

SKSM balances being a green environment with accessibility. We encourage electronic communications where they are readily accessible to the intended audience. Please use the bulletin board by the student mailboxes for advertising events. **Please do not post notices on doors, walls, or windows.**

1. The bulletin board to the left of kitchen door is reserved for pictures of Starr King students. It is attended by Communications.
2. The bulletin board across from the kitchen is reserved for official SKSM communications and minutes of meetings. It is attended by the President's Office.
3. The bulletin board by the upstairs Transgender restrooms is reserved for student services announcements, registration announcements, and financial aid announcements. It is attended by the Office of the Registrar.
4. The bulletin board to the left as you face the garden door is reserved for Community

Announcements and news of Starr King folks. It is attended by Communications.

5. The bulletin board next to the student mailboxes is for manual notification of GTU and non GTU events.
6. The bulletin board outside Professor Lettini's office is reserved for information and announcements related to the MASC and Women's Studies in Religion programs. It is attended by Dean Lettini.

Resource Manuals

- MFC reading materials and UUA Resources can be found in the Reading Room.

Questions About Starr King School Communications

For any questions or concerns about communications from Starr King, please email communications@sksm.edu.

The GTU E-List

The GTU-List is an electronic listserv for students, faculty, staff and alumni of the GTU, to help share resources and information. Often found on the list are conference announcements and calls for papers, upcoming events, services for students, announcements of other bulletin boards of interest, and casual conversation between GTU members. To subscribe to the list, go to <http://george.gtu.edu/mailman/listinfo/gtu-list>. To post messages to the list, send an email to: gtu-list@george.gtu.edu.

Student Ambassador

How you can be involved?

One of the joys of being a Starr King student is sharing the good news of what the school stands for: a personalized education for religious leadership that emphasizes multi-religious and counter-oppressive commitments within a diverse and welcoming environment. Who can better speak to this than those of you who experience our educational approach firsthand? Tell others about how you experience the school. It is the best testimony to Starr King's educational imagination and success.

Being an ambassador for the school is at the heart of our advancement efforts. When your friends and family hear about what this school means to you and why, they give greater thought as to how they can support the life changing work that happens here. Invite them to consider such support. Generous-spirited people of all income levels appreciate learning about opportunities to support progressive causes that are making a difference in the world, and they will thank you for telling them about Starr King School for the Ministry.

Over the course of your sojourn with us there will be other ways you can help the school's advancement efforts, such as events, speaking in congregations, joining in visits to donors, helping with mailings, or connecting us with people you know who may contribute to the mission of the school.

Community Services



GTU Ritual orshi O ortunites 155
Feast Nights 155-156

Services

GTU Ritual/Worship Opportunities

American Baptist Seminary of the West (ABSW), Clyborne M. Hill Chapel, 2606 Dwight Way, Berkeley - Monday 6 - 6:45 pm

Patriarch Athenagoras Orthodox Institute (PAOI), St. Demetrios Chapel, 2311 Hearst Ave, Berkeley
Divine Liturgy: Tuesday 6:00 pm

San Francisco Theological Seminary (SFTS), 105 Seminary Rd, San Anselmo
Monday & Thursday - Stewart Chapel
Tuesday & Friday - Montgomery Chapel 12:00 pm
Monday: Service of the Word
Tuesday: Service of Prayer
Thursday: Service of Praise
Friday: Holy Communion

Jesuit School of Theology of Santa Clara University (JST), Gesu Chapel 1752 Le Roy Ave, Berkeley
Eucharist: Tuesday-Friday 8:00 am and 5:15 pm, Saturday 8:30 am

Pacific Lutheran Theological Seminary (PLTS), Chapel of the Great Commission, 1798 Scenic Ave, Berkeley
Worship in Word and Sacrament: Wednesday, 11:00 am

Pacific School of Religion (PSR), Chapel of the Great Commission, 1798 Scenic Ave, Berkeley
Community Worship: Tuesday 11:10 am

Church Divinity School of the Pacific (CDSP)
All Saints Chapel, 2451 Ridge Road, Berkeley
Morning Prayer: Mon., Thurs., Fri. 8:30 am
Eucharist: Tues., Wed. 8:30 am, Thurs. 5:45 pm
Evensong: Tues. 5:30 pm
Evening Prayer: Mon., Wed., Fri. 5:30 pm

Dominican School of Philosophy and Theology (DSPT) Chapel, 2301 Vine Street, Berkeley, Tuesday 11:10 am - 12:00 pm

Patriarch Athenagoras Orthodox Institute (PAOI), St. Demetrios Chapel, 2311 Hearst Ave, Berkeley
Divine Liturgy: Tuesday 6:00 pm

Starr King School for the Ministry (SKSM), 2441 Le Conte Avenue, Berkeley, Chapel
Service, Fireside Room, Tuesday 1:00 - 2:00 pm

Feast Nights

Our Worship Arts Team brought back the tradition of Feast Night during the 2015-16 school year. These seasonal celebrations with ritual and a potluck meal will be a time for the community to gather with family and friends for sacred sustenance.

Feast Nights embrace and welcome SKSM students, faculty, and staff, as well as their friends, partners, and children. Feast Nights can be hosted by Starr King students who select themes and/or lead activities.

Hosting a Feast Night is a great way to bring your talents and offerings to the Starr King community! In addition to setting the theme, hosts prepare a few simple main dishes.

Attendees bring food to complement these, potluck-style. Hosts may be reimbursed for up to \$50 of their food costs (included in the student body budget). For reimbursement, contact the student body Treasurer with your receipts.

Hosts should expect to arrive at least an hour prior to the scheduled beginning of a Feast Night for food preparation and set-up. Hosts should also follow the guidance on using Starr King facilities found in the Basic Building Use Policies for Events section in the student handbook. When special accommodations or equipment (sound system, etc.) are needed, please follow student handbook procedures found in the Room and AV Equipment Requests section.

It is a good idea to send an email invitation to the SKSM student listserv approximately 3 weeks before Feast Night, and then follow up with a reminder one week beforehand. A brief write-up inviting the whole SKSM community, including faculty and staff, should be sent to Starr King This Week (StarrKing@sksm.edu) by the applicable deadline. Please contact Rev. Michelle Favreault, Assistant Professor of Liberal Religious Education and Liturgy MFavreault@sksm.edu for more information, scheduling, or guidance.

FAQ Sheets for Students Whom do I ask about...?

Advising?

My Academic Program Your Advisor

Taking UCB, Holy Names, Mills, Dominican University classes
GTU Consortial Registrar, John Seal
(jseal@gtu.edu)

Registration questions
Registrar, Blyth Barnow (bbarnow@sksm.edu)

Mid-Degree Portfolio Conferences
Your Advisor

Diversity Concerns
Your Advisor or Dean of Students, Chris Schelin (cschelin@sksm.edu)

Educating to Counter Oppression (ECO)
Your Advisor

Student Files
Registrar (registrar@sksm.edu)

The MASC Program
Rev. Dr. Gabriella Lettini (glettini@sksm.edu)
and your advisor

Community Field Education
Director of Contextual Education, Rev. Dr. Chris Schelin (cschelin@sksm.edu)

Discerning Your Calling
Your Advisor/ Dean of Students, Chris Schelin
(cschelin@sksm.edu)

Info on Counseling or Spiritual Direction
Dean of Students, Chris Schelin
(cschelin@sksm.edu)

Students' Concerns/Issues
Dean of Students, Chris Schelin
(cschelin@sksm.edu)

*UU Ministerial Fellowship Committee and
Credentialing Process*
Your Advisor/UUA Credentialing Director
David Pettee (dpettee@uua.org) / Director of
Partnerships, Rev. Lindi Ramsden

*Ministerial Formation Network &
Vocational Advisor for UU Ministry*
Director of Partnerships, Rev. Lindi Ramsden
(cschelin@sksm.edu)

Community Life?

Community Life
Dean of Students,
Chris Schelin (cschelin@sksm.edu)

Cohort Groups
Dean of Students,
Chris Schelin (cschelin@sksm.edu)

Student Body Concerns
Student Body Officers

All School Meetings
SKSM President

MASC Dinners
Assistant to the Dean of the Faculty
(seizenga@sksm.edu)

Students of Color Events
Rev. Chris Long (clong@sksm.edu)

Chapel, Worship, & Ritual
Michelle Favreault (mfavreault@sksm.edu)

Building Grounds & Technology?

Reserving a Room
Rooms@sksm.edu

Parking
Facilities Director (fwilliamson@sksm.edu)

Keys
Facilities Director (fwilliamson@sksm.edu)

Repairs
Facilities Director (fwilliamson@sksm.edu)

Connecting to Populi or Moodle.
Registrar (registrar@sksm.edu), 510-549-4719

Campus & Personal Safety?

Emergencies
Call 911 or Berkeley Police, if you feel safe

Reporting a Crime
Call 911 or Berkeley Police, if you feel safe

Reporting Sexual Misconduct
Dean of Students, Rev. Dr. Chris Schelin
(cschelin@sksm.edu)

Earthquake Preparedness
Facilities Director (fwilliamson@sksm.edu)

Finances?

Personal Growth and Learning Expenses
Your Advisor, then Dean of Students

Student Health Insurance
Student Accounts Manager
(studentaccounts@sksm.edu)

Student Loans
Student Accounts Manager
(studentaccounts@sksm.edu)

Work Study Opportunities
Student Accounts Manager
(studentaccounts@sksm.edu)

Scholarship Opportunities
Student Accounts Manager
(studentaccounts@sksm.edu), or Dean of
Students and Community Life
(cschelin@sksm.edu)

Into the Field?

*Congregational field education, including
internships* Tera Klein (tklein@sksm.edu)

UUA Internship Clearinghouse
<http://www.uua.org/careers/ministers/becoming/internships>

*The Unitarian Universalist Association
(UUA), Pacific Central District, UU Justice
Ministry of CA, DRUUM, UUSC, and
related UU organizations*
Lindi Ramsden (lramsdn@sksm.edu),
Michelle Favreault (mfavreault@sksm.edu),
Tera Klein (tklein@sksm.edu), &

Chris Long (clong@sksm.com)

*Community Field Education
(outside of a congregation)*
Rev. Dr. Chris Schelin (cschelin@sksm.edu)

*List of Resources for CPE, MFC, &
Center for Ministry*
<http://www.uua.org/careers/ministers/becoming>

Education?

Faculty Supervisor (all faculty)
Dean of Faculty, Gabriella Lettini
(glettini@sksm.edu)

Online Courses
Online Education Director, Hugo Cordova
Quero (hquero@sksm.edu) and/or Your advisor

Certificate in UU Studies
Meg Richardson (mrichardson@sksm.edu)

Certificate in Multireligious Studies
Ghazala Anwar (ganwar@sksm.edu)

Islamic Studies
Ghazala Anwar (ganwar@sksm.edu)

*Proposing a Student-Taught Course as a
Hilda Mason Fellow*
Curriculum Committee c/o Office of the Dean
of Faculty, Rev. Dr. Gabriella Lettini
(glettini@sksm.edu)

Curriculum
Curriculum Committee c/o Office of the Dean
of Faculty, Rev. Dr. Gabriella Lettini
(glettini@sksm.edu)

Academic Calendar

<https://www.sksm.edu/news-events/academic-calendar/> or contact Assistant to the Dean of the Faculty, Shannon Eizenga (seizenga@sksm.edu)

Advancement & Communications?

Making an annual pledge/gift or a planned gift to support the school

Advancement Director, Jessica Cloud (jcloud@sksm.edu)

Connecting donors to the school

Advancement Director, Jessica Cloud (jcloud@sksm.edu)

SKSM logo use, graphics, technical requirements or vendors related to communication needs

Communications Officer, Xander Huffman (xhuffman@sksm.edu)

SKSM press releases

Communications Officer, Xander Huffman (xhuffman@sksm.edu) & the Admissions and Recruitment Director, TBD

Sharing information for publication on the web about projects

Communications Officer, Xander Huffman (xhuffman@sksm.edu)

SKSM's computer photo archive

Communications Officer, Xander Huffman (xhuffman@sksm.edu)

Connecting?

Making an appointment with your advisor, or contacting an adjunct faculty member
Email addresses for faculty follow the protocol: first initial last name@sksm.edu (for example, lramsdens@sksm.edu) Full list at sksm.edu.

Making an appointment with the President

Please write to Teresa Joye, tjoye@sksm.edu
Subject Line: Scheduling an Appointment.

Making an appointment with the Dean of Faculty

Please write to Kim Moebius at [Kim Moebius](mailto:kmoebius@sksm.edu), kmoebius@sksm.edu
Subject Line: Scheduling an Appointment.

Making an appointment with the Dean of Students

Please write to Rev. Dr. Chris Schelin at cschelin@sksm.edu,
Subject Line: Scheduling an Appointment

Starr King This Week submissions

starrking@sksm.edu

Online Student Director, including how to change information

Communications Officer, Xander Huffman (xhuffman@sksm.edu)

Student Photo Board

Communications Officer, Xander Huffman (xhuffman@sksm.edu)

SKSM Facebook Groups

Communications Officer, Xander Huffman (xhuffman@sksm.edu) and Dean of Students, Rev. Dr. Christopher Schelin

Selected Justice Ministry Contacts?

SKSM Student Body Justice Projects

*Ella Baker Center for Human Rights
(Oakland)*

www.ellabakercenter.org

*Berkeley Organizing Congregations for
Action (BOCA)*

<http://Berkeleybocaorg.ipage.com/about>

UU Justice Ministry of California

www.uujmca.org

*Unitarian Universalist Service Committee
(UUSC)*

www.uusc.org

UU College of Social Justice

<http://uucsj.org>



Good Luck &
Many Blessings
on your Journey!



2019-2020 ACADEMIC CATALOG

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Dear Student,

This catalog serves as a current record of Starr King School for the Ministry's Academic Policies, Procedures and Program Objectives for the 2019-2020 academic year. This catalog allows you to understand your responsibilities and rights as you navigate your studies at Starr King. Please take some time to review this information.

This catalog is supplemented by information in the Student Handbook (<https://www.sksm.edu/resources/student-handbook>) and Starr King's course calendar (<https://www.sksm.edu/academics/full-course-catalog>).

While the catalog is accurate at the time of publishing (effective as of May 2019), course offerings, programs, services, tuition and fees, rules and regulations are subject to change. Starr King will do its best to communicate any changes in a timely fashion.

We wish you all the best in your academic pursuits and spiritual formation at Starr King.

Faithfully,

Rev. Dr. Gabriella Lettini, Dean of the Faculty, Chief Academic Officer and Aurelia Reinhart
Professor of Theological Ethics

Rain Jordan, Vice President of Admissions and Recruitment

Rev. Dr. Chris Schelin, Dean of Students and Director of Contextual Education

Kelley Gibbs, Vice President of Finance and Administration

MISSION

The mission of Starr King School for the Ministry is to educate people for Unitarian Universalist ministry AND for progressive spiritual leadership in society. Our educational approach is rooted in Unitarian Universalist values with a focus on:

- Countering Oppressions
- Cultivating multi-faith, multi- religious life and learning
- Creating just and sustainable communities
- Calling forth wholeness and liberation

Starr King School aims to educate the whole person in the service of love, compassion, and justice, through:

- Teaching by who we are and what we do
- Student-centered participatory learning
- Excellence and depth in religious studies
- Formation in the arts of religious leadership
- Service with congregations and communities
- Active membership in the Graduate Theological Union
- Deepening self-awareness and cultivating spiritual practice
- Striving to live in right relationship with self, others, and the earth

OUR THEA/OLOGICAL UNDERSTANDING

Starr King School for the Ministry expresses a theological understanding that includes all in an embrace of mutuality, equality and respect. We seek to foster I-Thou relationships with one another, rooted in authentic presence and the full unfolding of the powers of the soul. Our tradition seeks to communicate not only to the mind, but also to the heart. That tradition leads us to encourage special pastoral concern for those who have been oppressed in body and spirit because of unjust social conditions. Honoring the priesthood and prophethood of all believers, our theological task includes working for just, loving and sustainable community among human beings and with the earth.

We value the integration of academic expertise with lived experience and living spirituality. Our tradition leads us to emphasize ongoing revelation in each culture and in every creature. Our attention is drawn to the concrete, not the abstract, to the particular, not the generic. Time, place, culture, language and history are theologically significant because they help us understand the presence of the holy within time and space, and within diverse expressions of humanness.

In faithfulness to our theological understanding, we educate to counter oppressions and create just community. Intersecting patterns of violence and injustice mark the world. But we believe that abiding resources of beauty, grace, resistance and transformation abound. To teach is to cooperate with revolutionary grace in the healing, transformation and full unfolding of life.

OUR EDUCATIONAL PHILOSOPHY & PEDAGOGICAL PRACTICE

Our theological understanding is expressed in our educational philosophy and pedagogical practice. We seek to educate in ways that:

- trust in an empowering and liberating grace larger than ourselves,
- call forth the full, authentic presence of people,
- welcome silenced knowledge, feeling and experience,
- undergird human wholeness, integrity, interdependence and agency,
- foster self-awareness and self-respect,
- strengthen relational capacities and the ethics of community,
- deepen knowledge and wisdom arising from engagement with primary texts and primary experience,
- embody an ongoing practice of inquiry, study, action and reflection.

Starr King School emphasizes student-centered, holistic learning that cultivates habits for successful ministry and effective religious leadership.

Our Educational Model

Starr King's Emergent Educational Model advances Starr King as a school with "permeable walls" and opens the School to enrollment growth by making our programs more flexible, focused on student-centered education. It asks each student to engage in

different modes of learning: on-line learning, residential learning, hybrid learning, immersion learning and field learning.

EDUCATING TO COUNTER OPPRESSIONS (ECO)

In our work we strive to embody what we hope to see in the world — a just, loving humanity and community in which people are free to be themselves fully and without fear; a community where no one is exiled, silenced or exploited because of gender, gender expression, race, color, ethnic or national origin, religion, sexual/affectual orientation, age, class, physical character or disability.

Read more about [Educating to Counter Oppressions and Create Just Communities](#).

BRIEF HISTORY

Starr King School opened its doors in 1904 as the Pacific Unitarian School for the Ministry.

Ten years later the school changed its name to Starr King School for the Ministry in honor of Thomas Starr King, a Unitarian and Universalist minister who served the San Francisco Unitarian Society during the Civil War.

In 1942, the school moved to its present location on Le Conte Avenue in Berkeley.

Starr King has evolved tremendously over its more than 100-year history yet held fast to its commitment to religion that is both liberal and liberating. At the school's heart is a passion for transformative education and a belief in the possibilities that lie within human beings.

Read more about Starr King's History <https://www.skism.edu/about/starr-king-schools-mission-and-history/>

THE ACADEMIC ENVIRONMENT

Individualized and Integrative Learning

Individually Designed Programs

Each person's path to religious leadership is unique. Starr King School attends to individualized and integrative learning, meeting students where they are and attempting to understand their needs and potential. The school then directs

students to resources and offers counsel to help identify and satisfy their development through experience, study, evaluation and growth.

We ask students, as members of our community, to reciprocate. This means participating fully in the community and worship life of the school, from helping to organize events or stuffing fund-raising envelopes to creating a full chapel service. In addition, students assist in shaping school policy and practice through their representation on faculty-student committees and the board of trustees.

Holistic Study and Experiential Learning

Starr King considers students' whole life experience during seminary to be relevant to their studies. Significant learning takes place in contexts other than structured courses and formal fieldwork.

Independent projects, creative undertakings, learning from workplace challenges, life crises or major events, such as the birth of a child, the death of a friend or national mobilization for war, are all occasions for grappling with fundamental religious questions.

Small Classes

The school intentionally keeps its classes and seminars small, with emphasis on the active participation of all present. Our practice is to not accept auditors in courses because we expect each person in the classroom to participate fully.

Narrative Evaluations

As a general practice, Starr King employs written evaluations in coursework and fieldwork rather than letter grades. Through written evaluations, students receive regular feedback and counsel regarding the quality of their work and path of preparation for ministry, scholarship or religious leadership in society.

M.A. students receive both written evaluations and letter grades for all courses taken at Starr King. Letter grades will be given to other Starr King students under certain circumstances and with the agreement of both the student and the student's advisor.

Thresholds

At Starr King School for the Ministry, our overall goal is to help each person prepare for religious leadership, within a multi-religious and counter-oppressive context. Towards that end, students will develop competency in each of the eight threshold areas described below.

Each threshold corresponds to the traditional disciplines and fields of religious study at the Graduate Theological Union (noted below, in Christian inspired language).

In 2014-2015 Starr King faculty created a series of learning outcomes for each threshold as part of its assessment study for the Association of Theological Schools. These learning outcomes will be used to support and document students' progress in each threshold area.

Students will consult and work with their advisors to ensure they meet these learning outcomes. In their first year, they will conduct a Threshold Review with their advisor to identify areas where they already have some experience and those that will require more of their attention. In their second year, students will work with their advisor as they write an in-depth Threshold Assessment that reflects their work to date in each of the threshold areas. This assessment will become an essential part of their Portfolio Conference and Packet. In their final year, students will prepare a Final Threshold Assessment – again in conversation with their advisor – as part of their Petition to Graduate.

The eight threshold areas are:

1) Life in Religious Community and Interfaith Engagement

The Offices of Pastor, Chaplain, and/or Spiritual Activist

Students will develop leadership skills in their faith community and/or in interfaith settings. Work in this threshold may include courses in Cultural and Historical Studies of Religions, Ritual Studies (Liturgical Studies), Functional and Pastoral Theology, Field Work and Internships. To meet the learning outcomes for this threshold students will:

- Participate in a faith and/or or interfaith community.
- Study how faith communities – including their own – have organized and expressed themselves across time and space, including in their efforts to address injustice.

- Develop and apply leadership skills – including pastoral, organizational, and social change -in a faith community, interfaith setting, and/or movement.
- Examine faith and interfaith communities’ engagement – including with social change issues – from multicultural, counter-oppressive perspectives.

2) Prophetic Witness and Work

The Offices of Prophet & Social Change Agent

Students will learn to assess and respond to injustice and complex ethical issues in their communities and the world, while recognizing their own social locations and/or privileges. Work in this threshold may include courses in Ethics and Social Theory, Religion and Society, Religious Leadership for Social Change, Field Work and Internships. To meet the learning outcomes for this threshold, students will:

- Study systemic oppression (e.g., based on race, gender, class, age, religion, ability, etc.), including in one’s own community, faith tradition, and life.
- Develop praxis/reflection skills to build just and sustainable communities and counter oppression.
- Become an activist and/or ally with those working for justice in a congregational, interfaith, community, or global setting.
- Engage in interfaith dialogue, action, and community with diverse audiences from a multicultural, counter-oppressive perspective.

3) Sacred Text and Interpretation

The Offices of Preacher and Spiritual Activist

Students will learn to use the sacred texts of the communities they serve in their speaking, writing, art and activism. They will also develop interpretations of sacred texts that are multi-religious and counter-oppressive. This threshold may include courses in Cultural and Historical Studies of Religions, Media Skills, Biblical Studies, Biblical Languages, Homiletics, Preaching, Sacred Texts, Field Work and Internships. To meet the learning outcomes for this threshold, students will:

- Study sacred texts (written and oral), interpretive methods and cultural contexts in diverse faith traditions, including their own.

- Use sacred texts (written and oral) and interpretive methods in faith communities, interfaith groups, social change and/or spiritual care settings.
- Develop skills in multi-religious hermeneutics, including sacred texts, in context and conversation with others through worship, preaching, art, etc.
- Create multi-media resources based on interpretations of sacred texts (written and oral) for multi-religious and counter-oppressive purposes.

4) History of Dissenting Traditions and the Theological Quest

The Offices of Scholar and Activist

Students will learn to articulate their theology and call to ministry. They will research and connect the histories of dissenting traditions to current events. This threshold may include courses in History, Church History, Media Skills, Storytelling, Field Work and Internships. To meet the learning outcomes for this threshold, students will:

- Examine the history and nature of dissent in different faith traditions, including their own.
- Develop a familiarity with the prophetic history of progressive religions and/or movements and their connections with and impact on current events.
- Develop skills in public ministry that are multi-religious and counter-oppressive.
- Address injustice and promote social change as part of a progressive religious community, interfaith group, organization and/or movement.

5) Spiritual Practice and the Care of the Soul

The Offices of Pastor, Chaplain & Spiritual Director

Students will develop skills for tending to the spiritual needs of the communities they serve. They will also develop and/or deepen a spiritual practice of their own. This threshold may include courses in Religion and Psychology, Spirituality, Pastoral Care, Spiritual Direction, Spiritual Practice, Field Work and Internships. To meet the learning outcomes for this threshold, students will:

- Develop and/or deepen their own spiritual practice.
- Explore different faith traditions' core spiritual practices and how these might be used to foster spiritual growth, counter oppression and promote social change.

- Create and follow a self-care plan based on a holistic assessment of their needs.
- Offer spiritual care to others in a faith, interfaith, and/or community setting.

6) Thea/ology in Culture and Context

The Offices of Theologian, Scholar & Activist

Students will learn to articulate the theological foundations of their ministry and call to religious leadership and/or spiritual activism. This threshold may include courses in Systematic and Philosophical Theology, Cultural and Historical Studies of Religions, Social Theory, Religion and Society, Field Work and Internships. To meet the learning outcomes for this threshold, students will:

- Study theologies of different faith traditions across time and space, including their own.
- Articulate their own theology and call to religious leadership and/or spiritual activism.
- Develop skills in using theological language in worship, education, art, media and/or activism.
- Engage people in theological conversations that are multi-religious and counter-oppressive.

7) Educating for Wholeness and Liberation

The Offices of Teacher, Educator, Facilitator

Students will develop skills and resources for facilitating the learning, growth and transformation of the people and communities they serve. This threshold may include courses in Theology and Education, Organizational Development, Conflict Transformation, Religious Education, Human Development, Field Work and Internships. To meet the learning outcomes for this threshold, students will:

- Study the power of education to address injustice and foster the wholeness and liberation of people, their communities and environment, including through religious education.
- Develop, teach and/or facilitate educational programs, classes or workshops involving children, youth, and/or adults in congregational, interfaith and/or community settings.

- Develop expertise in a specialized area of social change, ministry and/or spiritual practice and share this knowledge through speaking, writing, activism, media and the arts.
- Create multi-media educational resources that are multi-religious, multigenerational, and counter-oppressive.

8) Embodied Wisdom and Beauty

The Offices of Liturgist & Artist

Students will learn to employ the arts in a variety of ways in their ministries and will develop and/or deepen a creative practice of their own. They will also learn to recognize cultural misappropriation and ways of avoiding and/or countering it. This threshold may include courses in Liturgical Studies, Art and Religion, Spirituality, Field Work and Internships, and specific artistic disciplines. To meet the learning outcomes for this threshold, students will:

- Explore the role of beauty, aesthetics and the arts in different faith traditions and communities, including their own.
- Develop and/or deepen a creative practice of their own.
- Use the arts and beauty in congregational, interfaith and/or community settings, including to address injustice and foster social change.
- Study historical and contemporary examples of cultural misappropriation and ways of avoiding and/or countering it.

PROGRAMS OF STUDY

Starr King School offers the following programs of study:

- Master of Divinity (M.Div.)
- Master of Arts in Social Change (MASC)
- Master of Arts (M.A.)
- Joint Chaplaincy Institute Program
- Graduate Certificate in Multi-Religious Studies
- Graduate Certificate in Unitarian Universalist Studies

Information on each of the programs can be found below and on our website:

www.skism.edu

Master of Divinity Degree

Educational Goals

The M.Div. degree at Starr King is designed to prepare people for vocations in parish ministry; community ministry; religious education ministry; hospital, prison or hospice chaplaincy; or related forms of religious leadership with congregations and the wider community. The M.Div. meets the basic educational requirement for fellowship as a Unitarian Universalist minister, as well as the basic educational requirement for ordination in a variety of other denominations.

At Starr King, each student's M.Div. program of study is individually designed to respond to that person's gifts, challenges, life experience and calling. The program's overall goal is to prepare each person holistically for ministry through attainment of competency in eight threshold areas that integrate the arts of ministry with the disciplines of theological and religious studies. This goal also includes the development of personal qualities and habits for a successful ministry, such as mature judgment, self-awareness, spiritual practice, integrity, responsibility, sensitivity and ethical discernment.

Degree Requirements

- Completion of 90 Units: 22.5 must be completed in residence in Berkeley (approx. 75% of course can be completed in low residency)
- 3 Required Core Intensives
- Participation in 2 or more January Symposia

- A Portfolio Conference
- A combination of coursework, fieldwork, independent study, experiential learning and special projects to achieve competency in *Eight Thresholds

Admissions Requirements

- Bachelor's Degree from an accredited college or university, or equivalent degree from a non-US school
- SKSM may occasionally offer admission to a well-qualified applicant who has not completed a BA. If the applicant can show evidence of capacity for graduate work. Limit for non-B.A. students is 10% of student body
- An interview with an Admissions Director, submission of a completed application evaluated and accepted by the Admissions Committee

Additional Program Information

- Low Residency: Up to 2/3 of your degree credits may be completed in low-residence online, immersions and fieldwork at SKSM, GTU schools. Residency requirements can be met by coming to Berkeley for August & January intensive periods including participation in the Symposia
- High Residency: You can attend classes on campus at SKSM and on campus at other GTU schools. You can also take online and hybrid courses.
- Length of Program
- The 90 credit MDIV can be completed in 3 Years Full-time if students take 30 credits per academic year. FT= min. 9 or more units per term
- The program can also be completed on a Part-time basis. 3.5-7 years for those who need to take less credits per year. PT= min. 6 units per term
- Tuition
- 775.00 per credit* (see section on Tuition for more information)
- Financial Aid, Scholarships may be available to those who qualify.

Seeking Fellowship and ordination as a Unitarian Universalist Minister:

Pursuit of the M.Div. degree is only one aspect of preparation for fellowship and ordination as a Unitarian Universalist minister. Information on the full process is available from the Unitarian Universalist Association Director of Ministerial Credentialing.

Contact:

Rev. David A. Pettee

MINISTERIAL
CREDENTIALING DIRECTOR
UNITARIAN UNIVERSALIST
ASSOCIATION

25 Beacon St., Boston, MA 02108-2800

617/948-6402, dpettee@uua.org, www.uua.org/programs/ministry

Master of Arts in Social Change Degree (MASC)

Educational Goals

The MASC is a professional degree designed for:

- those who want to concentrate their work on promoting goals of justice, equity and compassion in society, through religious or secular institutions,
- those seeking a grounding in ministerial and theological education to pursue their work,
- those already involved in religious leadership for social change who want to improve their professional competence.

The overall aim of this degree is to establish an appropriate theological foundation and skill base for religious leadership in society, organizations and institutions.

Each student's program of study is individually designed to integrate theological study, spiritual practice and professional development in a way that responds to the interests, gifts and challenges of the student. The program offers both theological knowledge and practical experience in community organizing, media relations, non-profit management, political action and social service ministry. The MASC program also fosters personal growth, spiritual practice and deepened commitment to social justice.

Degree Requirements

- A minimum of 48 units of credit (at least six units at other GTU schools) distributed among the 8 Threshold Areas
- Educating to Create Just and Sustainable Communities that Counter Oppression core intensive (ECO)
- Participation in two January Symposia
- Community Placement and Integrative Reflection Course
- Final Project representative of your learning during the program
- At least half of units must be completed in residency (up to 50% for MASC may be completed in low-residency, online and through field work)
- A portfolio conference

Admissions Requirements

- Bachelor's Degree from an accredited college or university, or equivalent degree from a non-US school
- SKSM may occasionally offer admission to a well-qualified applicant who has not completed a BA. If the applicant can show evidence of capacity for graduate work. Limit for non-B.A. students is 10% of student body
- An interview with an Admissions Director, submission of a completed application evaluated and accepted by the Admissions Committee

Program Information

- Low Residency: Up to 2/3 of your degree credits may be completed in low-residence online, immersions and fieldwork at SKSM, GTU schools
- Residency requirements can be met by coming to Berkeley for Aug. & Jan. intensive periods including participation in the Symposia
- High Residency: You can attend classes on campus at SKSM and on campus at other GTU schools. You can also take online and hybrid courses

Length of Program

- The 48 credit MASC can be completed in approx. 2 Years Full-time. FT= min. 9 or more units per term
- The program can also be completed on a Part-time basis. 2.5-5 years for those who need to take less credits per year. PT= min. 6 units per term

- Tuition
- 775.00 per credit*
- Financial Aid, Scholarships may be available to those who qualify

Specialization

The MASC student, in consultation with an advisor, will identify an area of specialization for religious leadership, which could include, for example, racial justice work, gender issues, restorative justice, environmental responsibility, queer activism and other areas.

Community Internship

In the second year of their program, MASC students participate in a six-month community placement, designed to integrate religious leadership abilities with practical skills required for social change. These placements may be on a local, national or international level and will include supervision from a mentor who is a seasoned progressive activist.

Professional Roles MASC Graduates Might Assume

Those who have completed the MASC degree will be prepared to assume professional roles in institutions and organizations that work for progressive social change. Depending on the area of specialization and the professional background of MASC graduates, the employment field could include non-profit organizations, social service agencies, political action organizations, administrative and leadership positions in denominational bodies and religious associations, church staffs, educational programs, health organizations, community centers, interfaith organizations and research institutes.

Master of Arts

This degree program is conferred by the Graduate Theological Union. It is also known as the Common M.A. because it is offered in cooperation with the nine-member schools of the GTU. You are required to affiliate with a member school, such as Starr King or a participating academic center or institute. The primary academic base for your MA is your chosen school of affiliation.

The Common MA provides

- An opportunity to explore and enrich assumptions about theological and ethical issues inherent in life and work
- An academic structure for personal, sustained inquiry into theological questions
- A high level of competence in a specific area of study preparing you for doctoral studies

Degree and Residency Requirements

- Apply directly to the Graduate Theological Union, since the degree is conferred by the GTU
- A minimum of two years of in-residence
- A minimum of 48 units of credit (42 units of coursework and 6 units of thesis preparation)
- Proficiency in at least one modern language
- A master's thesis

Concentration

Choose an area of concentration as a focus of study and for your thesis work. A Starr King faculty member with expertise in your concentration serves as your primary thesis advisor.

Concentration areas available through Starr King faculty include:

- Art and Religion
- Christian Spirituality
- Cultural and Historical Studies of Religions (including Asian Studies and Islamic Studies)
- Ethics and Social Theory/Religion and Society
- History and Church History
- Homiletics
- Liturgical Studies
- Religion and Psychology
- Systematic and Philosophical Theology (including Theology, Process and Relational Theology, and Religious Humanism)

Language

M.A. students are required to demonstrate proficiency in at least one modern language other than their first language:

- By passing a language exam,
- By petitioning the GTU to accept 4 semesters (or 6 quarters) of coursework in the language,
- By petitioning the GTU to accept a successful semester of graduate study at a foreign university where the language was used in lectures and written work.

Coursework undertaken to meet the language requirement is not counted towards the 48 units of credit required for completion of the degree. Students are encouraged, whenever possible, to complete your language study before beginning the M.A. degree.

Thesis

Determine your thesis topic in consultation with the thesis committee, the approving body. The thesis committee chair must be a Starr King faculty member, who will also serve as your primary thesis advisor. The committee must include at least one faculty member from another GTU school. The committee works with you during the writing of the thesis and then meets with you for an oral examination on the completed thesis.

Your thesis must demonstrate competence in independent investigation, scholarly judgment and creativity. It should demonstrate that you are able to manage research materials and to organize a problem in acceptable academic form. A general understanding of the problem is required as well as knowledge of the standard reference works and journals that focus on the subject. An adequate bibliography must be included.

The committee may designate a pass with honors, a pass, a pass with minor revisions, a pass with substantial revisions, a failure with possibility of revisions, or a failure.

Additional Resources

Because of a long-established, free cross-registration system, SKSM-affiliated M.A., you can draw on Starr King and Graduate Theological Union resources, GTU-affiliated advanced centers for research and study, as well as the course offerings, libraries, research institutes and faculty of the University of California, Berkeley.

You may begin your Starr King-affiliated Common M.A. program in either the fall or spring.

Degree Program Credit Requirements (For Full or Part Time Status)

Nine units of credits are required each semester to maintain full-time status in the M.Div. and MASC programs, and a minimum of three units for part-time status. For M.A. students, the GTU requires 12 units to maintain full-time status and at least three units for part-time status.

Joint MDIV/MASC or MDIV/MA

Starr King allows students interested in integrating academic, ministerial and activist professional formation to pursue both the Master of Divinity (MDIV) and the Master of Arts in Social Change (MASC) or Master of Arts (MA).

About Joint Degrees

Matriculation in the joint MDIV/MASC can be done sequentially (starting with only one degree, and then petitioning to apply for the other) or concurrently. However, a student must apply and be admitted to the second program before completing the requirement for the first degree.

Students who wish to do the joint MDIV/MA must complete the M.A. portion of the joint programs within two years of full-time study after completion of the M.Div.

Double Degree Requirements

- The double degree will entail:
- Tuition for two years for the MDIV
Tuition for two years for the MASC or MA
Continuing fees for either the MASC or MA after the fourth year
24 units can be used towards both degrees, at the discretion of the student's advisor.
- The Director of the MASC program should also be consulted when the MASC degree is involved.

Please note that the financial advantages of the double degree end at the end of the second year of the first-degree program. Academic advantages persist beyond this time frame.

Students should also note that the MA program is not a fixed tuition program such that tuition costs may increase from year to year.

Joint Chaplaincy Institute & MDIV Program

- SKSM and The Chaplaincy Institute (CHI) offer a joint program through which students may work concurrently toward a MDIV or MASC and prepare to become interfaith chaplains, ministers, and or spiritual directors.
- This partnership equips developing interfaith leaders with the necessary tools for ministry in a multi-religious world and enables them to meet the requirements to become a Board-Certified Chaplain (BCCI) or an interfaith spiritual director. Board certification requires a 72-credit master's degree from an accredited seminary such as SKSM and endorsement by a recognized faith group.

Applicants to the Joint Chi/SKSM Program:

- Applicants are encouraged to explore the curriculum and requirements at The Chaplaincy Institute prior to applying to SKSM for the Joint Program. The application acceptance requirements follow the same requirements for the MDIV and/or MASC. A separate application to CHI is required at the time of application to SKSM. Students in the Joint Program are eligible for financial aid if qualified.

More information on the Joint SKSM-Chaplaincy Institute programs can be found on the website and the Student Handbook.

The Graduate Certificate in Unitarian Universalist Studies (CUU)

The Starr King Certificate in Unitarian Universalist Studies, directed by Dr. Meg Richardson, enables you to study the full complement of Unitarian Universalist topics relevant to ministry and religious leadership and expected by the Ministerial Fellowship Committee.

We offer a wide variety of online courses and short-term intensives in UU theologies, UU history and polity, UU social justice priorities, global religious traditions, and congregational administration.

The certificate may be completed through any combination of six courses (18 units).

To enroll in the Certificate in Unitarian Universalist Studies program, submit your Certificate Program Enrollment form found on our website. The program director will review your submission and contact you to inform you whether your application has been accepted.

If you decide you cannot enroll for a class at this time, please inform the director of the program and the registrar. If we have not heard from you regarding your intentions for two semesters in a row, we will withdraw you from the program.

Certificate in Multi-Religious Studies (CMRS)

The Starr King Certificate in Multi-Religious Studies brings together historical, theological, and social interactions of the world's many religions.

The certificate includes courses in introductory and advanced counter-oppressive theologies and social theories, interreligious histories, plural ethnic and religious geographies, and multi-religious spiritual practices, ritual arts, and education.

The certificate may be completed through any combination of six courses (18 units).

To enroll in the Certificate in Multi-Religious Studies program, submit your Certificate Program Enrollment form found on our website. The program director will review your submission and contact you to inform you whether your application has been accepted.

If you decide you cannot enroll for a class at this time, please inform the director of your respective program and the registrar stating you are not registering for the current or upcoming semester. If we have not heard from you regarding your intentions for two semesters in a row, we will withdraw you from the program.

Independent Study

SKIL or Starr King Individualized Learning have replaced what used to be called SRCs or Special Reading Courses. SKIL is intended to deepen a student's study and practice in a certain threshold. It can involve research, activism, creative expression and/or congregational life. It also can be done by one individual or several students if a faculty sponsor is found.

Students who are in their first semester (MASC) or first year (MDIV) can take a SKIL course only if it is a group course. This is to ensure that students get ample opportunity to interact with their peers in classes and engage in the SKSM community before taking on advanced independent study on their own.

SKIL courses will require a form and preliminary syllabus to be completed BEFORE the regular registration process and approved by the student's faculty sponsor and advisor. Core and Advising Faculty will typically be able to sponsor only 1-3 SKIL courses per semester because of their other faculty commitments. So, it is wise to approach a possible faculty sponsor – with a draft of your form and syllabus – early.

More information about registering for a SKIL course can be found in the Student Handbook.

PROFESSIONAL INTERNSHIPS & CLINICAL PASTORAL EDUCATION

Clinical Pastoral Education

Clinical Pastoral Education (CPE) is a professional clinical education for ministry with people in crisis. Though most accredited centers are in hospitals, there are CPE programs in hospice, long-term care facilities and prisons. CPE is not required for the MDIV or MASC degrees, but it is required by some denominations and conferences as part of their ordination requirements, including the UUA. Furthermore, CPE is required for professional training for a career in chaplaincy.

Much of what you get out of CPE depends on the quality of the supervisor. Pick an established program with a supervisor with a good reputation. Although the UUA will sometimes approve CPEs without ACPE accreditation, these programs can be uneven in quality and can be cancelled on short notice, leaving you without options. They are not recommended. Be sure to discuss with your advisor your readiness for CPE. It is an intense and rich learning opportunity; you want to do this in the right place in your ministerial formation for maximum benefit. Take your CPE supervisor's feedback seriously and discuss it with your academic advisor, vocational advisor and other mentors.

All training programs require a minimum of 400 hours of combined clinical and educational work for one unit of CPE credit, and students registering with SKSM will

also receive 10 academic credits. One CPE unit can be completed in a 10-12-week intensive program or also in an extended period.

You are strongly advised to enroll at a training site approved by a respected accrediting agency. The two most well-known are:

- Association of Clinical Pastoral Education (ACPE) – www.acpe.edu
- College of Pastoral Supervision and Psychotherapy (CPSP) – www.cpsp.org

Recent years have seen a proliferation of accrediting and credentialing CPE organizations. The following are recognized by SKSM as legitimate, but it is important to confer with your religious organization about its requirements concerning CPE accreditation:

- Center for Spiritual Care and Pastoral Formation (CSCPF) – www.cscpf.org
- World Spiritual Health Organization (WSHO) – www.wsho.org

Most CPE units occur at agency-accredited centers where both the clinical hours and educational hours are earned on-site. However, while the San Francisco Bay Area can claim an abundance of work sites, some of our low residency students may discover they live at a considerable distance from a CPE center. If that is your situation, you may wish to consider a distance-learning CPE program in which the educational hours are earned online, and the clinical hours are earned at an approved setting that is conveniently located near you. Please contact the Director of Contextual Education for more information about distance-learning CPE.

Steps to CPE Enrollment with SKSM Interested students should:

- Discuss with their advisor if they are ready for the experience and when in the course of their studies CPE can be sustainably engaged (a semester or during the summer).
- Check all the information on CPE offered by the SKSM Student Handbook and Contextual Education Handbook as well as other materials available from the Director of Contextual Education.
- Attend the annual GTU CPE Fair in October, if in residence.

- Check the agency sites for updated lists of training centers. Additional announcements regarding CPE programs are posted regularly through SKSM media channels.
- Apply for programs.
- Communicate with Dr. Schelin and your advisor when you receive a supervisor's acceptance letter and decide to enroll in that program.
- ChI joint-program students should also confer with their ChI advisor regarding practicum credit.
- During a given term, register for the CPE course under Dr. Schelin's name: CPE4012 –Please contact Dr. Schelin to confirm you are registering for the right number of credits.
- Send your CPE supervisor's evaluation to Dr. Schelin by last day of term.
- Please share your CPE evaluation with your advisor and discuss it at your next advising meeting

Please note that the academic calendar does not necessarily coincide with that of your CPE program. Should the CPE supervisor not be ready to write the final evaluation by the last week of the academic year, the student may take one of the following options:

If the CPE unit will conclude within the three weeks after the end of term, you must submit a Petition for Incomplete and then the evaluation upon receipt.

If the CPE unit extends more broadly across two terms, you may opt to register for credit only in the latter term, OR;

Split the credit across the two terms. In this case, to process the credits at the end of the first semester the CPE supervisor needs to provide either a midterm evaluation or an alternative statement about satisfactory work. The final evaluation can be presented in the second term.

Be aware that a standard 400-hour CPE is 10 units. Psychology or Pastoral Care courses are not required to enroll in CPE. The GTU usually offers an introduction to CPE course in the January Intersession.

More detailed information can be found in the SKSM Contextual Education Handbook (available at <https://www.sksm.edu/academics/contextual-education/>).

Requirements for Clinical Chaplaincy

Students who wish to pursue a career in clinical chaplaincy (hospitals, hospices, nursing facilities, etc.) must be informed about the requirements for certification. The general standards provided by the Association of Professional Chaplains, the largest credentialing organization, are as follows:

1. Bachelor's degree from an accredited college or university.
2. Master's degree in divinity/theological studies from an accredited institution, with a minimum of 48 earned credit hours for associate chaplains and 72 credit hours for board-certified chaplains, OR an approved equivalency.
3. Current ordination, commissioning, or similar standing granted by an authorizing religious body.
4. Current endorsement for chaplaincy by one's faith tradition.
5. A minimum of either two CPE units (associate chaplains) or four CPE units (board-certified chaplains).
6. A minimum of 2,000 hours of work experience beyond the attainment of CPE units.

An alternative credentialing organization, the College of Pastoral Supervision and Psychotherapy, shares requirements 1, 2, 4 and 5 and adds the requirement of membership in a CPSP chapter.

Students may also explore the credentialing processes of the Center for Spiritual Care and Pastoral Formation or the World Spiritual Health Organization. This summary should not substitute for a student's own in-depth research into chaplaincy training. For more information, visit the websites for these credentialing agencies.

FIELD EDUCATION

An important aspect of student formation is contextual education, which is defined by hands-on learning experiences in which developing religious and social-change leaders engage practices of ministry and justice making in various contexts and communities. These settings enable students to hone their professional skills, benefit from the insights of experienced mentors and supervisors, and progress in vocational discernment. The main contextual opportunities at Starr King are field education (field work and internships) and Clinical Pastoral Education.

FIELDWORK & INTERNSHIPS

Field education entails intentionally reflective, supervised work, conducted in a congregational/agency setting or independently by the student as a special project. Field education is strongly encouraged, but not required for the MDiv degree. MASC students must fulfill an internship requirement to receive their diploma. Unitarian Universalist students seeking ordination must complete an internship approved and overseen by the Ministerial Fellowship Committee, which they may pursue as part of their course of study or upon graduation from Starr King.

Believing that students should follow a personalized course of study, and serving a population that resides across the country, Starr King does not follow a traditional “placement” model of. For the most part, students self-initiate field education opportunities that match their passions, vocational interests, and logistical capacities. The Office of Contextual Education will aid in locating and crafting an appropriate field education setting.

SKSM divides field education into the two categories of congregational and community-based settings and into the two levels of field work and internship.

Field Work is a less-structured field education experience involving a schedule of less than 15 average hours per week. Examples of field work include as volunteering for a non-profit, teaching a class over several weeks or serving on a committee. The field work student must benefit from the oversight of a mentor, but weekly, formal meetings are not required.

Internship is a field education experience that entails a minimum of 15 average hours per week (up to 40), weekly formal supervision at the site, and registration in a reflection class offered by SKSM. There are two Intern Reflection classes. One is

designed for those working in a congregational setting (with Rev. Tera Klein), and one is for those working in a community institution (with Megan Dowdell). Please see course descriptions online. These courses are available only in the Fall and Spring terms.

Steps to Field Work/Internship Enrollment with SKSM

Students should:

1. Discuss desires and opportunities with their advisor and consult as to the feasibility of conducting field education at this point in their academic career.
2. Discuss desires and opportunities with Rev. Dr. Christopher Schelin, Director of Contextual Education, in the case of community field work/internships, or with Rev. Tera Klein, in the case of congregational field work/internships. At this point students can determine if they will propose a new field education setting or seek to engage an established setting.
3. Submit a Field Site Proposal form to either Dr. Schelin or Rev. Klein, detailing the nature of the work to be done, listing tentative learning goals, and providing a resumé/bio of the intended mentor supervisor if this is the first time this person is serving in such a capacity. All mentor's supervisors must be approved by SKSM.
4. Register for field work or internship during the appropriate term's registration period
5. Submit the learning agreement within two weeks of the start of the term.
6. Submit the midterm evaluation before Reading Week or at the designated midpoint of a summer assignment.
7. Submit the final evaluation by the end of term for a grade to be issued. No credit will be granted without an evaluation and it is the responsibility of the student, not the supervisor, to ensure that evaluations are submitted on time.
8. If you are interested in Field Work during the Summer, please consult with Rev. Dr. Christopher Schelin or Rev. Tera Klein before the end of the Spring term.

THE GRADUATE THEOLOGICAL UNION

Sarr King School for the Ministry is a member of the Graduate Theological Union (GTU), a consortium of eight theological schools and eleven affiliated centers established in 1962. Sarr King School joined the GTU in 1964.

About The GTU

The GTU was initially created by the participating schools to offer a stronger graduate degree program than any one school could offer alone. It began with a vision that the future of religious renewal and theological education in this world depends on the willingness of faith traditions to come together in the midst of differences. Today the GTU is fully accredited by the Association of Theological Schools (ATS), and the Western Association of Schools and Colleges (WASC) and offers doctoral and master's degrees for denominational leadership within a unique interfaith context. The GTU is a thriving example of what can happen when an atmosphere of open dialogue and exploration is nurtured.

Through GTU schools and centers, Sarr King students can relate to wider communities within Judaism, Islam, Buddhism, Roman Catholicism, Eastern Orthodoxy and Protestantism.

The GTU operates The Flora Lamson Hewlett Library in Berkeley, as well as a branch library at San Francisco Theological Seminary in San Anselmo. The library offers the services and resources needed to support the study and research needs of the member schools and centers.

Sarr King students enjoy free and open cross-registration with all GTU member institutions.

GTU Schools & Multi-religious Affiliations

- Sarr King School for the Ministry
- The Center for Gay and Lesbian Studies
- Pacific School of Religion
- The Center for Islamic Studies

- American Baptist Seminary of the West
- The Center for Swedenborgian Studies
- Church Divinity School of the Pacific
- Institute of Buddhist Studies
- Dominican School of Philosophy and Theology
- The Center for Jewish Studies
- Jesuit School of Theology
- Center for Arts & Religion
- Pacific Lutheran Theological Seminary
- San Francisco Theological Seminary
- The Center for Theology and Natural Sciences

THE UNIVERSITY OF CALIFORNIA AT BERKELEY

One of the country's finest public universities, the University of California, Berkeley, was established in 1865. The university campus is located two blocks south of Starr King School.

SKSM's association with UC Berkeley dates back to Horace Davis, a Starr King School founder who served as president of the university from 1888 to 1890 and allowed seminary students to take UC Berkeley classes at no charge.

Now, through Graduate Theological Union agreements, Starr King students enjoy free cross-registration for UC Berkeley courses and the use of the university's research and performing arts centers, its nearly 100 library collections and approximately 80 museum collections.

POLICIES

Our Student Handbook <https://www.sksm.edu/resources/student-handbook/> clearly state policies regarding students' rights and responsibilities, our "code of discipline," especially in the Community Policies section. The Handbook includes a specified process for addressing formal student complaints of both an academic and a personal character.

Specific SKSM Policy and Compliance Statements are listed below and can also be found on the website here: <https://www.sksm.edu/academics/policy-statements/>

Statement on Academic Integrity and Misconduct (accepted by SKSM Faculty, 12/12/2017)

Starr King School for the Ministry considers the conduct of research and academic scholarship to be moral and political work. Since the beginning of the term's use in the West, "research" has always been connected to European colonialism as scientists and colonial powers sought to define, appropriate, commodify and disseminate knowledge about indigenous communities as well as exploit nature. Academic research has also been marred by the intersection of sexism, racism, classism, ableism, homophobia, transphobia and Christian supremacist views.

As a part of our purpose in educating to counter oppressions (ECO), we are committed to help our students understand the history of academic inquiry and knowledge production that depends upon and perpetuates colonialism, white supremacy, systemic violence, and multiple forms of oppressions. We actively dispute ideas of neutrality or objectivity in the creation of discourse and the categorization of sources of knowledge as "academic," "logical," or "original."

Engaged in critical pedagogical approaches to research and praxis, we also are committed to teaching our students the history and methodologies of indigenous and emancipatory scholarship across the curriculum. We embrace the notion that what is acceptable or not acceptable knowledge is better determined by a community than by a Western neoliberal framework.

From these commitments, we understand academic integrity to be the **intentional and honest practice of inquiry and reflection on one's own reading, thinking, and writing**. This can be further specified as:

- Investigating the relationships between selected sources of knowledge and the history of white, Western power in producing knowledge, as well as the counterhistories and narratives of indigenous and historically marginalized people;
- Identifying the privileging of Western knowledge systems and the turning of indigenous and historically marginalized people into objects of study;
- Engaging with sources of indigenous knowledge or scholars from historically marginalized groups;
- Reflecting thoughtfully on one's own social location in relation to the production of knowledge, academic imaginations of oppression and liberation, as well as the implications of one's written work.¹

Academic integrity requires graduate students to uphold several expectations related to their work:

1. Completion of Assignments: Any work submitted should reflect work that you completed according to the specific assignment provided by your instructor. If you are unclear about expectations related an assignment or written work, ask your instructor. Sometimes topics and work overlap in more than one course, or you may wish to expand upon your previous thinking and writing. Request permission from your instructor to re-use material from another course in their course.
2. Attribution: All written work must use proper attribution, meaning that you have identified the source, words and ideas that you reproduce, paraphrase (summarize) or otherwise, use in your assignment or to develop your thinking. This includes drafts and homework assignments. Individual instructors may have their own requirements for the citation styles; for reference, there are multiple resources available online (such as the [Purdue OWL writing lab](#)).
3. Collaboration: Collaboration and dialogue with other students are helpful as you study for your courses. However, do not collaborate with other students on a

specific assignment unless you have been given permission or instructed to do so. If you collaborate with another student on an assignment, decide with your collaborators how you will cite shared or individual contributions. Leave significant room for listening and reflection.

Academic Conduct

Our school upholds a high standard not only in terms of academic quality appropriate for theological schools, but also with regards to our ECO commitments that extend beyond the minimum expectations for academic conduct and written student work, described above.

Academic misconduct is behavior that violates the minimum expectations of participation in the academic life of the school. Individual incidents of misconduct, including academic misconduct, cause a breaking of trust between a student and their instructor, as well as their fellow students and other members of the school community. We identify behavior or actions as misconduct, when they fit one of the following categories:

- Cheating: fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials that are prohibited or inappropriate in the context of an academic assignment.
- Plagiarism: use of intellectual material produced by another person without acknowledging its source. Please review the section on plagiarism in the SKSM Student Handbook 2017-2018.
- False Information or Fabrication: failing to identify oneself honestly, fabricating or altering information and presenting it as legitimate, or providing false or misleading information to an instructor or any other staff member in an academic context.
- Theft or Damage of Intellectual Property: sabotaging or stealing another person's work, improper access to or electronically interfering with the property of another person or the school or obtaining a copy of an exam or assignment prior to its approved release.

- Alteration of Documents: forgery of an instructor or supervisor's signature, submitting an altered transcript of grades to or from another institution or employer, putting one's name on another person's work, or falsely altering a previously graded exam or assignment.

Instructors who suspect a student has cheated, fabricated, plagiarized, forged, altered/misused school documents, or facilitated some other form of dishonesty will address the issue with the student directly. If the suspicion is confirmed as a form of misconduct, the instructor will work with the core faculty to determine the best course of action, which could include (but is not limited to) Academic Probation. If the issue is disputed, the student or instructor may follow the procedures listed under "Academic or Personal Dispute Policy" in the Student Handbook (and below).

1 Norman K. Denzin and Yvonna S. Lincoln, "Introduction: Critical Methodologies and Indigenous Inquiry," in *Handbook of Critical and Indigenous Methodologies*, edited by Norman K. Denzin, Yvonna S. Lincoln and Linda Tuhiwai Smith, 1-20. Thousand Oaks, CA: Sage Publications, 2008.

Leave of Absence Policy

Starr King does not grant a leave of absence for work considered a normal part of an individually designed course of study at the school. Therefore, your advisor must be clear on your reason for the request and what will be accomplished during the leave of absence. Work accomplished during a leave of absence cannot be counted as credit toward the completion of a degree. This includes write-ups and incompletes.

A Leave of Absence form with all necessary signatures, must be completed for each semester of leave. If a leave is not officially requested, approved and on file in the student's file, the student may be terminated when they do not register for classes.

Students are advised to consult with the Financial Aid Office about whether a leave is the best financial decision. Students with educational loans need to check carefully about how a leave will affect deferment and payment of loans. Payments on all state and federal loans may go into repayment within six months.

Participation in the school's health insurance program is not available during a leave of absence. MASC students are not normally granted more than four total semesters of leave, and no more than two semesters consecutively, during their degree program. MDIV students are not normally granted more than six total semesters of leave, and no more than three semesters consecutively. Accrediting agencies require institutions to enforce a reasonable continuity in the program.

Leaves of absence taken once matriculation in the degree program has begun do count toward the total allowed in the program. See Leave of Absence Form on our website.

Tardiness & Class Cuts Policy

Course Participation

Starr King students are expected to participate fully in their courses. Students are expected to attend synchronous class sessions and submit assignments on time. Students who will be absent from classes or tardy in submissions must communicate with their instructors ahead of time or, when not possible, at the earliest opportunity afterward. Students should be aware that participation, whether in a classroom or online, is evaluated as part of their grade. Students with unexcused absences or lack of engagement may fail a course.

Attendance in Online Courses

Students should take care to keep instructors apprised throughout a semester. If you contemplate being away for more than a week, let your instructor know ahead of time. Or for longer absences, make arrangements with your instructor.

Please use the instructor's SKSM email address for all your communications. Instructors' personal email addresses are not a channel for course-related communications. You can find the instructors SKSM email address either in the syllabus or in the SKSM online directory (www.sksm.com/meet-us).

See "How Students Develop Online Learning Skills," <http://www.educause.edu/ero/article/how-students-develop-online-learning-skills>

Starr King students are expected to participate fully in their courses. Students are expected to attend synchronous class sessions and submit assignments on time. Students who will be absent from classes or tardy in submissions must communicate with their instructors ahead of time or, when not possible, at the earliest opportunity

afterward. Students should be aware that participation, whether in a classroom or online, is evaluated as part of their grade. Students with unexcused absences or lack of engagement may fail a course.

Grading & Evaluations

Starr King employs written evaluations rather than letter grades in order to provide a more thorough and useful evaluation of a student's progress toward course outcomes. Letter-grade based evaluations assess student performance based on a comparative system, ranking students best to worse according to one evaluative matrix. Written evaluations provide the instructor and student the opportunity to assess student performance and growth according to several matrices on an individual basis, highlighting a student's strengths or significant educative transformations. If necessary for future academic endeavors, a student may request a letter grade.

To be clear, Starr King offers courses based on a Pass/Fail system, not a Letter Grade system; however, the educational tools we use as part of the Graduate Theological Union utilize that nomenclature. Again, the instructor should not evaluate a student on whether that student has done enough to pass only but offer a thorough evaluation of that student's work. In Spring 2019 an updated evaluation form was introduced, with the additional category of M, that indicated marginal pass. The Marginal Pass is not recorded by the GTU system, but it is helpful to students and their advisors to clearly identify major issues in a course.

Starr King course instructors provide a written evaluation for all degree seeking and certificate Starr King students in their classes each semester. The form is placed in the student personal file by the Registrar's office. Faculty should also send a copy of the evaluation directly to the students at the end of each course.

Practice

If a student fails to achieve enough progress towards the learning outcomes as laid out in the course syllabus (covenant), then it is the instructor's prerogative to not give student credit for the course (in the GTU, an F). It behooves the instructor to check in with a student if there is risk of failure. Students may appeal a failure; instructors may or may not deny the appeal. If there is continued conflict, the Dean of Faculty is appealed to for the next stage of mediation.

Starr King MDIV and MASC students are encouraged to take courses for written evaluations but may request a letter grade in addition at the outset of the semester. In these cases, the student should present why they are requesting a letter grade and discuss with the instructor, the framework for this evaluative matrix. Students should also have this conversation with their advisor.

Starr King M.A. students receive both written evaluations and letter grades. The evaluation provides guidance and the grade maintains compliance with the Common MA program.

Evaluation of a student's overall program of study is assessed at three points using three different mechanisms.

Students provide an initial assessment of where they are in relationship to the thresholds. The assessment is discussed with their advisor and used to point towards future educational planning. The advisor will provide guidance on timing of the written assessment but must be on file in the student's file before a student can do their mid-degree portfolio conference. See also Initial Threshold Assessment as well as Threshold Assessment form in forms area of resources.

Satisfactory Academic Progress (SAP) Policy

Starr King School of the Ministry (SKSM) students are expected to make Satisfactory Academic Progress every semester they register in SKSM certificate and degree programs. Satisfactory Academic Progress is required by the Higher Education Act (HEA) and California state government to receive Title IV aid (federal financial aid). **SKSM students must maintain Satisfactory Academic Progress toward degree and certificate completion to be eligible to receive institutional and Title IV Aid (federal financial aid).**

The standards of the HEA apply to all students. Federal standards require that SKSM measures be quantitative as well as qualitative and include certification of completion of work within expected time frames. Academic Standing: Satisfactory Academic Progress brings to light problems with the quality of a students' work and/or their pace in the program. Slow progress, numerous extensions, failed grades, and/or

unethical professional and personal practices, failure to meet with one's advisor and attend to one's spiritual growth as suggested by faculty are examples of unsatisfactory progress, all affecting students' standing in their program.

a. Satisfactory Academic Progress: General Policies

Satisfactory Academic Progress is based on the following criteria and timeline:

- Full time students are expected to complete nine (9.0) or more credit hours each semester. A full-time student will be allowed a maximum number of years to complete a program as illustrated in the chart below.
- Part time students are expected to complete six (6.0) credit hours each semester. A part time student will be allowed a maximum number of years to complete a program as illustrated in the chart below.
- A majority of P (passed courses) and positive narrative evaluations for all courses taken in a semester.
- Any Incomplete coursework must be completed by the deadline stipulated by the faculty for the course.
- A satisfactory academic progress review will include the advisor's assessment of the students' work in classes and advising sessions. Upon completion of the review, the advisor will notify the Dean of Students, Dean of Faculty, and the Registrar. The Registrar will notify the GTU Consortial Financial Aid Office.
- The maximum time frame calculations do not include semesters/years a student is on leave or is not an active student.

b. Satisfactory Academic Progress Procedures

A review will be made at the end of each semester to determine if the student meets all satisfactory academic progress criteria:

- The Registrar will complete an independent assessment of students' SAP status and then confer with the advisors of students that do not meet SAP standards.
- Advisors will review their students' work and confirm with the Registrar and Dean of Students that the student has made satisfactory academic progress.

- Students who do not fulfill the conditions for satisfactory academic progress are automatically placed on academic and financial aid warning for the following semester.
- If a student fails to meet satisfactory academic progress at the end of the warning period, they will be placed on academic probation and will not be eligible for financial aid.
- Students can appeal the financial aid probation decision by successfully completing the requirements outlined in a written agreement prepared in collaboration with their Advisor and the Dean of Students. If the student's appeal is approved by faculty vote, they may receive aid while on probation.
- If the student does not make satisfactory academic progress for two consecutive terms (during the warning and probationary periods) the student is ineligible for financial aid during the subsequent semester or year.
- A student may be terminated from the program, by vote of the core faculty, if they do not make Satisfactory Academic Progress for two consecutive terms. The student may regain eligibility by successfully completing the requirements outlined in the written agreement prepared by the Advisor and Dean of Students. The Advisor who has brought forward a vote on the probation should bring forward vote to take the student off probation when appropriate.
- A student on during some or all of the academic year, upon their return, will be held to the expectations in place at the time they took their leave (e.g. finishing incomplete coursework).

c. Flexibility with Expected Time Frames: Appeal

Process for an Adverse SAP Decision: If because of mitigating circumstances a student fails to make satisfactory academic progress and receives an adverse SAP determination, they may appeal that result. The student may not request that SKSM disregard the student's performance or eliminate a program requirement. The student may request that because of extenuating personal circumstances SKSM suspend an expected time frame for SAP and approve the student's request for a deadline extension and/or revised time frame.

Degree/ Certificate	Units required to be fulltime /semester	Normative Timeframe	Maximum Timeframe
MDiv	9.0 units	3 years (6 semesters)	6 years (12 semesters)
MASC	9.0 units	2 years (4 semesters)	4 years (8 semesters)
MDiv/ MASC	9.0 units	4 years (8 semesters)	7 years (14 semesters)
Common MA	12.0 units	2 years (4 semesters)	4 years (12 semesters)

A student choosing to appeal a SAP determination should submit a written petition to the Dean of Students by electronic mail within one month of the date of the final SAP review letter. A copy of the appeal letter and decision must be submitted to the GTU Consortial Financial Aid Office.

The email should explain the mitigating circumstances influencing progress in the program and outline plans to make SAP within the subsequent semester. Extenuating circumstances that warrant an appeal of the SAP determination are injury or illness, the illness, injury and death of a relative, or other special circumstances. The appeal must explain why the students failed to make SAP and what has changed or will change in their situation that will allow them to make SAP at the next evaluation. The plan should outline how the student plans to meet the requirement(s) due the previous term and the one(s) due for the upcoming term. The email should also verify support of the plan by the student's advisor. Though not required, students can ask their advisor to write a memo of support for the revised plan. The Dean of Students will consult with the core faculty and render a decision about the appeal in writing by email within one

Academic or Personal Dispute Policy

If a student has an academic or personal dispute with a Starr King core, advising or adjunct faculty member, the student may seek resolution of the dispute, following the steps outlined below.

An academic dispute is defined as a dispute in which a student objects to a decision by a course instructor relating to the evaluation of a student's work, and the completion of a student's assignments or fulfillment of academic expectations. Academic disputes can occur in relationship to:

- a. a final written evaluation of a student's work in a course
- b. a Pass/fail decision,
- c. an Incomplete decision,
- d. a decision re: amount of credit to be awarded for a write up.
- e. a decision on a letter-grade for a course (if a letter grade had been requested)

A personal dispute is defined as a dispute in which a student objects to the way they have been addressed or talked to by a SKSM faculty member in the context of their studies at the school.

Step One: Direct Address

Communicate directly, and in a timely manner, with the faculty member (in person, in writing, by e-mail or by phone). State your disagreement, concern or objection and state the resolution you feel would be appropriate. The faculty member will be responsible to respond in a timely manner (in person, in writing, by e-mail or by phone) and may agree or disagree with you, may accept or reject your proposed resolution, or may propose an alternative resolution that would be acceptable. You must respond to the faculty member in a timely manner, to indicate whether you will accept and abide by their response, or whether you will pursue resolution by proceeding to step two.

Step Two: Consultation

Meet with your advisor (by phone, e-mail exchange, or in person) and seek their counsel and advice. Your advisor will accompany you in reflecting on how and why the dispute arose, what issues are at stake, what learning may be involved for you, and what next steps might be best. Your advisor, at their discretion, may consult with the dean of the faculty, and the core or adjunct faculty member with whom you have the

dispute, and may enlist their assistance in working out a resolution or good way forward for you. If consultation does not result in resolution or good way forward, you may proceed to step three.

Step Three: Formal Appeal to the Dean of the Faculty

You may formally appeal a faculty member's decision to the dean of the faculty if steps one and two have been followed but no satisfactory resolution achieved. A formal appeal should be presented to the Dean of the Faculty in writing, stating your objection to the faculty member's decision and your reasons for the objection, with any supporting materials you wish to provide.

A copy of the formal appeal will be given to the faculty member by the dean of the faculty. The faculty member will have up to 30 days (during the contract year) to provide a written statement expressing the reason for the decision and providing any supporting materials the faculty member wishes to provide. If your appeal is received during a period when the faculty member is on sabbatical, on vacation, or on a break between contract periods, the dean of the faculty will determine an appropriate deadline for the faculty member's written statement to be received and will keep you informed of the expected timeline for the dean of the faculty's decision.

The dean of the faculty will read your written appeal and the faculty member's statement in response. The dean of the faculty may choose to interview, individually, you and the faculty member. If interviews are conducted, you and the faculty member each have the right to invite another person to be present as a fair witness. After considering the written materials and the results of the interviews (if held), the dean of the faculty will render a judgment. The judgment will do one of the following things:

- a. Uphold the faculty member's decision,
- b. Set-aside the faculty member's decision and determine a new decision,
- c. Direct either the student or the faculty member or both to take an action or actions that will resolve the matter to the satisfaction of the Dean of the Faculty.

The Dean of Faculty will communicate a decision in writing to both the faculty member and the student. The dean of the faculty will also inform your advisor, the dean of

students, and registrar (as appropriate). If either the faculty member or you are not satisfied with the dean's adjudication of the academic dispute, a formal appeal to the President can be made.

If the Dean of Faculty is the person you have a dispute with, please address your appeal to the President, following the process described above.

Step Four: Formal Appeal to the President

A formal appeal to the president may be initiated by a written communication to the President from the student or faculty member making the appeal. The one making the appeal will state in writing their reasons for objecting to the Dean's judgment. The Dean will have 30 days to prepare a written response to the objections. The President may interview the Dean and the person making the appeal, with a fair witness present at the interviews at the request of the interviewee. The President may review all the previous written materials related to the formal appeal to the Dean and may ask for any additional information or interviews that the President feels would be useful in adjudicating the matter. The President will prepare a written judgment that will do one of the following things:

- a. Uphold the Dean of Faculty's decision.
- b. Set-aside the Dean of Faculty's decision and determine a new decision.
- c. Direct either the Dean of Faculty or the appellant to take an action or actions to resolve the matter to the satisfaction of the President.

The President's decision will be communicated in writing to the Dean of Faculty, the faculty member, the student, the advisor, and the registrar (as appropriate). The President will be the final adjudicator of academic disputes.

Policy on Plagiarism

Plagiarism is the appropriation of words and ideas written by others without proper attribution and is a serious violation of academic and personal integrity. It amounts to theft and is ground for dismissal from the school. At the same time, different cultures have different understanding of plagiarism.

A great resource to help you understand and avoid plagiarism:

Plagiarism: What It Is and How to Recognize and Avoid It:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

SKSM Consequences of Plagiarism Teachers who suspect that a student has plagiarized should address the issues with the student. If plagiarism is confirmed the teacher will work with the core faculty to determine the best course of action which could include Academic Probation. If the matter is disputed, the student or teacher may follow the procedures listed under —Academic Disputes. Students who are placed on Academic Probation twice may be dismissed from the program.

SKSM abides by the GTU CONSORTIAL AGREEMENT CONCERNING PLAGIARISM (Approved by the Council of Deans, April 2010) When a student from one GTU school is suspected of plagiarism in a course that the student is taking at another GTU school, the following protocol will be followed:

1. The faculty member teaching the course will notify the dean of the faculty member's school that the student has been suspected of plagiarism.
2. The dean of the faculty member's school will notify the dean of the student's school that the student has been suspected of plagiarism.
3. The faculty member will follow the policy of their own school regarding possible consequences within the context of the course (e.g., failing grade on the assignment, failing grade for the course, etc.).
4. The student's school will be responsible for following its own policy regarding possible consequences beyond the context of the course (e.g., warning, academic probation, expulsion, etc.)

Students with Disabilities Policy

As a member school of the Graduate Theological Union consortium, Starr King School for the Ministry students are included in the GTU "Students with Disabilities" policy. The SKSM Student Services Coordinator can aid in the process of requesting and accessing accommodations through the Graduate Theological Union and your SKSM Advisor can assist you in planning a course of study.

The Graduate Theological Union (GTU) “Students with Disabilities” Policy (Pronouns have been altered in keeping with Starr King’s inclusive approach.)

GTU Accommodations for Differently-Abled Students (Students with Disabilities)

Request for Accommodations form:

<http://gtu.edu/sites/default/files/docs/academics/Disabled-Students-Request-forAccommodation.pdf>

Permission for Faculty Notification form:

<http://gtu.edu/sites/default/files/docs/academics/Disabled-Students-Faculty-ReleaseForm.pdf>

Permission to Release Documentation form:

<http://gtu.edu/sites/default/files/docs/academics/Disabled-Students-Release-Form.pdf>

The GTU participates in a consortium-wide “Students with Disabilities” policy which benefits from a collaborative arrangement with the University of California at Berkeley (effective, fall, 2006). The policy strives for consistent and equitable student access to educational opportunities throughout the GTU. It addresses a differently-able student’s ability to fulfill degree and certificate course and program requirements. The policy does cover GTU library use, student advising, GTU classroom activities and requirements, program exams, and capstone experiences such as theses and dissertations. It does not address extracurricular events sponsored by GTU member institutions, student housing, and administrative activities (e.g. registration, access to facilities, etc.).

The GTU Dean of Students serves as the Disabilities Resource Officer (DRO) for the Consortium. The DRO serves as a consortium-wide resource to develop expertise, provide information and consultation, and answer questions. The DRO works with Students with Disabilities Program staff at UCB who verifies accommodation eligibility and recommends accommodation options. While eligibility verification and recommendations for accommodations are centralized, implementation of accommodations reflects individual institutional resources and cultures.

Student Request: The student is responsible for fully participating in the process and exercising due diligence to ensure that the provision of accommodations is successfully accomplished. The differently able student who wishes to request accommodations with their academic work submits a request form to the GTU DRO (the form is available on the GTU website). The student needs to include official written documentation with the form from a professional who has the credentials and expertise to diagnosis the student's condition (a form for this step is available on the GTU website). The student is responsible for incurring any cost associated with the documentation. The DRO informs the student's institutional contact that a request has been made and forwards the form and supporting documentation to the UCB Students with Disabilities Program office for review. The UCB office decides whether the student's disability is eligible for accommodation and recommends a variety of possible accommodations.

Accommodations are not intended to give differently-able students an unfair advantage, but to remove barriers that prevent differently able students from learning and from demonstrating what they have learned, in the context of their formal degree or certificate program.

The Timing of a Student Request: The differently able student should request accommodations in advance of when the accommodation is needed. The student needs to factor in the amount of time required to secure written documentation from an appropriate professional. G/S/he needs to appreciate that the DRO and institutional contact person have other responsibilities and require a reasonable amount of time to integrate student requests within their workload. G/S/he also needs to appreciate the time required for GTU to collaborate with UCB on the verification and recommended accommodations process.

Students eligible for academic accommodations will normally have their request reviewed and, if appropriate, approved no more than three weeks after submitting the request.

Decision: The DRO works with the institutional contact to consider UCB's decision. This gives individual GTU institutions the opportunity to participate in the decision-making

process, particularly if UCB rejects a student request. If UCB recommends approval, the DRO works with the institutional contact to finalize accommodation options in the context of institutional resources and culture and to assure consistency and equity across the consortium. An accommodation is not “reasonable” if it will necessitate modifications of the essential nature of a program or activity or would place undue financial or administrative burdens on the institution.

Next, the institutional contact works with the student and appropriate faculty to make sure recommended accommodations can be implemented and do not compromise the academic integrity of the educational opportunity (a form for this step in the process is available on the GTU website).

The DRO conveys the official decision and, if appropriate, recommended accommodations to the student by email, who then uses written confirmation to work with appropriate staff and faculty on the implementation of accommodations.

Implementation: Accommodations will apply to all educational events described in the DRO’s email for up to three years. Students should use the DRO’s email to work with faculty and staff to arrange accommodations as needed.

Appeal: The differently-able student and/or faculty involved with the student may not agree with the DRO’s decision for accommodations. If a faculty member disagrees with and/or refuses to provide the recommended accommodations, the DRO and institutional contact should work with the faculty member to resolve the faculty member’s concerns. The DRO can consult with UCB’s Students with Disabilities Program and their section 504 compliance officer for advice on ways to resolve the conflict with the faculty member. If a resolution is impossible, the differently-able student can seek remedy from the faculty member’s school’s academic grievance policy.

If a student disagrees with the DRO’s decision and/or recommended accommodation, they can appeal the decision through the student’s own school’s academic grievance policy. Again, the DRO and institutional contact should work with the student first to find ways to resolve the student’s concerns.

Institutional Contacts:

For SKSM: Rev. Dr. Chris Schelin, Dean of Students, cschelin@sksm.edu

The Graduate Theological Union Disabilities Resource Officer (DRO) is:

Kathleen Kook, Dean of Students, kkook@gtu.edu. (until July 2019).

Privacy Policy – The Family Educational Rights and Privacy Act (FERPA)

View/download this page as a pdf – [SKSM FERPA Policy](#).

For purposes of this statement, students will include only those individuals who are or have been enrolled in the Master of Divinity (MDiv), or the Master of Arts in Religious Leadership for Social Change (MASC) degrees, the certificate programs in Unitarian Universalist Studies, Multireligious Studies or The Chaplaincy Institute (ChI) Certificate of Interfaith Studies program. Students will also include SKSM special student (i.e. SKSM Online, unclassified student). Common M.A. students are governed by the policies of their school of affiliation.

The term “student” includes an individual who has been admitted to and has enrolled in or registered with Starr King School for the Ministry, as defined above. The term “student” does not include an individual who has not attended Starr King School for the Ministry. An individual who is or has been enrolled in one institution, who applies for admission to a second institution, has no right to inspect the records accumulated for the second institution until enrolled therein.

The Family Educational Rights and Privacy Act of 1974, as amended, is a Federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

FERPA defines an Education Record as certain information about a student that is maintained in any recorded way, such as handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche. Examples of a student Education Record for a Starr King School for the Ministry student include the following:

- Grades, courses taken, and official letters regarding a student's status in school, academic evaluations, transcripts, advising records;
- Disciplinary records;
- Financial aid records;
- Medical and health records that the school may collect;
- Student's identification number, social security number.

Starr King School for the Ministry accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to nor will the institution disclose any information from students' education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons or in other special situations that SKSM determines to be allowed by law. All these exceptions are permitted under the Act.

Within Starr King School for the Ministry's community, only those members, individually or collectively, acting for SKSM's purposes are allowed access to student education records. These members include personnel in the President's Office, the Provosts Office, the Dean's Office (including the Acting Dean of Students and Community Life, and Dean of Faculty's Office), the Registrar's Office, Admissions Office and the Student Accounts Office, academic personnel within the limitations of their need to know, and legal counsel.

At its discretion and in accordance with the provisions of the Act, SKSM may provide Public Information to strengthen student education, community and support (see definition of Public Information). Students may withhold their Public Information by notifying the SKSM Registrar in writing by the final date of late registration for Fall semester, or by the final date of late registration for Spring semester for those who matriculate during the Spring semester.

Request for non-disclosure of a current student's Public Information will be honored by the Institution for only one academic year; therefore, authorization to withhold Public Information must be filed annually in the Registrar's Office by the final date of late registration for Fall semester. All students, including those students who initially matriculated and submitted their non-disclosure request in the Spring, will be required to renew their annual non-disclosure request in writing each subsequent fall.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if they are dissatisfied with the outcome of the challenge, and to submit explanatory statements for inclusion in their files if they are dissatisfied with the decisions of the hearing panels. The Registrar at Starr King School for the Ministry has been designated by the institution to coordinate the inspection and review procedures for student education records, as outlined under education record. Students wishing to review their education records must make a written request to the Registrar, listing the item or items of interest. Only records covered by the Act will be made available within forty-five days of the request. Students may have copies made of their records with certain exceptions (e.g., a copy of the academic record for which a financial "hold" exists, prohibiting its release, or a transcript of an original or source document from another institution). Transcripts are available for a charge of \$5.00 per copy. Student education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute for the person who made the record; do not include employment records; and do not include alumni records.

Students may not inspect and review the following as outlined by the Act: confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading or is otherwise in violation of their privacy or other rights may discuss their problems informally with the Registrar who may then consult with the Acting Dean of Students and Community Life if necessary. If the staff decisions are in agreement with the student's request, the appropriate records will be amended. If not, the student will be notified within a reasonable period that the records will not be amended; and he/she will be informed by the Acting Dean of Students and Community Life of his/her right to a formal hearing. Student requests for a formal hearing must be made in writing to the Acting Dean who, within a reasonable period after receiving such a request, will inform the student of the date, place, and time of the hearing. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of his/her choice, including attorneys, at the student's expense. The hearing panels which will adjudicate such challenges will be appointed by and chaired by the Acting Dean of Students and Community Life. The hearing panel will consult with legal counsel as appropriate.

Decisions of the hearing panel will be final, will be based on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panel, if the decisions are in favor of the student. If the decisions are unsatisfactory to the student, the student may place with the education records statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panel. The statements will be placed in the education records, maintained as part of the student's records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair or not in keeping with the provisions of the Act may file a complaint, in writing, with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

Definition of Terms

SKSM FERPA Policy

Student

The term “student” includes an individual who has been admitted to and has enrolled in or registered with the Master of Divinity (MDiv), or the Master of Arts in Religious Leadership for Social Change (MASC) degrees, the certificate programs in Unitarian Universalist Studies, Multireligious Studies or The Chaplaincy Institute (ChI) Certificate of Interfaith Studies program. Students will also include SKSM special student (i.e. SKSM Online, unclassified student) at Starr King School for the Ministry.

The term “student” does not include an individual who has not attended Starr King School for the Ministry. An individual who is or has been enrolled in one institution, who applies for admission to a second institution, has no right to inspect the records accumulated for the second institution until enrolled therein.

Student Education Records

Student education records mean those records which are directly related to a student and maintained by the institution or by a party acting for the institution.

The term “student education records” does not include:

- Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which:
 1. are in the sole possession of the maker thereof; and
 2. are not accessible or revealed to any other individual, except to an individual who performs on a temporary basis the duties of the individual who made the record.
- Records relating to an individual who is employed by Starr King School for the Ministry which:
 1. are made and maintained in the normal course of business;
 2. relate exclusively to the individual in that individual’s capacity as an employee;
 3. are not available for any other purpose.

The above paragraph does not apply to records relating to an individual who is employed in an educationally related position because of their status as a student (e.g. work-study).

- Records which contain only information relating to a person after that person is no longer a student, such as information pertaining to alumni.

Public/Directory Information

The term “public information” as used in the SKSM FERPA policy is synonymous with the term “directory information” in the Federal Family Educational Rights and Privacy Act of 1974 and the State of California Education Code.

The term “public information” shall be limited to student’s name, address, email address, telephone number, date of birth, place of birth, area of study, dates of attendance, degrees, scholarships and honors, school of affiliation.

Revisions and clarifications will be published as experience warrants. Revision Date: October 9, 2014

POLICY FOR PROTECTION OF SKSM STUDENTS FROM ALL FORMS OF SEXUAL MISCONDUCT

1.I. INTRODUCTION

Starr King School for the Ministry (also referred to as “SKSM”) is committed to maintaining its campus and programs free from all forms of sexual misconduct. To help achieve this goal, SKSM has developed these policies and programs which are designed to help protect all students from experiencing any form of sexual misconduct, including sexual and gender-related: violence, assault, harassment, domestic violence, dating violence, and stalking.

This Policy applies to misconduct directed against SKSM students whether it occurs on SKSM property or in relation to SKSM-sponsored events or programs. Off-campus

conduct that is likely to have a substantial effect on on-campus activity or that poses a threat or danger to the SKSM community also may be addressed under this Policy.

1.II. NOTICE OF NON-DISCRIMINATION AND HARASSMENT

SKSM does not permit discrimination or harassment in its programs and activities on the basis of race, color, national origin, ancestry, sex, gender, gender identification or expression, sexual orientation, disability, age, religion, medical condition, veteran status, marital status or any other characteristic protected under law.

III. SCOPE OF THE POLICY

This Policy sets forth the policies and procedures for reporting incident(s) of possible sexual misconduct that occur toward any SKSM student.

Students who believe that an incident of possible sexual misconduct has occurred against a student of SKSM, by another student, faculty member, administrator, or any other individual that a student comes into contact with by way of any SKSM administered program, job or activity, including but not limited to, a student, faculty member or administrator of an affiliated school, center or institute of SKSM should follow this Policy. Please see Section VII below for information on how to report incident(s) of possible sexual misconduct, against a student.

For information related to academic misconduct, or other misconduct that is not sexual misconduct, please refer to the applicable sections of the student handbook.

As to faculty and employees of SKSM who experienced sexual misconduct may have, please consult your faculty or employee handbooks for the relevant reporting policies and procedures that apply; and persons may also contact the Title IX Coordinator and/or the Deputy Coordinators for assistance. See below.

1.IV. WHO ARE THE SCHOOL ADMINISTRATORS WITH RESPONSIBILITY FOR PROTECTION OF STUDENTS FROM SEXUAL MISCONDUCT?

Title IX of the Education Amendments of 1972 (“Title IX”) is a federal law that prohibits harassment on the basis of sex (or gender) of students at educational institutions that receive federal financial assistance. Sexual misconduct is a form of illegal harassment based on sex (or gender).

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...” 20 U.S.C. §1681.

The Title IX Coordinator is the person designated by SKSM to oversee this Policy and to whom anyone with questions about this Policy may be referred.

Title IX Coordinator at SKSM:

Rev. Dr. Christopher Schelin, Dean of Students
2441 Le Conte Avenue, Berkeley, CA 94709
510-549-4729 (office) or cschelin@sksm.edu.

SKSM has also designated the following Deputy Title IX Coordinator to serve as an Intake Officer for incidents of sexual misconduct reported by faculty and staff of SKSM:

Rev. Dr. Meg Richardson, Associate Dean of Faculty
2441 Le Conte Avenue, Berkeley, CA 94709
510-549-4705 (office) or mrichardson@sksm.edu.

1.V. PROHIBITED CONDUCT

SKSM prohibits all forms of sexual misconduct, which includes sexual and gender-related violence of any form: assault, harassment, domestic violence, dating violence, and stalking. Each of these terms encompasses a broad range of behavior.

The following are among the forms of sexual misconduct that violate SKSM policy and the associated definitions:

1.1. Sexual Assault: Having or attempting to have intercourse with another individual:

- By force or threat of force;
- Without effective consent; or
- Where the individual is incapacitated.

Sexual Assault includes, but is not limited to: rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or the threat of any of these.

Sexual Intercourse is penetration (oral, anal or vaginal) by a tongue, mouth, penis, finger or an object.

2.Non-Consensual Sexual Contact (or attempts to commit the same): Having or attempting to have sexual contact with another individual:

- By force or threat of force;
- Without effective consent; or
- Where the individual is incapacitated.

Sexual contact includes intentional contact with the intimate parts of another, causing another to touch one's intimate parts, or disrobing or exposure of another without permission. Intimate parts may include the breasts, genitals, buttocks, groin, mouth or any other part of the body that is touched in a sexual manner.

3.Sexual Exploitation: Occurs when an individual takes non-consensual or abusive sexual advantage of another individual for one's own advantage or benefit, or to the benefit or advantage of another individual. Examples of sexual exploitation include:

- Causing or attempting to cause another individual to become drunk, drugged or otherwise incapacitated with the intent of engaging in a sexual behavior;
- Recording, photographing or transmitting images of sexual activity and/or the intimate body parts (groin, genitalia, breasts or buttocks) of another individual without their consent;

- Allowing third parties to observe sexual acts and voyeurism (spying on people who are engaging in sexual acts or who are doing other intimate activities such as undressing, showering, etc.);
- Exposing one's genitals in non-consensual circumstances or inducing someone to expose their genitals;
- Knowingly transmitting a sexually transmitted disease or virus to another individual without his or her knowledge; or
- Sexually-based stalking and/or bullying.

4.Domestic Violence: Violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

5.Dating Violence: Violence committed by a person –

(A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(B) where the existence of such a relationship shall be determined based on a consideration of the following factors:

- (i) The length of the relationship.
- (ii) The type of relationship.
- (iii) The frequency of interaction between the persons involved in the relationship.

6.Stalking: A course of physical or verbal contact directed at another individual that would cause a reasonable person to-

(A) Fear for his or her safety or the safety of others; or

(B) Suffer substantial emotional distress.

7. **Retaliation:** Action which is taken against an individual or group of individuals because of their participation in a complaint or investigation of misconduct, including but not limited to, Complainants, Respondents, witnesses, or others involved in the complaint, investigation and/or resolution of the alleged sexual misconduct. Retaliation can take many forms, including threats, intimidation, pressuring, continued abuse, violence or other forms of harm to others.
8. **Sexual Harassment** is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive to interfere with, deny or limit a person's ability to participate in or benefit from SKSM's education program and/or activities. Sexual harassment has many forms. Sexual harassment is harmful regardless of gender of the perpetrator or the victim.

One form is quid pro quo or "this for that." Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature constitutes sexual harassment when it is implicitly or explicitly suggested that submission to or rejection of the conduct results in adverse educational or employment action. An example is a student advisor asking a student to have sex in exchange for keeping quiet about a student's violation of the plagiarism policy.

Another form of sexual harassment involves hostile environment. It is sexual harassment when an individual receives unwelcome sexual advances, unwanted verbal, physical, or visual behavior of a sexual nature, or is made to feel uncomfortable because of their gender or sexual orientation. Conduct that may constitute sexual harassment may include one or more of the following:

- Physical conduct: unwanted touching, blocking normal movement, or interfering with studies or work;
- Verbal conduct: epithets, derogatory comments, slurs, or humor of a sexual nature;

- Visual conduct: leering, making sexual gestures, displaying suggestive objects or pictures, cartoon posters in a public space or forum;
- Written conduct: letters, notes, or electronic communications containing comments, words or images as described above.

9. Close Personal Relationships Affecting Teaching, Mentoring and Supervisory

Functions. Except where explicit and advanced authorization has been obtained in writing from the Vice President for Administration and Finance, no individual who is employed by SKSM may participate in a close personal relationship with an individual who is a member of the SKSM community for whom the person provides or may (by virtue of SKSM assigned position or functions) reasonably be expected in the future to provide teaching, mentoring or supervision. Supervision includes grading or other academic evaluation, job evaluation, decisions pertaining to promotion, the direct setting of salary or wages, and job, internship, educational, or employment references or recommendations.

Close personal relationships include dating, sexual and similar close personal relationships that are or are not consensually undertaken by the supervisor and the individual. Such relationships do not include the usual and customary socializing at SKSM of teacher-student; mentor-mentee; supervisor-employee; faculty member-graduate student; co-workers; and supervisor-student employee. A person provides supervision when s/he oversees, directs or evaluates the work of others, including but not limited to, managers, administrators, coaches, directors, deans, chairs, advisors.

1.VI. DEFINITIONS:

The following are additional definitions used under this Policy, as defined by law:

- 1.1. Consent** means “affirmative consent,” which means affirmative, conscious, and voluntary agreement to engage in sexual act. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent.

Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

In the determination of whether consent was given to sexual activity, it shall not be a valid excuse to an alleged lack of affirmative consent that the person whose conduct is at issue ("Respondent") believed that the person who experienced the Respondent's conduct ("Complainant") consented to the sexual activity under either of the following circumstances:

(A) The Respondent's belief in affirmative consent arose from the intoxication or recklessness of the Respondent.

(B) The Respondent did not take reasonable steps, in the circumstances known to them at the time, to ascertain whether the Complainant affirmatively consented.

In the evaluation of complaints under this Policy, it shall not be a valid excuse that the accused believed that the Complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the Complainant was unable to consent to the sexual activity under any of the following circumstances:

(A) The Complainant was asleep or unconscious.

(B) The Complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.

(C) The Complainant was unable to communicate due to a mental or physical condition.

2.**Coercion** is a form of force which comprises unreasonable pressure for sexual activity.

When someone makes clear that they do not want to participate in a sexual activity, that they want to stop, or that their limit is at a certain point, continued pressure to act beyond that point can be coercive.

3.**Force** is the use of physical violence and/or imposing on someone physically to gain sexual access. Other forms of force include intimidation (implied threats), threats and coercion that overcome resistance or produce consent.

4.**Incapacitation** is a state where someone cannot knowingly give consent because the individual lacks conscious knowledge of the nature of the act (e.g. to understand the who, what, when, where, why or how of the sexual interaction) and/or is physically helpless. An individual is incapacitated, and therefore unable to give consent, if that individual is asleep, unconscious, or otherwise unaware that sexual activity is occurring. Incapacitation may occur as the result of alcohol or other drug use.

5.**Complainant** refers to the individual who may identify as having experienced or being a victim or survivor of possible sexual misconduct and who makes a report of sexual misconduct under this Policy. A Complainant can also be a person who reports self-knowledge of an incident of possible sexual misconduct but is not a victim, such as a SKSM student, staff member, faculty, teacher, or administrator.

6.**Respondent** refers to the individual whose conduct is at issue, under this Policy. A Respondent may be a current or former student, staff member, faculty, teacher, administrator, visitor, alumni, contractor of SKSM or one of its member schools, someone from an affiliated school, center or institute, or any other person. A Respondent may be a stranger or a non-stranger person.

7.**Witness** refers to any individual who either witnessed an incident or who has relevant information regarding a case that is being investigated under this Policy.

8.**Advisor or Support Person** is a person who provides emotional support to a Complainant or Respondent and who may be present in a non-participating

role to provide moral support during any meeting or proceeding under this Policy. The advisor or support person may be a currently enrolled student, parent of the student, or a SKSM faculty or staff member. Non-participating means that the advisor or support person is silent and does not speak or present information during the meeting or proceeding under this Policy. [Attorneys are not permitted to participate in any Campus meeting or proceeding under this Policy, absent advance written consent of the Title IX Coordinator and agreement to terms.]

9.Clergy Member means “a priest, minister, religious practitioner, or similar functionary of a church or of a religious denomination or religious organization.”

California Evidence Code § 1030. Communications made in confidence with a clergy member may be privileged under the “clergy-penitent privilege” described in Evidence Code sections 1032-1034, unless they are also acting as an administrator, faculty or student advisor of SKSM, in which case they must report sexual misconduct to campus authorities.

10. 1 Pastoral Counselor means a person who is associated with a religious order or denomination, is recognized by that religious order or denominations as someone who provides confidential counseling and is functioning within the scope of that recognition. 34 C.F.R. §§ 668.46(a). A pastoral counselor who is functioning as an administrator, faculty member or student advisor of SKSM would not be functioning within the scope of their pastoral duties and must report sexual misconduct to campus authorities.

VII. REPORTING INCIDENTS THAT MAY BE SEXUAL MISCONDUCT

1.1. General Information:

SKSM encourages all students to seek assistance from a medical provider and/or law enforcement as soon as possible after an incident that may be sexual misconduct. Prompt reporting is the best option to ensure preservation of evidence and for the identification and location of witnesses.

SKSM also encourages all students to make a report of the incident(s) to SKSM and to do so to SKSM's designated officers as described below. Making a report means telling someone in authority what is known or believed to have happened. Students should make reports of the incident(s) as soon as the incident(s) of sexual misconduct become known.

SKSM will promptly review and thoroughly consider all reports of incidents that may be sexual misconduct under this Policy, including any misconduct alleged to have been taken by SKSM students, faculty, staff, or visitors, or by any student, faculty, staff or visitor of an affiliated school, center or institute of SKSM. Instructions for how to report these types of incidents are explained more fully below. SKSM will take prompt action to prevent, correct and discipline behavior that is found to violate this Policy, where appropriate, in the judgment of SKSM.

The filing of a report under this Policy is independent of any criminal investigation or proceeding that may take place by governmental authorities or law enforcement, and both SKSM and criminal investigations may be pursued simultaneously.

2. Reporting Procedures:

If you are a student who believes there has been an incident of possible sexual misconduct against a SKSM student by another student, faculty or staff member, or visitor of SKSM, or by a student, faculty, staff member or visitor of a *SKSM affiliated school or program*, you are encouraged to report such conduct as soon as possible.

1.A. Emergency and External Reporting Options (non-SKSM):

- Emergencies: 9-1-1
- City of Berkeley Police Department: Emergency (510) 981-5911 or Non-Emergency (510) 981-5900
- Rape Crisis Center 24-hour helpline: 1-800-670-7273
- Bay Area Women Against Rape 24-hour hotline: (510) 845-7273
- National Domestic Violence hotline: 1-800-799-SAFE (7233)

- Community Overcoming Relationship Abuse (CORA) 24-hour hotline: 1-800-300-1080
- National Sexual Assault hotline: 1-800-656-HOPE (4673)

Note: The Title IX Coordinator will assist students who wish to make a report to law enforcement authorities in doing so if the person so chooses. Students may also choose to decline to notify law enforcement authorities; however, as explained in Section G below, SKSM may be required by law to report incidents that involve violence, hate violence, and/or sexual assault, to law enforcement authorities, including those incidents that occur on-campus and off-campus. Except if required by governmental agencies, SKSM will not disclose a victim's identity unless the victim consents to being identified after being informed of his or her right to have identifying information withheld. If a victim does not consent to disclosing his or her identity, the alleged perpetrator's identity will not be disclosed either, unless required by governmental authorities.

In any case, under state and federal law, a victim has: (1) the right to a Sexual Assault Forensic Medical Examination at no cost to the victim/patient; and (2) the right to participate or not participate with the local law enforcement agency or the criminal justice system, either prior to the examination, or at any other time. Additionally, a victim may agree to engage with local law enforcement and participate in the investigation and prosecution using a pseudonym (i.e., Jane or John Doe) instead of his or her true name.

1.B. Reporting Options at SKSM:

Incident(s) of possible sexual misconduct against SKSM students may be reported as follows:

- By submitting a written complaint by email to the Title IX Coordinator
- Or by submitting a report using the online reporting form available through SKSM's webpage, and available at this link:

<https://www.skasm.edu/reporting-sexual-misconduct/>

Title IX Coordinator

Rev. Dr. Christopher Schelin, Dean of Students
2441 Le Conte Avenue
Berkeley, CA 94709
510-549-4729 (office) or cschelin@sksm.edu

All reports of incidents of possible sexual misconduct will be reported to the Title IX Coordinator.

**1.C. Specific Information Regarding Incidents Occurring at or Involving
Persons from a SKSM Member School or Affiliated School, Center, or
Institute:**

The Reporting Procedures for SKSM students who are taking courses at or offered by an affiliated school/center/institute of SKSM, are the same as the Reporting Procedures outlined in Sections A and B above.

SKSM will do everything feasible to address and prevent recurrence of any misconduct committed by a person of another affiliated school/center/institute of SKSM (such as a student, faculty, third- party contractor, staff member), however, SKSM may be limited in what actions it can take.

SKSM will consider all reported incidents that occur in connection with a SKSM student taking courses at or offered by an affiliated school/center/institute of SKSM, and will take interim measures and corrective action, as deemed appropriate by SKSM, for any sexual misconduct found to be in violation of this Policy, including such measures as no-contact orders, changes in classes or programs of study, temporary leaves of absence, changes in student advisors, and so forth.

In addition, SKSM students who are taking courses at or offered by an affiliated school/center/institute of SKSM, may also (in addition to reporting to SKSM) choose to report incident(s) of sexual misconduct that occur in connection with their taking courses at or offered by an affiliated school/center/institute, by using the policies and procedures of that affiliated school/center/institute. SKSM may work in conjunction

with another school in investigating and resolving reported incidents and will so notify the student if it does on a case-by-case basis.

The following is a list of schools, centers and institutes in affiliation with SKSM:

Schools:

- **American Baptist Seminary of the West (ABSW)**
 - o 2606 Dwight Way, Berkeley, CA 94704
- **Church Divinity School of the Pacific (CDSP)**
 - o 2451 Ridge Road, Berkeley, CA 94709-1211
- **Dominican School of Philosophy & Theology (DSPT)**
 - o 2301 Vine Street, Berkeley, CA 94708
- **Graduate Theological Union (GTU)**
 - o 2400 Ridge Road, Berkeley, CA 94709
- **Jesuit School of Theology of Santa Clara University (JST-SCU)**
 - o 1735 LeRoy Avenue, Berkeley, CA 94709
- **Pacific Lutheran Theological Seminary of California Lutheran University (PLTS-CLU)**
 - o 2000 Center Street, Suite 200, Berkeley, CA 94704
- **Pacific School of Religion (PSR)**
 - o 1798 Scenic Avenue, Berkeley, CA 94709-1323
- **San Francisco Theological Seminary (SFTS)**
 - o 105 Seminary Road, San Anselmo, CA 94960
- **The Chaplaincy Institute**
 - o 1400 Shattuck Avenue, Suite 14, Berkeley, CA 94709

Centers and and GTU Affiliates:

- **Center for Arts, Religion, & Education (CARE)**
 - o 2465 Ridge Road, Berkeley, CA 94709
- **Center for Islamic Studies (CIS)**
 - o 2452 Virginia Street, Berkeley, CA
- **Richard S. Dinner Center for Jewish Studies (CJS)**
 - o 2465 Le Conte Avenue, Berkeley, CA 94709
- **Center for Theology and the Natural Sciences (CTNS)**
 - o 2400 Ridge Road, Berkeley, CA 94709
- **Institute of Buddhist Studies (IBS)**
 - o 2140 Durant Avenue, Berkeley, CA 94704
- **New College Berkeley**
 - o 2029 Durant Avenue, #300, Berkeley, CA 94704
- **Patriarch Athenagoras Orthodox Institute (PAOI)**
 - o 2311 Hearst Avenue, Berkeley, CA 94709

The following is a list of additional schools that offer cross-registration to SKSM students:

- **Dominican University**
 - o 50 Acacia Avenue, San Rafael, CA 94901

- **Holy Names University**
 - o 3500 Mountain Boulevard, Oakland, CA 94619
- **Mills College**
 - o 5000 MacArthur Boulevard, Oakland, CA 94613
- **University of California at Berkeley**
 - o University of California at Berkeley, Berkeley, CA 94720

1. Anonymous Reporting:

Anonymous reports, or reporting without disclosing the reporter's name, can be made, but anonymous reporting is not the preferred way. Depending on the information received, SKSM's ability to respond to an anonymous report may be limited. The Title IX Coordinator will review anonymous reports received by SKSM and determine whether an investigation and response are appropriate.

1. Alcohol, Drugs and/or Other Misconduct:

SKSM encourages the reporting of conduct prohibited under this Policy. An individual who reports sexual misconduct, either as a Complainant or a third-party witness, will not be subject to disciplinary action by SKSM for his/her own personal consumption of alcohol or drugs, or other non-sexual misconduct, that happened at or near the time of the incident, unless SKSM finds the violation(s) to be egregious, including but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating or academic dishonesty.

1.F. Prohibition Against Retaliation:

It is a violation of SKSM policy to retaliate against any person making a report of possible sexual misconduct, or against any person cooperating in the investigation of any report of possible sexual misconduct. Retaliation against any member of the SKSM community may result in disciplinary action, including termination of employment or expulsion from SKSM.

1. Possible Disclosure by SKSM of Information Pertaining to Reports of Possible

Sexual Misconduct:

SKSM is committed to assisting students throughout the processes outlined in this Policy. Efforts will be made to respect the privacy of all individuals involved in this process in a manner consistent with the need for a thorough review of the report and carrying out the processes.

This means that the information related to a report under this Policy will only be shared with a limited circle of individuals who, in the judgment of SKSM, have a “need to know” basis in order to assist SKSM and/or its designees in its investigation and response and to prevent the recurrence of any such conduct found to have been committed.

If there is a request that the names remain confidential, SKSM will take steps to investigate and respond to the report in a manner that is consistent with that request. However, SKSM’s ability to fully respond to the incident may be limited and SKSM thereby cannot guarantee complete confidentiality.

SKSM is required by law to report certain types of reported sexual misconduct in its annual crime statistics report. Neither names, nor other identifying details of the incident, will be made public in the annual crime report.

SKSM is also required by law under certain circumstances to report any incident which might be classified as a violent crime, hate crime, or sexual assault to law enforcement. However, it is up to the Complainant on whether or not to separately file his or her own report with the Police and/or to contact Rape Trauma Services.

Except if required by governmental agencies, SKSM will not disclose a victim’s identity unless the victim consents to being identified after being informed of his or her right to have identifying information withheld. If a victim does not consent to disclosing his or her identity, the alleged perpetrator’s identity will not be disclosed either, unless required by governmental authorities.

1.H. Discussing an Incident(s) of Possible Sexual Misconduct, Without Making a Report or Record of the Incident

If a person would like to discuss the details of an incident of possible sexual misconduct, without making a report or record of the incident, or in an otherwise confidential manner, the person should speak with persons who hold a relationship with the person of which there is a legal duty of confidence, such as with their physicians, mental health therapists, priests, or clergy. These persons generally will maintain confidentiality if they are acting in their capacity as your physician, mental health therapist, or clergy member, except in extreme cases of immediacy of threat or danger, or abuse of a minor.

The faculty and administrators of SKSM, even if they are ordained clergy or pastoral counselors, are **not** acting in their capacity as members of the clergy and do not have such a relationship with SKSM students, and thus, they are required under this Policy to promptly forward all reports of possible sexual misconduct to the Title IX Coordinator for consideration and response.

1.I. Confidential Reporting Options:

Students who would like to speak to someone in confidence about an experience of sexual misconduct or about another's experience of sexual misconduct, should contact off-campus rape crisis counselors, domestic violence resources, private agencies, external mental health agencies and external clergy members (see Resources in Section XVI).

VIII. INTAKE MEETINGS

1.1. Intake Meeting with Complainant:

Upon receipt of a report of an incident, a designated person will promptly schedule a meeting with the Complainant to take place as soon as possible to go over this Policy and to identify possible forms of support for the student (see the Resources section below). The initial intake meeting shall be conducted by the Title IX Coordinator,

Deputy Title IX Coordinator, or by an external designee selected by SKSM, each of whom shall have training in victim-centered approaches (hereinafter, “Intake Officer”).

At this meeting, the Intake Officer will discuss whether there are any interim measures (see Interim Measures section below) that may be implemented at the discretion of SKSM. The preferences of the Complainant on such measures may be stated and will be taken into consideration by the Intake Officer.

At the intake meeting, the Intake Officer will also discuss the following:

- A student’s right to report the incident(s) to local law enforcement agencies;
- A student’s right to seek medical treatment and the importance of preservation of evidence;
- Requests for confidentiality, if any;
- SKSM’s obligation to consider all reports of incidents and the inability of SKSM to guarantee complete confidentiality;
- SKSM’s policy against retaliation of any person making a report or participating in the investigation or adjudication of an incident under this Policy;
- The possibility of an investigation by an outside impartial and neutral fact-finder selected by SKSM;
- The possibility for sanctions as determined by SKSM;
- The use of an Advisor or Support Person in any meeting or proceeding under this Policy; and
- SKSM’s obligation to report crime statistics into its daily crime log.

2.Intake Meeting with Respondent:

If the Respondent is a student of SKSM, the Intake Officer will also meet with the Respondent after receiving the report of the incident. If the Respondent is a faculty or staff member of SKSM, the Deputy Title IX Coordinator for faculty and employees will meet with the Respondent.

At this meeting, the Intake Officer will go over this Policy and also discuss whether there are any interim measures that may be implemented at the discretion of SKSM

during the investigation and resolution of the report. The preferences of the Respondent on such measures may be stated and will be taken into consideration by the Intake Officer.

At the intake meeting, the Intake Officer will also discuss the following

- A student's right to report the incident(s) to local law enforcement agencies;
- A student's right to seek medical treatment and the importance of preservation of evidence;
- Requests for confidentiality, if any;
- SKSM's obligation to consider all reports of incidents and the inability of SKSM to guarantee complete confidentiality;
- SKSM's policy against retaliation of any person making a report or participating in the investigation or adjudication of an incident under this Policy;
- The possibility of an investigation by an outside impartial and neutral fact-finder selected by SKSM;
- The possibility for sanctions as determined by SKSM;
- The use of an Advisor or Support Person in any meeting or proceeding under this Policy; and
- SKSM's obligation to report crime statistics into its daily crime log.

3.Initial Witness Interviews

The Intake Officer may also collect additional information or speak with any person(s) believed to have relevant information concerning a reported incident, in an effort to gather preliminary information to make an initial assessment of the matter. **The preferences of the Complainant and the Respondent on witnesses to be interviewed may be stated and will be taken into consideration by the Intake Officer.**

4.Initial Assessment by The Title IX Coordinator

The Intake Officer will then consider the nature of the report, the safety of the individuals involved and of the campus community, the Complainant and Respondent's expressed preferences for resolution, and if the Intake Office is not the Title IX Coordinator, they will make a recommendation to the Title IX Coordinator on

whether the matter can be resolved or whether to refer the matter for further investigation. Sexual assault cases will not be resolved through mediation.

The Title IX Coordinator will make the final decision on whether to refer the matter for further investigation. If the matter is resolved, the matter will be deemed closed, the decisions final and binding, with no further rights of appeal. If the matter is referred for further investigation, the matter will follow the procedures for investigation and resolution described below.

The Title IX Coordinator will inform the Complainant and Respondent in writing if the matter will be referred for further investigation.

5.Possible Interim Measures

Interim measures will be considered and implemented at the discretion of SKSM. Interim measures, which may be applied to the Complainant and/or the Respondent, include such things as:

- Issuance of a “no-contact” order or directive that restricts persons from having contact with one another in person or through electronic means;
- Change in class schedule;
- Change in student-related employment;
- Rescheduling of exams or assignments (in conjunction with appropriate faculty);
- Voluntary leave of absence;
- Providing escort services for movement between classes and SKSM activities;
- Interim suspension or SKSM-imposed leave;
- Administrative hold on student accounts, including a hold on the release of transcripts while an investigation is pending;
- Denial of access to campus, campus facilities and/or SKSM activities; and
- Other measures.

1.IX. EXTERNAL INVESTIGATIONS INITIATED BY SKSM

Following the initial assessment, the Title IX Coordinator shall decide whether to refer the matter for further investigation, and if so, the Title IX Coordinator shall designate an impartial investigator who has specific training and experience. The investigator may be an employee of SKSM or be an external investigator engaged to assist SKSM in fact gathering. SKSM retains the right to designate an external investigator of its own choice at all times.

The role of the investigator is to be a neutral fact-finder. The investigator may also designate another trained colleague to assist in interviewing parties, identifying and locating witnesses, and in gathering other facts and evidence. The investigator will investigate in a manner deemed appropriate in light of the circumstances of the case and will cooperate with law enforcement authorities to the extent necessary.

A typical investigation will include interviews with the Complainant, the Respondent and third-party witnesses, and of the collection of available physical, documentary and other evidence. Photographs may be taken. The Complainant, the Respondent and any third-party witnesses may present witnesses or other evidence to the investigator for consideration. Information collected during the initial intake and assessment will be forwarded to the investigator. If any law enforcement agency is also investigating the incident, the SKSM investigator may defer to the police department for the collection and preservation of evidence.

The investigator will compile the details of the investigation into an investigative report, which will contain summaries of the interviews, photographs (if available) and other related evidence or duty logs and also a detailed analysis of the events. Before finalizing a witnesses' statement, the investigator may send a draft of the statement to the individual to allow them a chance to add to it or make any suggested changes to their statement.

The investigative report will be prefaced with a summary of findings and recommended actions. In this summary the investigator will:

- State the initial complaint;
- Outline the details of the investigation;
- State, whether, using a preponderance of the evidence standard, it is more likely than not that policy violation(s) occurred; and
- If requested by the Title IX Coordinator, include any recommended sanctions or corrective actions to be taken.

If requested by the Title IX Coordinator to make a recommendation, the investigator may recommend that SKSM impose certain sanctions or take certain corrective action; however, the decision to select and implement, appropriate sanctions or corrective action, if any, remains at all times within the authority of SKSM.

The completed investigative report normally will be submitted to SKSM within thirty (30) days of the intake. However, depending on the complexity of the case, additional time may be needed to complete the investigation.

1.X. RESOLUTION

The investigative report will be forwarded to the Title IX Coordinator of SKSM. He or she will review the fact-finding determination by the impartial investigator and take any recommendations for sanctions or corrective action into consideration.

The Title IX Coordinator will decide whether the matter requires further proceedings; whether to accept the recommendations for sanctions/corrective action (if any); or whether to issue or recommend to an officer of SKSM, different or alternative sanctions/corrective action.

The Title IX Coordinator can issue – or recommend to a SKSM officer – any sanctions which he or she believes is appropriate based on the results of the investigation, including but not limited to, warnings, censure, disciplinary probation, suspension, expulsion, revocation of admission and/or degree, or withholding a degree.

A preponderance of the evidence standard will be used under this Policy, that is, whether it was more likely than not that the conduct prohibited under the Policy

occurred. All proceedings under this Policy will be prompt, fair, impartial, and conducted by those who are adequately trained.

Past violations of the responsible student may be considered in the determination of an appropriate resolution. SKSM will also consider whether the action will bring an end to the violation in question, whether it will reasonably prevent a recurrence of a similar violation and/or whether it will mediate any effects the violation had on the Complainant and the SKSM community.

Within ten (10) business days of the decision, both the Complainant and the Respondent will be notified in writing of the results of the investigation, including any sanctions or remedies imposed with notification of the rights to appeal the resolution ("Outcome letter") as described below.

The Title IX Coordinator, or any designee of the Title IX Coordinator, also may meet separately with the Complainant or the Respondent to discuss the results of the investigation and explain any resolution action that will be taken or imposed. The summary of the investigative report will be available for review by both the Complainant and the Respondent, if so requested.

SKSM seeks to resolve all reported incidents of sexual misconduct within sixty (60) days of the initial report. All time frames expressed in this Policy are meant to be guidelines and depending on the complexity of the matter, additional time may be needed.

1.XI. APPEALS

If the Respondent or Complainant is dissatisfied with the resolution, either party may appeal. An appeal must be made in writing, within ten (10) business days of the Outcome Letter. The appeal should clearly state the remedy sought by the appealing party. The written appeal must be delivered to the President of SKSM, who will delegate review of the appeal to an appropriate member of the Executive Team (who does not have a conflict of interest). to review the appeal and make a recommendation in writing to the President of SKSM.

The President of SKSM will make the final decision on the appeal, in writing. A copy of the final determination and appeal decision are final and binding, except as described in section XI below.

Appeals should normally be completed within three weeks unless there is good reason to extend the time necessary to review the appeal. Normally, the grounds for granting an appeal will be limited to the following considerations:

- Is there compelling new evidence that was not available previously?
- Were there procedural irregularities that substantially affected the outcome of the investigation and decision for action that were detrimental to the Respondent or Complainant?

XII. ARBITRATION

If either the Complainant or the Respondent is not satisfied with the decision following a timely appeal in section X above, s/he may request review by an impartial arbitrator under the Rules of the American Arbitration Association by submitting a request in writing to the President of SKSM, no later than forty-five (45) calendar days after issuance of the decision following a timely appeal.

The request shall consist of a plain, concise and complete written statement outlining the grounds for disagreement with the outcome and all relevant information to substantiate the basis for doing so.

The President of SKSM will then decide whether the case is suitable for arbitration; if so, under written agreement between SKSM and the party seeking arbitration review, providing as a final and binding alternative to civil litigation, an arbitrator will be mutually selected between the parties, and the costs of the arbitrator's fees shall be agreed to in writing by an authorized representative of the parties.

Any matter submitted to binding arbitration under this Policy shall be submitted in accordance with the Rules of the American Arbitration Association. Attorneys or advisors of the party's choice may be present at and participate in the binding

arbitration review process. This binding arbitration review process is the exclusive method of external review and is final and binding on both SKSM and the student, and the arbitrators' award shall be final, binding and conclusive upon the parties and may be entered in any state or federal court having jurisdiction.

XIII. PRIVACY OF RECORDS

The Title IX Coordinator will retain records of reports and related documents under this policy. In addition, records relating to reports of incidents of possible sexual misconduct under this Policy may become a part of a students' academic record.

Documents which are prepared in anticipation of the investigation and resolution of the matter (including the investigative report and any other documents) will not be disclosed outside of the review process, except as required by law.

The final Outcome Letter will be issued concurrently to both the Complaining and the Respondent. SKSM neither encourages nor discourages the further disclosure of the final Outcome Letter by either the Complainant or the Respondent. SKSM acknowledges that sharing the final outcome letter with others may be an important part of a student's healing process.

XIV. FALSE ACCUSATIONS

While SKSM encourages everyone to report harassing or inappropriate conduct, anyone who knowingly makes a false or bad faith accusation of harassment, discrimination, sexual misconduct, other conduct prohibited under this policy, or retaliation may be subject to appropriate sanctions. Failure to prove a claim of harassment, discrimination or retaliation does not in itself constitute proof of a knowingly false or bad faith accusation. A complaint filed in good faith also will not be considered as retaliation.

1.XV. DISSEMINATION OF POLICY; TRAINING AND PREVENTION

As a part of SKSM's commitment to maintaining its campus and programs free from sexual misconduct, this Policy shall be disseminated widely to the SKSM community through publications, websites, student orientations, and other appropriate channels of communication.

The Title IX Coordinator is responsible for overseeing the SKSM's efforts at training, prevention and education as it relates under this Policy. The Title IX Coordinator and the Deputy Coordinators will receive appropriate training for the intake and handling of reports of sexual misconduct under this Policy, including those that are victim-centered, and trauma informed.

SKSM will also provide all other employees with training relating to this Policy every two years.

In addition, in an effort to prevent all forms of sexual misconduct from occurring on SKSM campus or within the SKSM community, SKSM will provide all incoming students and faculty, at the start of the academic year, with a copy of this Policy, and may also provide additional materials designed to educate students on sexual misconduct and how to prevent it from occurring. Education programs shall promote the awareness of rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking, and shall be designed to prevent all misconduct prohibited under this Policy from occurring, to empower victims, to identify safe and positive options for bystander intervention, and to help recognize warning signs of abusive behavior and how to avoid potential attacks.

Students, faculty and staff of SKSM are all encouraged to take part in education and training designed to prevent sexual misconduct.

XVI. RESOURCES

Getting Help: SKSM encourages all members of the SKSM community who believe they have been victims of sexual misconduct to report these incidents to local law enforcement authorities and to seek medical attention where appropriate.

SKSM also encourages all members of the SKSM community to report any incident(s) of possible sexual misconduct to SKSM under these Policies and to access resources for support and healing.

For Emergency Needs:

- **911** – Police
- City of Berkeley Police Department: Emergency (510) 981-5911
- Alameda County Medical Center, Highland Hospital Sexual Assault Center

1411 E. 31st Street, Oakland provides 24-hour assistance, including medical treatment and examination, advocacy and counseling support for victims of sexual assault.

Website: <http://www.alamedahealthsystem.org/services/> Telephone 510/437-4688.

- Community Violence Solutions Rape Crisis Center 24-hour helpline: 1-800-670-7273

Accessible from 925, 510, 415, 408, 707 and 650 area codes.

- Bay Area Women Against Rape provides free 24-hour comprehensive services to victims of sexual assault. Website: <http://www.bawar.org> Hotline: 510/845-7273 or 510/845-RAPE.
- City of Berkeley Mobile Crisis Team (MCT) is available every day from 10:30 AM to 11:00 PM at 510/981-5254.

National organizations that may be able to provide the SKSM community with important information and assistance:

- National Domestic Violence Hotline, 800/799-SAFE (7233)
- National Sexual Assault Hotline, 800/656-HOPE (4673)
- Stalking Resource Center, 202/467-8700
- National Teen Dating Abuse Helpline, 866/331-9474

SKSM Resources:

- Title IX Coordinator: Rev. Dr. Christopher Schelin, 510-549-4729, cschelin@sksm.edu

SKSM does not maintain an on-campus counseling center. Services available in the area, include:

Other Local Resources:

- The Interfaith Counseling Center of the Bay Area – Trained and licensed therapists and counselors are available. 2345 Channing Way, Berkeley, CA 94709 <http://interfaithcc.org/> 510/225-5595
- The California Counseling Institute 1562 Oakview Avenue, Kensington, CA 94707. <http://www.californiacounseling.org/> 415/752-1702
- City of Berkeley Adult Clinic, 2640 Martin Luther King Jr. Way 510/981-5290.
- Men Overcoming Violence, 1385 Mission Street, Suite 300, San Francisco 415/626-6704.
- Domestic Violence Resource Guide for Alameda County
<http://icwclaw.org/wp-content/uploads/2011/02/Alameda-County-Family-Violence-Resources.pdf>
- San Francisco Violence Prevention Directory
<https://www.cdph.ca.gov/HealthInfo/injviosa/ Documents/San%20Francisco.pdf>

Policy on Student Harassment and Bullying

Starr King seeks to create and maintain an academic environment in which all members of the community are free from harassment and bullying based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender

identity and gender expression), national origin or ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, veteran or military status or any other basis protected by federal, state or local law, ordinance, or regulation. Starr King School for the Ministry espouses values that infuse the academic and residential life of its campus. Expressed attitudes of condescension, hostility, role stereotyping, and social or sexual innuendo weakens the health of the community. Furthermore, harassment compromises the integrity of our progressive theological seminary education because it makes the learning and working environment hostile, intimidating and offensive; it destroys opportunities for students to develop a strong, positive self-concept and the sense of self-confidence which is essential to living out our progressive religious and spiritual values. In addition, persons who harass others compromise their own integrity and credibility. Consequently, no form of harassment will be tolerated at Starr King School for the Ministry.

Harassment

Harassment refers to unwelcome behavior that is offensive, fails to respect the rights of others, and interferes with work, learning, living or campus environment.

Harassment includes intimidation, invasion of privacy, or any threat to the well-being of a person or a group which is communicated verbally, in writing, or through contact by telephone, computer, a third party, or by any other means of communication.

Forms of harassment include, but are not limited to:

- a. Verbal: Conduct such as suggestive comments, derogatory slurs, off-color jokes, threats, suggestive or insulting sounds, etc. Verbal harassment also entails using the telephone to harass others. This includes; but is not limited to, unwanted phone calls, hang-ups, unwanted voice messages, obscene phone calls.
- b. Non-Verbal/Visual/Electronic/Written: Conduct such as derogatory or inappropriate posters, pictures, cartoons, faxes, emails, text or instant messages, postings on social media sites or other applications, or drawings, suggestive objects or pictures, graphic commentaries, leering, obscene gestures.

- c. Physical: Conduct such as unwanted physical contact including touching, interference with an individual's normal work or movement, and assault.
- d. Retaliation: It is a violation of University policy to retaliate against anyone for exercising the right to make a complaint. This includes attempts or threats of retaliation, or efforts to impede an investigation. Retaliation is a violation of this policy whether or not the underlying claim of harassment, discrimination, sexual harassment or sexual misconduct is proven.

Hazing

All groups, organizations, or individuals associated with Starr King are forbidden to partake in any form of hazing as defined in Article 5, Sections 32050, and 32051 of the California Education Code.

Section 32050, California Education Code

- "Hazing is any method of pre-initiation into a student or any pastime or amusement engaged in with respect to such an organization which causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace result in physical or mental harm to any student or other person attending college, or any other educational institution in this state, but the term hazing does not include customary athletic or other similar contests or competition."
- "No student, and/or other persons in attendance at any public, private, parochial or military school, college or other educational institution, shall conspire to engage in hazing, participate in hazing, or commit any act that injures, degrades, or disgraces, or tends to injure, degrade or disgrace fellow student and person attending the institution. The violation of this section is a felony punishable by a fine of no less than \$500, nor more than \$5,000 and imprisonment in the county jail for no more than one year, or both."

Intent and Spirit of Hazing Policy

Starr King School for the Ministry shall interpret the word "hazing" to mean any intentional action taken or situation created, whether on or off campus, to produce mental or physical discomfort, embarrassment, harassment or ridicule. Such activities

may include, but are not limited to, the use of alcohol, paddling in any form, creation of excessive fatigue, physical or psychological shocks, or any other such activities engaged by the organization inside or outside the confines of the campus, the public wearing of apparel which is conspicuous and not normally in good taste, engaging in public stunts, morally degrading or humiliating games activities, or any other activities not consistent with national, organizational or local policies, or the regulations of the school.

Enforcement

The enforcement of the Starr King policy on Hazing shall be the responsibility of the Executive Team. They shall inform all students and employees of this policy and maintain the organization's strict adherence to this policy. Failure to do so will result in disciplinary action.

Any violation of the school Policy on Hazing should be reported to the Acting Dean of Students and Community Life.

Policy on Firearms, Weapons, Pyrotechnics, & Explosive Devices

The use or possession of firearms, including but not limited to BB guns, paintball guns, air soft guns, pellet guns, ammunition and/ or weapons, including knives, is prohibited on the Starr King campus. Knives specifically prohibited include but are not limited to knives larger than 5 inches, switchblades, butterfly knives, swords, hunting knives, etc. Kitchen knives and/ or small pocket knives are permitted; however, a weapon is defined by the school as any object used to threaten or cause bodily harm to an individual. Any object can become a weapon, if used to harm or threaten harm to an individual. If an item is deemed a weapon by the school, it will be confiscated and/ or destroyed.

The use and/ or possession of firecrackers, fireworks, sparklers, and/ or other explosive devices are not permitted on campus or in the city of Berkeley. All items will be confiscated and/ or destroyed.

Policy on Drug-Free Campus and Workplace

The Graduate Theological Union and its member schools (including Starr King) require

that their campuses be drug free. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance while at SKSM is prohibited. Abuse of alcohol (including underage drinking) on SKSM premises is also not allowed. Violation of this policy will be considered cause for termination from employment or from a student's program of study.

SKSM is required to impose sanctions, up to and including the dismissal, of any employee engaged in the abuse of alcohol or the unlawful possession, use, or distribution of illicit drugs while on SKSM or member school premises. Any employee involved in such illegal activity is subject to legal sanctions under local, State, and Federal law. Information regarding specific penalties is available at SKSM Business Office. In addition, an employee convicted of any criminal drug statute for a violation occurring in the workplace is required to notify the Director of Finance, of such a conviction no later than five days from the date of the conviction.

SKSM and its member schools comply with California State law, which prohibits possession or use of alcohol by or sale of alcohol to, anyone less than twenty-one years of age. Abuse of alcohol on SKSM campus is prohibited.

Drug and Alcohol Resources

Several drug and alcohol counseling, treatment, and rehabilitation programs are available to SKSM faculty, students and employees. Local harm reduction resources are also available.

Merritt Peralta Institute's (MPI) Chemical Dependency Department may be reached at (510) 869-8850 for help in dealing with a drug or alcohol dependency problem. The initial consultation is free and includes an assessment of the problem and the recommendation of a treatment plan.

A local Alcoholics Anonymous may be reached at (510) 839-8900. National Alcoholics Anonymous listings for each state can be found at:

http://www.aa.org/pages/en_US/find-aa-resources

Local Narcotics Anonymous program may be reached at (510) 444-4673. National Narcotics Anonymous listings for each state can be found at:

Those interested in local Harm Reduction programs can call The Center for Harm Reduction in Oakland at (415) 863 4282 or <http://harmreductiontherapy.org/helping-harm-reduction-therapy/>

Medication-assisted treatment, including methadone or buprenorphine, is available at several sites locally. For more information contact HAART in Oakland at 510.875.2300 or <http://www.haartoakland.org>,

Berkeley NEED is a local syringe exchange program. They offer harm reduction supplies such as sterile syringes and naloxone (also known as Narcan) a medication that can reverse an opiate overdose. You can learn more at www.berkeleyneed.org.

National harm reduction resources can be found at:
<http://harmreduction.org/connect-locally/>

RETURN OF TITLE IV FUNDS (RST4)

Federal regulations require a school to have a written tuition and fees refund policy and a Return of Title IV (Federal Aid) Funds policy to be applied to students who withdraw during the term for which federal aid has been received. This policy addresses how Title IV funds are handled if the recipient of those funds completely terminates enrollment (i.e., cancels his/her registration, withdraws, or is dismissed) or stops attending classes prior to the end of a term.

When a student terminates enrollment after beginning attendance, that student may no longer be eligible for the full amount of Title IV funds that he or she was originally scheduled to receive. In this case, the amount of Title IV loan assistance earned by the student must be determined. If the student does not complete more than 60% of the enrollment period and the amount of Title IV aid disbursed to the student is determined to be greater than the amount the student earned, the unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she may receive a Post-withdrawal disbursement. After the 60% point in the period of enrollment, a student

has earned 100% of the Title IV funds he or she was scheduled to receive during the period and a return is not required.

The Return of Title IV funds calculation is completed by the Financial Aid Office in accordance with the federal regulations set forth in the Higher Education Act of 1965 and the Return worksheet provided by the Department of Education. To determine the amount of earned and unearned aid, the Financial Aid Office will calculate the percentage of the enrollment period the student completed. If any amount of aid is determined to be unearned, institutional charges are used to determine the portion of the unearned Title IV aid that the school is responsible for returning. The Financial Aid Office will include all appropriate SKSM fees in the Return calculation. The institutional charges used in the calculation usually are the charges that were initially assessed for the entire period of enrollment. Initial charges may only be adjusted by those changes the Finance Office made prior to the student's withdrawal (for example, for a change in enrollment status unrelated to the withdrawal).

Once the Financial Aid Office determines the amount of unearned aid that the school is responsible for returning, the student and the Finance Office will be notified. The e-mail and/or written letter to the student will specify the amount of aid that must be returned to the Title IV loan program by the school and the amount that must be repaid by the seminarian in accordance with the terms outlined on his or her federal Master Promissory Note. If the school's portion of the funds to be returned creates a balance due on the student's account, the student will be billed for the amount due.

This policy is based on 34 CFR, Section 668.22 of Title IV of the Higher Education Act of 1965, as amended. Further details are available at the GTU Consortial Financial Aid Office. For further information, please contact the Financial Aid Office at (510) 859-4611 or at financialaid@sksm.edu.

TUITION & FEES

Student Body Fee:

\$20.00 per semester

SKSM fee per credit:

For the 2019-20 Academic Year, SKSM tuition is \$775 per credit (starting Summer 2019).

This fee applies to the following students:

Master of Divinity

M.Div. requires the completion of 90 credits.

Master of Arts in Social Change

MASC requires the completion of 48 credits.

Certificates (UU Studies or Multireligious Studies)

Starr King's certificate programs are open to Special Students and to Degree Students. The certificate programs require the completion of 18 credits.

Special Students

Special Students (i.e. students who are not currently matriculated in an SKSM degree program) may register through Starr King to take a Starr King course (residential, intensive, immersion, or online).

Common M.A. Degree fee per credit:

Full-time Common M.A. students entering Fall 2019 tuition is \$780 per credit.

Continuing M.A. students will pay \$4,665 for Fall and Spring semesters. Students taking more than 12 credits per semester will be charged at the per credit rate.

The Common M.A. is a joint Starr King and Graduate Theological Union degree. Common M.A. tuition is set annually by the GTU.

For complete details on Common M.A. tuition and fees, please visit the GTU website: <http://gtu.edu/admissions/tuition-financial-aid>.

Total degree Tuition must be paid in full 30 days prior to graduation.

Tuition Transition Summer Cash Flow Challenge Personalized Payment Plan

Please register for your Summer Intensives as planned.

Continuing M.Div. and MASC students lacking access to Federal Student Loans until Fall 2019 and who have difficulty paying the fee per credit for 2019 Summer Semester classes may set up a *Personalized Payment Plan* with SKSM and delay transferring to the fee per credit tuition system until January 2020.

Your *Personalized Payment Plan* will bill you in the fall for the first half of the year, covering your summer and fall 2018 term tuition. Please contact Owais Qureshi at oqureshi@sksm.edu by June 20 to set up your Personalized Payment Plan. Institutional Scholarships can also be used for Summer Intensives & Symposium.

Billing

Once a student registers for their course(s), they will be invoiced for the number of units to be acquired from the course(s). After completing your registration for any given semester, you will be able to pay for your courses using Student Planning. Tuition must be paid in full by the end of Late Registration or a payment plan must be in place.

Credit Card, Check, Cash, E-Check, and Money Order Payments

- Online through Populi by credit card
- By mailing check or money order (made payable to “Starr King School for the Ministry”) to:
 - Starr King School for the Ministry
 - c/o Student Accounts Manager
 - 2441 Le Conte Avenue

- Berkeley CA 94709-1209
- In person by check, cash, or money order with Owais Qureshi, Student Accounts Manager. No credit cards accepted in person.

Minimum Credits for Student Health Insurance Program (SHIP) and Student Loans

For purposes of *federally-supported* financial aid programs, to receive full-time benefits a student must be enrolled for a minimum of 9 credits each principal term (i.e. Fall, Intersession/Spring, and/or Summer). To receive part-time benefits, a student must be enrolled for a minimum of 6 credits each principal term (i.e. Fall, Intersession/Spring, and Summer). Students who take fewer than 6 credits in a principal term may enter repayment for loans and are not eligible for loans within that semester. Student Health Insurance Plan (SHIP) purchased from Starr King School is not available to anyone taking fewer than 6 credits in a principal term.

SKSM alumni are eligible to take a course as a "Special Student" and to apply one free credit per year (\$775 discount) to the cost of an SKSM course. Access to the course is subject to space availability and instructor approval.

Tuition Refund Policy

If a student withdraws or is dismissed by the faculty from a Starr King degree program during the Fall principal term or the Spring/ Intersession principal term, they may be eligible for a refund of tuition they have paid that term. The Student Accounts Manager will calculate any tuition refund owed to the student based on the withdrawal date as follows:

1. Prior to the end of General Registration: full refund of tuition due for the semester
2. During the 1st week of classes: full refund less withdrawal fee of \$100 per course.
3. During late registration (before 3rd week of classes): 80% of tuition paid that term
4. During 3rd, 4th and 5th week of classes: 50% of tuition paid that term
5. After the 5th week: no refund

Complaint Procedure: "An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The Bureau may be contacted at 2535 Capital Oak Drive Suite 400 – Sacramento, CA 95833 or www.bppe.ca.gov/enforcement/complaint.shtml

Tel: 916.431.6959 – Fax: 916.263.1897

ADMISSIONS INFORMATION

How to Apply to the MDiv and MASC Programs:

- Complete an application online on our website @ www.sksm.edu
- If needed, apply for Financial Aid @ <http://studentaid.ed.gov/sa/fafsa> and Scholarships @ www.sksm.edu as early as possible to determine eligibility and plan your educational program path (School Code: G04080)
- Acceptance notification are usually generated within 3-4 weeks post-submission.
- Summer Intensives start: August 5th Registration begins: April 8th
- Fall classes start: Sept. 3rd Registration: April 8th to Sept 13th

How to Apply to the MA Program:

M.A. students may begin studies at Starr King School in either fall or spring.

Application deadline for fall enrollment: March 1st

Application deadline for spring enrollment: Oct 1st

To apply for the M.A. program, begin by contacting:

admissions@gtu.edu

510/649-2465, 510/649-2460 or 800/826-4488

Usually, if your academic interests best match Starr King's program, the GTU will direct you to our admissions department. Starr King's admissions staff will then confer with you about the fit between your interests and the expertise of the school's faculty.

Application requirements include a B.A. from an accredited college or university, an academic statement of purpose, three academic letters of recommendation, transcripts and Graduate Record Exam (GRE) scores taken no longer than five years ago. To take the Graduate Record Exam, go to www.gre.org. The GTU's institution code is **4336**.

Admission to the M.A. program is by joint approval of the GTU admissions committee and the Starr King M.A. Admissions Committee. Visit <https://www.gtu.edu/admissions/applying/ma-program> for current application fees.

How to Apply to be a Special Student:

The term "Special Student" refers only to individuals who wish to take coursework but who are not currently enrolled and matriculated in a degree program at Starr King or any other GTU school.

Fill out and submit a [SKSM Registration form online](#).

- SKSM Course Registration forms are due to the Registrar and payments are due to the Student Accounts Manager by the last day of the registration period (Sept 13th)
- Send your tuition payments using your credit card, via Populi, or by mailing a check or money order (See [Course Fees](#) for details). Checks or money orders can be made out and addressed to:

Starr King School for the Ministry

Attn: Student Accounts Manager

2441 Le Conte Ave

Berkeley, CA 94709-1209

For more information on Special Students, please click [here](#).

Transferring to SKSM

Starr King welcomes transfer students through our regular application process. Students admitted to Starr King's MDIV or MASC degree, who, within five years prior to their matriculation with Starr King have completed course work in an accredited theological school, or a graduate religious studies program, or who have completed a certified unit of Clinical Pastoral Education may request that credits be transferred *upon their admission to Starr King*. Students may also transfer credit for modules completed at the Chaplaincy Institute in exception to the general policy not to accept coursework from unaccredited institutions. Transfer credits count towards the required number of total credits needed to complete a degree program and the amount of all-inclusive tuition required will be reduced accordingly. Tuition credits will be prorated in accordance with the student's projected graduation date.

Note: The transfer policy for Common M.A. students is found in the M.A. Student Handbook published at www.gtu.edu.

To request a transfer of credits, entering MDIV or MASC students must submit a written request and written documentation (i.e. an official transcript from the other school, or a CPE final evaluation) to the Director of Admissions. *Requests may be submitted any time during the admission process and early submission is encouraged. Requests must be received no later than August 1 or January 1.*

The request will be reviewed and acted upon by the Chair of the Admissions Committee (if the chair is a member of the SKSM core faculty) or the Dean of the Faculty; signed approval of transfer credits will be communicated in writing to the entering student, the SKSM Registrar, the student's Advisor, and the SKSM Student Accounts Manager.

The following criteria will be applied in determining pre-admission transfer credits:

- Transferred course work must be relevant to the degree requirements and learning goals of the MDIV and/or the MASC
- Credit-hour equivalency will be determined by SKSM.
- No course work or CPE work that has been counted in the awarding of a completed degree at another institution will be transferrable.
- Limits on allowable transfer credits will be observed.

Allowable limits on transfer credits:

- For MDIV candidates no more than 30 credits can be transferred.
- For MASC candidates no more than 15 credits can be transferred.
- For joint MDIV/MASC candidates no more than 39 credits can be transferred.

Additional Questions? Please contact our admissions coordinator at admissions@sksm.edu

APPENDICES

APPENDIX I -

SKSM & GTU ACADEMIC AND ADMINISTRATIVE CALENDAR- 2019 - 2020

SUMMER 2019

August 7-9	SKSM Orientation Week
August 5-30	SKSM Intensives
August 19 - 30	General Registration Fall Semester 2019
August 30	All fall Moodle courses must be open
August 30	Petition for Incomplete for Summer 2019 due

FALL SEMESTER, 2019

September 2	Labor Day: Administrative holiday / Library closed
September 3	Instruction begins for Fall Semester 2019
August 31 - 13	Late Registration Fall Semester 2019
September 13	Deadline for students to make changes to enrollment SKIL forms due LOA, Program extension, part-time status change forms due Deadline to submit grades for Summer 2019
September 16	Deadline to Petition to Graduate in December 2019
September 27	Hilda Mason Applications for 2020-2021 due
October 8-9	Yom Kippur (school closed on 9 th)
October 11	CSI Forms due (faculty) Final Grades for removal of incomplete for Summer 2019 due
October 21 - 25	Reading Week
November 1	ITSA deadline for Spring 2019
November 4 - 15	Early Registration for Intersession 2020 & Spring Semester 2020
November 28, 29	Thanksgiving: Academic and Administrative holiday / Library closed
November 29	No changes of enrollment allowed

December 6	SKSM Fall Semester 2019 ends
December 8-13	Study Week
December 13	GTU Fall Semester 2019 ends
December 25	Christmas: Administrative holiday / Library closed
December 25 – January 1	GTU Administrative holiday / Library closed
January 1	New Year's: Administrative holiday / Library closed

INTER-SESSION, 2020

January 3	Deadline to make up an incomplete from Fall 2019
January 3	Deadline to submit grades for Fall 2019
January 8-10	SKSM New Student Orientation
January 11	Symposium?
January 6 – 31	Inter-session 2020 (General Registration prior to first day of the course)
January 20	Martin Luther King, Jr. Day: Academic and Administrative holiday / Library closed
January 31	Petition to submit an incomplete for intersession due
January 31	Deadline to submit grades for removal of incomplete for Fall 2019
January 31	Deadline to Petition to Graduate in Spring 2020 due

SPRING SEMESTER, 2020

January 20– January 31	General Registration for Spring Semester 2020
February 3	Instruction begins for Spring Semester 2020
February 1 –14	Late Registration Spring Semester 2020
February 14	Deadline for students to make changes to enrollment SKIL forms due LOA, Program extension, part-time status change forms due

	Deadline to make up an incomplete from intersession 2020
	Deadline to submit grades for intersession 2020
February 17	Presidents' Day: Academic and Administrative holiday / Library closed
March 6	Deadline to submit grades for intersession incompletes
March 23 – 27	Spring break
April 10	Good Friday: Academic and Administrative holiday / Library closed
April 11-12	Easter: Library closed
April 6	Summer Registration opens
April 6 – 17	General Registration for Fall Semester 2020
April 13	No changes in enrollment
May 8	SKSM Spring Semester 2020 ends
May 14	Commencement
May 22	Deadline to petition for incomplete for Spring 2020
May 25	Memorial Day: Administrative holiday / Library closed
June 5	Deadline to submit grades for Spring 2020
June 12	Deadline to make up an incomplete for Spring 2020
July 3	Deadline to submit grades for removal of an incomplete for Spring 2020
July 4	Independence Day Observed: Administrative holiday / Library closed

APPENDIX II -

Board of Trustees

Charles DuMond, PhD

Rev. Natalie Maxwell Fenimore, Vice Chair

Ted Fetter

Bishop Yvette A. Flunder

Sylvester Johnson, PhD

Linda Laskowski

Rev. James C. Leach

Rev. Allison Miller

Rev. Rosemary Bray McNatt, Ex-Officio Trustee, President

Dr. Gabriella Lettini, Ex-Officio Trustee, Appointed by Faculty

Dianne Daniels, Elected by Students

Meg McGuire, Elected by Students

Rev. Elaine Gehrmann, Appointed by Graduate Association

Staff

Rev. Rosemary Bray McNatt, President

Rev. Dr. Gabriella Lettini, Dean of the Faculty & Chief Academic Officer

Kelley Gibbs, Vice President of Finance & Administration

Jessica Cloud, Vice President of Advancement

Rain Jordan, Vice President of Admissions and Recruitment

Rev. Dr. Christopher Schelin, Dean of Students & Director of Contextual Education

Teresa Joye, Executive Assistant to the President

Katie Mahaney, Registrar

Kim Moebious,

Dr. Hugo Córdova Quero, Director of Online Education

Rev. Lindi Ramsden, Director of Partnerships and Emerging Programs

Fred Williamson, Facilities Coordinator

Owais Qureshi, Student Accounts Manager & Finance and Advancement Assistant

Xander Huffman, Annual Giving Coordinator & Communications Coordinator

Matthew Waterman, Admissions Coordinator

Core Faculty

Rev. Rosemary Bray McNatt, Professor of Unitarian Universalist Ministry & Heritage

Rev. Dr. Gabriella Lettini, Aurelia Reinhart Professor of Theological Ethics and

Director of Studies in Public Ministry

Rev. Sofia Betancourt, Assistant Professor of Unitarian Universalist Theologies & Ethics

Rev. Dr. Christopher Schelin, Dean of Students and Director of Contextual Education

Assistant Professor of Practical and Political Theologies

Faculty

J. Tyson Casey, Visiting Assistant Professor of Leadership & Movements

Rev. Dr. Hugo Córdova Quero, Visiting Associate Professor of Critical Theories and Queer Theologies

Megan Dowdell, Visiting Assistant Professor of Ethics & Society

Rev. Michelle Favreault, Assistant Professor of Liberal Religious Education & Liturgy

Rev. Christine Fry, Visiting Assistant Professor of Spiritual Practice & Care

Rev. Dr. Devorah Greenstein, Associate Professor of Religion & Psychology

Rev. Tera Klein, Visiting Assistant Professor of the Practice of Congregational Life

Rev. Chris Long, Visiting Assistant Professor of the Practice of Ministry & Students of Color Convener

Rev. Lindi Ramsden, Director of Partnerships and Emerging Programs, Visiting Assistant Professor of Faith & Public Life

Rev. Dr. Meg Richardson, Assistant Professor of Unitarian Universalist History

Betty-Jeanne Rueters-Ward, Visiting Assistant Professor of Transformative Leadership

Rev. Dr. Sheri Prud'homme, Assistant Professor of Religion and Education

Taya Shere, Visiting Assistant Professor of Organic Multireligious Ritual

Dr. Ashely L. Bacchi, Visiting Assistant Professor of Jewish History & Ancient Mediterranean Religions

Adjunct Faculty

Shannon Frediani

Rev. Lauren Van Hamm

Rev. Dr. John Mabry

Hilda Mason Teaching Fellows

Dragon Little

Meg McGuire

Newhall Fellow

Jennifer Fernandez

APPENDIX IV - ACCREDITATION

Official Statement of Accreditation by the Commission on Accrediting of the Association of Theological Schools

Starr King School for the Ministry is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved:

- MDiv, MA in Social Change
- Approved for a Comprehensive Distance Education Program

The Commission contact information is:

The Commission on Accrediting of the Association
of Theological Schools in the United States and Canada
10 Summit Park Drive
Pittsburgh, PA 15275 USA

Telephone: 412-788-6505

Fax: 412-788-6510

Website: www.ats.edu



Targeted Issues Checklist for Schools and Evaluation Committees

SCHOOL NAME: STARR KING SCHOOL FOR THE MINISTRY

VISIT DATES: September 23-26, 2019

Chapter Five of the *Self-Study Handbook* describes various types of text found in the standards, including the following statement (p. 4):

[Another type] consists of mandatory requirements that reflect regulatory or ethical expectations . . . [They reflect] regulatory requirements of authorities outside the member schools, such as governmental agencies, or normative ethical guidelines that are true for any organization related to the Christian or Jewish traditions, like being honest and treating persons fairly . . . [These] requirements usually require a single, discrete institutional behavior or policy . . . This type of text leads to a simple evaluative task: determining whether the school does or does not [meet] the requirement. The Standards [and Procedures] have relatively few of these mandatory requirements. In self-studies, schools should audit their institutional policies and behaviors to affirm their compliance. In accreditation evaluations, committees should confirm the school's compliance.

This checklist assists evaluation committees in confirming that a school meets these various requirements ("targeted issues"). This checklist is not a substitute for addressing these issues in the self-study report or in the committee's narrative report of the evaluation visit, but serves as assurance that the school and the committee have addressed specific issues that are required by the Board of Commissioners or entities that certify accreditation by the Commission on Accrediting.

These targeted issues are listed below in two parts: Part 1 describes issues (from both Standards and Procedures) for which all schools are held accountable, and Part 2 describes issues for which only schools participating in Title IV programs (for USDE federal financial aid) are held accountable. Please note that one other key issue, Standard 1, section 1.2.2.2, on "ongoing evaluation procedures for educational effectiveness," is covered by a separate document titled "Checklist for Effective Assessment."

This Targeted Issues Checklist has two sections for each item: one for schools to complete and one for evaluation committees to complete. Schools must address items on this checklist in four ways: (1) by inserting the requested information for each item, (2) by placing copies of the requested materials in the document room in a "Targeted Issues File" organized by each numbered item below, (3) by appending a completed copy of this checklist to the self-study report, and (4) by providing the evaluation committee a separate electronic file of the completed checklist at the beginning of the evaluation visit. The committee will then complete its part of the school's completed checklist and attach it to the committee report.

Part 1. Requirements for All ATS Accredited Schools

Commission on Accrediting Standards
<p>2.2 With regard to state, provincial, and federal authorities, schools shall conduct their operations in compliance with all applicable laws and regulations.</p> <p><i>The school must provide a copy of all necessary legal documents verifying that the school has appropriate authority to operate its main campus and any extension sites. If the school enrolls any out-of-state online students, it must document how it determines whether those students trigger any state regulations and, if so, how those regulations are met. Please list here where these legal and other documents may be found (e.g., a copy of the school charter is in TIC File 2.2 in Document Room or found online at ...).</i></p>
<p>SCHOOL RESPONSE</p> <p>Starr King is compliant with all local, state, and federal regulations concerning its operations, with one exception. By way of example, the school provides annual reporting of crime statistics as required by the Clery Act. Additionally, as mandated by California law, all entering students and newly-hired faculty and staff complete sexual harassment and assault prevention training. Employees renew this training at two-year intervals. At the outset of the 2018-19 academic year, SKSM inaugurated a new online training program created by EverFi, an educational technology solutions company. The one compliance exception is our State Authorization for Online and Distance Education. We are not authorized to teach in each of the individual states where SKSM has students. One comment is appropriate regarding State Authorization for Online and Distance Education. Our attorney has given us this statement: "California is the only state that declines to allow its schools to take advantage of SARA, the State Authorization Reciprocity Agreement, that would allow us to use one authorization process for all other states. SKSM attorney Michael Vartain has advised SKSM that in recent months the federal government issued a delay until at least July 1, 2020 on the requirement that institutions of higher education obtain approvals from each state in which it has any distance education students. Thus, there is presently no federal requirement that we obtain any state approvals for online distance education students. One may come into effect on July 1, 2020 and if so, we will comply; if not, we will not need to do so. (Vartain's email included with our Targeted Issues Checklist)</p>
<p>COMMITTEE RESPONSE</p> <p>The committee has reviewed the evidence and determined that the school</p> <ul style="list-style-type: none"> <input type="checkbox"/> meets this requirement with no further comment or action needed. <input type="checkbox"/> meets this requirement and a comment appears in the committee report. <input type="checkbox"/> does not meet this requirement, so a recommendation appears in the committee report.

2.3 The school shall ensure that **all published materials**, electronic and print, including catalogs, academic calendars, and promotional literature, **accurately represent the institution** to its various constituencies and publics, including students and prospective students. All charges and fees, including refund policies, should be fully disclosed. Schools should exercise care in advertising to portray the institution fairly and honestly to the public. Wherever appropriate, published institutional documents shall employ gender-inclusive language. *The school must provide a copy of or reference to the document(s) that list the school's charges and its refund policy, as well as provide representative samples of published materials listed above. Please list here where these published materials may be found (e.g., TIC File 2.3 or online at ...).*

SCHOOL RESPONSE

Starr King's tuition, fees and refund policies can be found in the academic catalog here: (<https://www.sksm.edu/academics/academic-catalog/>), in the student handbook (<https://www.sksm.edu/wp-content/uploads/2019/02/SKSM-Student-Handbook-2018-2019-Spring-rev..pdf>), and online at (<https://www.sksm.edu/admissions/tuition-fees/>).

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

2.9 Member schools shall **make public a statement of their policy on transfer credits** earned at other institutions of higher education, including the criteria used for their decisions. *The school must provide a copy of or reference to its transfer policy, listing where the policy is found (be specific). Evaluation committees must also interview recruitment/registrar staff and sample transcripts.*

SCHOOL RESPONSE

Starr King's public statement and policy on transfer credits can be found in the academic catalog (<https://www.sksm.edu/academics/academic-catalog/>) and on the admissions section of the website (<https://www.sksm.edu/admissions/transfer-policies/>)
This policy can also be found in the Student Handbook (page 79-81): (<https://www.sksm.edu/wp-content/uploads/2019/02/SKSM-Student-Handbook-2018-2019-Spring-rev..pdf>)

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

6.3.1 Policies regarding **students' rights and responsibilities**, as well as the institution's code of discipline, shall be clearly identified and published.

The school must provide a copy of or reference to all published policies regarding students' rights and responsibilities, including its student handbook. Please list here where those may be found.

SCHOOL RESPONSE

Policies regarding students' rights and responsibilities can be found in the academic catalog (<https://www.sksm.edu/academics/academic-catalog/>), in the student handbook (<https://www.sksm.edu/resources/student-handbook/>), and on the policy and compliance section of the website (<https://www.sksm.edu/academics/policy-statements/>)

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

6.3.4 Schools shall **maintain adequate student records** regarding admission materials, course work attempted and completed, and in other areas as determined by the school's policy. Appropriate backup files should be maintained and updated on a regular basis. The institution shall ensure the security of files from physical destruction or loss and from unauthorized access.

The school must describe how it maintains and protects student records. The evaluation committee must investigate that student records are adequately maintained and appropriately protected.

SCHOOL RESPONSE

Student records are retained in two ways: paper files, and digital files. The paper files are consistent across graduating classes going back to at least 2009, which is the last year of student files stored in the Registrar's physical office. Graduates prior to 2009 have files stored in our basement/stacks. The paper student files in the Registrar's office are stored in filing cabinets that are fireproof and require a key to unlock. These cabinets are kept locked unless they are being directly used. Students and faculty can schedule a time to meet with the Registrar and review files. In this case, students can only access their own, personal files. The files contain the student's application packet, course evaluations, any relevant Registrar forms (such as changes of enrollment or leave of absence or withdrawal), and a copy of their transcripts from other institutions as well as SKSM (up to 2018).

The digital files are stored on Populi, which is SKSM's Student Information System (SIS). The student Activity Feed's store all the same files as the paper files, but in digital formats. These files go back to Winter/Spring 2018, when the school migrated files from Colleague to Populi. Backup transcripts from Colleague are stored in the Registrar's office and cover all students in that system (up to March 2018). These paper files serve as a resource for reconciliation of student files if there is a discrepancy with transcripts in Populi. Populi has various permission sets, so that Students cannot see other students records, and their own records are limited in access. Faculty advisors have minimal access to their advisee records through Populi. Academic Administrators can access files stored on a student's Activity Feed in Populi. The Registrar has the most access to the digital files and manages Populi permissions for other roles within the school.

Both digital and paper records are updated regularly. At the end of each semester, files are uploaded and added to the student records, primarily with student evaluations/grades. Additional files are added as they arrive in the Registrar's inbox and have been confirmed by the Registrar as completed.

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

6.3.5 Institutions shall demonstrate that **program requirements, tuition, and fees are appropriate** for the degree programs they offer.

The school must list below and provide a copy of or reference to degree program requirements and published tuition and fees. The committee must confirm this through interviews and document reviews.

SCHOOL RESPONSE

Program requirements, tuition and fees are documented in the academic catalog (<https://www.sksm.edu/academics/academic-catalog/>).

In addition, the website also contains the following information:

Tuition & Fees: <https://www.sksm.edu/admissions/tuition-fees/>

Program Requirements: <https://www.sksm.edu/resources/student-handbook/understanding-starr-king/program-requirements/>.

This information can also be found in the Student Handbook, pages 51-60 :

<https://www.sksm.edu/wp-content/uploads/2019/02/SKSM-Student-Handbook-2018-2019-Spring-rev..pdf>

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

6.3.6 Institutions shall publish all requirements for degree programs, including courses, non-credit requirements, and grading and other academic policies.
The school must document where it provides its degree program requirements and other policies listed here.

SCHOOL RESPONSE

Program Requirements, grading and other academic policies can be found in the following places:

Academic Catalog: <https://www.sksm.edu/academics/academic-catalog/>

On the website here: <https://www.sksm.edu/resources/student-handbook/understanding-starr-king/program-requirements/>.

The Student Handbook, pages 51-60: <https://www.sksm.edu/wp-content/uploads/2019/02/SKSM-Student-Handbook-2018-2019-Spring-rev..pdf>

Statement on Academic Integrity can be found on the website: <https://www.sksm.edu/academics/policy-statements/14632-2/>. In addition, the statement on Academic Integrity can also be found in the Student Handbook, pages 42-44 (<https://www.sksm.edu/wp-content/uploads/2019/02/SKSM-Student-Handbook-2018-2019-Spring-rev..pdf>)

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

6.3.8 The institution shall have a **process for responding to complaints raised by students** in areas related to the accrediting standards of the Commission and schools shall **maintain a record** of such formal student complaints for review by the Board.

The school must document its complaint process, provide copies of any written complaints, and share its response(s).

SCHOOL RESPONSE

Starr King School for the Ministry has two formal complaint processes for students pertaining to ATS standards.

The first is the Academic or Personal Dispute Policy, which stipulates the process by which a student may submit a complaint concerning a Starr King faculty member. This policy is found on pp. 141-142 of the Student Handbook [and in the Academic Catalog?].

The second is the process for submitting a sexual misconduct complaint, which is detailed in the Policy for Protection from Sexual Misconduct. Reporting and investigation procedures are described on pp. 124-132 of the Student Handbook. The sexual misconduct policy is also available on the school website at <https://www.sksm.edu/academics/policy-statements/sexual-misconduct-policy/>.

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

ES 6.4.4 The institution shall, on a regular basis, **make available to the public a summary evaluation of the educational effectiveness of its approved degree programs**. The school shall determine the frequency and manner of this information.

The school must provide a link to and copy of its published educational effectiveness statement, which should include evidence of effectiveness for each degree program, such as completion and placement rates and/or other appropriate measures (see section 1.4.2 of each Degree Program Standard).

SCHOOL RESPONSE

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COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

ATS Commission Policies and Procedures (applicable to *all* schools)

VII.A.4 In preparation for an evaluation visit, a **school shall advertise to its constituencies at least 60 days prior to the visit that it is receiving an evaluation committee and invite comments** in writing to the school and/or to the Commission concerning the institution's qualifications for accreditation. These comments will be available to the evaluation committee. The evaluation committee may also include an open hearing scheduled during the course of the visit.
The school must document how it advertised this evaluation visit, along with any formal comments received.

SCHOOL RESPONSE

The following email was sent to Starr King This Week email list on June 14. This list contains faculty, students, staff, trustees, and supporters of the school.

"Dear Community,

We want to update you on the status of the Association of Theological Schools (ATS) report. The ATS evaluation committee will be visiting the school September 23-26, 2019.

As part of the process we are inviting comments in writing concerning SKSM's qualifications for accreditation. These comments will be made available to the evaluation committee. If you have comments please submit them to ats-selfstudy@sksm.edu.

Thank you,

Starr King"

The following message was posted on SKSM main Facebook public page, as well as in Starr King Today (for current faculty, staff and students):

"The Association of Theological Schools (ATS) evaluation committee will be visiting us on September 23-26, 2019.

As part of the process we are inviting comments in writing concerning SKSM's qualifications for accreditation. These comments will be made available to the evaluation committee. If you have comments please submit them to ats-selfstudy@sksm.edu."

The message above will also be posted on the SKSM website with the uploading of the final version of the Self Study. Reminders will be sent/posted in late August and early September.

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

X.A.2 Accredited members shall **disclose . . . in their printed and/or electronic bulletin, calendar, or catalog the status of their accreditation** (using language from COA [Procedures](#) X.A.2).

The school must provide a copy of and reference to how it discloses its accredited status.

SCHOOL RESPONSE

Starr King's ATS Accreditation status is documented on the website here:

<https://www.sksm.edu/academics/policy-statements/ats/>

It is also listed in Starr King's Academic Catalog (<https://www.sksm.edu/academics/academic-catalog/>)

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

VI.D.4 Schools conducting distance education must have a process by which the institution establishes by use of secure login and pass code . . . or other means that are effective in **verifying student identity and protecting student privacy** . . . In addition, the school **must notify students of any projected additional student charges** associated with [this requirement at] registration.

The school must document its policies and practices regarding student identification, privacy, and fees.

SCHOOL RESPONSE

Moodle and the other online learning tools require username and password authentication, which is assigned along with their e-mail and student information system credentials; all these online systems use secure connections. Students are currently required to use their school-assigned e-mail addresses for all communication that happens outside Moodle.

Written assignments given in online courses are scaffolded in such a way as to make it difficult for students to "purchase" completed written work from others. The use of VoiceThread, where the instructor can actually see the student, will also assist in confirming a student's identity.

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ does not conduct distance education.
- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

Part 2. Requirements Only for Schools Participating in Title IV Programs

2.7 Institutions participating in US federal student financial assistance programs shall comply with prevailing governmental guidelines regulating these programs. **Default rates on student loans** above the federal threshold, or failure to comply with federal guidelines, is cause for review of an institution's overall conformity to the Standards of Accreditation of the Commission. Schools shall demonstrate that they have **resolved effectively all areas of deficiency identified** in audits, program reviews, and any other information provided by the [USDE] to the Commission.

The school must document its response to each of the following questions as instructed below.

1. Does the school list the ATS Commission as its recognized accreditor for Title IV funds?
YES
2. What is the school's most recent cohort default rate for student federal loans? 4%
Please place in the Documents Room a copy of the school's most recent official cohort default rate letter from the USDE.
3. Does the school have a clean audit (Circular A-133) for federal financial aid? YES
If NO, school must provide explanation here, including what steps it has taken.
4. Has the USDE required the school to submit a Financial Responsibility letter since the last comprehensive evaluation? NO
If YES, the school must provide an explanation here, including its current status.
5. Does the school have an appropriate Satisfactory Academic Progress policy? YES
SAP Policy can be found in the academic catalog (<https://www.sksm.edu/academics/academic-catalog/>) and in the student handbook, page 62-65 (<https://www.sksm.edu/resources/student-handbook/>)
6. How does the school verify student participation in instruction (i.e., what prevents students from receiving financial aid for classes they enrolled in but never attended)?
FA Solutions monitor student enrollment and academic status. There is a minimum unit requirement to be eligible for the aid.
7. Does the school have an appropriate policy and practice for awarding credit that aligns with commonly accepted practices and with the federal definition of a credit hour? (See page 5 of [USDE Guidance Regarding a Credit Hour](#).) The evaluation committee will review random samples of various course syllabi (in different programs and in different delivery methods) to ensure that the school's practices conform to its policies.
In the fall of 2017, a faculty task force reviewed and evaluated our courses in light of Department of Education guidelines for appropriate workload for credit hours; faculty are invited to meet DOE expectations, with the understanding that different courses will do so through a different combination of activities and requirements.

8. Please indicate below where the evaluation committee can find the most recent copy of the school's Campus Security (Clery) Report.
The Clery report can be found saved in our Sharepoint folders. A paper copy will be provided in the documents room.
9. Does the school offer at least 25 percent of any educational program through contractual or consortial arrangement(s) with one or more entities not certified to participate in the Title IV programs? If yes, please list the entity(ies) involved, and explain the nature and extent of the contractual or consortial arrangement(s).
No

COMMITTEE RESPONSE TO ALL ITEMS IN 2.7

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
☐ meets this requirement and a comment appears in the committee report.
☐ does **not** meet this requirement, so a recommendation appears in the committee report.

6.4.1 Senior administrators and financial aid officers shall review **student educational debt** and develop institutional strategies regarding students' borrowing for theological education. (NOTE: Section 6.4.2 of Standard 6 addresses schools' provision of financial counseling to students; that may also be reviewed during the evaluation, though it is only a "should" statement.)

The school must document its process for reviewing student debt and cite here where that may be found. The committee must review this evidence, as well as interview appropriate staff and students, to determine if the school has appropriate strategies to keep student educational debt loads reasonable.

SCHOOL RESPONSE

All students are required to undergo entrance counseling on loan debt and borrowing. The online Financial Aid Portal operated by our service vendor, FA Solutions, requires students to acknowledge loan conditions and available resources before accepting a loan. Students may lower the total award via the Portal. Students receive exit counseling upon withdrawal from the program or during their last semester of registration.

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
☐ meets this requirement and a comment appears in the committee report.
☐ does **not** meet this requirement, so a recommendation appears in the committee report.

MEMO FROM COUNSEL RE. STATE AUTHORIZATION FOR ONLINE AND DISTANCE EDUCATION

From: Mike Vartain <Mike@vartainlaw.com>
Date: Tuesday, May 21, 2019 at 3:44 PM
To: "Lettini, Gabriella" <glettini@sksm.edu>
Cc: "Bray McNatt, Rosemary" <rbraymcnatt@sksm.edu>
Subject: ATS Compliance with Laws and Regulations question

Attorney client

Gabriella,

I recommend you change the section on other states to read as follows:

“One comment is appropriate regarding State Authorization for Online and Distance Education. California is the only state that declines to allow its schools to take advantage of SARA, the State Authorization Reciprocity Agreement, that would allow us to use one authorization process for all other states.

SKSM attorney Mike Vartain has advised SKSM that in recent months, the federal government issued a delay until at least July 1, 2020, of the requirement that institutions of higher education obtain approvals from each state in which it has any distance education students.

Thus, there is presently no federal requirement that we obtain any state approvals for online distance education students. One may come into effect on July 1, 2020 and if so, we will comply; if not, we will not need to do so.”

Michael J. Vartain, Esq.
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