

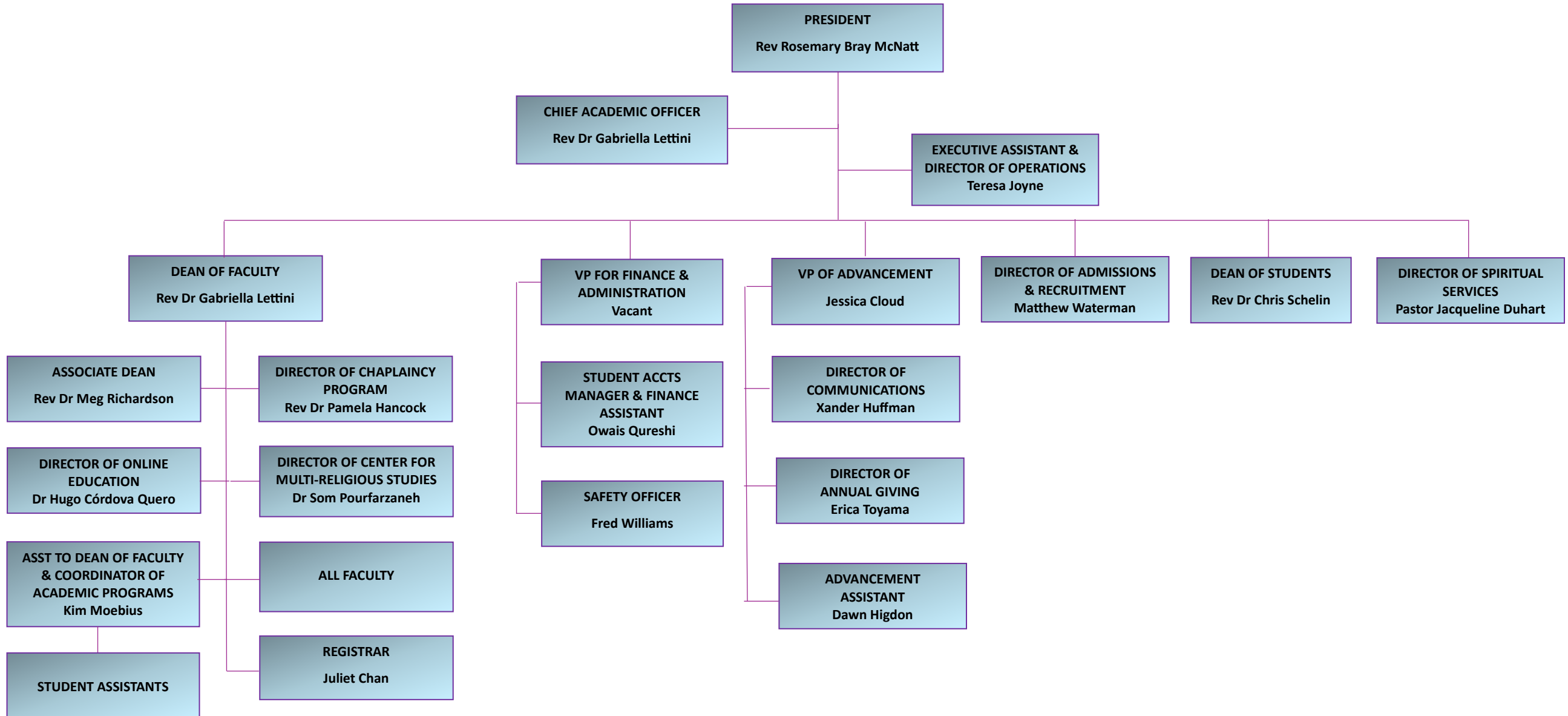


## SELF-STUDY REPORT

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**2024 ORGANIZATION CHART**





## **Report on Starr King's Five-Year Roadmap Framework**

*Prepared by Katie Garcia, Athene Strategies  
September 2, 2022*

# Executive Summary

In 2021, the Starr King School for the Ministry began the process of (re)imagining where the school can be in five years. This process, stretching over more than a year, centered on the school's goal of becoming the hub for counter-oppressive theological education in the next five years.

The process began in the Summer and Fall of 2021, with core groups within the school participating in visioning sessions to reflect on what it means to be the hub for counter-oppressive theological education and what it would take to achieve that goal. In the Winter and Spring of 2022, the ideas generated from those visioning sessions were reviewed and refined by several members of the staff, faculty, and board to prioritize and clarify the possible pathways Starr King can take to reach that desired destination.

Based on that collective visioning and prioritization, in April 2022 a draft roadmap framework was presented to the board, which detailed both our desired destination and a compass direction to reach that desired destination. This compass direction was the draft roadmap framework, in which each fiscal year focused on a framing idea and guiding questions to help the school make decisions on which paths to pursue to become the hub for counter-oppressive education in five years.

This report offers a finalized version of that roadmap framework, as well as next steps for how to operationalize this framework going forward.

The report summarizes both our desired destination and the finalized roadmap framework, or compass direction to help us reach our desired destination. The report then outlines proposed benchmarks for our current fiscal year, based on the framing idea and guiding questions for FY23 and the current needs, opportunities, and priorities of the school. The report concludes with a proposed process for the school to adopt to continually assess our progress towards reaching our desired destination and to establish new benchmarks for each subsequent fiscal year.

# Becoming the Hub: Understanding Our Desired Destination

The starting point for Starr King's (re)imagining process centered on the school's goal to become the hub for counter-oppressive theological education in five years.

As a result of our visioning sessions with Starr King staff, faculty, students, and board members, we now have a clear understanding of the desired destination we seek to reach and a way of defining what being the hub for counter-oppressive theological education means for us.

As the hub for counter-oppressive theological education, Starr King will be a recognized authority on educating to counter oppressions, standing at the intersection of academic scholarship and practice. We will be a driver of justice conversations, a thought leader in theological education and religious leadership, a sought-out resource by established practitioners and by seekers of change, and one of the best schools for religious and lay leaders to learn how to engage in sacred social change work.

Our expansive and diverse educational opportunities, including and beyond our degree programs, will offer multiple pathways for religious leadership and careers in sacred social change. Our curriculum, centered around educating to counter oppressions and create just and sustainable communities, will enable our students to become the leaders our world needs and will model how to do theological education in the 21<sup>st</sup> century. The variety of programs, classes, and workshops available will allow more people to learn from and study at Starr King.

Additionally, as a school we will embody our mission and ECO-commitment in our community and in our daily operations, supporting and celebrating our staff, faculty, and students. Our robust operations will support our work and enable us to bolster our activities. As a community, we will be bold, innovative, and unashamed, guided in word and action by the school's vision and mission.

Over the next five years, we seek to establish our place as the hub for counter-oppressive theological education by bolstering our offerings and programs, our outward engagement, our internal structure and support, and our community and culture. A detailed description of our desired destination along these four tracks of activity is provided in [Appendix 1](#).

# The Roadmap Framework: A Compass Direction Toward Our Destination

There are many possible paths Starr King can take to reach its desired destination of becoming the hub for counter-oppressive theological education in five years. The multitude of possible paths we can take gives us the opportunity to explore different options, adapt when unexpected roadblocks arise that force us to shift gears, and experiment with new ways of advancing our mission and goals.

The following roadmap framework provides a compass direction toward our desired destination. By giving us a compass direction, this framework seeks to provide sufficient clarity to guide discernment as we determine our next steps and path(s) to take, while giving Starr King the flexibility to veer slightly off to another path if needed so long as that path still points the school in the direction of our desired destination.

## The Framework

The framework below is organized into five parts, aligning with the next five fiscal years (FY). Each part is focused on a singular, framing idea for how the school can advance towards its desired destination during that year. As we move through the framework, each subsequent part builds off what came before, leading us to the end of FY27 and our desired destination – Starr King becoming the hub of counter-oppressive theological education.



The following is a summary of each framing idea, along with guiding questions that can help steer discussion, discernment, and decision making before and during that fiscal year:

**Setting the Foundation (FY23):** As we begin to understand more of what it means to live in a COVID-normalized world, Starr King's focus in FY23 will be on how the school can set (or reset) the foundation of what it means to engage in theological education, to lead transformative communities, and to create sacred social change in this new world.

The following questions can help guide Starr King in thinking about how to (re)set our foundation:

- How can we engage in and lead transformative communities in a COVID-normalized world?
- What does religious leadership look like in a COVID-normalized world?
- What are the new opportunities that exist in this moment of global reimagining and reemerging?
- What needs can we help to fill as our society sharpens its focus on ways to address oppressions and create more just communities?
- How can we ensure that we stay at the leading edge of theological education given the continued uncertainty around how to operate in a COVID-normalized world?
- How can we begin to position ourselves as the hub for counter-oppressive theological education?
- How can we invest in this moment to build momentum towards the future?

**Expanding Our Reach (FY24):** In FY24, Starr King can build on the foundation we have set and take what we have learned in that year of adjustment and experimentation to strategically expand our reach. The focus here would be on exploring and seizing opportunities to connect with and equip more people to engage in sacred social change, in countering oppressions, and in creating just and sustainable communities.

The following questions can help guide Starr King in thinking about how to expand our reach:

- Where is sacred social change happening? Where should it be happening?
- Who is participating in sacred social change work? What are their aims? What are their challenges?
- Who should be participating in the work of sacred social change? And what do those people need to take that first step towards engagement?
- Who could most benefit from our transformative approach to counter-oppressive, sacred social change? How can we reach those people?
- What does educating to counter oppressions look like in a global context? What do we need to consider and how might we need to adapt to approach countering oppressions in different global contexts?
- How can we equip more people to engage in sacred social change?
- What opportunities can we seize upon to foster connection and to expand our reach?
- What do we need to invest in to enable and support that expanded reach?

**Widening the Conversation (FY25):** In FY25, Starr King can harness our expanded reach to become a more influential voice in conversations about those things core to what Starr

King does. The focus here would be on how we can actively engage in and influence the national and international conversations happening around religious leadership and practice, educating to counter oppressions and create just and sustainable communities, and counter-oppressive sacred social change.

The following questions can help guide Starr King in thinking about how to widen the conversation:

- What is the conversation happening around sacred social change, countering oppressions, creating just and sustainable communities, religious leadership and practice, and theological education? What is missing from those conversations?
- What and who is centered in conversations around social change, religious leadership, and theological education? What and who should be centered?
- What can we contribute to these conversations?
- How can we best engage in and foster these conversations on religious leadership and practice, educating to counter oppressions and create just and sustainable communities, and counter-oppressive sacred social change?
- How can we harness the thought leadership of our staff, faculty, students, and others to influence and shift these conversations?
- How can we help our staff, faculty, students, and others actively engage in those conversations?

**Harnessing Transformation (FY26):** As we widen the conversation, Starr King will have a far greater ability to foster and inspire transformative communities. In FY26, Starr King can use its expanded reach and influence to harness transformation and deepen our impact. The focus here would be on how to harness the transformation we are known for to foster and showcase what it means to create and to lead transformative communities.

The following questions can help guide Starr King in thinking about how to harness transformation:

- What does it mean to lead transformative communities today? Where do we see the power of transformative communities manifested?
- How can we model and showcase transformative leadership in religious and social change spaces?
- What is required to help those engaged in different forms of leadership to harness the power of transformation to effectively engage in sacred social change?
- How can we highlight the power of creating just and sustainable communities?
- How can we better center joy, celebration, and transformation within our own community?
- How can harness the transformative power within our own community to solidify our place as the hub for counter-oppressive theological education?

**Looking Toward the Next Horizon (FY27):** Building off the accomplishments of the previous four years, the focus as we go into FY27 would be to solidify the school's place as the hub for counter-oppressive theological education and to assess what it will take to stay on the leading edge as we look to the future once more.



The following questions can help guide Starr King in thinking about how to look towards the next horizon:

- What place do we hold now in the theological education landscape?
- What is the next great leap forward in religious leadership, social change, and theological education?
- What are the new opportunities for innovation, collaboration, and leadership in our field?
- What new spaces and needs have emerged that we can help to fill?
- How can we solidify our position as the hub for counter-oppressive theological education?
- What do we require now to remain on the leading edge of theological education?

Each framing idea can be understood and executed in a number of ways along the four tracks of activity already established – our offerings and programs, our outward engagement, our internal structure and support, and our community and culture. A more detailed explanation of this roadmap framework, including how each framing idea can be executed, is provided in [Appendix 2](#).

# Operationalizing the Roadmap: Moving Toward Our Desired Destination

The roadmap framework provides a compass direction towards our desired destination – becoming the hub for counter-oppressive theological education. By focusing our energies on these framing ideas and by utilizing the guiding questions outlined for each fiscal year, Starr King can explore a variety of different paths to reach its desired destination.

To ensure this roadmap is of the greatest utility to Starr King, it is important that the school assesses its progress toward its desired destination over time, as well as any needs and opportunities that arise. This assessment of needs, opportunities, and progress should occur on a regular basis so that the school is able to remain nimble and determine the best path(s) to take to advance towards its desired destination.

A key part of this assessment will be establishing clear benchmarks for each fiscal year. Benchmarks should be created based on the answers to the guiding questions for that fiscal year, as well as the needs, opportunities, and priorities of the school. It is important to note that benchmarks may connote beginning points or process/progress points for specific programs or projects that will be finished at a later point in the framework. Benchmarks can also change or be added over time as we gain more information, make decisions about specific paths we decide to take, or as unexpected changes occur.

As we assign and achieve benchmarks for each year, we can assess our progress, reflect on the framing idea and guiding questions for the next fiscal year, and align our activities to keep moving in the right direction to reach our desired destination.

With this in mind, the following sections detail proposed benchmarks for FY23 based on the framing idea and guiding questions for this fiscal year, as well as a proposed process for how Starr King can regularly assess progress towards our desired destination and establish clear benchmarks for the subsequent fiscal years.

## Establishing Benchmarks for FY23: Setting the Foundation

After more than two years of a global pandemic, our world has changed. Today, we face continuing uncertainty around what it means to work, to be in community, and to operate in this ‘next new normal.’ Moreover, we face stark divisions and tension within our society, a greater level of focus on historic and emerging oppressions within the United States and beyond, and collective exhaustion as we process this ongoing state of disruption.

As we begin to understand more of what it means to live in a COVID-normalized world, Starr King’s focus this fiscal year will be on how the school can set (or reset) the foundation of what it means to engage in theological education, to lead transformative communities, and to create sacred social change in this new world.

## Guiding Questions

In reflecting on the needs and opportunities in a COVID-normalized world, the following guiding questions can help Starr King think about how to (re)set our foundation:

- **How can we engage in and lead transformative communities in a COVID-normalized world?**

We have an opportunity to model what it means to create and lead communities, to gather in uncertain times, to focus on the work of building a new world in this new reality. We can model ways to be nimble and flexible in the face of sometimes disruptive change, while relying on our core values. As we continue to teach by being who we are—people whose lives are dedicated to a just and sustainable society and sustained by a life of the Spirit—we empower and encourage people to thoughtfully engage in community, whether in-person or from a distance, and show them ways to harness the power of community to create social change.

- **What does religious leadership look like in a COVID-normalized world?**

Religious leadership in the 21<sup>st</sup> century already required a level of nimbleness to adapt to societal changes, to make sense of our current environment, to acknowledge and address oppressive systems, and to engage in and be in community in an ever more divided world. After more than two years of COVID, progressive religious leaders will continue to need all these skills, along with ever-deepening levels of clarity and compassion to support and strengthen congregations and communities grappling with unexpected change.

- **What are the new opportunities that exist in this moment of global reimagining and reemerging?**

This moment provides Starr King opportunities to recommit to its mission, to imagine new partnerships with new communities, and to broaden its religious and educational reach.

Given the larger transformations taking place around the world, we also have an opportunity to think boldly. We can continue to experiment with new ways of connecting, gathering, learning, and leading. We can do all these things in order to reenergize our community around the school's vision and its mission.

- **What needs can we help to fill as our society sharpens its focus on ways to address oppressions and create more just communities?**

As Starr King sits at the intersection of scholarship and practice, we have the ability to place the challenges of the past several years into larger context, to help make sense of what has happened and what it might mean. Our religious and educational philosophy gives us tools to help those eager to bridge the divides within our polarized society, to bring people together around our shared values, and to effect just change. Those same tools can provide meaningful, spiritually rooted guidance on ways to channel our energy, our collective grief, and our imagination towards building a better, more just future for all.

- **How can we ensure that we stay at the leading edge of theological education given the continued uncertainty around how to operate in a COVID-normalized world?**

Starr King can continue to stay on the leading edge in the same way we have in the past – by assessing what is most needed for religious leaders at this extraordinary moment and determining how we can best educate our students to lead effectively during these times. We will continue to seek new ways to engage people in the work of sacred social change, modeling how to lead communities even in these uncertain times, and harnessing the power of technology to reach more people, create strong communities, and ensure the best, most robust learning experience possible for our students.

- **How can we begin to position ourselves as the hub for counter-oppressive theological education?**

Starr King can build upon the ways in which we have always educated people to become Unitarian Universalist and progressive religious leaders: by finding new opportunities to engage with different kinds of people in the work of countering oppressions and creating sacred social change. We can strengthen and align our various external communication platforms to make them as effective and dynamic as possible. We can proactively engage with communities and groups across the country and around the world, showing them the ways in which we educate to counter oppressions and create just and sustainable communities. And we can reinvest in promoting the work and scholarship of our faculty, staff, board, and students as they examine issues of religious leadership, educating to counter oppressions, and creating sacred social change.

- **How can we invest in this moment to build momentum towards the future?**

In this moment of (re)setting, we can work to strengthen our internal support structures to create the foundation necessary to expand our reach. We can ensure that we have staff and faculty needed to support our varied activities, and that our staff and faculty have the tools and resources they need to do their work well. We can also capitalize on the larger changes and resetting happening in the world around us to experiment with new ways to reach more people, inviting them into the work of creating sacred social change.

## **Aligning Our Actions**

In reflecting on how Starr King can (re)set the foundation for our future, we both asked these guiding questions, as well as reviewed current projects, priorities, departmental benchmarks, and budgetary needs. Based on the answers to the guiding questions and the current state of Starr King, this year we will work to set the foundation and build momentum toward desired destination in the following ways:

**Our Programs and Offerings:** We will develop and test new programs and offerings that tap into the new and existing needs and opportunities of this time. This will include, but is not limited to:

- Launching the Graduate Certificate in Chaplaincy Studies in Fall of FY23.
- Developing and beginning to test one to two new certificate programs that provide opportunities for people from different backgrounds to learn how to engage in various types of sacred social change work.
- Launch a new degree concentration in the Spring of FY23 to provide greater depth and clarity for students interested in exploring a specific avenue of religious leadership.

**Our Outward Engagement:** We will begin actively positioning Starr King publicly around our expertise in educating to counter-oppressions and create just and sustainable communities. This will include, but is not limited to:

- Moving into our new home base in downtown Oakland.
- Beginning to develop partnerships with organizations across the country that can provide new opportunities for our students, our programming, and our community.
- Launching our new website in the Spring of FY23 to reflect our updated branding and to provide a dynamic platform to promote our work and engage with people.
- Working with a marketing firm to strengthen our external communication, particularly in connecting with prospective students.
- Offering at least one public program each semester, through the school in general and/or through the Center for Multireligious Studies, to bring people into Starr King and to share important work and insights to both our community and to wider audiences.
- Testing a pilot program for congregations to learn how to understand and engage in countering oppressions and creating sacred social change.
- Collecting and sharing scholarship from members of our community through our current platforms.
- Beginning to explore ways to build a dynamic, online repository of scholarship and practice on religious leadership, theological education, multireligiosity, educating to counter-oppressions, and sacred social change.

**Our Internal Structure and Support:** We will explore opportunities and invest in internal supportive structures that will enable Starr King to seize on the opportunities before us and to position ourselves to expand our reach in the coming year. This will include, but is not limited to:

- Building out our advancement team by hiring a new Vice President of Advancement and a new Director of Annual Giving to activate and widen our donor base.
- Raising \$1.1 million dollars this fiscal year to strengthen student scholarships, sustain our operations and recruitment, and help us realize a sustainable future for the school.
- Creating and filling a full-time Marketing Coordinator position to lead our external marketing efforts.
- Hiring a new full-time faculty member.
- Exploring and applying for grants to support existing and new programs.
- Exploring new ways to build robust alternative revenue streams to support Starr King's work and mission.

- Investing in educational and administrative technologies to streamline processes and support a transformative learning experience for students.

**Our Culture and Community:** We will find ways to strengthen Starr King's community in the new reality of conducting theological education in a COVID-normalized world. This will include, but is not limited to:

- Figuring out how to re-establish Starr King community in the new reality of theological education in a COVID-normalized world.
- Creating more opportunities for connection and relational learning, particularly through the Center for Multireligious Studies.

At the time of writing this report, some of these benchmarks have already been achieved in the first months of FY23 (i.e., building out Advancement team, creating and filling a full-time Marketing Coordinator position, launching the Graduate Certificate in Chaplaincy Studies, moving into our new home base in Oakland, etc.). Some of these benchmarks are in varying states of progress, while others have yet to begin.

As we continue to assess our current environment, we can change or add more benchmarks over the course of the year to ensure that we set the foundation for what we hope to achieve in the years to come.

## **Proposed Process Going Forward: A Roadmap Working Group**

To assess and ensure progress towards our desired destination - becoming the hub for counter-oppressive theological education - a Roadmap Working Group will be established in the Fall of 2022. This working group will be responsible for tracking progress towards our desired destination and helping the school determine the best path(s) to take going forward.

This Roadmap Working Group will consist of seven people, representing the staff, faculty, board, and student body. The working group will convene 2 - 3 times a year to assess the school's progress, both in meeting our established benchmarks for the current fiscal year and progress overall in reaching our desired destination. The working group will also be charged with reflecting on the guiding questions for the upcoming fiscal year.

Based on our success that fiscal year, the answers to those guiding questions, the needs and opportunities that arise, and other relevant operational factors, the working group will present their assessment of the school's progress and recommendations for benchmarks for the upcoming fiscal year at the Board of Trustees' April board meeting. Those recommendations will then be discussed, refined, and affirmed by the board.

To begin implementing this process, the aim is to establish this working group and confirm its members by the November 2022 board meeting.

## **Concluding Thoughts**

Starr King seeks to become the hub for counter-oppressive theological education in five years. With a clear understanding of where we seek to go, a compass direction to help us reach that desired destination, and a starting place to begin moving in that direction, this roadmap framework is designed to help the school begin this work.

The work to reach our desired destination will be hard. It will require patience, discipline, and continual assessment and adaptation. And it will require the support and commitment of everyone within Starr King.

However, if we move together with clarity, intention, and commitment, we can become that hub for counter-oppressive theological education, and in doing so foster the next generation of progressive religious leaders and bend the arc of the moral universe more towards justice.

# **Appendix 1: Our Desired Destination Along Our Four Tracks of Activity**

In addition to the overarching description of what it means for Starr King to become the hub for counter-oppressive theological education in five years, we also have a clear idea of where we hope to be in five years within tracks of activity identified in our visioning process – our programs and offerings, our outward engagement, our internal structure and support, and our culture and community.

The following is a description of our desired destination along those four tracks of activity.

## **Our Programs and Offerings**

By July 2027, Starr King’s degree programs will be well-known and nationally recognized for how we help our students become religious and lay leaders who engage in and lead cutting edge counter-oppressive work in communities and congregations across the globe. We will lead the way with a theological education that matches the needs of 21st century religious leadership in a COVID-normalized world.

We will offer a Master of Divinity degree, a Master of Arts in Social Change, and a Doctor of Ministry program. We will have several thriving concentrations within our degree programs that prepare our students for different forms of religious and lay leadership. We will also have several certificate programs designed to help people prepare for different forms of leadership in religious and secular spaces, including our alumni, long time ministers, lay leaders, and others interested in leading sacred social change work across their organizations and industries.

Beyond our various formal programs, Starr King will offer a variety of community and public classes, workshops, seminars, and programs designed to better equip religious and lay leaders to engage in counter-oppressive sacred social change work. Starr King’s Center for Multireligious Studies will become a recognized leader in multireligious scholarship and practice. Our annual symposium will be a landmark program of our school and our thriving global immersion programs will attract participants from beyond the borders of Starr King.

The variety and diversity of offerings we develop by July 2027 will enable more people engage with and learn from Starr King.

## **Our Outward Engagement**

By July 2027, Starr King will be recognized as an authority on transformative counter-oppressive theological education. We will be a robust online and physical resource for those who want to engage in counter-oppressive work. We will be an active driver in conversations around justice, sacred social change, religious leadership, theology, and multireligiosity. And we will be known as the school that produces the leaders of justice movements and transformative congregations and communities.



While Starr King has a physical home base in Oakland, we will regularly gather across the country and around the world, as well as virtually, ensuring access to Starr King educational opportunities no matter where you are. We will thoughtfully engage and partner with like-minded progressive institutions in the arts, in education, in business, and in philanthropy to strengthen our work.

Starr King will produce and publish meaningful scholarship, commentary, and guidance for practice around countering oppressions, creating just and sustainable communities, Unitarian Universalism, multireligiosity, religious leadership and practice, theological education, and other related disciplines. Additionally, Starr King will produce tools and resources for communities, congregations, change agents, people of faith, and others to use to engage in counter-oppressive sacred social change.

Our faculty, staff, and students will all be engaged in this outward facing work, including through written scholarship, media commentary, workshops, events, and conferences around the world. Moreover, our graduates will be the greatest representations of our transformative educational model.

## **Our Internal Structure and Support**

By July 2027, Starr King will have the resources – financial, technological, and human – to fully support our work as the hub for counter-oppressive theological education. The school will be financially sustainable, with robust and diverse revenue streams supporting our operations and ensuring that our staff, faculty, and students are supported in their work.

Starr King’s strong, well-developed, and equitably paid staff and faculty will enable us to fully support our current activities while continuing to pioneer new avenues of learning and engagement for our community. Additionally, our diverse and well-known faculty will have the support to teach, do research, and participate in community and academic conferences.

Starr King will also have taken numerous steps to make school more affordable and accessible to students, particularly through increased scholarships for students. Additionally, through investments in technology, we will ensure that Starr King is an accessible learning environment for all.

Finally, by July 2027 everyone within the school – our staff, faculty, board, and students – will be equipped to be ambassadors of Starr King.

## **Our Culture and Community**

By July 2027, Starr King will be a model for what it means to be a robust, transformative community with a global reach. We will serve more and a greater diversity of people than ever before. Our community will be equipped to support and enable the continuous transformation that Starr King has always been known for.

Our staff, faculty, board, students, and alumni will be active collaborators with each other help the school grow and achieve its goals. To support our community, our staff, faculty, and board will all play a role in fundraising, recruiting, and supporting our students to ensure their success. We will have an engaged alumni network that actively mentors and supports our current students. Moreover, the work within and beyond the school done by members of the Starr King community will recognized and celebrated.

Starr King's student base will be larger and more diverse than ever, growing each year to serve more and different kinds of students who can benefit from a Starr King education. We will effectively balance our UU and multi-religious identity, creating a community that reflects the multireligiosity we see in the world while also protecting and preserving Unitarian Universalism's future.

By July 2027, we will have built a vibrant, supportive, and healthy community, enriching and that is enriched by our work.

## Appendix 2: Detailed Roadmap Framework: A Compass Direction Toward Our Desired Destination

The following is a detailed explanation of each of the five parts of the roadmap framework, including a description of the framing idea, guiding questions to help steer discussion and discernment, and possible ways we can execute each framing idea along the established four tracks of activity – our offerings and programs, our outward engagement, our internal structure and support, and our community and culture.



### Setting the Foundation (FY23)

After more than two years of a global pandemic, our world has changed. Today, we face continuing uncertainty around what it means to work, to be in community, and to operate in this ‘next new normal.’ Moreover, we face stark divisions and tension within our society, a greater level of focus on historic and emerging oppressions within the United States and beyond, and collective exhaustion as we process this ongoing state of disruption.

As we begin to understand more of what it means to live in a COVID-normalized world, Starr King’s focus will be on how the school can set (or reset) the foundation of what it means to engage in theological education, to lead transformative communities, and to create sacred social change in this new world.

### Guiding Questions

In reflecting on the needs and opportunities in a COVID-normalized world, the following questions can help guide Starr King in thinking about how to (re)set our foundation:

- How can we engage in and lead transformative communities in a COVID-normalized world?
- What does religious leadership look like in a COVID-normalized world?
- What are the new opportunities that exist in this moment of global reimagining and reemerging?
- What needs can we help to fill as our society sharpens its focus on ways to address oppressions and create more just communities?
- How can we ensure that we stay at the leading edge of theological education given the continued uncertainty around how to operate in a COVID-normalized world?
- How can we begin to position ourselves as the hub for counter-oppressive theological education?
- How can we invest in this moment to build momentum towards the future?

## **Aligning Our Actions**

With this focus and these guiding questions in mind, we can move forward along our four tracks of activity by thinking about ways to set the foundation and to build momentum toward our goal of becoming the hub for counter-oppressive theological education:

Our Programs and Offerings: Develop and test new programs and offerings that tap into the new and existing needs and opportunities of this time, in particular the ongoing conversations around how leaders and organizations across industries can thoughtfully engage in various pathways of sacred social change.

Our Outward Engagement: Actively position Starr King publicly around our expertise in educating to counter-oppressive and to create just and sustainable communities.

Our Internal Structure and Support: Explore opportunities and invest in internal supportive structures that will enable Starr King to seize on the opportunities before us and to position ourselves to expand our reach in the coming year.

Our Culture and Community: Find ways to strengthen Starr King's community in the new reality of conducting theological education in a COVID-normalized world.

## **Expanding Our Reach (FY24)**

A core part of setting our foundation is to experiment with new ways of engaging with more and different people, whether that be through our programs, our public offerings, our partnerships, or our scholarship.

In FY24, Starr King can build on the foundation we have set and take what we have learned in that year of adjustment and experimentation to strategically expand our reach. The focus here would be on exploring and seizing opportunities to connect with and equip more people to engage in sacred social change, in countering oppressions, and in creating just and sustainable communities.

## **Guiding Questions**

In reflecting on how to build upon the foundation we have set, the following questions can help guide Starr King in thinking about how to expand our reach:

- Where is sacred social change happening? Where should it be happening?
- Who is participating in sacred social change work? What are their aims? What are their challenges?
- Who should be participating in the work of sacred social change? And what do those people need to take that first step towards engagement?
- Who could most benefit from our transformative approach to counter-oppressive, sacred social change? How can we reach those people?

- What does educating to counter oppressions look like in a global context? What do we need to consider and how might we need to adapt to approach countering oppressions in different global contexts?
- How can we equip more people to engage in sacred social change?
- What opportunities can we seize upon to foster connection and to expand our reach?
- What do we need to invest in to enable and support that expanded reach?

## **Aligning Our Actions**

With this focus and these guiding questions in mind, we can move forward along our four tracks of activity by thinking about ways to connect with more people and how to best equip those people to engage in counter-oppressive, sacred social change:

**Our Programs and Offerings:** Finalize and launch new programs and offerings that enable more people to grow in their skills and knowledge around religious leadership and sacred social change. This could include:

- Formally launching those programs that were tested in the previous year.
- Testing new programs based on assessment of what opportunities exist in a COVID-normalized world.
- Beginning discussions on longer-term program aims, including the development of a DMin program at Starr King.

**Our Outward Engagement:** Invite and connect with new and more people around educating to counter-oppressions and create just and sustainable communities and how to effectively engage in sacred social change work. This could include:

- Refining and formally rolling out any initiatives developed and tested in the previous year.
- Increasing our public programs and opportunities for engagement, within and beyond the Starr King community.
- Testing and cultivating new ways of collecting and sharing scholarship from our community to begin positioning ourselves to widen the conversation in the year ahead.
- Launching more targeted outreach and marketing campaigns.

**Our Internal Structure and Support:** Strengthen internal structures and support to enable Starr King's expanded reach. This could include:

- Widening and activating our donor base, as well as continuing to cultivate alternative revenue streams, to support the work of the school.
- Investing more in existing staff and faculty, as well as bringing on new faculty and/or staff to support the school's work.
- Making active investments in technologies and platforms that enable us to expand our reach and position the school to widen the conversation, including platforms that can house and publicize important scholarship and work by members of Starr King's community and beyond.
- Increasing scholarship dollars to support more students and their ability to access a Starr King education.

Our Culture and Community: Widen our community and establish more opportunities for connection and gathering. This could include:

- Increasing our student body to bring more people into our community.
- Finding more opportunities, virtually and in-person, for the community to gather, learn, and build relationships.

## **Widening the Conversation (FY25)**

In expanding our reach to more people and communities, Starr King will have built a large and captive audience interested in engaging with us in various ways around the kind of work we have an expertise in and a unique approach to.

In FY25, Starr King can harness our expanded reach to become a more influential voice in conversations about those things core to what Starr King does. The focus here would be on how we can actively engage in and influence the national and international conversations happening around religious leadership and practice, educating to counter oppressions and create just and sustainable communities, and counter-oppressive sacred social change.

## **Guiding Questions**

In reflecting on how to increase our influence in various academic, religious, and social change spaces, the following questions can help guide Starr King in thinking about how to widen the conversation:

- What is the conversation happening around sacred social change, countering oppressions, creating just and sustainable communities, religious leadership and practice, and theological education? What is missing from those conversations?
- What and who is centered in conversations around social change, religious leadership, and theological education? What and who should be centered?
- What can we contribute to these conversations?
- How can we best engage in and foster these conversations on religious leadership and practice, educating to counter oppressions and create just and sustainable communities, and counter-oppressive sacred social change?
- How can we harness the thought leadership of our staff, faculty, students, and others to influence and shift these conversations?
- How can we help our staff, faculty, students, and others actively engage in those conversations?

## **Aligning Our Actions**

With this focus and these guiding questions in mind, we can move forward along our four tracks of activity by thinking about ways to engage in and influence conversations on religious leadership and

practice, educating to counter oppressions and create just and sustainable communities, and counter-oppressive sacred social change:

Our Programs and Offerings: Grow in our programs and offerings to continue to equip people to engage in counter-oppressive sacred social change and to widen the conversation of what it means to do this work. This could include:

- Deepening existing and exploring new opportunities to develop programs and offerings to meet the needs of the day.
- Developing and/or enhancing offerings designed to equip students and others to engage publicly in thought leadership and counter-oppressive work.

Our Outward Engagement: Actively participate in and generate conversations around religious leadership and practice, educating to counter oppressions and create just and sustainable communities, and counter-oppressive sacred social change. This could include:

- Offering public programs that present opportunities for us and for others to discuss academic and practical issues and insights in depth.
- Actively seeking out and seizing opportunities for Starr King faculty, staff, and students to share their thought leadership, such as through journal articles, op-eds, events, workshops, and conferences.
- Cultivating, generating, and publishing thought leadership on the scholarship and practice in these fields on our own platform(s).

Our Internal Structure and Support: Ensure that Starr King can actively seize opportunities to engage in wider conversations about religious leadership and practice, educating to counter oppressions and create just and sustainable communities, and counter-oppressive sacred social change. This could include:

- Building and launching platforms that enable Starr King to cultivate, generate, and share various forms thought leadership.
- Investing in staff to focus on how to effectively engage in these conversations through our public outreach and marketing, as well as to enable continued development of program offerings that create opportunities for more people to learn at Starr King.
- Investing in faculty to ensure adequate support for teaching, research, and participation in public forms of thought leadership.
- Actively applying for grants and other financial support that can enable this thought leadership to be developed and shared.
- Increasing professional development for staff and faculty to help them become stronger ambassadors of the school.
- Developing more scholarship opportunities to enable more students to learn from Starr King and to develop their own thought leadership.

Our Culture and Community: Activate and equip our community to engage in the wider conversations around religious leadership and practice, educating to counter oppressions and create just and sustainable communities, and counter-oppressive sacred social change. This could include:

- Sharing and creating opportunities for collaboration and public engagement.

- Equipping our community to engage effectively in public thought leadership, through programs, training, and active mentorship.

## **Harnessing Transformation (FY26)**

As we widen the conversation around religious leadership and practice, educating to counter oppressions and create just and sustainable communities, and sacred social change, Starr King will have a far greater ability to foster and inspire transformative communities.

In FY26, Starr King can use its expanded reach and influence to harness transformation and deepen our impact. The focus here would be on how to harness the transformation we are known for to foster and showcase what it means to create and to lead transformative communities.

### **Guiding Questions**

In reflecting on how to deepen our impact in the new spaces that we have reached, the following questions can help guide Starr King in thinking about how to harness transformation:

- What does it mean to lead transformative communities today? Where do we see the power of transformative communities manifested?
- How can we model and showcase transformative leadership in religious and social change spaces?
- What is required to help those engaged in different forms of leadership to harness the power of transformation to effectively engage in sacred social change?
- How can we highlight the power of creating just and sustainable communities?
- How can we better center joy, celebration, and transformation within our own community?
- How can harness the transformative power within our own community to solidify our place as the hub for counter-oppressive theological education?

### **Aligning Our Actions**

With this focus and these guiding questions in mind, we can move forward along our four tracks of activity by thinking about ways to harness transformation and to deepen our impact within and beyond our community:

Our Programs and Offerings: Enhance existing and develop new programs and offerings that prepare people for transformative religious leadership and to foster transformative communities. This could include increasing our immersion programs to offer more and different opportunities for people to experience transformation in locations around the world.

Our Outward Engagement: Showcase the power of transformative religious leadership and what it means to create and lead just and sustainable communities. This could include:



- Actively highlighting examples of transformative religious leadership and just and sustainable communities through a variety of public platforms.
- Create more public opportunities to engage with people within and beyond the Starr King community in transformative learning experiences.
- Developing and launching more tools and resources to encourage religious and lay people to engage in transformative, counter-oppressive sacred social change in their communities.

Our Internal Structure and Support: Bolster our internal structure and support to ensure that Starr King can best enable transformation. This could include:

- Investing money in our staffing to ensure we can continue to develop and sustain the variety of programs and activities that enable us to harness the transformative power of a Starr King education to deepen our impact.
- Beginning to assess opportunities to engage in different forms of theological education spaces that can enable us to widen our community and programs in the year(s) ahead.
- Engaging our donor base to invest in the transformative power of a Starr King education and the impact that our education can have.
- Ensuring plentiful scholarships to ensure more students have access to our programs.

Our Culture and Community: Showcase and model what it means to be a transformative, just, and sustainable community. This could include:

- Seizing upon opportunities internally and externally to model what it means to be in transformative, just, and sustainable communities, including through engagement with justice movements.
- Cultivating joy and celebration as a way to encourage connection and continual transformation.
- Building bridges between our alumni network and our students to showcase how our graduates are creating and leading transformative communities in their lives.
- Bringing more people into our community with diverse experiences and viewpoints to generate even greater transformation.

## **Looking Toward the Next Horizon (FY27)**

Having harnessed transformation to deepen our impact in the year prior, Starr King can turn its attention toward the next horizon.

Building off the accomplishments of the previous four years, the focus as we go into FY27 would be to solidify the school's place as the hub for counter-oppressive theological education and to assess what it will take to stay on the leading edge as we look to the future once more.

## **Guiding Questions**

In reflecting on how to solidify our place as the hub for counter-oppressive theological education, the following questions can help guide Starr King in thinking about how to look towards the next horizon:

- What place do we hold now in the theological education landscape?
- What is the next great leap forward in religious leadership, social change, and theological education?
- What are the new opportunities for innovation, collaboration, and leadership in our field?
- What new spaces and needs have emerged that we can help to fill?
- How can we solidify our position as the hub for counter-oppressive theological education?
- What do we require now to remain on the leading edge of theological education?

## **Aligning Our Actions**

With this focus and these guiding questions in mind, we can move forward along our four tracks of activity to solidify our position as the hub for counter-oppressive theological education and set our sights on the next horizon:

Our Programs and Offerings: Enhance existing and launch new programs that give people multiple opportunities to learn from Starr King and to prepare for various careers in religious leadership and sacred social change. This could include launching our DMin program in counter-oppressive or liberatory studies.

Our Outward Engagement: Continue to drive conversations around religious leadership and practice, educating to counter oppressions and create just and sustainable communities, and counter-oppressive sacred social change. This could include:

- Hosting several regular convenings across the country and the world for idea sharing, immersive and relational learning, and interdisciplinary collaboration.
- Operate as a public resource for those seeking to learn more about religious leadership and practice, educating to counter-oppressions and create just and sustainable communities, sacred social change, and other related disciplines we have expertise in.

Our Internal Structure and Support: Strengthen our existing structure and support to enable us to take the next great leap forward towards the next horizon. This could include:

- Solidifying our staff and faculty base to support the wide variety of work Starr King is now engaged in.
- Achieving robust, sustainable revenue, through the activation of donors, the application of targeted grants, and the development of alternative revenue streams to support our work and growth going forward.
- Going through the process of receiving other forms of accreditation to enable us to reach new students and grow our programs.

Our Culture and Community: Harness our engaged community to seize upon the next great leap in counter-oppressive theological education. This could include tapping into our

bold, innovative, and engaged community to think about where we could and should go next in the school's development.



## EVALUATION PLAN

Starr King is a highly mission-driven organization that understands institutional and educational evaluation processes as fundamental to the fulfillment of its 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.*

Self-assessment conversations throughout the school are regularly grounded in our commitment to progressive religious leadership, counter-oppressive social change, and appreciation for multireligious life and learning.

Evaluation as a process occurs in a variety of ways across different areas of the work of the school. In many instances, SKSM leans into our small size and flexibility to practice informal assessment and outcome implementation. As we state in our self-study, we recognize that SKSM can benefit from more formal processes and an institution-wide alignment so that all aspects of the school can sufficiently meet both ATS standards as well as the recommendations stated in our previous and current self-study reports, while continuing to allow space for dynamic and emergent evaluative discussions that are already standard throughout the school's culture.

SKSM is a student-centered seminary, and the evaluation processes that directly impact students are the most highly developed and systematic: not just grading but also degree matrices, the curriculum, and faculty. These extant procedures and forms have served as a model as we started to develop formal evaluations and self-evaluations for other parts of our institution, including the staff, the Board and the President. A Board self-evaluation was created in 2019 and a staff self-evaluation form was piloted successfully in 2022.

# EDUCATION

## Student Evaluation

Our students comprise the constituent group that engages in the most consistent and robust evaluative processes within SKSM. In alignment with our mission, students encounter regular processes and opportunities for evaluation, both of themselves and of the courses they complete. The guiding framework for student evaluation is SKSM’s Eight Thresholds, which informs many of the standard evaluative processes that students experience and engage.

Program Goals (Four C’s)	Thresholds
1 Cultivating multi-religious life and learning (Religious heritage)	3 Sacred Texts and Interpretations 6 Theo/alogy in Culture and Context
2 Countering oppressions and embracing radical hospitality; (Cultural context)	2 Prophetic Witness and Work 4 History of Dissenting Traditions and Theo/alogical Quest
3 Creating just and sustainable communities (Religious and public leadership)	1 Life in Religious Communities and Interfaith Engagement 7 Educating for Wholeness and Liberation
4 Calling forth wholeness, healing and liberation (personal and spiritual formation)	5 Spiritual Practice and Care of the Soul 8 Embodied Wisdom and Beauty

Each Threshold has specific **Learning Outcomes** (as listed in the appendix to this evaluation plan)

### Student Learning Portals

Each student collaborates with their academic advisor to navigate a path that leads through three phases of educational development that we call “Portals.” These three portals include formal and informal aspects, though they are benchmarked by three primary standard evaluative processes: the Initial Threshold Assessment, the Mid-degree Portfolio Conference, and the Petition to Graduate.

Within the first year of enrollment, and strongly encouraged in the first semester, students are required to complete an Initial Threshold Assessment (ITA) and review it directly with their academic advisor. This discernment process provides a baseline for the academic advising relationship can flow, informs the student’s learning path while at SKSM, and demarcates their progress in the first Portal. The iterative Threshold Assessment serves as the primary throughline for the student’s evaluation in relation to the Eight Thresholds by providing a consistent process for reflecting and demonstrating in writing how they engage these core competencies.

The second Portal is benchmarked by a Mid-degree Portfolio Conference, which is led by their advisor and includes a second faculty member, a peer student, and a community member. All portfolio committee members review the student’s Portfolio Packet in advance of a synchronous

meeting in which each of the attendees discuss the demonstrated strengths and offer suggestions for focused attention on the student's formation, discernment, and vocational goals within the remaining portion of the student's degree pursuit. Portfolio Packets provide consistent and substantive artifacts for evaluation of students, including Narrative Student Evaluations, academic papers and/or projects, transcripts, and an updated Threshold Assessment.

The final phase of educational development is benchmarked by the Petition to Graduate packet, which is submitted within the first few weeks of the student's final semester. The third and final iteration of the Threshold Assessment completed by the student is included in this packet. The Petition to Graduate packet is reviewed by the advisor and sent to the Registrar, who also conducts a degree audit of the petitioning student. If the degree audit is approved, then the Petition to Graduate is sent to the faculty for review, discussion, and approval. After faculty deliberation and decisions, the Petitions are sent to the Board for final review and approval.

Additionally, each student receives a written Narrative Student Evaluation (NSE) from the instructor at the conclusion of the course. The NSEs assess the student's learning through threshold-based areas of proficiency and provide space for the instructor to share strengths and potential growth edges for the student to consider. Some courses also require students to complete their own preliminary version of the NSE as a self-evaluation. This Narrative Student Self Evaluation (NSSE) aligns with the same areas of assessment in the NSE and invites students to reflect on various ways in which they contributed to the different aspects of the school's mission. Currently, courses in the Chaplaincy concentration, Starr King Independent Learning courses (SKILs), Symposium, and Advanced Topics seminars require students to complete an NSSE. Other courses may offer it as an extra-credit assignment. This method of evaluation is regularly reviewed and may become a standard requirement for more courses in the future.

Students can also directly engage in individual course evaluation through transparent and consistent processes. The midterm and final course evaluations are offered to each student in each class as an optional opportunity to review the course content and delivery/instruction. These evaluations focus on the Four C's that express our ECO-CJSC pedagogical mission and cover the logistical aspects of the learning environment, engagement of the course learning goals, supporting resources, and suggestions for enhancing the learning experience.

In addition to these formal evaluation processes, students are also encouraged to engage in emergent, timely feedback processes directly with their peers and instructors, as part of the school's wider mission. Advisors also provide ongoing assessments related to academic progress in each advising meeting with students.

## Means of Assessment

### *Direct measures:*

- Selected ACPE standards from CPE supervisors' final evaluations. There are specific standards for Unit 1 CPE (they are always discussed in various formats in supervisors' final evaluations) and we have selected those that fit well in our thresholds/Four C's
- Selected outcomes from parish and community internship final evaluations. Supervisors have many different ways of expressing themselves, but there is a lot of data – and the reports are from non-SKSM supervisors.
- MASC students' internship reports include supervisors' checklists. Selected items from the checklists fit into our thresholds/Four C's and can be quantified. These reports are from non-SKSM supervisors and are important measures of student learning.
- Look to find valuable SKSM instructors' comments on narrative evaluation forms—now that we have rubricized evaluation forms, we can also quantify and tabulate.
- Any external (non-SKSM supervisor) final evaluations – field ed evaluations, etc. – are valuable sources of data because they are from non-SKSM supervisors.
- Always include some supervisors' comments about individual students that exemplify threshold competencies. Narrative data are just as important as turning experience into numbers.

### *Indirect measures:*

- Relevant items from internally developed graduate exit surveys (Likert scale/quantitative data).
- Artifacts, especially threshold self-assessments at time of petitioning to graduate. These can be clearly linked to thresholds/Four C's.
- Narrative (qualitative) data selected from students' portfolios and threshold self-assessments. There are beautiful narratives that can easily be sorted into thresholds/Four C's. They shouldn't be lost because we prioritize “numerical data.”

### *Other sources:*

- Annual tabulated result of UU MFC interviews, i.e. ordination exams – percentage of SKSM alumni who pass the exam. We request this information annually from the UUA's MFC office.
- Graduates' activities after graduation—we collect this data informally, through social media connections, friends-of-friends, advisors etc. Our school is small enough and we are close enough that we can usually track 100 percent of the previous year's graduates, many of whom are pursuing CPE residencies or internships.

## Evaluation of Student Academic Progress and Formation at a Glance

Processes and Artifacts*	Timeline	Oversight entity
Initial Threshold self-assessment*	First/second semester	Advisor
Course participation+ artifacts* and Narrative Evaluation form	End of each semester	Instructor, Advisor
Portfolio* conference includes revised threshold self-assessment, Student Artifacts and Narrative Evaluation Forms	Midpoint through degree	Advisor, second faculty member, second student, community member
Field education, CPE, immersion, internship evaluations*	Second or third year of program	Director of Contextual Education, advisor, instructor for integrative reflection course
SKIL (individual learning course)	Second or third year of program	Instructor, advisor
Petition to graduate* includes updated threshold self-assessment* and petition-letter*	Beginning of final semester of program	Advisor presents student at faculty meeting, discussed by entire advising faculty, deans
ECO background/experience	Admissions, and initial Advisor appointment	Admissions, Advisor
ECO difficulties and ECO accomplishments	Faculty meetings	Instructor, Advisor, entire advising faculty, deans

### Closing the Loop

Portfolio Reviews, conversations on Student Concerns at faculty meetings, and discussing and voting on Petitions to Graduate at faculty meetings, are all moments where faculty as a whole reflect on individual student learning and degree effectiveness on the basis of the processes and artifacts listed above.

The academic advisor, Dean of Faculty, and/or Dean of Students may confer with an individual student to address issues and questions related to their learning and academic progress.

Questions and findings on educational effectiveness are brought to the Curriculum Committee and/or future Faculty Meetings for further review and discussion. The Dean of Faculty often creates a special faculty or faculty and student task force to review a problem and suggest a



course of action. Task force reports are discussed by the Curriculum Committee for recommendation and are eventually discussed and voted upon by faculty at faculty meetings. Collaborations may also involve the Director of Admission and Recruitment or the Director of Spiritual Care. These rounds of collaboration lead to the study and implementation of sustainable and meaningful improvements.

## DEGREE EVALUATION: M.DIV.

### M.DIV. STUDENT LEARNING OUTCOMES

#### *1. CULTIVATING MULTI-RELIGIOUS LIFE AND LEARNING (Religious Heritage)*

Graduates will be equipped with knowledge, skills and capacities to cultivate multi-religious life and learning.

##### **T3 Sacred Text and Interpretation (TI)**

- Students have read and are able to interpret sacred texts from several religious traditions in their historical and cultural context.
- Students are able to apply sacred texts to contemporary experience through preaching and public speaking.

##### **T6 Thea/ology in Culture and Context (TC)**

- Students are able to articulate their own theology and assist other people in articulating their own theologies.
- Unitarian Universalist students understand and can critically engage in discussion of Unitarian Universalist perspectives, values and practices.

#### *2. COUNTERING OPPRESSIONS AND EMBRACING RADICAL HOSPITALITY (Cultural Context )*

Graduates will be equipped with knowledge, skills and capacities to offer ministry and religious leadership that counters oppressions.

##### **T2 Prophetic Witness and Work (PW)**

- Students demonstrate an understanding of theological and ethical issues inherent in life and work, and the practice of ministry.
- Students are able to speak and write publicly on critical issues of our time in a contextually sensitive manner.

##### **T4 History of Dissenting Traditions and the Thea/ological Quest (HT)**

- Students understand their own religious tradition within the historical context of religious tolerance, interfaith dialogue and multi-religious engagement.
- Students demonstrate knowledge of the faith foundations of historical movements for social justice and social change.

### ***3. CREATING JUST AND SUSTAINABLE COMMUNITIES (Capacity for Religious and Public Leadership )***

Graduates will be equipped with knowledge, skills and capacities to create just and sustainable communities.

#### **T1 Life in Religious Community and Interfaith Engagement (LC)**

- Students have a demonstrated capacity to work collaboratively in interfaith and ecumenical settings and activities. Students understand group dynamics, have administrative abilities, and are able to engage in the democratic process of shared leadership.

#### **T7 Educating for Wholeness and Liberation (EL)**

- Students are able to facilitate teaching and learning, alert to cultural contexts, learning styles, and age differences.
- Students are able to design and teach an adult education and/or graduate-level class session on an anti-oppression topic.

### ***4. CALLING FORTH WHOLENESS, HEALING AND LIBERATION (Personal and Spiritual Formation)***

Graduates will be equipped with knowledge, skills and capacities to call forth wholeness and liberation from themselves and others, evidenced by ethical and spiritual maturity, responsible self-direction and agency, attunement to the interdependent web of all life, and reliance on transcendent sources of transformation, beauty and grace.

#### **T5 Spiritual Practice and the Care of the Soul (PC)**

- Students have personally sustaining spiritual practices.
- Students can guide individuals and congregations in their own spiritual growth, and have the necessary knowledge and skills to provide pastoral counseling across the life span.

#### **T8 Embodied Wisdom and Beauty (AR)**

- Students have an understanding of the role of ritual and the arts in the practice of ministry.
- Students have learned to conduct rites of passage, create liturgy, and lead ritual.

## M.DIV. STUDENT LEARNING OUTCOME MEASURE

Choices of response: Beginning (B); Developing (D); Competent (C); Not Applicable (NA)

<b>1 Cultivating multi-religious life and learning (3.Sacred Texts and 6.Theology)</b>	<b>Classroom work</b>	<b>Field work</b>	<b>Community experiences</b>
Has studied written/oral sacred texts interpretive methods, in cultural contexts			
Has used written/oral sacred texts in faith and/or other communities.			
Has articulated personal theology and uses theological language			
UU student is able to critically engage in UU perspectives, values, practices			
<b>2 Countering oppressions and embracing radical hospitality (2.Prophetic Witness and 4.History)</b>	<b>Classroom work</b>	<b>Field work</b>	<b>Community experiences</b>
Has studied systemic oppressions, approaches to justice making, understands theological and ethical issues			
Is able to speak/write on critical issues of our time in contextually sensitive manner			
Understands their own religious tradition within larger historical and social context			
Has demonstrated knowledge of faith foundations-historical movements for social justice and social change			
<b>3 Creating just and sustainable/ resilient communities (1.Life in religious community and 7.Educating for Wholeness and Liberation)</b>	<b>Classroom work</b>	<b>Field work</b>	<b>Community experiences</b>
Has shown capacity to work collaboratively in interfaith/ecumenical settings			
Engages in the democratic process, sharing leadership/admin. duties			
Is able to design or facilitate teaching and learning alert to cultural contexts, learning styles, and social locations			

Understands the power of education to address injustice, foster healing, liberation of people, communities, the earth			
<b>4 Calling forth wholeness, healing, and liberation (5.Spiritual Practice, Care of Soul and 8.Embodied Wisdom and Beauty)</b>	<b>Classroom work</b>	<b>Field work</b>	<b>Community experiences</b>
Has explored faith traditions' spiritual practices and how these can foster spiritual growth and self-care			
Has developed/deepened personally sustaining spiritual practices			
Is able to use the arts and ritual in community, congregational settings, to foster wholeness, healing, and liberation			
Is able to develop trauma-informed practices in rituals, and avoid cultural misappropriations			

See [MDIV Graduate Survey Template](#)

<b>Degree Programs–Assessment</b>	<b>Timeline</b>	<b>Oversight Entity</b>
<i>MDiv</i> : All graduating students score at least 80% success in meeting thresholds/Four C's program goals	At completion of degree program	Assessment coordinators, Dean of Faculty, Advising Faculty
80% graduating students rate positive satisfaction to each of the Four C-linked areas	At completion of degree program	Assessment coordinators, 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 coordinators, Dean of Faculty, Advising Faculty

### Closing the Loop

Data is interpreted and discussed at faculty meetings and may lead to future work with the Curriculum Committee, the Director of Contextual Education, the Executive Team, the Education Team, and the Director of Admission and Recruitment. This collaboration leads to the study and implementation of sustainable and meaningful improvements.

**MDiv** Last Review: 2021-2022

Next Reviews: every 5 years

Artifacts for Review:

- Midterm Portfolios
- Petitions to Graduate
- Selected papers and sermons

## DEGREE EVALUATION: MASC

### MASC STUDENT LEARNING OUTCOMES

#### *1. CULTIVATING MULTI-RELIGIOUS LIFE AND LEARNING (Religious Heritage)*

Graduates will be equipped with knowledge, skills and capacities to cultivate multi-religious life and learning.

##### **T3 Sacred Text and Interpretation (TI)**

- Students have read and are able to interpret sacred texts from several religious traditions in their historical and cultural context.
- Students are able to apply sacred texts to contemporary social issues.

##### **T6 Thea/ology in Culture and Context (TC)**

- Students are able to articulate their own theology and assist other people in articulating their own theologies.
- Students value differing and conflicting theological ideas from a global and inter- religious perspective.

#### *2. COUNTERING OPPRESSIONS AND EMBRACING RADICAL HOSPITALITY (Cultural Context)*

Graduates will be equipped with knowledge, skills and capacities to offer ministry and religious leadership that counters oppressions.

##### **T2 Prophetic Witness and Work (PW)**

- Students demonstrate an understanding of theological and ethical issues inherent in life and work, and religious leadership for social change.
- Students are able to speak and write publicly on critical issues of our time in a contextually sensitive manner, using communication technologies and relating to the media.

##### **T4 History of Dissenting Traditions and the Thea/ological Quest (HT)**

- Students understand their own religious tradition within the historical context of religious tolerance, interfaith dialogue and multi-religious engagement.

- Students demonstrate knowledge of the faith foundations of historical movements for social justice and social change.

### ***3. CREATING JUST AND SUSTAINABLE COMMUNITIES (Capacity for Ministerial/Public Leadership)***

**Graduates will be equipped with knowledge, skills and capacities to create just and sustainable communities.**

#### **T1 Life in Religious Community and Interfaith Engagement (LC)**

- Students have a demonstrated capacity to work collaboratively in interfaith and ecumenical settings and activities.
- Students have the ability to create community-building solutions to help address global problems of inequality, conflict and injustice.

#### **T7 Educating for Wholeness and Liberation (EL)**

- Students are able to design and teach an adult education and/or graduate-level class session on an anti-oppression topic.
- Students are able to facilitate teaching and learning, alert to cultural contexts, learning styles, and age differences.

### ***4. CALLING FORTH WHOLENESS, HEALING AND LIBERATION (Personal and Spiritual Formation)***

**Graduates will be equipped with knowledge, skills and capacities to call forth wholeness and liberation from themselves and others, evidenced by ethical and spiritual maturity, responsible self-direction and agency, attunement to the interdependent web of all life, and reliance on transcendent sources of transformation, beauty and grace.**

#### **T5 Spiritual Practice and the Care of the Soul (PC)**

- Students have personally sustaining spiritual practices.
- Students can encourage groups and individuals to integrate sustaining spiritual practices, personal growth and pastoral care into social change work.

#### **T8 Embodied Wisdom and Beauty (AR)**

- Students have an understanding of embodiment, sexuality, and relationality.



- Students have completed work that demonstrates the role of ritual and art in social movements for change.

## MASC STUDENT LEARNING OUTCOME MEASURE

Choices of response: **Beginning (B); Developing (D); Competent (C); Not Applicable (NA)**

<b>1 Cultivating multi-religious life and learning (Heritage) (3.Sacred Texts and 6.Theology)</b>	<b>Classroom work</b>	<b>Field Work</b>	<b>Community Experiences (describe)</b>
Is able to utilize sacred texts in their historical and cultural contexts			
Is able to apply sacred texts to contemporary social change issues			
Articulates personal theology and uses theological language in their social change work			
Values differing and conflicting theological ideas from a cultural and interreligious perspective			
<b>2 Countering oppressions and embracing radical hospitality (2.Prophetic Witness and 4.History) (Cultural Context)</b>	<b>Classroom work</b>	<b>Field Work</b>	<b>Community Experiences (describe)</b>
Demonstrates understanding of theological/ethical issues inherent in life and work and social transformation			
Has engaged critical issues of our time in a contextually sensitive manner that promotes radical hospitality			
Understands their own religious practices within historical context of religious freedom, and social dissent			
Demonstrates knowledge of faith foundations of historical movements for social justice and transformation			
<b>3 Creating just and sustainable/resilient communities (Rel and public leadership) (1.Life in religious community and 7.Educating for Wholeness and Liberation)</b>	<b>Classroom work</b>	<b>Field Work</b>	<b>Community experiences (describe)</b>
Has capacity to work collaboratively in interfaith/secular communities to address local and global problems			

Engages in the democratic process, sharing leadership/admin. duties			
Is able to design or facilitate teaching and learning alert to cultural contexts, learning styles, and social locations			
Understands the power of cultivating relationships in the development of wholeness, healing, liberation of others			
<b>4 Calling forth wholeness, healing, and liberation (personal/spiritual formation) (5.Spiritual Practice, Care of Soul and 8.Embodied Wisdom and Beauty)</b>	<b>Classroom work</b>	<b>Field Work</b>	<b>Community Experiences (describe)</b>
Has developed/deepened personally sustaining spiritual practices			
Is able to integrate their sustaining spiritual practices, personal growth, and pastoral care into social change work			
Demonstrates an understanding of embodiment, relationality, and the role of ritual and the arts in transformative social movements			

<b>Degree Programs–Assessment</b>	<b>Timeline</b>	<b>Oversight Entity</b>
<i>MASC</i> : All graduating students score at least 80% success in meeting thresholds/Four C's program goals	At completion of degree program	Assessment coordinator, Dean of Faculty, Advising Faculty
80% graduating students rate positive satisfaction to each of the Four 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 Four 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

See [MASC Graduate Survey Questionnaire](#)

MASC Review: 2019-2020

Next Review: every 5 years

Artifacts for Review:

- Midterm Portfolios
- Petitions to Graduate
- MASC Projects

### Closing the Loop

We are working on making our degree assessment process part of the routine of the school leveraging existing evaluative “portals” to measure whether our degree programs are in fact creating competent religious leaders in a variety of vocations, ready to meet worldly challenges with spiritual fortitude through the creation of just, sustainable, liberatory communities.

## ADMINISTRATIVE EVALUATIONS

### Faculty Evaluation

Starr King does not have a tenure system and most of our instructors work on an annual or bi-annual contract basis. The Dean of Faculty meets with faculty, after the spring term concludes and prior to the renewal of contracts for the next academic and fiscal year, for an annual performance review. Faculty prepare and submit a self-assessment document in advance. During these meetings, the Dean engages faculty in a collegial and cooperative assessment of effectiveness, identifying areas of strength or improvement in course management, advising, committee work, research and scholarship and overall contribution to the life of the school.

Assessment of faculty also occurs throughout the academic year as students evaluate the management and delivery of a class via course evaluations at the mid-term and conclusion of each full-semester course (Fall and Spring semesters) or at the conclusion of our one- or two-week intensive courses (Intersession and Summer intensive terms). The course evaluation forms, completed in an online survey format, ask students to rate the course in three areas: overall assessment, pedagogical aspects, and logistical aspects. The forms ask for narrative responses explicitly based on the language of our ECO statement (our Four C's). Evaluations are submitted to the Dean of Faculty and the curriculum committee for review and discussion. Instructors receive copies of the course evaluations after the submission of final grades.

### Closing the Loop

The Dean of Faculty/CAO reviews the faculty's annual self-assessment, course evaluations, and the notes of the 1:1 annual discussion with faculty and identifies patterns, questions, and issues. According to the nature of the problem, the Dean of Faculty/CAO will discuss the issues with the faculty meetings, Associate Dean, President, Executive Team, Curriculum Committee, or Board. Task forces for further studies may be created (for instance, we had one on faculty salaries, comprised by board members, administrators and faculty). Suggestions for meaningful and sustainable implementation are brought to the faculty, President, Executive Team, or Board.

## Curriculum Evaluation

Curriculum	Timeline	Oversight Entity
Course selections	Each semester	Dean of Faculty, Instructor, Curriculum Committee, Faculty Meetings
Course satisfaction by students	Mid-semester to “fine-tune” course	Instructor, Dean of Faculty, Curriculum Committee
Course outcomes by students (includes academics, Four C’s)	Each semester	Instructor, Dean of Faculty
Field education, CPE, immersion, internship	Each semester	Director of Contextual Education
Online learning	Ongoing faculty support as needed	Director of Online Education, Dean of Faculty, Curriculum Committee, Faculty Meetings

### Closing the Loop

The Curriculum Committee is composed of faculty and student representatives, who consult with their constituencies. The Dean of Faculty/CAO chairs the Committee. Learning, questions and recommendations are brought to the faculty for review and decisions on sustainable and meaningful improvements. The Dean of Faculty/CAO chairs the Curriculum Committee.

## Board Evaluation

[Starr King Board Assessment.pdf](#)

There are two major Board meetings a year, at which Board appoints one of its members to be a process observer for the day. The process observation is minuted as part of the Board meeting.

In addition to the process observation, the Board created a self-evaluation process in 2019, with a self-evaluation form, linked above, for data collection which is processed into a report to assess the Board's effectiveness and its fidelity to SKSM's mission. It examines four tracks of activity for the Board (see Standard 2 in the Self Study): programs and offerings, outward engagement, internal structure and support, and culture and community.

### **Closing the Loop**

At the conclusion of each meeting, The Board allows time for review and reflection as a structured discussion in which trustees can explore areas of strength and areas for improvement. The outcomes are developed into an action plan, with tasks and a timeline for implementation. The Board subsequently monitors the action plan through check-ins or within subcommittee meetings, with a feedback loop to ensure the dissemination and documentation of decisions and actions. The self-evaluation will be reviewed annually and compared to prior years to determine strategic progress, in alignment with SKSM's mission and goals. All members of the Board carry on and adjust their committee work in relation to the Board evaluation findings. The faculty and student representatives report back to their constituencies.

## APPENDIX: Threshold Learning Outcomes

### Threshold One: Life in Religious Community & Interfaith Engagement (LC)

*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 (PW)

*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 (TI)**  
*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 (HT)**  
*The Offices of Scholar and Activist*

Students will learn to articulate their theaology 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 (PC)**  
*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 (TC)**  
*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 (EL)**  
*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 (AR)**  
*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.



**Starr King School for the Ministry  
Three-Year Budget Submission**

Reverend Rosemary Bray McNatt, President  
Michael Badalov, Interim V.P. of Finance & Administration

This document contains the submission to the Board of Trustees of the Strategic Three-Year Budget for the Starr King School for the Ministry.

The first year of this three-year budget submission projects a \$254,608 deficit, due to headwinds in enrollment across all higher education institutions. The second year's projection sees an improvement, to a mild deficit of \$22,040, followed by a projected profit of \$119,305 in the third year. The school continues to show discipline on cost containment and expense management, while planning for various long-term improvements in our educational offerings.

As we look forward to 2024-2025, the School will continue to be challenged externally by some lingering inflation, the uncertainty of an election year and widespread decreases in enrollment in higher-education institutions, like ours.

These budget projections were made possible by the very active involvement of the School's Staff, President McNatt and the Board Finance Committee.

**2024-2025**

Revenues	\$3,121,130
Expenses	\$3,375,738
Forecasted Deficit	(\$254,608)

**2025-2026**

Revenues	\$3,392,951
Expenses	\$3,414,991
Forecasted Deficit	(\$22,040)

**2026-2027**

Revenues	\$3,578,098
Expenses	\$3,458,794
Forecasted Surplus	\$119,305



**Starr King School for the Ministry  
Three-Year Budget Submission**

Reverend Rosemary Bray McNatt, President  
Michael Badalov, Interim V.P. of Finance & Administration

The 2024-2025 Budget is submitted for approval by the Board.

Revenues

Gross Tuition		\$1,686,583
Discounts	(\$20,914)	
Drops	(48,574)	
Scholarships Awarded	<u>(247,680)</u>	
Net Tuition		\$1,369,416
Contributions		
UUA	\$210,000	
Foundations	100,000	
Contributions w/o Restrictions	<u>1,100,000</u>	
		\$1,410,000
Alternative Revenues		\$60,000
Scholarship Draw		247,680
Endowment Draw		<u>34,034</u>
Total Forecasted Revenues		\$3,121,130

Expenses

Salary & Benefits	\$2,023,449	
Non-Salary Expenses	<u>1,352,289</u>	
Total Budgeted Expenses		\$3,375,738

Forecasted Deficit (\$254,608)

Notes

- Tuition is constant at \$925 per credit hour
- Contribution forecast is \$1.21m vs. \$917k forecast from 2023-2024
- The Endowment draw is \$34,034, decreased from \$134,500 in 2023-2024
- The Scholarship draw is \$197,500, slightly increased from \$195,000 in 2023-2024; an additional \$50k in Scholarships is available, as raised by Advancement
- There is a built-in 2% Salary Increase for 2024-2025
- General Assembly – in person expense of \$40k has been budgeted for 2024-2025
- ATS Visit - \$20k has been budget for 2024-2025



**Starr King School for the Ministry  
Three-Year Budget Submission**

Reverend Rosemary Bray McNatt, President  
Michael Badalov, Interim V.P. of Finance & Administration

The 2025-2026 budget is submitted for review by the Board.

Revenues

Net Tuition		\$1,450,271
Contributions		
UUA	\$210,000	
Foundations	125,000	
Contributions w/o Restrictions	<u>1,210,000</u>	
		\$1,545,000
Alternative Revenues		\$85,000
Scholarship Draw		247,680
Endowment Draw		<u>65,000</u>
Total Forecasted Revenues		\$3,392,951

Expenses

Salary & Benefits	\$2,055,967	
Non-Salary Expenses	<u>1,359,024</u>	
Total Budgeted Expenses		\$3,414,991

Forecasted Deficit (\$22,040)

Notes

- Tuition is remains at \$925 per credit hour
- Contributions are up 10.0% (an increase) to 2024-2025
- Foundations Support forecasted to be \$125,000
- Built in 2% Salary Increase



**Starr King School for the Ministry  
Three-Year Budget Submission**

Reverend Rosemary Bray McNatt, President  
Michael Badalov, Interim V.P. of Finance & Administration

The 2026-2027 Budget is submitted for review by the Board.

Revenues

Net Tuition		\$1,535,168
Contributions		
UUA	\$210,000	
Foundations	150,000	
Contributions w/o Restrictions	<u>1,240,250</u>	
		\$1,600,250
Alternative Revenues		\$100,000
Scholarship Draw		247,680
Endowment Draw		<u>95,000</u>
Total Forecasted Revenues		\$3,578,098

Expenses

Salary & Benefits	\$2,085,769	
Non-Salary Expenses	<u>1,373,025</u>	
Total Budgeted Expenses		\$3,458,794

Forecasted Surplus \$119,305

Notes

- Tuition is remains at \$925 per credit hour
- Contributions are up 2.5% (an increase) to 2025-2026
- Foundations Support forecasted to be \$150,000
- Built in 2% Salary Increase



## FINANCIAL STATEMENTS

June 30, 2023

(with Comparative Totals for 2022)

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## INDEPENDENT AUDITORS' REPORT

To the Board of Governors of  
Starr King School for the Ministry:

### Report on the Financial Statements

#### *Opinion*

We have audited the accompanying financial statements of Starr King School for the Ministry (a nonprofit organization), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

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 (the School) as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### *Basis for Opinion*

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### *Emphasis of Matter*

As discussed in Note 2, beginning July 1, 2022, the School adopted Accounting Standards Update No. 2016-02, *Leases* (Topic 842) and its related amendments using the modified-retrospective transition method. Our opinion is not modified with respect to this matter.

#### *Responsibilities of Management for the Financial Statements*

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

### ***Auditors' Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

### ***Other Information – Schedule of Financial Responsibility Composite Ratio Scores***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedules of financial responsibility composite ratio scores and financial responsibility data (the Schedules) as of and for the year ended June 30, 2023 are presented for purposes of additional analysis, as required by the U.S. Department of Education, and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedules are fairly stated in all material respects in relation to the financial statements as a whole.

***Supplementary Information - Schedule of Expenditures of Federal Awards Required by the Uniform Guidance***

Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated November 9, 2023, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

***Report on Summarized Comparative Information***

We have previously audited the School's 2022 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 20, 2022. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2022, is consistent, in all material respects, with the audited financial statements from which it has been derived.



Long Beach, California  
November 9, 2023

**STARR KING SCHOOL FOR THE MINISTRY**

**STATEMENT OF FINANCIAL POSITION  
JUNE 30, 2023  
(WITH COMPARATIVE TOTALS FOR 2022)**

**ASSETS**

	<u>2023</u>	<u>2022</u>
Cash and cash equivalents	\$ 1,479,015	\$ 1,200,207
Investments	7,016,679	6,931,398
Student accounts receivable	156,130	248,335
Contributions receivable, net	238,938	503,152
Employee Retention Credits receivable	-	583,594
Other assets	37,805	18,649
Furniture and collections, net	33,445	33,445
Operating lease right-of-use assets	482,012	-
<b>TOTAL ASSETS</b>	<u>\$ 9,444,024</u>	<u>\$ 9,518,780</u>

**LIABILITIES AND NET ASSETS**

**CURRENT LIABILITIES**

Accounts payable and accrued liabilities	\$ 88,074	\$ 143,741
Government grant advances	-	110,482
Accrued vacation	198,197	153,345
Operating lease liabilities	517,674	-
	<u>803,945</u>	<u>407,568</u>

**COMMITMENTS AND CONTINGENCIES (Note 11)**

**NET ASSETS**

Without donor restrictions		
Undesignated	444,374	1,077,624
Board designated	200,000	200,000
	<u>644,374</u>	<u>1,277,624</u>
With donor restrictions		
Time and purpose	597,541	650,989
Endowment fund	7,444,859	7,384,980
Underwater endowment	(46,695)	(202,381)
	<u>7,995,705</u>	<u>7,833,588</u>
 Total net assets	 <u>8,640,079</u>	 <u>9,111,212</u>

<b>TOTAL LIABILITIES AND NET ASSETS</b>	<u>\$ 9,444,024</u>	<u>\$ 9,518,780</u>
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The accompanying notes are an integral part of these financial statements.

**STARR KING SCHOOL FOR THE MINISTRY**

**STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2023  
(WITH COMPARATIVE TOTALS FOR 2022)**

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total 2023</u>	<u>2022</u>
<b>REVENUE AND SUPPORT</b>				
Tuition and fees	\$ 1,484,163	\$ -	\$ 1,484,163	\$ 1,351,675
Less scholarships and tuition assistance	<u>(325,039)</u>	<u>-</u>	<u>(325,039)</u>	<u>(395,475)</u>
Net student tuition and fees	1,159,124	-	1,159,124	956,200
Contributions	392,704	248,552	641,256	718,237
Support from Unitarian Universalist Association	210,000	-	210,000	210,000
Government grants	110,483	-	110,483	92,265
Employee Retention Credits	-	-	-	583,594
Other income	11,143	-	11,143	221,888
Net assets released from restrictions	<u>717,000</u>	<u>(717,000)</u>	<u>-</u>	<u>-</u>
Total revenue and support	2,600,454	(468,448)	2,132,006	2,782,184
<b>OPERATING EXPENSES</b>				
Program services	1,593,712	-	1,593,712	1,426,994
Supporting activities				
Advancement	614,610	-	614,610	519,358
Institutional support	<u>1,039,103</u>	<u>-</u>	<u>1,039,103</u>	<u>1,288,500</u>
Total Expenses	<u>3,247,425</u>	<u>-</u>	<u>3,247,425</u>	<u>3,234,852</u>
<b>CHANGES IN NET ASSETS FROM OPERATIONS</b>	(646,971)	(468,448)	(1,115,419)	(452,668)
<b>NONOPERATING ACTIVITIES:</b>				
Investment return, net	13,721	570,686	584,407	(1,574,826)
Gifts and grants	<u>-</u>	<u>59,879</u>	<u>59,879</u>	<u>65,255</u>
Change in net assets from non-operating activities	<u>13,721</u>	<u>630,565</u>	<u>644,286</u>	<u>(1,509,571)</u>
<b>CHANGES IN NET ASSETS</b>	(633,250)	162,117	(471,133)	(1,962,239)
<b>NET ASSETS AT BEGINNING OF YEAR</b>	<u>1,277,624</u>	<u>7,833,588</u>	<u>9,111,212</u>	<u>11,073,451</u>
<b>NET ASSETS AT END OF YEAR</b>	<u>\$ 644,374</u>	<u>\$ 7,995,705</u>	<u>\$ 8,640,079</u>	<u>\$ 9,111,212</u>

The accompanying notes are an integral part of these financial statements.

**STARR KING SCHOOL FOR THE MINISTRY**

**STATEMENT OF FUNCTIONAL EXPENSES  
FOR THE YEAR ENDED JUNE 30, 2023  
(WITH COMPARATIVE TOTALS FOR 2022)**

	<b>Total Program Services</b>	<b>Supporting Activities</b>		<b>Total 2023</b>	<b>Total 2022</b>
		<b>Advancement</b>	<b>Institutional Support</b>		
Salaries	\$ 1,202,725	\$ 365,421	\$ 232,035	\$ 1,800,181	\$ 1,725,774
Benefits and taxes	121,740	38,293	56,468	216,501	220,896
Employee expenses	<u>1,324,465</u>	<u>403,714</u>	<u>288,503</u>	<u>2,016,682</u>	<u>1,946,670</u>
Advertising, promotion, public relations	9,312	22,809	6,586	38,707	30,869
Bad debt expense	1,239	1,239	9,914	12,392	17,081
Computer and software expense	38,885	14,688	138,807	192,380	187,092
Conferences and meetings	24,994	30,684	28,003	83,681	73,689
Dues and subscriptions	5,170	3,889	4,877	13,936	208,342
Equipment lease and maintenance	1,595	2,173	12,763	16,531	14,441
Facility lease and maintenance	19,204	15,337	154,487	189,028	188,031
Fees and bank charges	1,198	1,198	9,587	11,983	13,530
Grants	71,471	-	-	71,471	26,335
Insurance	5,460	5,460	43,679	54,599	41,702
Office expense	14,285	20,099	60,015	94,399	72,660
Professional services	60,097	51,823	247,353	359,273	375,356
Travel and transportation	11,786	38,881	19,854	70,521	20,364
Utilities and IT services	4,551	2,616	14,675	21,842	18,690
Total operating expenses	<u>269,247</u>	<u>210,896</u>	<u>750,600</u>	<u>1,230,743</u>	<u>1,288,182</u>
Total Expenses	<u>\$ 1,593,712</u>	<u>\$ 614,610</u>	<u>\$ 1,039,103</u>	<u>\$ 3,247,425</u>	<u>\$ 3,234,852</u>

The accompanying notes are an integral part of these financial statements.

**STARR KING SCHOOL FOR THE MINISTRY**

**STATEMENT OF CASH FLOWS**

	<b>For the Year Ended</b>	
	<b>June 30,</b>	
	<u><b>2023</b></u>	<u><b>2022</b></u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Changes in net assets	\$ (471,133)	\$ (1,962,239)
Adjustments to reconcile changes in net assets to net cash from operating activities:		
Amortization on operating lease	112,764	-
Realized and unrealized (gains) losses	(516,646)	1,574,826
Contributions restricted for long-term investment	(59,879)	(65,255)
Change in operating assets and liabilities:		
Student accounts receivable	92,205	(184,727)
Contributions receivable	264,214	272,855
Employee Retention Credits receivable	583,594	(583,594)
Other assets	(19,156)	(8,649)
Accounts payable and accrued liabilities	(55,667)	104,447
Government advances for student loans	(110,482)	(92,265)
Accrued vacation	44,852	60,458
Operating lease liabilities	(77,102)	-
Net Cash Used In Operating Activities	<u>(212,436)</u>	<u>(884,143)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Proceeds from sale of investments	525,295	714,280
Purchase of investments	(93,930)	(325,000)
Net Cash Provided By Investing Activities	<u>431,365</u>	<u>389,280</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>		
Contributions restricted for long-term investment	59,879	65,255
Net Cash Provided By Financing Activities	<u>59,879</u>	<u>65,255</u>
<b>NET CHANGE IN CASH AND CASH EQUIVALENTS</b>	278,808	(429,608)
<b>CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR</b>	<u>1,200,207</u>	<u>1,629,815</u>
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<u><u>\$ 1,479,015</u></u>	<u><u>\$ 1,200,207</u></u>

The accompanying notes are an integral part of these financial statements.

**STARR KING SCHOOL FOR THE MINISTRY**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2023**  
**(WITH COMPARATIVE TOTALS FOR 2022)**

**NOTE 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 was 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. On April 1, 2020, the School's Board of Trustees voted unanimously to have the School withdraw from the GTU consortium. 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. The School remained a member of the GTU through April 1, 2022, with all the benefits and responsibilities of a member school including, but not limited to, cross-registration, access to the GTU library, use of the digital learning department, and participation in Core Doctoral Faculty, Council of Deans, Council of Presidents and GTU Board of Trustees. The School was obligated to pay to the consortium its portion of the assessment, based on the allocation formula agreed to by the Council of Presidents. In addition, pursuant to the Common Agreement, there is no return on equity, no return of library books or other property whose title has been transferred to the GTU, and no payment in lieu of past services or contributions. The School's share of these costs for the years ended June 30, 2023 and 2022 were \$0 and \$202,842, respectively.

**NOTE 2 – Summary of Significant Accounting Policies**

***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, revenue is recognized in the period in which it is earned, and expenses are recognized in the period incurred.

***Basis of Presentation***

The accompanying financial statements of the School have been prepared under the accrual basis of accounting. The School reports information regarding its financial position and activities according to two classes of net assets: with donor restrictions and without donor restrictions.



**STARR KING SCHOOL FOR THE MINISTRY**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2023**  
**(WITH COMPARATIVE TOTALS FOR 2022)**

**NOTE 2 – Summary of Significant Accounting Policies (Continued)**

Net assets and revenue are classified based on the existence or absence of donor-imposed restrictions.

*Without Donor Restrictions* - Net assets that are not subject to donor-imposed restrictions.

*With Donor Restrictions* - Net assets subject to donor-imposed restrictions that are temporary in nature and that will be met either by actions of the School or the passage of time. As the restrictions are satisfied, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the accompanying statement of activities as net assets released from restrictions. Other donor stipulations are perpetual in nature, where the donor stipulates that the corpus be invested in perpetuity and only the income be made available for program operations in accordance with donor restrictions. Such income generally includes interest, dividends, and realized and unrealized earnings from the corpus.

The School's endowments consist of a board-designated fund and individual donor-restricted funds. Net assets associated with endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

***Cash and Cash Equivalents***

Cash and cash equivalents include cash on hand, demand deposits in banks, money market funds, and certificates of deposit with initial maturities of three months or less. The carrying value of cash and cash equivalents approximates fair value because of the short maturities of those financial instruments.

***Student Accounts Receivable***

Student accounts receivable 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. 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. At June 30, 2023, no allowance for doubtful accounts was recognized.

**STARR KING SCHOOL FOR THE MINISTRY**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2023**  
**(WITH COMPARATIVE TOTALS FOR 2022)**

**NOTE 2 – Summary of Significant Accounting Policies (Continued)**

*Contributions Receivable*

Contributions receivable are recorded at net realizable value. Pledges expected to be collected over a period in excess of one year are recorded at the present value of their estimated future cash flows, discounted using an estimated market return rate. Conditional promises to give are not included as support until the conditions are substantially met. The School's management expects to collect all unconditional promises to give, therefore, no allowance for uncollectible amounts has been recorded.

*Investments*

Investments in marketable securities and debt instruments are stated at fair value. The fair value of publicly traded securities is based upon quoted market prices and net asset value (NAV). Other securities for which no such quotations or valuations are readily available are carried at estimated fair values provided by investment fund managers.

Realized gains and losses are computed as the difference between historical cost and sales proceeds. Unrealized gains and losses are the change in the spread between historical cost and fair value during the year. Realized and unrealized gains and losses are included as net investment return on the accompanying statement of activities and allocated to donor-restricted net assets, where stipulated by donor designations. Investment return is recognized net of investment fees, which totaled \$51,514 and \$61,871 for the years ended June 30, 2023 and 2022, respectively.

If losses and withdrawals reduce the assets of a donor-restricted endowment fund below the level required by the donor stipulations or law, the endowment fund is considered to be underwater. Gains that restore the fair value of the assets of the endowment fund to the required level are classified as increases in net assets with donor restrictions.

*Furniture and Collections*

Furniture and collections 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. Depreciation is recorded using the straight-line method over the estimated useful lives of the assets of 3 – 10 years. The School also owns a collection of paintings and rare books which are capitalized at 1932 appraised values and are not depreciated.

**STARR KING SCHOOL FOR THE MINISTRY**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2023**  
**(WITH COMPARATIVE TOTALS FOR 2022)**

**NOTE 2 – Summary of Significant Accounting Policies (Continued)**

*Government Grant Advances*

Funds provided by the government under the Higher Education Emergency Relief Fund (HEERF) and student financial aid programs are due to qualified students or are conditioned on the incurrence of allowable qualifying costs. Advances received in excess of qualifying costs are included as liabilities in the statement of financial position.

*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.

*Revenue Recognition*

Student tuition and fees are recorded as revenue during the year the related academic services are rendered, as the School satisfies its performance obligations to its students. Student tuition and fees received in advance of services to be rendered are recorded as deferred tuition and fees revenue.

Other services are recorded as revenue based on the total consideration expected to be received in exchange for performance of certain performance obligations at contract-designated prices.

The School recognizes unconditional contributions when received or promised to give. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met.

The School records contributions as net assets with donor restrictions if they are received with donor stipulations that limit their use either through purpose or time restrictions, or both. When donor restrictions expire, that is, when the purpose restriction is fulfilled or the time restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions. It is the School's policy to record donor-restricted contributions received and expended in the same accounting period as contributions without donor restrictions.

**STARR KING SCHOOL FOR THE MINISTRY**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2023**  
**(WITH COMPARATIVE TOTALS FOR 2022)**

**NOTE 2 – Summary of Significant Accounting Policies (Continued)**

*Scholarship and Tuition Assistance*

Scholarship and tuition assistance are reported in the statement of activities as an adjustment to revenue. The School awards financial aid to students based on need.

*Income Taxes*

The School is a public charity structured as a nonprofit corporation under Internal Revenue Code Section 501(c)(3). The School is exempt from income taxes, domestic and foreign, related to revenue received in connection with exempt programs. The School recognizes the financial statement benefit of tax positions, such as its filing status as tax-exempt, only after determining that the relevant tax authority would more likely than not sustain the position following an audit. The School is subject to potential income tax audits on open tax years by any taxing jurisdiction in which it operates. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

*Functional Expenses*

Expenses that can be identified with a specific program or supporting service are charged directly to the related program or supporting service. Expenses that are associated with more than one program or supporting service are allocated based on estimates by management of square footage occupancy or time and effort.

*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 revenue and expenses during the reporting period. Actual results could differ from those estimates.

**STARR KING SCHOOL FOR THE MINISTRY**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2023**  
**(WITH COMPARATIVE TOTALS FOR 2022)**

**NOTE 2 – Summary of Significant Accounting Policies (Continued)**

*Concentrations of Risk*

Financial instruments that potentially subject the School to concentrations of credit risk consist principally of cash and cash equivalents 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. 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.

*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.

*Recently Adopted Accounting Pronouncements*

In February 2016, the Financial Accounting Standards Board (FASB) issued new lease accounting guidance in Accounting Standards Update (ASU) 2016-02 *Leases* (Topic 842) (ASU 2016-02), which modifies lease accounting for lessees to increase transparency and comparability by requiring the School to recognize a lease liability and related right-of-use assets for all leases (with the exception of short-term leases) at the commencement date of the lease and to disclose key information about leasing arrangements.

Effective July 1, 2022, the School adopted ASU 2016-02. The School determines if an arrangement contains a lease at inception based on whether the School has the right to control the asset during the contract period and other facts and circumstances. The School elected the package of practical expedients permitted under the transition guidance within the new standard, which among other things, allowed it to carry forward the historical lease classification.

**STARR KING SCHOOL FOR THE MINISTRY**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2023**  
**(WITH COMPARATIVE TOTALS FOR 2022)**

**NOTE 2 – Summary of Significant Accounting Policies (Continued)**

*Recently Adopted Accounting Pronouncements (Continued)*

The School's policy for determining its lease discount rate used for measuring lease liabilities is to use the rate implicit in the lease whenever that rate is readily determinable. If the rate implicit in the lease is not readily determinable, then the School has elected to use risk-free discount rate, as permitted by generally accepted accounting principles (U.S. GAAP), determined using a period comparable with that of the lease term.

The School has elected a policy to account for short-term leases, defined as any lease with a term less than 12 months, by recognizing all components of the lease payment in the statement of activities in the period in which the obligation for the payments is incurred.

The School adopted ASU 2016-02 utilizing the modified-retrospective transition method through a cumulative-effect adjustment. The adoption of ASU 2016-02 resulted in the recognition of right-of-use assets and operating lease liabilities of \$594,776 as of July 1, 2022. Results for periods beginning prior to July 1, 2022 continue to be reported in accordance with the historical accounting treatment. The adoption of ASU 2016-02 did not have a material impact on the School's results of operations, cash flows, or debt covenants.

*Subsequent Events*

Subsequent events have been evaluated through November 9, 2023, which is the date the financial statements were available to be issued.

**NOTE 3 – Investments and Fair Value Measurements**

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.

**STARR KING SCHOOL FOR THE MINISTRY**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2023**  
**(WITH COMPARATIVE TOTALS FOR 2022)**

**NOTE 3 – Investments and Fair Value Measurements (Continued)**

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      Level 2 inputs are inputs other than quoted prices included within level 1 that are observable for the asset or liability, either directly or indirectly. Also included in level 2 are investments measured using a NAV per share, or its equivalent, that may be redeemed at that NAV at the date of the statement of financial position or in the near term, which is generally considered to be within 90 days.
  
- Level 3      Level 3 inputs are unobservable inputs for the asset or liability. This valuation is accomplished using management’s best estimate of fair value, with inputs into the determination of fair value that require significant management judgment or estimation. Also included in level 3 are investments measured using a NAV per share, or its equivalent, that can never be redeemed at the NAV or for which redemption at NAV is uncertain due to lockup periods or other investment restrictions.

The level in the fair value hierarchy within which a fair measurement in its entirety falls is based on the lowest level input that is significant to the fair value measurement in its entirety. The School determines the fair value of financial instruments for which it cannot obtain quoted market prices in active markets as follows:

Equity funds: The valuation of alternative investments is determined through consideration of the NAVs provided by the investment advisors. The investment advisors’ determination of fair value is based upon the best available information and other market factors which may include, but are not limited to, estimates of liquidation value, prices of recent transactions in the same or similar funds, current performance, future expectations of the particular investment, and changes in market outlook and the financing environment. For alternative investments which are composed of certain equity funds, the School has determined that the NAV reported by the underlying fund is a practical expedient to fair value; however, adjustments to the reported NAV may be made based on various factors including, but not limited to, the basis of accounting used in determining NAV, the reporting date of the NAV, and probable sales of any individual investment funds as of the measurement date. Due to the nature of these investments, changes in market conditions and the economic environment may significantly impact the NAV of the funds and, consequently, the fair value of the School’s interest in the funds.

**STARR KING SCHOOL FOR THE MINISTRY**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2023**  
**(WITH COMPARATIVE TOTALS FOR 2022)**

**NOTE 3 – Investments and Fair Value Measurements (Continued)**

The following table summarizes the School’s investments by the fair value hierarchy at June 30, 2023 and 2022:

	<u>Fair Value</u>			<u>Net Asset Value<sup>(a)</sup></u>	<u>Total</u>
	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>		
<b>June 30, 2023:</b>					
Equity securities	\$ 2,412,136	\$ -	\$ -	\$ -	\$ 2,412,136
Government and corporate bonds	1,585,793	-	-	-	1,585,793
Equity funds	<u>-</u>	<u>-</u>	<u>-</u>	<u>3,018,750</u>	<u>3,018,750</u>
	<u>\$ 3,997,929</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 3,018,750</u>	<u>\$ 7,016,679</u>

	<u>Fair Value</u>			<u>Net Asset Value<sup>(a)</sup></u>	<u>Total</u>
	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>		
<b>June 30, 2022:</b>					
Equity securities	\$ 2,581,216	\$ -	\$ -	\$ -	\$ 2,581,216
Government and corporate bonds	1,625,008	-	-	-	1,625,008
Equity funds	<u>-</u>	<u>-</u>	<u>-</u>	<u>2,725,174</u>	<u>2,725,174</u>
	<u>\$ 4,206,224</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 2,725,174</u>	<u>\$ 6,931,398</u>

<sup>(a)</sup> In accordance with Subtopic 820-10, certain investments that were measured at net asset value per share (or its equivalent) have not been classified in the fair value hierarchy. The fair value amounts presented in this table are intended to permit reconciliation of the fair value hierarchy to the line items presented in the statement of financial position.

The following table summarizes the School’s equity funds valued using the fair value practical expedient of NAV as of June 30, 2023:

	<u>Fair Value</u>	<u>Unfunded Commitments</u>	<u>Frequency (if currently eligible)</u>	<u>Redemption Notice Period</u>	<u>Remaining Life (Years)</u>
Asset class/funds:					
Small cap social fund	\$ 914,036	None	Monthly	5 days	N/A
International climate fund	\$ 2,104,714	None	Monthly	5 days	N/A



**STARR KING SCHOOL FOR THE MINISTRY**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2023**  
**(WITH COMPARATIVE TOTALS FOR 2022)**

**NOTE 3 – Investments and Fair Value Measurements (Continued)**

*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 NAV 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.

*International climate fund* - The fund’s objective is to achieve long-term capital appreciation by investing in diversified portfolios of non-U.S. stocks that promote ESG and energy efficiency with low valuations. The fund is valued using a NAV 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.

**NOTE 4 – Contributions Receivable**

Contributions receivable at June 30, 2023 are as follows:

Amount due:		
Less than one year	\$	281,104
One to five years		-
		<u>281,104</u>
Less unamortized discount		<u>(42,166)</u>
	\$	<u>238,938</u>

Amounts due in less than one year are not discounted. An interest rate of 15% was used in 2023 to discount long-term unconditional promises to give.

**STARR KING SCHOOL FOR THE MINISTRY**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2023**  
**(WITH COMPARATIVE TOTALS FOR 2022)**

**NOTE 5 – Furniture and Collections**

Furniture and collections consists of the following:

	<b>June 30,</b>	
	<b>2023</b>	<b>2022</b>
Furniture and office equipment	\$ 71,587	\$ 71,587
Less accumulated depreciation	(71,587)	(71,587)
	-	-
Book collections and paintings	33,445	33,445
Furniture and collections	\$ 33,445	\$ 33,445

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 the statement of activities as other income. In addition, the School receives royalty income from gas wells, which commenced production in prior years.

**NOTE 6 – Lease Arrangements**

The School leases its office and classroom space under an operating lease with five year initial terms. The lease excludes options to extend the term of the lease. Variable payments are not determinable at the lease commencement and are not included in the measurement of the lease assets and liabilities. The lease agreements do not include any material residual value guarantees or restrictive covenants.

The weighted-average lease term and discount rate as of June 30, 2023 are as follows:

Weighted-average remaining lease term - operating leases	4.0 years
Weighted-average discount rate - operating leases	2.88%

Operating lease expenses that are included in " Facility lease and maintenance" in the statement of functional expenses as of June 30, 2023 were as follows:

Operating lease costs	\$ 128,362
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**STARR KING SCHOOL FOR THE MINISTRY**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2023**  
**(WITH COMPARATIVE TOTALS FOR 2022)**

**NOTE 6 – Lease Arrangements (Continued)**

The following table summarizes the supplemental cash flow information as of June 30, 2023 are as follows:

Cash paid for amounts included in the measurement of lease liabilities:	
Operating cash flows from operating leases	\$ 92,700
Right-of-use assets obtained in exchange for lease Liabilities upon ASU 842 adoption:	
Operating leases	\$ 594,776

The maturities of financing and operating lease liabilities as of June 30, 2023 are as follows:

<u>Year Ending June 30,</u>	<u>Operating Leases</u>
2024	\$ 115,150
2025	140,400
2026	144,612
2027	<u>148,948</u>
Total minimum lease payments	549,110
Less amount representing interest	<u>(31,436)</u>
Present value of minimum lease payments	517,674
Less current portion	<u>(101,649)</u>
	<u>\$ 416,025</u>

**STARR KING SCHOOL FOR THE MINISTRY**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2023**  
**(WITH COMPARATIVE TOTALS FOR 2022)**

**NOTE 7 – Net Assets With Donor Restrictions**

The School’s net assets with donor restrictions are restricted as follows:

	<u>Available June 30, 2022</u>	<u>Net Revenue</u>	<u>Expenses/ Releases from Restriction</u>	<u>Available June 30, 2023</u>
<b>Restricted for time/purpose/ spending policy:</b>				
Time	\$ 650,989	\$ 248,552	\$ (302,000)	\$ 597,541
Endowment accumulated earnings (losses)	(202,381)	570,686	(415,000)	(46,695)
<b>Restricted in perpetuity:</b>				
Endowment	<u>7,384,980</u>	<u>59,879</u>	<u>-</u>	<u>7,444,859</u>
	<u>\$ 7,833,588</u>	<u>\$ 879,117</u>	<u>\$ (717,000)</u>	<u>\$ 7,995,705</u>

**NOTE 8 – Endowment**

The School’s endowment consists of 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 U.S. 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.

The School has interpreted the California Uniform Prudent Management of Institutional Funds Act (UPMIFA) as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the School classifies as donor-restricted net assets: (a) the original value of the gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund.

**STARR KING SCHOOL FOR THE MINISTRY**

**NOTES TO THE FINANCIAL STATEMENTS**

**JUNE 30, 2023**

**(WITH COMPARATIVE TOTALS FOR 2022)**

**NOTE 8 – Endowment (Continued)**

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.

The School has a policy of appropriating for distribution 4% of its general endowment fund's and 5% of its scholarship 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.

Endowment net asset composition by class as of June 30, 2023 was as follows:

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>		
		<u>Accumulated Earnings (Losses)</u>	<u>Corpus</u>	<u>Total</u>
Donor-restricted endowment funds				
Scholarships	\$ -	\$ 325,297	\$ 3,413,515	\$ 3,738,812
Faculty and program support	-	(371,992)	4,031,344	3,659,352
	<u>-</u>	<u>(46,695)</u>	<u>7,444,859</u>	<u>7,398,164</u>
Board-designated endowment funds	<u>200,000</u>	<u>-</u>	<u>-</u>	<u>200,000</u>
	<u>\$ 200,000</u>	<u>\$ (46,695)</u>	<u>\$ 7,444,859</u>	<u>\$ 7,598,164</u>

**STARR KING SCHOOL FOR THE MINISTRY**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2023**  
**(WITH COMPARATIVE TOTALS FOR 2022)**

**NOTE 8 – Endowment (Continued)**

Endowment net asset composition by class as of June 30, 2022 was as follows:

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>		
		<u>Accumulated Earnings (Losses)</u>	<u>Corpus</u>	<u>Total</u>
Donor-restricted endowment funds				
Scholarships	\$ -	\$ 443,875	\$ 3,413,515	\$ 3,857,390
Faculty and program support	-	(646,256)	3,971,465	3,325,209
	<u>-</u>	<u>(202,381)</u>	<u>7,384,980</u>	<u>7,182,599</u>
Board-designated endowment funds	<u>200,000</u>	<u>-</u>	<u>-</u>	<u>200,000</u>
	<u>\$ 200,000</u>	<u>\$ (202,381)</u>	<u>\$ 7,384,980</u>	<u>\$ 7,382,599</u>

***Funds with Deficiencies – Underwater Endowments***

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level (underwater) that the donor or UPMIFA requires the School to retain as a fund of perpetual duration. In accordance with authoritative guidance issued by the FASB, deficiencies of this nature are reported in net assets with donor restrictions. These deficiencies were due to changes in market rates and withdrawals for operation purposes and scholarships. 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 net assets with donor restrictions.

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 5%. 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. The School has put together a plan to revise its spending policy and reduce withdrawals.

**STARR KING SCHOOL FOR THE MINISTRY**

**NOTES TO THE FINANCIAL STATEMENTS  
JUNE 30, 2023  
(WITH COMPARATIVE TOTALS FOR 2022)**

**NOTE 9 – 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 \$73,851 and \$72,568 to the plan during the year ended June 30, 2023 and 2022, respectively.

**NOTE 10 – Liquidity And Availability**

The following reflects the School’s financial assets as of June 30, 2023 and 2022, respectively, the statement of financial position date, reduced by amounts not available for general use within one year of the statement of financial position date because of contractual or donor-imposed restrictions.

	<b>June 30,</b>	
	<b>2023</b>	<b>2022</b>
Financial assets available:		
Cash and cash equivalents	\$ 1,479,015	\$ 1,200,207
Investments	7,016,679	6,931,398
Student accounts receivable	156,130	248,335
Contributions receivable, net	238,938	505,801
Employee Retention Credits receivable	-	583,594
	8,890,762	9,469,335
Less amounts not available to be used for operations within one year due to:		
Board-designated for endowment	(200,000)	(200,000)
Donor-imposed purpose or time restrictions	(597,541)	(650,989)
Donor-restricted endowment	(7,444,859)	(7,384,980)
	(7,444,859)	(7,384,980)
Financial assets available to meet general expenditures within one year	\$ 648,362	\$ 1,233,366

The School has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations come due. The School’s governing board has designated a portion of its resources for endowment purposes, which are identified as board-designated in the table above. These funds are invested for long-term appreciation and current income, but remain available and may be spent at the discretion of the Board.

**STARR KING SCHOOL FOR THE MINISTRY**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2023**  
**(WITH COMPARATIVE TOTALS FOR 2022)**

**NOTE 11 – Commitments and Contingencies**

*Litigation*

From time to time, the School may be involved in certain legal proceedings and claims which arise in the normal course of business. Management does not believe that the outcome of these matters, if any, will have a material effect on the School's statements of financial position or activities.

**NOTE 12 – Related Party**

During the year ended June 30, 2023, the School recognized pledges and contributions from members of the Board of Trustees for approximately \$32,000. No other related party transactions were recognized for the year ended June 30, 2023.

**NOTE 13 – Higher Education Emergency Relief Funds**

The Office of Postsecondary Education (OPE) within the U.S. Department of Education oversees the HEERF grants which have been authorized by three separate pandemic-related legislative acts. The HEERF grants provide several programs that institutions of higher education can participate in as long as they meet the eligibility requirements under the program. The original HEERF grant program was amended through subsequent acts of Congress and signed into law by the President of the United States of America. The amendments to the HEERF grants/laws added new funding, greater spending flexibility, and a wider scope for the funds.

1. The Coronavirus Aid, Relief, and Economic Security Act (CARES Act) was enacted and signed into law on March 27, 2020. The CARES Act enabled HEERF as HEERF I.
2. The Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) authorized HEERF II and was enacted into law on December 27, 2020.
3. The American Rescue Plan (ARP) Act authorized HEERF III and was enacted into law on March 27, 2021.

During the years ended June 30, 2023 and 2022, the School participated in the following HEERF programs:

- HEERF Institutional portion – The School recognized expenditures of \$35,406 and \$1,884, respectively, for costs associated with significant changes to the delivery of instruction due to COVID-19.
- HEERF Fund for the Improvement of Postsecondary Education – The School recognized expenditures of \$75,077 and \$90,379, respectively, for costs associated with significant changes to the delivery of instruction due to COVID-19.



**SUPPLEMENTARY INFORMATION**

**STARR KING SCHOOL FOR THE MINISTRY**

**SCHEDULE OF FINANCIAL RESPONSIBILITY COMPOSITE RATIO SCORES  
FOR THE YEAR ENDED JUNE 30, 2023**

**PRIMARY RESERVE RATIO:**

Expendable net assets	\$ 1,161,775	
	<u>3,247,425</u>	
Total expense	\$ 3,247,425	
		<u>0.3578</u>

**EQUITY RATIO:**

Modified net assets	\$ 8,640,079	
	<u>9,444,024</u>	
Modified assets	\$ 9,444,024	
		<u>0.9149</u>

**NET INCOME RATIO:**

Change in net assets without donor restrictions	\$ (633,250)	
	<u>2,614,175</u>	
Total revenue without donor restrictions	\$ 2,614,175	
		<u>(0.2422)</u>

	<u>Ratio Result</u>	<u>Strength Factor</u>	<u>Weight Factor</u>	
<b>PRIMARY RESERVE RATIO</b>	0.3578	3.0000	40%	1.2000
<b>EQUITY RATIO</b>	0.9149	3.0000	40%	1.2000
<b>NET INCOME RATIO</b>	(0.2422)	(1.0000)	20%	<u>(0.2000)</u>
Composite score				<u>2.2000</u>

See notes to schedules of financial responsibility composite ratio scores.

**STARR KING SCHOOL FOR THE MINISTRY**

**SCHEDULE OF FINANCIAL RESPONSIBILITY DATA  
FOR THE YEAR ENDED JUNE 30, 2023**

<u>Location in Financial Statements or Related Notes</u>	<u>Financial Element</u>	<u>U.S. GAAP Financial Statement Line Item or Disclosure</u>	<u>Amount Used as Ratio Input</u>
<b>Primary Reserve Ratio: Expendable Net Assets:</b>			
Statement of Financial Position	Net assets without donor restrictions	\$ 644,374	\$ 644,374
Statement of Financial Position	Net assets with donor restrictions	7,995,705	7,995,705
Note 6 - Net Assets With Donor Restrictions	Net assets with donor restrictions - restricted in perpetuity	7,444,859	7,444,859
N/A	Annuities with donor restrictions	-	-
N/A	Term endowments with donor restrictions	-	-
N/A	Life income funds with donor restrictions	-	-
N/A	Unsecured related-party receivable	-	-
Statement of Financial Position	Property, plant, and equipment, net (includes construction in progress)	33,445	
Statement of Financial Position	Property, plant, and equipment pre-implementation		33,445
N/A	Property, plant, and equipment post-implementation with outstanding debt for original purchase		-
N/A	Property, plant, and equipment post-implementation without outstanding debt for original purchase		-
N/A	Construction in progress	-	-
Statement of Financial Position	Lease right-of-use asset, net	482,012	
N/A	Pre-implementation lease right-of-use asset		-
Statement of Financial Position	Post-implementation lease right-of-use asset		482,012
N/A	Intangible assets	-	-
N/A	Post-employment and pension liabilities	-	-
N/A	Long-term debt--for long-term purposes	-	-
N/A	Long-term debt--for long-term purposes - pre-implementation		-
N/A	Long-term debt--for long-term purposes - pre-implementation		-
N/A	Short-term debt - line of credit	-	-
Statement of Financial Position	Right-of-use asset lease liabilities	517,674	
N/A	Right-of-use asset liabilities, pre-implementation		-
Statement of Financial Position	Right-of-use asset liabilities, post-implementation		517,674
			<u>\$ 1,161,775</u>
<b>Primary Reserve Ratio: Expenses and Losses:</b>			
Statement of Activities	Total expenses without donor restrictions	\$ 3,247,425	\$ 3,247,425
Statement of Activities - Non-operating investment re	Non-operating and net investment loss	-	-
Statement of Activities - Non-operating investment re	Net investments loss, net of investment return	-	-
N/A	Pension-related changes other than net periodic costs	-	-
			<u>\$ 3,247,425</u>

See notes to schedules of financial responsibility composite ratio scores.

**STARR KING SCHOOL FOR THE MINISTRY**

**SCHEDULE OF FINANCIAL RESPONSIBILITY DATA  
FOR THE YEAR ENDED JUNE 30, 2023  
(Continued)**

<u>Location in Financial Statements or Related Notes</u>	<u>Financial Element</u>	<u>U.S. GAAP Financial Statement Line Item or Disclosure</u>	<u>Amount Used as Ratio Input</u>
<b>Equity Ratio: Modified Net Assets:</b>			
Statement of Financial Position	Net assets without donor restrictions	\$ 644,374	\$ 644,374
Statement of Financial Position	Net assets with donor restrictions	7,995,705	7,995,705
N/A	Intangible assets	-	-
N/A	Unsecured related-party receivable	-	-
			<u>\$ 8,640,079</u>
<b>Equity Ratio: Modified Assets:</b>			
Statement of Financial Position	Total assets	\$ 9,444,024	\$ 9,444,024
N/A	Intangible assets	-	-
N/A	Unsecured related-party receivable	-	-
			<u>\$ 9,444,024</u>
<b>Net Income Ratio:</b>			
Statement of Activities	Change in net assets without donor restrictions	\$ (633,250)	<u>\$ (633,250)</u>
Statement of Activities	Total revenue and support without donor restriction including net assets released from restriction	2,600,454	2,600,454
Statement of Activities	Change in net assets from non-operating activities without donor restrictions	13,721	13,721
			<u>\$ 2,614,175</u>

See notes to schedules of financial responsibility composite ratio scores.

**STARR KING SCHOOL FOR THE MINISTRY**

**NOTES TO SCHEDULE OF FINANCIAL RESPONSIBILITY  
COMPOSITE RATIO SCORES  
FOR THE YEAR ENDED JUNE 30, 2023**

**NOTE 1 – Background**

Section 498(c) of the Higher Education Act of 1965, as amended, requires for-profit and non-profit institutions to annually submit audited financial statements to the U.S. Department of Education (the Department) to demonstrate whether they are maintaining the standards of financial responsibility necessary to participate in Title IV programs as determined by the Department. One of many standards which the Department utilizes to determine the financial responsibility of an institution is a composite of three ratios derived from an institution's audited financial statements. The three ratios consist of a primary reserve ratio, an equity ratio, and a net income ratio. These ratios measure the fundamental elements of the financial health of an institution, not the educational quality of an institution.

The Schedule of Financial Responsibility Composite Ratio Scores (the Schedule) is prepared and submitted to the State of California Department of Education and U.S. Department of Education and is prepared pursuant to Appendix B of 34 CFR Part 668—Subpart L, *Ratio Methodology for Private Non-Profit Institutions* (U.S. Department of Education) (the Code). The Schedule contains only the financial responsibility composite ratio scores required by the Code and are not intended to present the financial position or the results of operations of Starr King School for the Ministry (the School) for the year ended June 30, 2023, in accordance with U.S. generally accepted accounting principles. The Schedule of Financial Responsibility Data shows the various inputs used to calculate the various ratios.

**NOTE 2 – Financial Responsibility Composite Scores**

The Schedule is prepared pursuant to the Code. The composite score calculated reflects the overall relative financial health of institutions along a scale from negative 1.0 to positive 3.0.

**STARR KING SCHOOL FOR THE MINISTRY**

**NOTES TO SCHEDULE OF FINANCIAL RESPONSIBILITY  
COMPOSITE RATIO SCORES  
FOR THE YEAR ENDED JUNE 30, 2023**

**NOTE 2 – Financial Responsibility Composite Scores (Continued)**

The composite score includes the following required ratios, strength factors, and weight factors:

**A. Ratios**

*i. Primary Reserve Ratio*

Represents expendable net assets over total expenses.

Expendable net assets represent net assets without donor restrictions, plus net assets with donor restrictions, less net assets with donor restrictions restricted in perpetuity, less annuities, term endowments, and life income funds that are with donor restrictions related to purpose or passage of time, less intangible assets, less net property, plant, and equipment, plus post-employment and defined benefit pension liabilities, plus all debt obtained for long-term purposes, not to exceed total net property, plant and equipment, less unsecured related-party receivables.

Total expenses represent all expenses and losses without donor restrictions from the statement of activities and changes in net assets less any losses without donor restrictions on investments, post-employment and defined benefit pensions plans, and annuities.

*ii. Equity Ratio*

Represents modified net assets over modified assets.

Modified net assets represent net assets without donor restrictions, plus net assets with donor restrictions, less intangible assets and unsecured related-party receivables.

Modified assets represent total assets, less intangible assets and unsecured related-party receivables.

**STARR KING SCHOOL FOR THE MINISTRY**

**NOTES TO SCHEDULE OF FINANCIAL RESPONSIBILITY  
COMPOSITE RATIO SCORES  
FOR THE YEAR ENDED JUNE 30, 2023**

**NOTE 2 – Financial Responsibility Composite Scores (Continued)**

**A. Ratios (Continued)**

*iii. Net Income Ratio*

Represents change in net assets without donor restrictions over total revenue without donor restrictions and gains without donor restrictions.

Change in net assets without donor restrictions represents the change in net assets without donor restrictions taken directly from the audited financial statements.

Total revenue without donor restrictions and gains without donor restrictions are taken directly from the audited financial statements and includes net assets released from restrictions during the fiscal year, plus total gains. With regard to gains, investment returns are reported as a net amount (interest, dividends, unrealized and realized gains, losses net of external and direct internal expenses, e.g. spending from funds functioning as endowment, and remaining net investment return as a non-operating item without restriction). Accordingly, these two amounts are aggregated to determine whether there is a net investment gain or a net investment loss.

**B. Strength Factors**

The strength factor for each ratio is calculated as follows:

*i. Primary Reserve Ratio*

10 x Primary Reserve Ratio result

*ii. Equity Ratio*

6 x Equity Ratio result

**STARR KING SCHOOL FOR THE MINISTRY**

**NOTES TO SCHEDULE OF FINANCIAL RESPONSIBILITY  
COMPOSITE RATIO SCORES  
FOR THE YEAR ENDED JUNE 30, 2023**

**NOTE 2 – Financial Responsibility Composite Scores (Continued)**

**B. Strength Factors (Continued)**

*iii. Net Income Ratio*

1 + (50 x Net Income Ratio result) for positive Net Income Ratio results

1 + (25 x Net Income Ratio result) for negative Net Income Ratio results

If the strength factor score for any ratio is greater than or equal to 3, the strength factor score for that ratio is 3.

If the strength factor score for any ratio is less than or equal to -1, the strength factor score for that ratio is -1.

**C. Weight Factors**

The weight factor for each ratio is as follows:

*i. Primary Reserve Ratio*

40%

*ii. Equity Ratio*

40%

*iii. Net Income Ratio*

20%



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Directors of  
Starr King School for the Ministry:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Starr King School for the Ministry (the School), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated November 9, 2023.

**Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

## **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## **Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "Windes, Inc.".

Long Beach, California  
November 9, 2023

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

To the Board of Directors of  
Starr King School for the Ministry:

***Opinion on Each Major Federal Program***

We have audited Starr King School for the Ministry's (the School) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2023. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

***Basis for Opinion on Each Major Federal Program***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's federal programs.

### ***Auditor's Responsibilities for the Audit of Compliance***

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance, but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

### **Report on Internal Control over Compliance**

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

A handwritten signature in cursive script that reads "Windes, Inc.".

Long Beach, California  
November 9, 2023

**STARR KING SCHOOL FOR THE MINISTRY**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
FOR THE YEAR ENDED JUNE 30, 2023**

<u>Federal Grantor/Pass-Through Grantor/Program Title</u>	<u>Assistance Listing Number</u>	<u>Total Federal Expenditures</u>
<b>United States Department of Education</b>		
Student Financial Assistance Cluster:		
Federal Direct Student Loan Program	84.268	\$ 1,075,702
Federal Work-Study Program	84.033	<u>3,278</u>
Total Student Financial Assistance Cluster		<u>1,078,980</u>
COVID-19 – Education Stabilization Fund		
- Institutional Portion	84.425F	35,406
COVID-19 – Education Stabilization Fund		
- Fund for the Improvement of Post-Secondary Education	84.425N	<u>75,077</u>
Total COVID-19 – Education Stabilization Fund		<u>110,483</u>
Total Expenditures of Federal Awards		<u>\$ 1,189,463</u>

**STARR KING SCHOOL FOR THE MINISTRY**

**NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
FOR THE YEAR ENDED JUNE 30, 2023**

**NOTE 1 – Basis of Presentation**

The accompanying Schedule of Expenditures of Federal Awards includes the federal award activity of Starr King School for the Ministry (the School) and is presented using the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

**NOTE 2 – Summary of Significant Accounting Policies**

The accompanying Schedule of Expenditures of Federal Awards is presented using the accrual basis of accounting, which is described in the notes to the financial statements of the School as of and for the year ended June 30, 2023.

The School has elected not to use the 10% de minimis indirect cost rate as allowed under the Uniform Guidance.

**NOTE 3 – Relationship to Federal Financial Reports**

Amounts reported in the accompanying schedule agree with the amounts reported in the related federal financial reports in all material respects.

**STARR KING SCHOOL FOR THE MINISTRY**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2023**

**SECTION I - SUMMARY OF AUDITORS' RESULTS**

**Financial Statements**

The auditors' report expresses an unmodified opinion on whether the financial statements of the School were prepared in accordance with general accepted accounting principles.

*Internal control over financial reporting*

1. Material weakness(es) identified? – No
2. Significant deficiencies identified? – None reported
3. Noncompliance material to financial statements noted? – No

**Federal Awards**

*Internal control over major programs*

1. Material weakness(es) identified? – No
2. Significant deficiencies identified? – None reported
3. Type of auditors' report issued on compliance for major programs – Unmodified
4. Any audit findings disclosed that are required to be reported in accordance with 2 CFR Section 200.516(a)? – No
5. Identification of major programs:

Student Financial Assistance (SFA) Cluster, No. 84.033, 84.268
6. Dollar threshold used to distinguish between type A and type B programs was \$750,000.
7. Auditee qualified as low-risk auditee? – No



**STARR KING SCHOOL FOR THE MINISTRY**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2023**

**SECTION II – FINDINGS FINANCIAL STATEMENTS AUDIT**

None

**SECTION III – FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAMS AUDIT**

None



# HANDBOOKS



**BOARD OF TRUSTEES**

**HANDBOOK June 2024**



**STARR KING SCHOOL FOR THE MINISTRY**

**BOARD OF TRUSTEES HANDBOOK**

**June 2024**

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Dear Colleague Members of the Starr King School for the Ministry Board of Trustees:

For more than 100 years, the Starr King School for the Ministry has been a special place. Today it is at the forefront of preparing progressive religious leaders to serve as clergy, activists, scholars, and engaged citizens. The school's student-centered, counter-oppressive, multi-religious education model has been recognized as distinctive, effective, and much needed.

The Board of Trustees plays an essential role in the life of the school. We provide strategic direction, oversight, support, and counsel. We are stewards of the school's treasure, both material and reputational. We are ambassadors on behalf of the school to the broader world. And as a board, we are in relationship with the administration, faculty, students, and alumni.

This Board of Trustees Handbook intends to provide you with a set of resources and reference materials to help you be an effective board member. Combined with other board development activities, it should help you better understand the school, the role of the board, and a broader set of legal, administrative, and policy matters.

Thank you for all you do and for all the ways you serve the school. I'm very glad to be working with you in this vital endeavor.

Rev. Alison Miller  
Chair, Board of Trustees



## **STARR KING SCHOOL FOR THE MINISTRY**

### **MISSION STATEMENT**

The purpose 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 multireligious 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, 3,600 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 the 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 ten-room house used for the school became terribly inadequate and the Unitarian Campaign donated \$45,000 for a new three-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 UnitarianUniversalist 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 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 quarter 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, its 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 that 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 had not 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 would resign soon thereafter.

In May 1995, the board elected Dr. Elias Farajajé-Jones, 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.

Despite 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 21<sup>st</sup> 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:

1. Life in Religious and Interfaith Engagement
2. Prophetic Witness and Work
3. Sacred Text and Interpretation
4. History of Dissenting Traditions and 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

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 infrastructure, 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 \$1,000 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 communities.

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 of 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 the aim to effectively prepare Starr King students for the work of 21<sup>st</sup> 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 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 10<sup>th</sup> 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 StarrKing can more fully meet its students' needs.

In the summer of 2020 Starr King sold its Berkeley building and co-located to the Mills College campus in Oakland, California.

In the summer of 2022, Starr King relocated to downtown Oakland, at 414 13th Street.

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





## **STARR KING SCHOOL FOR THE MINISTRY GUIDELINES FOR TRUSTEES**

1. Trustees uphold and sustain Starr King School for Ministry's Mission Statement and Bylaws.
2. Trustees are advocates for Starr King School for the Ministry.
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 its purpose.
4. Trustees make a direct financial contribution to the school in an amount appropriate to their ability and according to the trustee-giving policy. 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**

It is important for Board members to stay connected to the organization's program. It is the heartbeat, the *raison d'être*, the passion point that draws trustees to service on the Board in the first place.

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

It's only natural for trustees to want to have relationships with one or more staff members involved in the programs that interest them. Trustees need to keep in mind two essential points.

The first is that the people who run the programs, do the finances, marketing, or fundraising, are paid employees who report either indirectly or directly to the President.

One of the biggest causes of burnout in nonprofits is staff 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 members with whom trustees work start confiding with them about the inner operations of the organization, trustees must handle it carefully, openly, and in a non-conspiratorial fashion.

Know the boundaries and respect them.

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

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Created 11-15-18  
Revised 4-3-19, 4-30-19  
11-14-19, 2-25-20

## I. Trustee Information

1. Trustee terms of office will be indicated on the Board roster by the Designated Board Support as “name, years of three-year term, number of terms’, e.g.: Lynn Chavez, 2018 – 2020, first term.

## II. Board Meeting Schedules

1. Future Board meetings will be set not less than one year prior to the meeting, with a calendar of future meetings included in each Board packet along with a schedule of submission (see #2 below).

2. Board packets will be distributed electronically as PDFs not less than one calendar week (5 business days) prior to the start of the Board meeting. To meet this schedule, materials (including the agenda) shall be furnished to the Designated Board Support not less than 10 business days prior to the start of the Board meeting. To meet the agenda requirements, agenda items shall be furnished to the Board Chair not less than 15 business days (3 weeks) prior to the start of the Board meeting. For example:

April 21 and 22, 2020  
Agenda items due March 31  
Materials due April 7  
Packet distributed April 14

It is expected that few items, if any, will be distributed in paper at the Board meeting, and only if it includes information not available two weeks prior to the Board meeting. The Board chair has discretion over the final agenda.

3. Special meetings of the full Board will be called no later than 1 calendar week (5 business days) prior to the meeting, with materials provided no later than 48 hours.

4. Board members are expected to put Board meetings on their calendars when they are scheduled and make every effort to attend in person or via Zoom. Members who miss half of the regular meetings in any given 24 month period may be asked to resign unless there are extenuating circumstances as determined by the Executive Committee.

5. Board members unable to attend the meeting(s) should notify the Designated Board Support as soon as that is known so that meals and lodging can be adjusted.

### **III. Board Meeting Process**

1. Decisions are made by majority vote. Any trustee can request to have their dissenting vote and rationale recorded in the minutes and is expected to support the decision by the majority as the result of a fair and democratic process.
2. Agendas will include allocated times with a time keeper. The allotted time will not be exceeded without the express permission of the trustee body
3. “Parking lots/bike racks” will be used to identify items that need to be considered by the Board, but which has not been included on the agenda unless the Board agrees such item must be considered in the moment. Parking lot/bike rack items will be recorded in the minutes, and worked into a future meeting by the Board Chair.
4. The Board will use best practices in online meetings to include offsite attendees. See Appendix A.
5. Process observations will be done at the end of each meeting day by a designated process observer, which position will be rotated by day and meeting. See Appendix B. It is anticipated that this process will continue to be refined.
6. Board action items will be recorded by the Secretary and distributed to the Board within one week of close of the meeting. A reminder will be distributed by the Designated Board Support approximately 3 months after the close of the meeting unless designated otherwise by the Board, and included in the next Board packet.
7. The Board will evaluate itself and its processes holistically at least every other year, and initially every year through 2021.

### **IV. Board Meeting Content**

1. At least 75% of Board meetings will typically be spent on “board work” rather than review of staff activities. Board work is defined in Appendix C.
2. Staff and faculty reports will typically not be comprehensive statements of activities, but summaries of items necessary for the Board to make intelligent near-term decisions. Reports will be distributed in the Board packet per II.2 and can use electronic links to refer to web pages or articles the Board is expected to read.
3. The Board will consider Executive Session for the following reasons:
  - Personnel issues & disciplinary actions
  - Legal action/litigation
  - Contracts/major business transactions
  - Crisis management
  - Financial audit
  - Concerns about Board practices, behavior, performance

Executive Session will normally include all board members that do not have a conflict of interest with the topic under discussion, and the Designated Board Support to document decisions.

4. Minutes will record summaries of decisions and actions.
5. Within one week of the close of the Board meeting, the Secretary will insure the creation of key messages in a summary suitable for staff, faculty, and students. These messages will be reviewed by the Board Chair prior to dissemination and may be adapted by staff, faculty, and student leadership for dissemination to their respective constituencies not later than two weeks after the end of the Board meeting.
6. Minutes will be distributed for additions and corrections within two weeks (10 business days) of the close of the meeting.
7. Board materials (packets, policies, orientation materials, etc.) will be archived electronically in a secure and backed-up location.

## **V. Committees**

1. Committees, including the Executive Committee, will prepare brief summaries of pending issues and/or recommendations within one week of the committee meeting and distributed electronically to the full Board. These reports will be archived by the Executive Board Assistant per IV.5.

## **VI. Interaction with Students**

1. The Board agenda will be distributed to the Student Body by the Designated Board Support no later than one week prior to the meeting. The Board agenda will indicate which portions of the meeting will be held in executive session and which portions of the meeting are open to students.
2. Students wishing to present on the agenda will notify their representative per the schedule in II.2, but only after going through appropriate channels to avoid triangulation. See Appendix D.

## **Appendix A**

### **Best Practices for Hybrid Online Meetings**

The following are several web resources for conducting effective hybrid meetings, where people are both in the room and online:

<https://www.insidehighered.com/blogs/technology-and-learning/growth-hybrid-meeting>

[https://www.eventmanagerblog.com/tips-preparing-hybrid-event?utm\\_source=feedburner&utm\\_medium=feed&utm\\_campaign=Feed%3A+EventManagementBlog+%28Event+Manager+Blog%29](https://www.eventmanagerblog.com/tips-preparing-hybrid-event?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+EventManagementBlog+%28Event+Manager+Blog%29)

<https://it.umn.edu/web-meetings-hybrid-meeting-good>

<https://www.nten.org/article/9-best-practices-engagement-virtual-meetings/>

**Appendix B  
Process Observation  
Form**

**Starr King School for the Ministry Board of Trustees  
Process Observer Tasks and Standards**

**Process Observer Tasks:**

To ensure that the Board is working effectively and is grounding its work in Starr King's commitments to countering oppression, a Board member is asked to serve as process observer for each session of a given Board meeting. The observer monitors the Board's process throughout the meeting. At the end of the session, the process observer reports on notable moments when the process went well or not so well, attempting to help make this a learning process. In addition, the observer reports on their observation of the board's embodiment of the below defined standards.

**Will Do:**

1. Observation- Attend to the process of engagement.
2. Reflection- At the end of discussion/meeting/activity share what you observed, when did the group slow down, what gave the group pause, what energized the group, speak to content and/ or comments that made an impression during your time as process monitor.
3. Interruption of the process/meeting/discussion- Note: In addition to giving reflections at the specified time, the Process Monitor may also bring our attention to anything fairly dramatic or significant (silences or hot moments or "well-intentioned" comments, where there may be an impact on some if not all listeners). The Process Monitor may ask the group if there is a desire to discuss a particular moment before moving on; the Process Monitors remind us that it is okay to stop a structured process to resolve something uncomfortable.

**Won't Do:**

1. Intervention- Process Monitors will not have to manage significant escalations of intense dyadic conflicts, those should be addressed by meeting facilitator(s.)

### **Process Standards:**

- Starr King's mission and ECO statement are used regularly as frameworks for discussions of strategy and policy.
- Board members have a clear and shared understanding of the work of the school and the issues on each meeting's agenda
- The Board values and solicits feedback from impacted constituencies, including staff, students, alumni, and donors. The Board grounds in and integrates Starr King's multi-religious identity and commitments into discussion and decision making.
- The Board values the work of professional staff and empowers shared leadership them and the governing body.
- The Board consistently employs an intersectional framework that considers the impact a given issue on different demographics. Board members share responsibility for raising anti-racist and anti-oppressive concerns.
- Power differentials between members, including but not limited to race, gender, ability, modality used to attend the meeting and role within the institution are addressed and/or do not seem to cause discrepancies in who is talking and whose voices are being heard.
- The Board demonstrates transparency in decision-making to the greatest extent
- Dissent is taken seriously in both discussion and decision making. Steps are taken to thoroughly address concerns that are raised.
- Board meetings are designed to support the abilities and needs of all trustees, including the need for appropriate breaks, processing time, and a sustainable schedule. Responsibilities and expectations for follow-up are clearly defined and equitably distributed among Board members.



### Process Standards Worksheet

Standard	Very evident	Evident	Somewhat evident	Not observed	Comments
Starr King’s mission and ECO statement are used regularly as frameworks for Board discussions of strategy and policy.					
Board members have a clear and shared understanding of the work of the school and the issues on each meeting’s agenda					
The Board values and solicits feedback from impacted constituencies, including faculty, staff, students, alumni, and donors. The Board grounds in and integrates Starr multi-religious identity and commitments into discussion and decision making.					
The Board values the work of professional staff and empowers shared leadership between them and the governing body.					
The Board consistently employs an intersectional framework that considers the impact of a given issue on different demographics. Board members share responsibility for raising anti-racist and anti-oppressive concerns.					
Power differentials between members, including but not limited to race, gender, ability, modality used to attend the meeting and role within the institution are addressed and/or do not seem to cause discrepancies in who is talking and whose voices are being heard.					
The Board demonstrates transparency in decision-making to the greatest extent possible.					
Dissent is taken seriously in both discussion and decision making. Steps are taken to thoroughly address concerns that are raised.					
Board meetings are designed to support the abilities and needs of all trustees, including the need for appropriate breaks, processing time, and a sustainable schedule. Responsibilities and expectations for follow-up are clearly defined and equitably distributed among Board members.					

## **Appendix C**

### **Definition of “Board Work”**

[Hotchkiss]

<https://www.nonprofnetwork.org/Resources/Documents/Microsoft%20Word%20-%20Dividing%20Duties%20Between%20Board%20and%20Staff.pdf>

#### **Oversight**

Board:

Health and success of the organization

Drafts and/or approves broad policies to guide and protect the organization, Board, and staff

Monitors that all legal requirements get proper attention

Hires the chief executive and delegates to him or her the daily operations

Expects regular and objective reports from staff

Chief executive:

Programs and administration

Oversees daily operations

Hires staff and delegates operational responsibilities to them

Shares good and bad news with the Board

#### **Planning and evaluation**

Board:

Strategic framework for the organization

Adopts an overall strategic mindset by focusing on the big issues that matter most

Actively participates in strategic sessions and retreats

Annually evaluates the performance of the chief executive and determines appropriate compensation

Evaluates its own performance regularly - at least every three to four years

Via staff reports assesses the organization's achievement of its goals

Chief executive:

Strategic and operational plans

Ensures that strategic planning happens with the board's appropriate involvement

Leads operational planning and approves the plans for the staff

Ensures a process for staff performance exists, approves staff compensation, and evaluates his or her own performance

#### **Finances**

Board:

Fiduciary duty over the organization

Makes sure adequate financial expertise is secured on the Board

Sets overall fiscal policies and ensures appropriate internal controls

Approves the annual budget and monitors carefully the financial reports

Hires an auditor and reviews the audit in an executive session with the auditor

Chief executive:

Financial management

With the help of the financial staff, prepares the annual budget and provides the Board with regular financial statements

With staff, handles the daily financial operations and monitors cash flow

Defines financial policies and procedures for all daily money transactions

## **Fundraising**

Board:

Fundraising policies

Drafts gift-acceptance policies and personal giving guidelines for Board members

Actively participates in the overall fundraising efforts as directed by development staff

During capital campaigns takes a lead in securing the campaign's success

Chief executive:

Fundraising plan

Drafts (with development staff) a development plan, oversees its implementation, and involves the Board in fundraising

Acts as the main representative of the organization and (when there is no development director) communicator with major funders

## **Board recruitment and development**

Board:

Through the governance committee ensures that the board's composition reflects the organization's needs: actively cultivates new recruits

Drafts Board specific policies and ensures the bylaws are applicable

Incorporates governance training, including orientation, into regular Board schedule

Chief executive:

Assigns staff to support the Board in committees and in meeting, orientation, and retreat preparation

Identifies potential new Board members

## **Appendix D**

### **Process for Students to Get on Agenda of the Board of Trustees**

Students wishing to add an item to the agenda for a Board of Trustees meeting, can follow the following process:

1. Consider whether another channel might be a more appropriate first step. For instance, should the issue be raised first in a student body meeting? Would a staff person (i.e. Dean of Students, Dean of Faculty, etc.) or student representative (i.e. Curriculum Committee representative, Student Body President, etc.) be important to consult on the subject?
2. Contact one or both of their student representatives to the Board of Trustees no later than one month (20 business days) prior to the Board of Trustees meeting.
3. Student Board Representatives will provide the Board Chair with an agenda items no later than three weeks (15 business days) prior to the Board of Trustees meeting.
4. As specified in VI.1, the Board of Trustees meeting agenda will be distributed to the student body no later than one week (5 business days) prior to the Board of Trustees meeting.

**STARR KING SCHOOL FOR THE MINISTRY**  
**Board of Trustees Roster**  
**As of June 1, 2024**

*Please send updates to the roster to  
tjoye@sksm.edu*

**ELECTED TRUSTEES**

**Rev. Alison Miller, CHAIR**

First Unitarian Church of Portland  
1034 SW 13<sup>th</sup> Ave.  
Portland, OR, 97205  
862-579-7899 (cell)  
amiller@firstunitarianportland.org  
Pronouns: she/her/hers

**Rochelle Fortier Nwadibia, VICE CHAIR**

331 Whittier Street  
Daly City, CA. 94014  
415-235-3271  
rochellefortier@gmail.com  
Pronouns: she/her/hers

**Rebecca Cooke, TREASURER**

1026 Edgerton Rd,  
Secane, PA 19018  
215-520-5670 (cell)  
cookeexecoaching@gmail.com  
Pronouns: she/her/hers

**Rev. Lyn Cox, SECRETARY**

6209 Sareva Drive  
Baltimore, MD 21209  
443-847-6138  
revlyncox@gmail.com  
Pronouns: they/them

## **ELECTED TRUSTEES (Cont.)**

### **Bruce Field**

1691 West St.  
Wrentham, MA 02093  
508-930-6865 (cell)  
bfwine16@gmail.com  
Pronouns: he/his/him

### **Linda Laskowski,**

817 San Diego Rd.  
Berkeley, CA 94707  
510-898-0909  
llaskowski12@comcast.net  
Pronouns: she/her/hers

### **Dr. Tuli Patel**

4 Waldron Avenue  
Summit, NJ 07901  
973-568-4667  
tuli@summitbeacon.org  
Pronouns: She/her/hers

## **EX-OFFICIO TRUSTEES**

### **School President:**

#### **Rev. Rosemary Bray McNatt**

414 13<sup>th</sup> Street  
Suite 700  
Oakland, CA 94612  
646-256-3387 (cell)  
rbraymcnatt@sksm.edu  
Pronouns: she/her/hers

### **Faculty Representative:**

#### **Rev. Dr. Gabriella Lettini**

10 Rende Dr.  
Beacon, NY 12508  
917-499-6397 (cell)  
glettini@sksm.edu  
Pronouns: she/her/hers

**Student Representative:**

Liesl Dees  
710 W. 27<sup>th</sup>  
Farmington, NM 87401  
ldees@ses.sksm.edu  
505-793-1589  
Pronouns: She/her/hers

**Student Representative:**

Kellie Kinsman  
1916 W 147th St.  
Gardena, CA 90249  
mkelliekinsman@gmail.com  
516-581-6434 (cell)  
Pronouns: She/her/hers

**Graduate Representative:**

Zeb Green  
18 Sequoia Dr.  
Freeport, ME 04032  
pastorzebulon@gmail.com  
843-297-5891 (cell)  
Pronouns: They/Them



**STARR KING SCHOOL FOR THE MINISTRY**  
**CALENDAR OF BOARD MEETINGS**  
**ACADEMIC/FISCAL YEAR 2024-25**

<b>Date</b>	<b>Meeting Type</b>	<b>Pacific Time</b>	<b>Eastern Time</b>
<b>Wednesday, June 12, 2024</b>	Virtual	1:00 to 4:00 pm	4:00 to 7:00 pm
<b>Wednesday, September 18, 2024</b>	Virtual	1:00 to 5:00 pm	4:00 to 8:00 pm
<b>Wednesday, November 13, 2024</b>	Virtual	1:00 to 5:00 pm	4:00 to 8:00 pm
<b>Wednesday, February 12, 2025</b>	Virtual	1:00 to 5:00 pm	4:00 to 8:00 pm
<b>Tuesday, May 6 to Thursday, May 8, 2025</b>	<b>In-person &amp; Virtual</b>		
– Tuesday, May 6, 2025		4:00 to 6:00 pm	7:00 to 9:00 pm
– Wednesday, May 7, 2025		8:30 am to 4:00 pm	11:30 am to 7:00 pm
– Thursday, May 8, 2025		8:30 am to 12:00 pm	11:30 am to 3:00 pm
– Thursday, May 8, 2025	Commencement	5:00 to 7:30 pm	8:00 to 10:30 pm



**BYLAWS OF  
STARR KING SCHOOL FOR THE MINISTRY**

As amended November 6-8, 2002;  
corrected March 30-April 1, 2003;  
revised November 5-7, 2003;  
amended November 2-4, 2005;  
amended June 7, 2010;  
amended April 22, 2020;  
amended April 13, 2021;  
amended November 15, 2022.

**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**

The number of members of the Board of Trustees (Board) shall be twenty: fifteen Trustees elected by the Board and five ex-officio Trustees - the President of the School, a faculty member selected by the faculty, the President of the Starr King Graduates' Association or an alumnus/alumna selected by that organization, and two students elected by the Student Body under rules for election and terms of office established by the students. A majority of the Trustees shall be members of Unitarian Universalist societies. The term of office for Trustees elected by the Board shall be three years. No person shall serve for more than three consecutive terms as an elected Trustee, not including service in completion of a predecessor's unexpired term. The terms of one-third of those Trustees elected by the Board shall expire each year at the conclusion of the annual meeting of the Board.

**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, they shall also be removed from the senior staff chief executive officer position. If an officer is an elected trustee, they may also be removed as a Trustee as provided in Article II, Section 5 of these By-Laws.

### **Section 4. Duties of Officers**

#### **a. 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 their inability to act, shall preside at all meetings of the Board, shall act in their stead on all committees of the Board, and shall in their 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 ensure 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. They 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 ensure 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. 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 the 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 they deem 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 their 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 120 (one hundred and twenty) 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  
FACULTY**

**Section 1. Core Faculty**

The core faculty shall consist of the President and such full, associate, and assistant professors as the Board of Trustees may elect from time to time. At the discretion of the President, the Dean of Students may be elected to the Core Faculty Ex-Officio.

**Section 2. Faculty Selection**

Election of professors holding full or associate rank shall be made 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 keep a permanent record of its meetings and regularly report 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. They shall determine the administrative structure and appoint all administrative personnel. They 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 voice messaging system, or by other electronic transmission such as email, 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 their designee.

### **Section 8. Trustee Addresses**

In the event that any Trustee shall have failed to file their address with the School, all notices shall be mailed to that Trustee at their 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 at a location in the State of California that is determined by resolution of the Board of Trustees. The place of meeting .

**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 establish and maintain libraries, reading-rooms, dormitories, gymnasiums and other such incidental departments as in the judgment of the Board of Trustees may be necessary or proper for the welfare of the said seminary; 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
Thomas L. Eliot	Portland, Oregon
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 (\$1,000) 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 (\$1,000) 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 (\$1,000) 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 9<sup>th</sup> 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

Filed with the Secretary of State, and Certificate of Incorporation issued May 12, 1906.



## 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](http://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. Total Assets – Total Liabilities= 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  
Three-Year Budget Submission**

Reverend Rosemary Bray McNatt, President  
Michael Badalov, Interim V.P. of Finance & Administration

This document contains the submission to the Board of Trustees of the Strategic Three-Year Budget for the Starr King School for the Ministry.

The first year of this three-year budget submission projects a \$254,608 deficit, due to headwinds in enrollment across all higher education institutions. The second year's projection sees an improvement, to a mild deficit of \$22,040, followed by a projected profit of \$119,305 in the third year. The school continues to show discipline on cost containment and expense management, while planning for various long-term improvements in our educational offerings.

As we look forward to 2024-2025, the School will continue to be challenged externally by some lingering inflation, the uncertainty of an election year and widespread decreases in enrollment in higher-education institutions, like ours.

These budget projections were made possible by the very active involvement of the School's Staff, President McNatt and the Board Finance Committee.

**2024-2025**

Revenues	\$3,121,130
Expenses	\$3,375,738
Forecasted Deficit	(\$254,608)

**2025-2026**

Revenues	\$3,392,951
Expenses	\$3,414,991
Forecasted Deficit	(\$22,040)

**2026-2027**

Revenues	\$3,578,098
Expenses	\$3,458,794
Forecasted Surplus	\$119,305



**Starr King School for the Ministry  
Three-Year Budget Submission**

Reverend Rosemary Bray McNatt, President  
Michael Badalov, Interim V.P. of Finance & Administration

The 2024-2025 Budget is submitted for approval by the Board.

Revenues

Gross Tuition		\$1,686,583
Discounts	(\$20,914)	
Drops	(48,574)	
Scholarships Awarded	<u>(247,680)</u>	
Net Tuition		\$1,369,416
Contributions		
UUA	\$210,000	
Foundations	100,000	
Contributions w/o Restrictions	<u>1,100,000</u>	
		\$1,410,000
Alternative Revenues		\$60,000
Scholarship Draw		247,680
Endowment Draw		<u>34,034</u>
Total Forecasted Revenues		\$3,121,130

Expenses

Salary & Benefits	\$2,023,449	
Non-Salary Expenses	<u>1,352,289</u>	
Total Budgeted Expenses		\$3,375,738

Forecasted Deficit (\$254,608)

Notes

- Tuition is constant at \$925 per credit hour
- Contribution forecast is \$1.21m vs. \$917k forecast from 2023-2024
- The Endowment draw is \$34,034, decreased from \$134,500 in 2023-2024
- The Scholarship draw is \$197,500, slightly increased from \$195,000 in 2023-2024; an additional \$50k in Scholarships is available, as raised by Advancement
- There is a built-in 2% Salary Increase for 2024-2025
- General Assembly – in person expense of \$40k has been budgeted for 2024-2025
- ATS Visit - \$20k has been budget for 2024-2025



**Starr King School for the Ministry  
Three-Year Budget Submission**

Reverend Rosemary Bray McNatt, President  
Michael Badalov, Interim V.P. of Finance & Administration

The 2025-2026 budget is submitted for review by the Board.

Revenues

Net Tuition		\$1,450,271
Contributions		
UUA	\$210,000	
Foundations	125,000	
Contributions w/o Restrictions	<u>1,210,000</u>	
		\$1,545,000
Alternative Revenues		\$85,000
Scholarship Draw		247,680
Endowment Draw		<u>65,000</u>
Total Forecasted Revenues		\$3,392,951

Expenses

Salary & Benefits	\$2,055,967	
Non-Salary Expenses	<u>1,359,024</u>	
Total Budgeted Expenses		\$3,414,991

Forecasted Deficit (\$22,040)

Notes

- Tuition is remains at \$925 per credit hour
- Contributions are up 10.0% (an increase) to 2024-2025
- Foundations Support forecasted to be \$125,000
- Built in 2% Salary Increase



**Starr King School for the Ministry  
Three-Year Budget Submission**

Reverend Rosemary Bray McNatt, President  
Michael Badalov, Interim V.P. of Finance & Administration

The 2026-2027 Budget is submitted for review by the Board.

Revenues

Net Tuition		\$1,535,168
Contributions		
UUA	\$210,000	
Foundations	150,000	
Contributions w/o Restrictions	<u>1,240,250</u>	
		\$1,600,250
Alternative Revenues		\$100,000
Scholarship Draw		247,680
Endowment Draw		<u>95,000</u>
Total Forecasted Revenues		\$3,578,098

Expenses

Salary & Benefits	\$2,085,769	
Non-Salary Expenses	<u>1,373,025</u>	
Total Budgeted Expenses		\$3,458,794

Forecasted Surplus \$119,305

Notes

- Tuition is remains at \$925 per credit hour
- Contributions are up 2.5% (an increase) to 2025-2026
- Foundations Support forecasted to be \$150,000
- Built in 2% Salary Increase



## **Balázs Scholars Program**

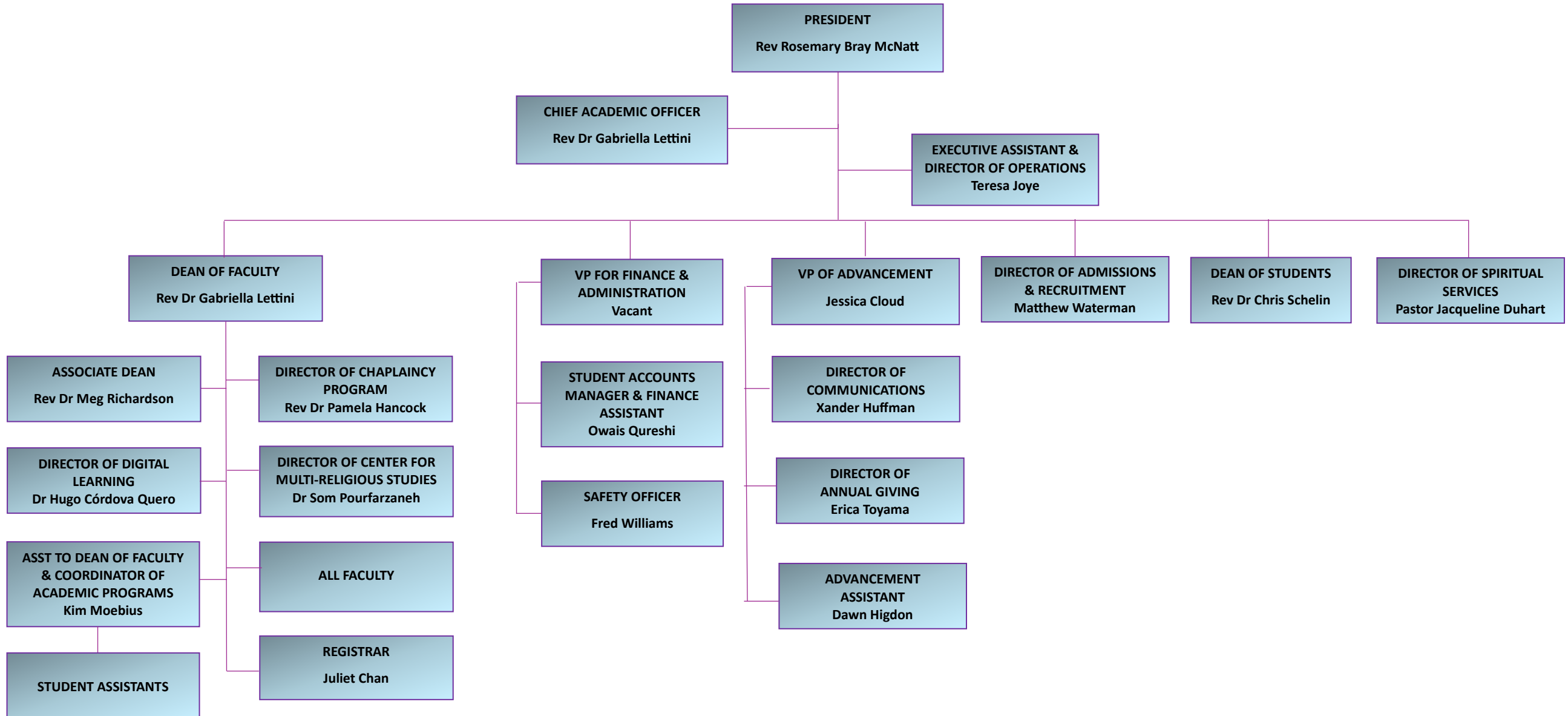
The Scholars Program has brought a Unitarian Transylvanian Minister to study at Starr King School of the Ministry almost every year since 1994. In June 2020 Reverend Szabó Előd completed the program, joining a long line of Balázs scholars, Transylvanian Unitarian ministers who are committed to not only 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 the Unitarian Universalist faith tradition. The program is currently on hiatus due to the COVID-19 pandemic.

The program is named for Francis Balázs, a young Transylvanian Unitarian minister who graduated from seminary in Kolozsvár then studied at Oxford and Starr King School for the Ministry. 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 Mészkö, 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 for the Ministry 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 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 for the Ministry, with the notation “Balázs,” and sent to Starr King School for the Ministry, 414 13<sup>th</sup> St, Suite 700, Oakland, CA 94612.

## 2024 ORGANIZATION CHART





## ADMINISTRATION AND STAFF DIRECTORY

As of June 1, 2024

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Website: [www.sksm.edu](http://www.sksm.edu)

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**CONFLICT OF INTEREST POLICY  
OF  
STARR KING SCHOOL FOR THE MINISTRY  
Adopted on April 9, 2010**

**1. 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.

**2. Covered Individuals.**

This Policy applies to the School's trustees, 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.**

Trustees, 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.

**STARR KING SCHOOL FOR THE MINISTRY**

**Conflict of Interest Disclosure Form**

**Name:**

**Address:**

**City:**

**State:**

**Zip Code:**

**Phone:**

**Phone Type:**

**Position Held:**

**T** Trustee

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 the relationship).

I hold an interest in transaction(s) that may occur (please list below and describe).

I hold another position that has a relationship to the school (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 the 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 well-being of Starr King.

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 consider the percentage of Board support as one criterion of whether to invest in an institution. Some granting bodies will only fund schools with 100% Board participation in the annual operating fund.

Please join 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](http://www.sksm.edu/Donate) or the monthly sustainer link: [www.sksm.edu/JoinSustainers](http://www.sksm.edu/JoinSustainers).

We'd also be delighted if you could help us attract new donors to our school through targeted outreach or hosting events. You may contact Erica Toyama, Interim Director of Advancement at [etoyama@sksm.edu](mailto:etoyama@sksm.edu), to discuss giving possibilities.

With gratitude for your generosity,

Alison Miller  
Chair, Board of Trustees

Rosemary Bray McNatt,  
President

**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:** \_\_\_\_\_

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# **FACULTY HANDBOOK**

## **Part I**

### **Policies**

Version approved at the April 28, 2023 Board of Trustees meeting

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## **SECTION I - PURPOSE & MISSION**

### **1. 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. Faculty should refer to the Employee Handbook for organization-wide policies and procedures, workplace guidelines, benefits, etc.

This handbook represents an update of the board-approved May 2023 version. The update has been conducted by the Dean of Faculty/Chief Academic Officer (CAO), in consultation with the Academic Affairs Committee. It was adopted by the Board of Trustees as a living document in April 2020.

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 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), 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.

## **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

## **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 as such have the highest decisional power on curricular and faculty decisions.

Core faculty work full time and have permanent contracts. Adding a core faculty position is a long-term commitment that the board makes upon careful review of SKSM educational priorities and financial sustainability.

Core faculty are called after a national academic search that has been approved by the board. The board maintains the right to make exceptions and allow an internal candidate to apply for a core faculty position without a national search. In this instance, the decision of the board would still be based on the school educational priorities, the financial sustainability of a new core faculty position, and the evaluation of the candidate academic credential, teaching and serving record at SKSM.

The core faculty meets regularly as a body to guide the educational life of the school. Their specific nomenclatures are related to their seniority.

The core faculty consists of the President, those who have been elected 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.

### **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, 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 national search process. Open core faculty positions are determined by action of the board of trustees, upon recommendation of the president and the on-going core faculty.

Core faculty are called after a national academic search that has been approved by the board. The board maintains the right to make exceptions and allow an internal candidate to apply for a core faculty position without a national search. In this instance, the decision of the board would still be based on the school educational priorities, the financial sustainability of a new core faculty position, and the evaluation of the candidate academic credential, teaching and serving record at SKSM.

##### **3.2 Search**

When a search process is called by the board, 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, and the student body. The President may serve on the search committee, ex officio without vote. The committee may include others if deemed important for the particular search. 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.

## **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., M.A.S., 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.

## **4.2 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.

## **4.3 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). 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.

#### **4.4 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.

#### **4.5 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 Dean of Faculty. 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. 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.



## **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, and relationships within 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/vocational 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)
- 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 whether faculty service on committees is appropriate with the faculty workload and contract.

## **6.2 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 workload during the academic year and provision of sabbatical time.

## **6.3 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. President and Dean of Students may teach one course a year in their area of expertise, depending on their workload and curricular needs.

## **6.4 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.

## **6.5 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 2024-2025 Faculty Handbook II** 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 Professors<sup>1</sup> 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 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 scholarships 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 strive at all times 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 strive at all times 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.

### **8.0 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.

### **8.1 Leave of Absence Without Compensation**

There may be a number of reasons why Faculty may request a leave of absence. Please refer to the Employee Handbook for an overview of Starr King's leave policies and contact Human Resources for more information.

### **8.2 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.

### **8.3 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 times 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**



# **FACULTY HANDBOOK**

## **Part II**

**2024-2025**

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The Employee Handbook is available on the SKSM website:

<https://www.sksm.edu/faculty-staff-resources>

Password: SKSMStaff1904!

Part I of the Faculty Handbook includes only the SKSM Board approved Faculty policy. This section does not necessarily change annually.

Part II of the Faculty Handbook is a “how to” manual and updated annually. The faculty Advising Information is updated annually.

All faculty forms mentioned in this handbook can be downloaded from the SKSM website:

<https://www.sksm.edu/faculty-forms>

The password to access the page is: SKSMFaculty1!

**Please also review the terms of your signed contract, Letter of Appointment and Letter of Understanding. They are binding agreements.**

## WELCOME LETTER

Dear Faculty:

I am honored and thankful to work with you as an educator at Starr King in the next year. Faculty members have always played a crucial role in fulfilling the mission of the school: we teach, mentor, advise, shape curricula, inform and embody the ECO vision and practices of the school, we prepare people for a variety of ministries and spiritually grounded activism.

You have been selected to teach at SKMS 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.

To assist in your integration into the life of the school, we have created this Faculty Handbook that provides resources on almost anything you may need to know. My assistant and Coordinator of Academic Programs, Kim Moebius, has been a faithful, generous and creative supporter of the work of the faculty. Please, contact her if you have questions not answered by these pages ([kmoebius@sksm.edu](mailto:kmoebius@sksm.edu)).

As you know, I am always happy to schedule an appointment to hear how your class is going, dialogue on any pedagogical issue or hear your ideas. I am also happy to talk about ways you can contribute to the school outside your courses and to hear reflections on how we can ensure that Faculty members are well supported in their work and feel like full members of the community.

If there is anything you need, please let us know.

With gratitude for your gifts and service,

Rev. Dr. Gabriella Lettini  
Dean of the Faculty and Chief Academic Officer  
[glettini@sksm.edu](mailto:glettini@sksm.edu)



## **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

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 theological traditions seek to speak not only to the mind, but also the heart. Those traditions also lead 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 traditions lead 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.

## **INSTITUTIONAL HISTORY**

Starr King School opened its doors in 1904 as the Pacific Unitarian School for the Ministry. In 1941, 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 the location on Le Conte Avenue in Berkeley, close to other theological schools that in 1962 joined in a theological consortium known as the Graduate Theological Union (GTU). Starr King was a member of the GTU from 1964 to April 2022. 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.

In 2020, Starr King sold its building in Berkeley and moved to the Vera Long Building on Mills College campus in Oakland.

In 2022, the school moved to downtown Oakland (due to Mills College being absorbed into Northeastern University).

Read more about Starr King's History: <https://www.sksm.edu/about/starr-king-schools-mission-and-history/>

## **INTRODUCTION TO STARR KING Starr King Campus**

Starr King School for the Ministry is located in downtown Oakland at the following address:

414 13th St.  
Suite 700 Oakland, CA 94612  
510-440-3350

While we are embracing the reality of a multi-locational learning community in which academic study will occur online and at various in-person "hubs" across the country, our physical center remains the San Francisco Bay Area, where Starr King has operated since its founding. When we hold gatherings in the area, we hope that you will have the opportunity to visit our offices.

If you travel to the Starr King facilities by personal or rental car, you may utilize the Douglas Parking garage that is next door at 420 13<sup>th</sup> St. Additional garages are located nearby on Webster, 11<sup>th</sup>, and 14<sup>th</sup> Streets.

## **Governing Officials/Faculty/Staff**

### Board of Trustees

Rev. Alison Miller, Chair

Rochelle Fortier Nwadibia, Vice Chair

Rev. Lyn Cox, Secretary

Rebecca Cooke, Treasurer

Ted Fetter, PhD

Bruce Field

Linda Laskowski

Rev. Mykal Slack

Rev. Rosemary Bray McNatt, Ex-Officio Trustee, President

Rev. Gabriella Lettini, PhD, Ex-Officio Trustee, Appointed by Faculty

Liesl Dees, Elected by Students

Kellie Kinsman, Elected by Students

Rev. Zebulon Green, Appointed by Graduate Association

### Core Faculty

Rev. Rosemary Bray McNatt, Professor of Unitarian Universalist Ministry & Heritage, MDiv, Drew University

Rev. Dr. Gabriella Lettini, Aurelia Reinhart Professor of Theological Ethics and Director of Studies in Public Ministry, MDiv, Facolta' Valdese di Teologia; PhD, Union Theological Seminary

Rev. Dr. Pamela Hancock, Professor of Spiritual Practice & Care, MDiv, Starr King School for the Ministry; PhD, Pacifica Graduate Institute

Dr. Som Pourfarzaneh, Associate Professor of Islamic and Digital Media Studies, Director of the Center for Multi-Religious Studies, MASC, Starr King School for the Ministry; PhD, Graduate Theological Union

Rev. Dr. Sheri Prud'homme, Assistant Professor of Religion and Education, MDiv, Starr King School for the Ministry; PhD, Graduate Theological Union

Rev. Dr. Meg Richardson, Associate Professor of Unitarian Universalist History, MDiv, Harvard University; PhD, Durham University

Rev. Dr. Christopher Schelin (ex officio), Dean of Students and Director of Contextual Education, Assistant Professor of Practical and Political Theologies, MDiv, Duke University; PhD, Vrije Universiteit Amsterdam

### Faculty

Dr. Ashley Bacchi, MA, PhD, Graduate Theological Union

J. Tyson Casey, Assistant Professor of Leadership & Movements, MASC, Starr King School for the Ministry

Rev. Dr. Hugo Córdova Quero, Associate Professor of Critical Theories and Queer Theologies, MA, PhD, Graduate Theological Union

Dr. Shannon Frediani, Assistant Professor of Pedagogy in Multireligious Decolonial Liberative Education, MASC, Starr King School for the Ministry, PhD, Claremont School of Theology

Rev. Dr. Tera Landers, Assistant Professor of the Practice of Congregational Life, MDiv, Meadville Lombard Theological School

Rev. Dr. Matta Ghaly, MA, Graduate Theological Union, MDiv, Luther Seminary, DMin, United Seminary

Rev. Kevin Mann, MDiv/MASC, Starr King School for the Ministry

Taya Mâ Shere, Assistant Professor of Organic Multireligious Ritual, MA, University of Pennsylvania

### Adjunct Faculty

Rev. Dr. John Buehrens, ThD, Starr King School for the Ministry, DDiv, Meadville Lombard, ThD, Federated Protestant Theological Faculty, Kolosvar, Romania

Dr. Elijah Eckert-Smith, PhD, Pacifica Graduate Institute

Dr. Eric Harvey, PhD, Brandeis University

Rev. Shane Nelson, MDiv, Starr King School for the Ministry

Rabbi Ora Nitkin-Kaner, MA, University of Toronto, MA, Reconstructionist Rabbinical College

Dr. Pravina Rodrigues, PhD, Graduate Theological Union

Rev. Leslie Takahashi, MDiv, Meadville Lombard

Rev. Dr. Samantha Wilson, MDiv, Claremont University, MA & PhD, Pacifica Graduate Institute

Hilda Mason Teaching Fellows

Dr. Yvonne Garrett

Kelly Ann Nelson

Staff

Rev. Rosemary Bray McNatt, President

Rev. Gabriella Lettini, PhD, Dean of the Faculty & Chief Academic Officer, Aurelia Henry Reinhardt  
Professor of Theological Ethics

Jessica Cloud, Vice President of Advancement

Rev. Jacqueline Duhart, Director of Spiritual Services

Rev. Dr. Christopher Schelin, Dean of Students & Director of Contextual Education, Title IX  
Coordinator

Juliet Chan, Registrar

Rev. Dr. Hugo Córdova Quero, Director of Online Education and Associate Professor of Critical  
Theories and Queer Theologies

Dawn Higdon, Advancement Assistant

Xander Huffman, Annual Giving Coordinator & Communications Coordinator

Teresa Joye, Executive Assistant to the President and Director of Operations

Kim Moebius, Assistant to the Dean of the Faculty, Coordinator of Academic Programs

Owais Qureshi, Student Accounts Manager & Finance Assistant

Meg Richardson, Associate Dean of the Faculty

Erica Toyama, Director of Annual Giving

Matthew Waterman, Admissions Coordinator

Fred Williamson, School Safety Officer

## Faculty Calendar 2024-2025

### “Faculty Forms” on the Website

<https://www.sksm.edu/academics/faculty-forms/>

Password: SKSMFaculty1!

### “Staff Forms” on the Website

<https://www.sksm.edu/academics/staff-forms/>

Password: SKSMStaff1904!

- Website Edit Request Form
- Request for Time Off
- Starr King Branding Guide
- Dropbox Folder with Logos & Temporary Letterhead

## PURPOSE OF THE 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.

For the Employee Handbook, please go to the website Academics/Staff Forms. The password is “SKSMStaff1904!”

Faculty members at Starr King serve in different modalities and roles: some teach and advise; some primarily teach and some focus on advising. Please see how the different sections of this Handbook may apply to your particular roles and responsibilities in the next year.

The flow of the Academic Year resolves through four **terms**:

- Summer (June and August): June Immersion and August Intensives
- Fall (September-December): Online synchronous, asynchronous, hybrid courses
- Intersession (January): Online synchronous
- Spring (February-May): Online synchronous, asynchronous, hybrid courses

## OUR EDUCATIONAL PHILOSOPHY & 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
- welcome silenced knowledge, feeling and experience
- undergird human wholeness, integrity, relationally, 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
- embody an ongoing practice of inquiry, study, action and reflection

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 home base in downtown Oakland.
- Global immersions deepen multi-religious and cross-cultural learning.

Relational in its educational practice:

- All courses strive to create intentional learning communities, and chapel services, online events, the annual Symposium and Intensive courses try to 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 Educational Design centers education on the transformative power of relationships and honors the “interdependent web of all existence.” Each degree candidate 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: 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.

## **ECO COMMITMENT**

### **EDUCATING TO CREATE JUST COMMUNITIES THAT 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/affectional orientation, age, class, physical character or disability.

Read more about [Educating to Counter Oppressions and Create Just Communities](#).

## **MULTI-MODAL THEOLOGICAL EDUCATION**

As of July 2020, in light of ATS changes and the ongoing pandemic, Starr King no longer has residency requirements.



Starr King offers synchronous hybrid, synchronous and asynchronous online courses. In offering courses in Oakland, 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 Oakland for an extended period of time.

Starr King is also highly attuned to the educational value of its centering ECO concerns and values, advising, symposium, student/community-led ritual arts experiences (such as chapel services), special reading courses, 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 course online login page are two permeable walls through which community conversations often break into the classroom and classroom conversations often break out into the community.

### **Courses**

Fall and Spring courses: online synchronous and asynchronous modes

January Intensives

Summer Intensives (June and August)

Symposia

Immersion

SKIL (independent study, also in groups)

### **Implicit Curriculum**

Cohort Groups

Peer Discernment Circles Formation

Conversations Ritual Arts Experiences

Student body leadership

Starr King committees with student membership

## **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 previous 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.

### **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 on justice

issues, are all occasions for grappling with fundamental spiritual 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 spiritual leadership in society. Evaluations are also listed as Pass or Fail on the students' transcripts, and an evaluation must be completed for each SKSM student even if they do not pass the course.

Narrative Student Self-Evaluations are required for SKILs, Symposium, Advanced Topics, ChI and Chaplaincy concentration courses. For students who have taken an incomplete, the evaluation will be completed after the final work is turned in. Letter grades will be given to 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 studies (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 term, 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. Towards the middle of their program, 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 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 (MDiv)
- Master of Arts in Social Change (MASC)
- MDiv and/or MASC Chaplaincy Concentration
- MDiv and/or MASC UU Ministry Concentration
- Graduate Certificate in Chaplaincy Studies
- Graduate Certificate in Multi-Religious Studies
- Graduate Certificate in Psychedelic Justice and Companionship
- Graduate Certificate in Unitarian Universalist Studies

Information on each of the programs can be found below and on our website: [www.sksm.edu](http://www.sksm.edu)

## **Master of Divinity Degree (MDiv)**

### **Educational Goals**

The MDiv degree at Starr King is designed to prepare people for vocations in congregational ministry; community ministry; religious education ministry; chaplaincy; or related forms of religious leadership in diverse religious traditions. The M.Div. degree meets the graduate-level educational requirements for fellowship as a Unitarian Universalist minister, certification as a Chaplain (see the Association of Professional Chaplains at [www.professionalchaplains.org](http://www.professionalchaplains.org)), as a Pastoral Counselor (see the American Association of Pastoral Counselors at [www.aapc.org](http://www.aapc.org)) and ordination in a variety of other religious traditions and interfaith contexts (as determined by the relevant bodies in any given religious tradition or context).

At Starr King, each student's MDiv 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 (no residency requirements).
- 3 Required Core Courses:
  1. ECO - **Due to its foundational nature, the ECO Core Course must be taken within six months of matriculation**
  2. Multireligious Core
  3. and either:
    - UU Leadership Core Intensive, for UU students on the ordination track;
    - or
    - Leadership Along the Way or Organizational Management
- 5 or More Units of Contextual Education (for students who matriculated beginning August 2024)
  - Eligible credit: field work or internship in a congregational or community setting, or Clinical Pastoral Education. May be earned singly or cumulatively.
- Participation in 2 or more SKSM Symposia (including remote participation).
- A Portfolio Conference by the middle of their program.
- A combination of coursework, fieldwork, independent study, experiential learning, and special projects to achieve competency in Eight Threshold areas.

## **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 B.A. if the applicant can show evidence of capacity for graduate work. An interview with the Admissions Director, submission application evaluated and accepted by the Admissions Committee.

## **Additional Program Information**

- Tuition \$925 per credit\* (see section on Tuition for more information) Financial Aid, Scholarships may be available to those who qualify.
- 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.

## **Seeking Fellowship and ordination as a Unitarian Universalist Minister:**

Pursuit of the MDiv 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. Darrick Johnson

MINISTERIAL CREDENTIALING DIRECTOR UNITARIAN  
UNIVERSALIST ASSOCIATION

(617) 948-6402, djackson@uua.org

<https://www.uua.org/offices/staff/mfd/credentialing>

## **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 spiritual practice 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 spiritually-grounded leadership in organizations, institutions, movements, and communities that work for justice and social change.

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 distributed among the 8 Threshold Areas (no residency requirement).
- Educating to Create Just and Sustainable Communities that Counter Oppression core course (ECO), required within the first six months of the program.
- Participation in at least one Symposium
- A Threshold Self-Assessment (in the first semester)
- A Mid-Degree Portfolio Conference
- Community Internship (5 credits min) and Community Intern Reflection Course (1 credit)
- Final Project representative of your learning during the program (3 credits)

### **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 B.A. If the applicant can show evidence of capacity for graduate work. An interview with the Admissions Director, submission of a completed application evaluated and accepted by the Admissions Committee.

### **Program Information**

- The program may be completed through regular courses, immersions, and fieldwork at SKSM.
- Tuition \$925 per credit\*  
Financial Aid and Scholarships may be available to those who qualify.
- 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.

### **Specialization**

The MASC student, in consultation with an advisor, will identify an area of specialization for spiritual leadership, which could include, for example, racial justice work, gender issues, restorative justice, environmental responsibility queer activism, and other areas.

### **Community Internship and Intern Reflection Course**

During the second year of study, students participate in one term of community placement (20 hours a week), designed to integrate spiritual leadership and practical skills in the service of social change. Community placements may be local, national, or international and include supervision from a seasoned progressive activist.

Examples of community placements include prison chaplaincy, at-risk children's advocacy, interfaith programs for the homeless, urban farming, using arts for healing and social transformation, teaching for social transformation, grassroots organizing, and many more.

### **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 includes 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.

### **Dual Joint MDiv/MASC Degree**

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).

### **About the Dual Degree**

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.

## Dual Degree Requirements

The joint MDiv/MASC degree will entail:

- A total of 114 credits – 24 units can be used towards both degrees, at the discretion of the student's advisor.
- Only one Mid-Degree Portfolio Conference.
- All other degree requirements.

The Director of the MASC program should be consulted when adding the MASC degree.

Please note that the financial advantages of the dual degree end at the end of the second year of the first-degree program. Academic advantages persist beyond this time frame.

## MDiv and/or MASC Chaplaincy Concentration

The Starr King Concentration in Chaplaincy, directed by Dr. Pamela D. Hancock, focuses on the development of skills, as well as the personal formation process, for those who seek to pursue a career in Chaplaincy. The concentration includes courses in introductory and advanced counter-oppressive theologies and ministerial theories, as well as the spiritual formation process to train future chaplains, and assist those in the concentration in their pursuit of ordination.

Required for MDiv:

- Leadership Core Course (3 Units)
- CJSC-ECO Core Course (3 Units)
- Multi-Religiosity Core Course (3 Units)

## Concentration Requirements

The following classes are required to complete the Chaplaincy Concentration:

- A Theological Ethics Course of Your Choosing (3 Units)
- Spiritual Traditions Courses of Your Choosing (As many as you see fit) —please work with your advisor to determine what courses are appropriate for your journey. If you are going to be ordained through the Chaplaincy Institute, you may want to discuss this with that organization as well.
- Under the SKSM Spiritual Practice & Care of the Soul Threshold:
  1. Spiritual Practices for these Times (3 Units)
  2. Deep Listening for All Forms of Ministry (3 Units)
  3. Pastoral Care (3 Units)
  4. Depth Psychology for Chaplains (3 Units)
  5. Chaplaincy Formation – 6 Stages (This will be a set of 1.5 unit per semester “Pod” courses [for a total of 9 units] that will provide you with a group to go through the formation process with—in preparation of ordination with whatever ordaining

body you choose).

Stage 1 & Stage 6 - Delve into your own personal spiritual formation, with the focus of being able to articulate your beliefs in writing.

Stage 2 - Explains the requirements of working as a chaplain in multiple settings.

Stage 3 - Explores group dynamics and organizational culture, system and relationships within each of those settings.

Stage 4 - Focuses on functioning pastorally within boundaries and using pastoral authority and from an ECO perspective.

Stage 5 - Explores be about ministering to people in specific traditions.

- One Unit of CPE, or equivalent (Up to 10 Units)

#### Endorsing/Ordaining Bodies with which SKSM is Affiliated

Ordination (or endorsement) is not strictly required but facilitates the process of securing employment and receiving board certification. As SKSM does not provide ordination, we have partnered with several ordaining bodies to provide pathways to this requirement.

Those organizations are as follows:

- Unitarian Universalist Association
- Order of Universal Interfaith
- Sacred Well Congregation
- The Chaplaincy Institute

#### **Enrolling in the Concentration**

To enroll in the Chaplaincy Concentration, a Program Enrollment Form ~~is~~ must be submitted during the enrollment dates. The Program Director will inform you whether your application has been accepted.

Concentration students must inform the director of the program and the registrar if they wish to defer enrollment. If a student does not enroll in courses for two semesters in a row, they will be withdrawn from the program.

#### **MDiv and/or MASC UU Ministry Concentration**

The Starr King Unitarian Universalist Concentration, directed by Dr. Meg Richardson, prepares students for ministerial fellowship in the Unitarian Universalist Association. The concentration

includes courses in introductory and advanced counter-oppressive theologies and ministerial theories, as well as Unitarian Universalist identity and prophetic witness, and assists those in the concentration in their pursuit of a career as a Unitarian Universalist minister.

### **Required Courses/Work for the Unitarian Universalist Concentration at SKSM**

The following classes are required to complete the Unitarian Universalist Concentration, organized here following the Ministerial Fellowship Committee's areas of ministerial competence. All three of the core intensives required of SKSM students are included. Students also need to fulfill the SKSM's Symposia requirement.

#### **ONE: WORSHIP AND RITES OF PASSAGE**

- Intro to Preaching in the Cross-Cultural Context
- UU Liturgy and Worship Arts OR Transformative Ritual Craft
- UU Theologies (UU History is a strongly recommended for UU Theologies)
- Liberation Theologies course

#### **TWO: PASTORAL CARE AND PRESENCE**

- Intro to Pastoral Counseling OR Deep Listening for All Forms of Ministry

#### **THREE: SPIRITUAL DEVELOPMENT FOR SELF AND OTHERS**

- Introduction to Religious Education OR Adult Faith Development
- Hebrew & Christian Scriptures Courses

#### **FOUR: SOCIAL JUSTICE IN THE PUBLIC SQUARE**

- Religious Ethics
- Additional required course content to be addressed by electives (Choose four):
- Community Organizing/Social Change Theory
  - Public Leadership
  - UU History of Prophetic Witness
  - Justice Theory
  - History of Oppression
  - LGBTQI Studies
  - Gender Studies
  - Feminist Studies
  - Disability Studies
  - Postcolonial Theory
  - Ethnic Studies
  - Environmental Justice
  - Peace Studies

**Note:** Students are responsible for tracking electives in consultation with the Faculty Advisor.

#### FIVE: ADMINISTRATION

- UU Ministerial Leadership Core Intensive
- Congregation and Nonprofit Administration

#### SIX: SERVES THE LARGER UNITARIAN UNIVERSALIST FAITH

- UU History
- UU Polity
- History of Christianity

#### SEVEN: LEADS THE FAITH INTO THE FUTURE

- Multi-Religiosity Core Intensive
- Youth and Young Adult Ministry Course

The remaining credits for the degree program can be filled with elective courses or the requirements of an additional concentration. Students also work with their advisors to ensure they meet SKSM's threshold requirements. In addition to coursework, all students will complete at least two semesters of field education, recommended to start after the first year of seminary:

- at least one semester of seven to ten hours per week of field education serving in a Unitarian Universalist congregation with participation in a reflection group.
- at least one semester of seven to ten hours per week serving in a community setting for ministry along with participation in the corresponding field education reflection group.

The final requirement is participation in a five-week spiritual direction group each year with fellow Starr King students led by the Director of Spiritual Care Services. Participation in the UUA/UUMA Ministerial Formation Network's monthly meetings and seminars are strongly encouraged.

#### **Enrolling in the Concentration**

Students may enroll in the Unitarian Universalist Ministry Concentration during General Registration by selecting it. There is no application process and SKSM degree candidates who wish to enroll in the concentration will be accepted.

#### **The Graduate Certificate in Unitarian Universalist Studies (CUUS)**

The Starr King Certificate in Unitarian Universalist Studies, directed by Dr. Meg Richardson, enables the student to study subjects relevant to ministry and religious leadership as expected by the Ministerial Fellowship Committee.

Starr King offers 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 four courses (12 units).

To enroll in the Certificate in Unitarian Universalist Studies program, there is an application on

the Starr King website. The Director of Admissions will inform you whether your application has been accepted.

Certificate students must inform the director of the program and the registrar if they wish to defer enrollment. If a certificate student does not enroll in courses for two semesters in a row, they will be withdrawn from the program.

## **The Graduate Certificate in Chaplaincy Studies (CCHS)**

### **Program Prerequisites**

- MDiv or comparable master's degree is required for enrollment.
- SKSM's Educating to Create Just and Sustainable Communities that Counter Oppressions (ECO) Core Course

This counter-oppressive philosophy is at the core of Starr King's degree programs. Drawing on Unitarian Universalist and multi-religious sources, this online synchronous course explores how in the midst of a world marked by tragedy, sorrow, and injustice there remains abiding resources of beauty and grace that nourish resistance, offer healing and call us to accountability and community building. All students entering the Certificate in Chaplaincy Studies must have this ECO Core or equivalent background (as determined by Director of Program) before starting.

### **Required Courses**

- Chaplaincy Formation – 6 Stages  
This will be a set of 1.5 unit per semester "Pod" courses (for a total of 9 units) that will provide you with a group with whom to go through the formation process.

Stage 1 & Stage 6 - Delve into your own personal spiritual formation, with the focus of being able to articulate your beliefs in writing.

Stage 2 - Explains the requirements of working as a chaplain in multiple settings.

Stage 3 - Explores group dynamics and organizational culture, system and relationships within each of those settings.

Stage 4 - Focuses on functioning pastorally within boundaries and using pastoral authority and from an ECO perspective.

Stage 5 - Explores be about ministering to people in specific traditions.

- Courses to choose from in the "Spiritual Practice and Care of the Soul Threshold" Choose three:
  - Spiritual Practices for these Times (3 Units)
  - Deep Listening for All Forms of Ministry (3 Units)
  - Depth Psychology for Chaplains (3 Units)
- Optional Additional Courses:

- Disaster Chaplaincy + Nova certificate (.5 unit - a good choice for those pursuing Hospital, First Responder, or Climate Crisis oriented Chaplaincy)
- Engaging Moral Repair (3 Units - a good choice for those pursuing VA or Military Chaplaincy)

### **The Graduate Certificate in Psychedelic Justice and Companionship (CPJC)**

The Starr King Certificate in Psychedelic Justice and Companionship, co-directed by J. Tyson Casey and Dr. Pamela Hancock, ECO commitment to educating to counter oppression provides a framework with which to explore the world of psychedelics and plant medicine. A framework that acknowledges both the traditional holders of this sacred knowledge and the current oppressive reality of the war on drugs and its disproportionate onus on people of color and the poor.

The Certificate in Psychedelic Justice and Companionship is a 12-credit program to be completed within two years.

#### **Prerequisite for admission:**

- Educating to Counter Oppressions (ECO) Core course at Starr King, which is available to take in both the Fall and Spring semesters.  
Students may take ECO and Sacred and the Substance concurrently.

#### **Required Courses**

These four courses are required to obtain the certificate and can be taken in the order provided in accordance with your entering semester:

- Deep Listening for All Forms of Ministry (3 Units)
- Psychedelic Ministry Methods (3 Units)
- A new Multi-Religious History of Psychedelics course (3 Units - For those who already took Sacred and the Substance, that course will fulfill this requirement.)
- A new course being developed on Decriminalization and Advocacy (3 credits)

To enroll in the Certificate in Psychedelic Justice and Companionship program, a Certificate Program Enrollment Form is submitted through our website. The Director of Admissions will inform you whether your application has been accepted.

Certificate students must inform the director of the program and the registrar if they wish to defer enrollment. If a certificate student does not enroll in courses for two semesters in a row, they will be withdrawn from the program.

### **The Graduate Certificate in Multi-Religious Studies (CMRS)**

The Starr King Certificate in Multi-Religious Studies, directed by Dr. Som Pourfarzaneh, 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 four courses (12 units) in multi-religious studies. Sample courses include:

- Multi-Religious Intensive
- Introduction to Islam
- Transformative Ritual Craft
- Advanced Topics in Ritual
- Interreligious Dialogue
- Queer Studies: Multi-Religious Perspectives
- Queer Liberation Theologies
- Introducing Hindu Doctrines
- Womanism and Earth Justice
- Up to two electives, approved beforehand by the Certificate Director

To enroll in the Certificate in Multi-Religious Studies program, a Certificate Program Enrollment Form is submitted through our website. The Director of Admissions will inform you whether your application has been accepted.

Certificate students must inform the director of the program and the registrar if they wish to defer enrollment. If a certificate student does not enroll in courses for two semesters in a row, they will be withdrawn from the program.

### **SKIL (or 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 early with a draft of your form and syllabus.



## **Summer Starr King Individualized Learning (SKIL) Possibilities**

Advising faculty are offering the possibility to engage in supervised independent study in their areas of expertise. Faculty and students will meet twice during the summer, once in May-June to set up the SKIL, once in August to review and discuss the work done. Most advising faculty will offer group SKILs.

Please, refer to the Student Handbook and the Student Forms to review the process to set up a SKIL, then contact your advisor or the faculty in the area of study of your choice. It is possible to take a SKIL to prepare a course to propose for a Hilda Mason Teaching Fellowship.

Faculty are not be available during the month of July.

More information about registering for a SKIL course can be found in the Student Handbook.

## **General Course Matrix**

Advisors: Please check the General Course Matrix under Faculty Forms on the website:

<http://www.sksm.edu/academics/faculty-forms/>

Password: SKSMFaculty1!

## **The Center for Multi-Religious Studies**

The Center for Multi-Religious Studies at Starr King School for the Ministry is a premier hub for the academic and vocational exploration of multi-religious identity and practice. The first of its kind, the CMRS offers research, symposia, and public programs that advance scholarship and dialogue about multi-religious spiritual formation, ritual arts, education, and their interrelated dimensions.

Bringing together progressive religious leaders, scholars, and social activists, the CMRS represents a radical approach to the study of the world's diverse religious traditions within their own contexts, emphasizing interreligious dialogue, pluralism, and the SKSM pedagogical model of Educating to Counter Oppressions and Create Just Communities.

The CMRS was founded in 2021 to further the study of multi-religious identities, practices, ritual arts, and education, and honors the legacy of Dr. Ibrahim Farajajé's ministry in organic multi-religiosity.

<https://www.sksm.edu/academics/cmrs/>

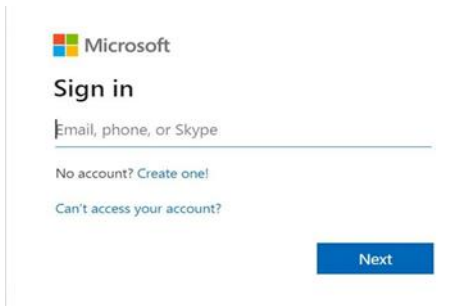
## **NEW FACULTY**

### **Basic Setup**

As a new faculty member, once you have submitted your signed contract and new hire paperwork, you will receive the following:

- A Starr King email address (from the Coordinator of Academic Programs)

- Login information for Populi (sent to Starr King email)
1. Email Login (from the Coordinator of Academic Programs) Outlook Login:  
Go to Office (Ctrl + click on blue link) or copy and paste URL into browser:  
<https://www.office.com/>



Click on "Sign in"

Enter your SKSM email, "Next" Enter password,  
"Sign In"

2. Populi Login  
<https://sksm.populiweb.com/>  
See Populi section for more information.
3. Access to the Digital Theological Library 2
  - Go to <https://dtl2.libguides.com>
  - Browse for an item in one of the menus at the bottom of the page or enter a term in the search box.
  - Users can browse without logging in. You will be prompted to log in upon selecting a specific resource. You will see a blue button with text such as "View full text" or "Access e-book."
  - When you click on that button, it opens a SSO login page. Please select "Starr King School for the Ministry" from the dropdown list for schools. Enter your Populi password.
  - Once you are logged in, you will remain so during your current browser session.

Alternative log in through Populi: Home/Links/"Access the DTL/2 here"

4. A Course Scheduling Information (CSI) form (from the Coordinator of Academic Programs)
5. A Zoom account (from the Coordinator of Academic Programs)

**A short bio and picture of yourself for our faculty webpage needs to be submitted to the Coordinator of Academic Programs.**

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, for NEW courses the **Course Scheduling Information is needed** to ensure that your course(s) are entered into the SKSM course calendar.

The CSI forms are no longer being used. Please submit required information via email to the Coordinator of Academic Programs.

**PLEASE SUBMIT REQUIRED INFORMATION TO THE COORDINATOR OF ACADEMIC PROGRAMS BY THE DUE DATE.**

The Dean of the Faculty and Coordinator of Academic Programs will review for accuracy and to avoid scheduling conflicts.

Course offerings will be published on the website by early March.

#### **Instructions for the Course Scheduling Information (CSI):**

Please carefully provide and verify that all the information is correct. Please contact the Coordinator of Academic Programs with any questions.

**For new courses only:** please indicate the field(s) of the course (see below for list of Threshold Letter Codes).

1. List the primary field first. Select two fields only.

#### **THRESHOLD LETTER CODES:**

LC– Life in Community and Engagement  
PW – Prophetic Witness & Work TI – Texts & Interpretation  
HT – Historical & Thea/logical Studies PC – Spiritual Practice & Care  
TC – Theologies in Culture & Context

EL – Educating for Wholeness and Liberation AR – Arts and Rituals

Note: if you change your course title, a new course number must be assigned.  
Please provide the original course number for reference.

2. Level of your course: (e.g., 1000, 2000, 3000, etc.)
  - Introductory (1000-1999)
  - Intermediate (2000-3999) No difference between 2000 and 3000 level
  - Advanced (4000-4999)

Please note: Introductory (1000) course cannot have prerequisites.

3. Number of units of course.
4. Please keep the title of any new course to approximately 40 characters, including spaces and punctuation. You may include a longer “subtitle” by emailing the Coordinator of Academics to be published on the SKSM website only.
5. Course Description

In addition to the full description of your course, please include:

- the course format (e.g., seminar, lecture/discussion, etc.)
- method of evaluation (e.g., term paper, weekly reports and final exam, etc.)
- intended audience (e.g., M.Div., MASC, Chaplaincy Concentration, etc.).
- any special requirements: e.g., prerequisite readings, additional meetings outside the usual class time, etc.

Please include the following information that applies at the end of the course description.

**Prerequisite: must be stated in the body of the description** (other than a specific course already listed) on a separate line in bold print.

e.g., ECO Core Intensive, Multi-religious Intensive

### **Applicable Thresholds and MFC**

#### **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
8. Theology

6. Maximum enrollment

Please list the maximum enrollment # carefully. The minimum enrollment # for SKSM courses is 6. Cancellation of undersubscribed courses will be discussed with the SKSM Academic Dean.

Maximum enrollment must be stated in the body of the description as well as the check box.

7. For courses requiring Faculty Consent, “Faculty Consent Required” must be stated in the body of the course description.

Students will receive an automated email from Populi when they register for a course requiring faculty consent informing them that they have been placed on the waitlist and instructed to complete the faculty consent questionnaire.

Faculty will receive a spreadsheet with all the students’ information from the Coordinator of Academic Programs. The instructor will make decisions about the roster requests by the second Wednesday of each registration period (Early, General or Late). Approved student will be enrolled by the Coordinator of Academic Programs and students will be notified through Populi.

**Special Permission to allow Community Members (with Faculty Consent).**

On occasions, some selected courses may offer a special rate for community people not taking the course for credit. Community students will be expected to be informed full participants of the course, but not do writing assignments. Please contact the Dean of the Faculty if you would like your course to experiment with this option.

8. Auditors: SKSM does not allow auditors.

9. Course Meeting

Day and Time Preferences: SKSM courses typically take place:

- 9:30am-12:30pm PST
- 11:10am-2:00pm PST
- 2:10pm-5:00pm PST

If you request a different timeslot, please be mindful of avoiding late hours to respect people in other time zones. All times listed are Pacific Time.

Because of regular SKSM Faculty meetings and Monthly Chapel, advising faculty should not schedule courses on Tuesday mornings PST.

10. Student Assistant: You may request a tech TA, but a request does not guarantee fulfillment.

Please contact the Office of the Dean if you have any accessibility concerns.

Email information to the Coordinator of Academic Programs, [kmoebius@sksm.edu](mailto:kmoebius@sksm.edu).  
Please contact the Coordinator of Academic Programs if you have questions.

### **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 **Learning 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" refers 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:

<https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/course-design/establishing-learning-goals>

<https://www.brown.edu/sheridan/sites/sheridan/files/docs/constructing-a-syllabus.pdf>

### **SKSM Word Template**

[Faculty Forms](#)

PW: SKSMFaculty1!

Please follow template and be sure to include all required information.



**Course Title**

**Course Number**

**# of Units**

**Semester/Year**

**(DRAFT) Syllabus**

**Instructor Information:**

Name:

Email: (Please use your institutional email address ONLY, that is, your "@sksm.edu" email address).

Phone Number: (optional if you don't have a SKSM number)

Availability: Indicate office hours or other stipulations about being contacted.

- Please do not meet with students 1:1 outside campus.
- Use your SKSM Zoom account for all virtual meetings.

**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 Department of Education to include the following statements in all SKSM



Syllabi.

**Please copy and paste the course policies with embedded links below:**

- [Academic Conduct](#)
- [Plagiarism](#)
- [Notice to Students About Your Privacy \(FERPA\)](#)
- [Accommodations for Students with Disabilities](#)

Other (not required)

- [Credit Hour Policy](#)
- [ECO Statement](#)

**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 Populi. The instructor's email is no longer a valid option to turn in assignments.

**Required Texts (see below).**

List a full bibliography of all mandatory materials (books, articles, websites, videos, etc.).

**Course Schedule:**

List the topic and assigned readings -- both required as well as optional -- for each given class/week.

\*Optional: "The instructor reserves the right to modify the schedule and assigned readings to achieve course objectives." In this case, please send the updated syllabus with changes so we can replace it in our files.

**Suggested Reading**

Provide a bibliography of relevant readings that students may wish to consult, especially those that may be helpful for completing assignments.

**Required Textbooks**

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.** Starr King does not have bookstores from which students are encouraged to purchase textbooks or classroom materials.

**\*You must include ISBN numbers and standard retail prices for all books.**

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)
- Retail price
- Whether required or recommended

The Coordinator of Academic Programs will post publicly on the SKSM website only the information on required readings, including: title, author, ISBN, retail price and whether required or recommended.

\*It is important that you encourage your students to engage actively in library research. Please include an activity in your syllabus that will bring your students to look up material using the DTL2 Library. This is important for students learning and for our ATS accreditation.

### **Submitting Your Syllabus**

**After the due dates, the Coordinator of Academic Programs will download course syllabi from Populi.**

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 copies of each syllabus on SharePoint. Syllabi should be posted on the course Populi page before pre-registration (draft) and regular registration times (final version). Syllabi are no longer published on the website to protect your intellectual work and avoid plagiarism. You may send your syllabus to special students for review. Only a list of the required reading materials for each course, including price and ISBN, as required by federal regulation will be posted on the website.

Starr King asks for syllabi to be uploaded to Populi two different times (check Key Dates for exact dates):

- 1. Draft syllabus** gives students a general idea of what the course entails and how it will fulfill their learning goals and Threshold requirements. It is uploaded to Populi before preregistration for student review.
- 2. The final syllabus**, due shortly before classes begin, serves as the official and historical record of what will happen during the class, and should be as accurate as possible.

\*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.

## **Teaching Assistants (TAs) and Student Assistants**

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, and to appropriately compensate TAs. Informal arrangements jeopardize this effort and are often perceived by students as confusing. They also generate possible conflicts of interest.

You may request a Student Assistant (a work study student who will provide you with technological support during the class) **based on availability**.

## **Online Course Delivery Basics**

### **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.

Populi remains another alternative to communicating with students, as messages are also sent as emails. Populi 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.

Populi 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 in Populi.

### **Populi: Online Course Delivery**

Populi is the online course management system for SKSM. Populi 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 synchronous or asynchronous must have a Populi "instance."**

Populi "course instances" are automatically created for each course. Regular Starr King

Individualized Learning courses or SKIL (formerly Special Reading Courses), where one faculty person works with one student, do not have Populi course instances. However, if you are teaching a SKIL course with multiple students you may request a Populi course instance.

All Populi course instances are automatically created by the Coordinator of Academic Programs for each term a course is taught. These are called Course Instances in Populi. Once your Populi course “instance” has been created, you will be able to post and edit by adding different resource and activity modules.

A Faculty Populi Guide is available on the website under [Faculty Forms](#) Password: SKSMFaculty1!

All faculty have Populi accounts that have already been created. If you cannot access Populi, contact the registrar, [registrar@sksm.edu](mailto:registrar@sksm.edu) for access help.

**Please note: Faculty are responsible for posting their own information and course material on Populi. Regularly, all course information and set up of the course on Populi should be finalized one week prior to the beginning of term.**

#### Timing

On the Friday before the start of a semester (if courses are ready and barring the unforeseen), courses will be available to students. This gives students time to post their photos, introduce themselves, and get to know Populi. 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 Populi 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 to a workable schedule and make it clear to your students.

#### Opening a Course to Students

Once the Populi instance is built and the course is ready for students to view, Populi will automatically make your course available the Friday prior to the beginning of term. However, if you prefer you can also do it. Just click the 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 “clone” the files from the old course (applicable only to courses taught using the same course code).

If you need content from a course that had an old course code, you may transfer the content from the

old course to the new instance of the course by doing an export from the old then import to the new course from content by using the “Common Cartridge” in Populi. The Common Cartridge (i.e., content) can be found in the “Settings” page of your course Populi.

Please note: if you were not the person that taught the previous course you will not have access to complete this process. Please contact Rev. Dr. Hugo Córdova Quero, Director of Digital Learning at [hquero@sksm.edu](mailto:hquero@sksm.edu) for assistance in this situation.

Please refer to the Populi Faculty Guide for more detailed instructions on transferring content to a new instance of your course.

#### Populi – Adding Links/Video

Populi Faculty Guide is available on the website under Faculty Forms. PW: SKSMFaculty1!

#### Removing a Student’s Name from your Course

If there is a student on your roster that seems to be there in error (i.e., they never attended the course at all, they stop attending, etc.), please contact the Registrar ([registrar@sksm.edu](mailto:registrar@sksm.edu)) explaining the situation.

#### Populi Support

The Director of Digital Learning is your point of contact with SKSM for online administrative support with Populi. Please email: [hquero@sksm.edu](mailto:hquero@sksm.edu) right away when a problem or question arises. We want you to be able to focus on 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:

- Populi Faculty Guide f  
Available on the website under Faculty Forms. Password:  
SKSMFaculty1!
- [Populi Student Guide](#)

#### **Pre-Course Welcome Letter**

Please send your students a welcome letter (either through Populi 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 [Populi Student Guide](#)
- 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.

## **Student Participation**

**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, please notify the student's advisor and Dean of Students at once. You can determine the Starr King students' advisor through Populi, the student information system.**

All online classes may include regular, synchronous conference call, preferentially to be held weekly whenever practical and appropriate. This is at an instructor's discretion.

Please remember, every course needs to employ audio, video, and real-time meetings - 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.

## **APPLICATION AND PLATFORMS**

### **Populi: Student Information System**

Populi is Starr King's primary administrative portal for student records, courses, 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. Please contact [registrar@sksm.edu](mailto:registrar@sksm.edu) should you need to have your password reset.

#### Populi Quick Start Guide

- Open your web browser and navigate to: <https://sksm.populiweb.com/>
- Log in (with the credentials you received via Starr King email)
- Check that your profile is accurate:
- Click on the "My Profile Tab" (on the top right)
- Click on the "Info" tab
- You can include contact information by clicking the "add" button. It will give you the option to add email, phone, address or website.
- 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.

If you are an Advisor, please check that your advisees are all accounted for:

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.

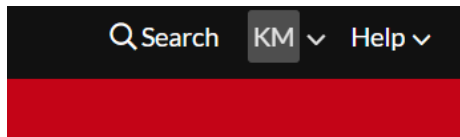
To post a comment or concern regarding a student to another faculty:

- 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 Feedbox 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 the Faculty and Assoc Dean of Faculty, Dean of Students, President, Coordinator of Academic Affairs, Director of Admissions, Student Accounts Manager, Online Education Director, and the Registrar (Please note: there is currently no visibility option to select a note for one specific faculty person).

Instructions on how to see all the courses available by semester for your advisees in Populi:

In the search field, type in the student's name.



Go to "Registration" Tab



Select semester.

Registering for

Make sure the box is checked for student view.

**Courses Offered**  Show student view

Select Department = SKSM.



Populi Support:

Please contact the SKSM Registrar ([registrar@sksm.edu](mailto:registrar@sksm.edu)) with any Populi **student** or **registration** related questions. For faculty consent questions, please contact Coordinator of Academic Programs, [kmoebius@sksm.edu](mailto:kmoebius@sksm.edu).

**Zoom**

Zoom (<https://zoom.us>) is our videoconference service. You may meet with your advisee by Zoom. Synchronous online and hybrid classes conduct sessions on Zoom. Chapel services are held on



Zoom and in-person events are livestreamed.

Faculty are highly encouraged to record locally. With very limited cloud storage (13.5GB for 30 users), should you choose not to record locally, **it is your responsibility to download recordings within 48 hours**. Recording will be deleted after 48 hours and may not be recoverable.

#### To record locally:

User: Sign into the Zoom web portal. Click **Settings**.

In the **Recording** tab, navigate to the **Local Recording** option and verify that the setting is enabled.

If the setting is disabled, click the toggle to enable it. If a verification dialog displays, click **Turn On** to verify the change.

**Note:** If the option is grayed out, it has been locked at either the group or account level, and you will need to contact your Zoom administrator.

#### Starting a local recording:

The host must record the meeting or grant the ability to record to a participant.

Start a Zoom meeting as the host. Click the option

to **Record**. 

If there is a menu, select **Record on this Computer**.

Hosts will see the following recording indicator in the top-left corner while recording is active.



Participants will see the following indicator in the top-left corner while the recording is active.



## **Digital Theological Library (DTL2)**

### To Log In

1. Go to <https://dtl2.libguides.com>
2. Browse for an item in one of the menus at the bottom of the page or enter a term in the search box.
3. Users can browse without logging in. You will be prompted to log in upon selecting a specific resource. You will see a blue button with text such as "View full text" or "Access e-book."
4. When you click on that button, it opens a SSO (Single Sign On) login page. Please select "Starr King School for the Ministry" from the dropdown list for schools. Enter your Populi password.
5. Once you are logged in, you will remain so during your current browser session.

The use of the DTL2 is pretty intuitive, and there are tutorials here:

<https://dtl2.libguides.com/howtouse>. The tutorial videos will show DTL1, but the principles are the same (besides cosmetic differences).

### Reference Librarian

Starr King has also contracted with DTL2 for the services of a reference librarian, Chris Crawford.

The reference librarian is available to recommend, interpret, evaluate, and/or use information resources to help patrons with specific information needs only. **Please contact the Coordinator of Academics Programs (not the reference librarian) for assistance with access and/or acquisitions.**

Chris can be emailed at [reference@thedtl.org](mailto:reference@thedtl.org)

If necessary, Zoom meetings can also be scheduled using the following link:  
<https://calendly.com/dtlreference>.

The reference librarian's office hours are 8 am –12 pm PT during the work week.

### DTL2 Acquisitions

For title requests, please follow the following process:

1. Check the DTL2 to see if the title is available.  
To add title:
2. Complete the acquisition spreadsheet found on the website/Faculty Forms.  
Password: SKSMFaculty1!
3. Titles must be available as e-books to be ordered.

**Please contact the Coordinator of Academics Programs (not the reference librarian) for assistance with access and/or acquisitions.**

## **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 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 before.

## Credit Hour Policy

Starr King follows the federal guidelines of “credit hour” as a minimum of one hour of classroom or direct faculty instruction and an additional minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester of credit, most commonly a total of approximately 135 hours of work for each 3-credit course.

We share this federal guideline in course planning, we share it with students during their orientation, in our school forms, and in academic advising. All of our courses are planned to follow the federal guidelines.

With our school’s core commitment to educating students to counter oppression and build just communities, it is helpful that it is becoming more common to use the term “time on task” instead of “classroom and out of classroom” work. “Time on task” fits our seminary’s social justice and spiritual formation paradigm that includes classroom work, online and experiential activities, as well as a broad range of “...other academic work leading to the award of credit hours” (34 CFR 600.2) including:

- Lectures
- Reading
- Writing
- Film and other multimedia
- Class discussion
- Skills-building and practice
- Individual or group projects
- Student presentations
- Applied learning in the community, congregation, etc.
- Immersion experiences
- Creative work
- Reflection
- Spiritual formation
- Quizzes or exams
- Meetings with the instructor
- Participating in an event (e.g., conference, workshop, etc.)

During our Fall and Spring 15-week semesters, we offer a wide range of credit-earning opportunities. In addition to on-campus classes, Starr King offers on-line synchronous and/or asynchronous classes, hybrid classes (by which we mean that some students are physically in a smart classroom while some students are participating from off-campus using zoom and a large flat in-classroom monitor). During these semesters, we also offer contextual/experiential courses such as internships, field education, clinical pastoral education (CPE), and course- embedded immersion courses. In addition, Starr King Individualized Learning courses (SKILS) allow for individual or small group learning experiences.

During our Winter and Summer terms, we offer our school’s required core courses as well as elective courses in an intensified format. Outside of the pandemic crisis, the one- week intensives

consist of 40 hours of classroom time with extensive pre-course reading/writing/reflection and post-course writing/project assignments. During the pandemic these courses have been converted to on-line classes with several hours of daily zoom lecture/discussion sessions, as well as on-line small group sessions. Because of the reality of zoom-fatigue as well as students' family and work responsibilities, we are experimenting with two 20-hour weeks, and other scheduling configurations.

In courses that have variable credits decided on by students and instructor (e.g. SKILs and field education) there are specific prompts on the students' course proposal forms that include the 45 hours of "time on task" per credit hour and the credit hours are decided by instructor and student.

### **SKSM Communal Classroom Guiding Principles** (2023.01.20)

Guiding principles are intended as a shared foundation for community learning, engagement, and practice processes at SKSM. They are vital to the cultivation of a classroom's culture, within the wider context of creating just and sustainable communities that educate to counter oppressions (a.k.a. ECO).

Community guidelines or group agreements can be beneficial, if not necessary, when doing deep, transformative, and/or interpersonal work, as they continually clarify the terrain in which distinct people from various social locations will be working together within a shared learning environment. Clear, consistent agreements that guide the ways in which participants will be interacting with one another, especially in a recurring context, allows space for just and regenerative learning moments to arise while minimizing the possible impacts of harmful actions. With such a shared foundation, new rhythms and patterns of behavior emerge from interdependent interactions that, over time, can cultivate a communal culture.

Classroom cultures are active, alive, and adaptive. We might falter and forget a principle, and we can always return to them. Guiding principles can serve both as an opportunity for personal learning and as communal understandings that allow each of us to hold ourselves personally responsible to the learning community.

In addition to the SKSM communal classroom principles, the context and content of the specific course, the positionality of the instructor and students, as well as other emergent conditions, may involve the adoption of and commitment to additional shared agreements intended to facilitate the liberatory learning environments for all involved. SKSM recognizes that students have knowledge, experience, and agency to bring to the learning process, and need to account for our differences in social location within interlocking structures and patterns of domination.

Over time, shared participation principles may need to be amended or elaborated, and different agreements may become necessary due to emerging conditions. As such, we will continue to return to these agreements throughout the course, and to revise them as needed through participatory discussion and informed consent.

We will begin together with the four guiding principles, so that there are shared expectations and opportunities at the start of the semester that apply to all interactions within Starr King School for the Ministry. We also suggest a variety of ways we can practice and embody these principles in our learning environments.

## **1. Prioritize inquiry, community, and learning**

Starr King is a graduate school, comprised of a community of learners that share a core educational philosophy. In our classrooms and learning spaces, we are committed to learn and practice and live into ways of creating just and sustainable communities that educate to counter oppression (aka ECO).

Ask questions. Appreciate other's contributions. Remember that you are one part of a community here to learn and embody ECO in the world. Discern what is useful to the learning experience. Support others in the process.

Sufficiently prepare to engage in the learning environment. Arrive to class having adequately completed the required preparatory work. Do what you need to do so that you can engage in the learning environment. This includes academic and somatic preparation prior to the start of class.

Honor confidentiality and consent within the contexts of the classroom. Respect personal privacy and seek permission from those involved before sharing other student communications outside of the original context. This includes sharing with each other in the learning community. "What's said stays, leave with lessons".<sup>i</sup>

As a commitment to the learning environment, reduce the unnecessary use of technology, especially in synchronous settings. Turn your phone off and put it away prior to class meetings. Close all other unrelated windows, tabs, and programs on your computer when we are together in real time. This is a way to honor your body, and those bodies around you, as electronic distractions can be disturbing, especially when doing deep, transformative work. Even with phones muted, they can create anxiety, which is why it's best to turn it off and/or store it out-of-sight unless a specific need warrants it. If you do need to keep your phone on, due to a specific, unique reason, explicitly share this with the group at the start of class and/or let the instructor know before the beginning of class.

## **2. Encourage generosity and grace for mistakes, while acknowledging impact**

Working towards wholeness, healing, and liberation can be a messy process. Purity and perfectionism reinforce patterns of privilege and domination. The path towards liberation is not easy. There will be challenges along the way that can be valuable learning opportunities. Within community, the path towards liberation does not always have to be hard.

Remember that safety and equality are relative to social location and context. "Safe spaces" are a myth of dominant culture, generally conflated with the avoidance of discomfort for privileged people in communal settings. The illusion of safety is dependent upon your social location. "Equality" is a similar concept. We do not live in an equal society. This does not excuse overt actions of harm and inequity. Cultivate "safer" and "brave" spaces and equity as much as possible by de-centering privileged

perspectives and prioritizing historically and culturally oppressed bodies and perspectives through practices of inquiry and consent. <sup>ii</sup>

Monitor your own internal reactions to what others in the classroom say and/or do. Try to suspend and withhold judgments as much as possible— implicit, explicit, covert, overt, voiced, and thought. Notice how reactions affect group dynamics. Initiate a pause to reset if you notice or experience an unskillful or harmful action impacting the learning environment. When feeling injured, take the time you need to care for yourself and re-center. Explore your assumptions about the other person's intent. When appropriate, approach the person directly. Interrupt the habit of publicly shaming and blaming others, as well as yourself, for mistakes made within the learning community. Seek ways in which the experience can become a learning opportunity for all involved, whenever possible. If unsure, communicate directly with the instructor, your advisor, the Dean of Faculty, and Team-ECO (in that order of communication).

### **3. Embrace complexity, contextualize wisdom, interrupt binaries, and avoid assumptions**

Individuals and groups are complex, contradictory, and continually changing. If you and/or the group get stuck in either/or thinking, expand possibility through inquiry and imagination. Practice replacing “or” and “but” with “both” and “and” whenever and wherever possible. Prioritize both/and approaches to learning and exploration.

Self-monitor your participation and positionality. Sometimes, this is referred to as take space / make space. Speaking order and process may vary significantly between different classes, and even within the same class depending on various contexts and conditions. Don't expect first come, first serve in group conversations. Encourage and support full, just participation from all present. Pay attention to group equity: who is and is not contributing. Recognize your own positionality with regards to social location, perspective, and experience, within the wider context of dominant culture.

Contextualize perspectives and positions. Cultivate capacity for holding multiple cultural backgrounds, histories, and ways of communicating and understanding language to co-exist within the classroom. Explore nuance, specificity, and complexity within the learning environment through inquiry. Examine your habits of assumption, generalization, and fixed mindsets. Speak from your own experience and positionality. Use “I” statements. Do not speak for a whole group or express assumptions about the experience of others. Reduce dominant narratives. Promote voices and insights from oppressed social locations.

### **4. Your presence is important. Practice personal agency and personal responsibility**

Do what you need to do to be as present as possible, while also supporting the conditions of others to do the same with their needs. Consider the “Platinum Rule” (Treat others as they wish to be treated). If possible, near the beginning of the semester, and as circumstances arise, advocate for yourself. Ask for clarification, accommodations, and other conditions that will support you in the learning environment.

Prepare yourself to be present when in the classroom context, as much as you are able to do so. Take

care of yourself. Listen to your body. Hydrate and return to your breath often.

These are difficult times for all of us, some moments more so than others. As appropriate, share with the instructor and the group if your ability to be fully present is hindered. Naming it is enough. You do not have to share details unless you're comfortable doing so and consider it useful to the learning community.

Oxygen allows us to process information and nourishes us in moments of stress and rest. You can always return your attention to your breath and the sensations of your body during any activity. Intentionally do so when you feel ungrounded and/or constricted. Avoid interacting from a reactive or unbalanced place and/or take a brief bio break. Proactively communicate this break with the group whenever possible.

At SKSM, we welcome and encourage all participants to practice and embody these four communal classroom principles in our various learning environments and everyday interactions. Our communal classroom principles reflect our priorities with flexibility, generosity, complexity, and responsibility. Our shared foundation for collaboration transforms the culture we create: calling forth wholeness, healing, and liberation; cultivating multi-religious life and learning; countering oppressions and embracing radical hospitality; and creating just and sustainable communities. We are here to learn to nurture the emerging worldview through our presence, our actions, and our commitment to engage with one another.

### **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 the 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 information in Populi and email the Coordinator of Academic Programs.

Note: Personal contact information is only available to Core Faculty and Staff of Starr King and will not be shared with students, guests, or other Adjunct Faculty members at the school.

### **Academic Calendar and Due Dates**

Please refer to the Faculty Academic Calendar on the website:

<mailto:hquero@sksm.edu> [Faculty Forms](#)

Password SKSMFaculty1!

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: the majority of 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 Populi (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 Master Course Schedule, the SKSM website, 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 40 characters), a brief description of the course as well as the registration numbers, course times and any limitations on the type or number of students.

Please contact the Coordinator of Academic Programs immediately if you feel your course has been publicized incorrectly.

SKSM staff ensures that course information is published in Starr King This Week (SKTW), on social media and on the Starr King website. However, staff are 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 CSI (Course Scheduling Information) form to staff in a timely manner. Staff will not update old Course Scheduling Information forms for you.



## 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** (also known as "add/drop period") 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 (YOU). Each faculty member indicates a limit when completing CSI (Course Scheduling Information).

### Faculty Consent

"If faculty consent is required to take the course, "Faculty Consent Required" will be stated in the course description, along with any requirements.

Students will provisionally self-register for these courses (they will have a clock icon next to them just as courses that are full will) and be added directly to a waitlist.

Students on the waitlist must submit the faculty consent questionnaire by 5pm PST on the second Wednesday of registration for the instructor to review.

The instructor will approve students based on questionnaire answers received. Students will be notified by the Populi system if they have been moved from the waitlist onto the active roster.

Students are encouraged to register for an alternate course as a backup to a Faculty Consent course in case you are not admitted to the course."

### Enrollment Priorities for Courses

We ask you to please give priority to SKSM degree and certificate students, then to special students and graduates of the school.

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, if your course is introductory to intermediate, 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 may also be physical restrictions on room availability.
2. If you want to allow more students into your class than your limit allows, you must contact the Coordinator of Academic Programs and Dean of the Faculty FIRST to see if there is space available to accommodate more students. If approved by the Dean of the Faculty, an addendum form will be submitted.

#### Late Registration (during the first two weeks of classes)

You may get a few students registering in Late Registration (i.e., add/drop period 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 in Populi with those who are actually attending your course at the beginning, middle, and end of the term. At some point, the student may have decided to drop without notifying the Registrar's office by completing a required COE (Change of Enrollment) form. This may result in registration and financial aid implications for the student which need to be addressed with the Business Office.

Your class roster is accessible in Populi. Please 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 **notify the student and copy the Registrar**, ([registrar@sksm.edu](mailto:registrar@sksm.edu)) **ASAP**.

#### **First Week of Classes:**

At the end of the week, instructors will email students who missed the first class and cc: Advisor.

#### **Second week:**

Students who do not respond by the end of the second week will be dropped from the course.

### 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 removed from the registration in Populi. If students do not initiate the "drop course" process, they may be charged financially for the course.

### **COURSE EVALUATIONS**

(See Student Handbook)

Starr King asks all students to complete course evaluation forms at the midpoint and at the conclusion of a semester. Course evaluations are an opportunity to provide constructive feedback on course delivery and content.

The evaluations are not submitted anonymously. Direct address is the preferable first method for resolving any disputes or disagreements.

Serious concerns about an instructor and/or a course may be directed to the Dean of Faculty in keeping with our Academic or Personal Dispute Policy. Please email any questions to Coordinator of Academic Programs, [kmoebius@sksm.edu](mailto:kmoebius@sksm.edu).

### **Mid-Term Course Evaluations**

Students are asked to complete the mid-term evaluations which is used to gather their feedback to the learning goals of each course. Faculty and the academic dean will review the midterm evaluations shortly after the submission period closes. The evaluations are shared with the instructor(s) to support any necessary adjustments for the second half of the semester.

Mid-term evaluations are required for all Faculty and Hilda Mason Fellows, who are teaching full-term courses. Copies of previous mid-term evaluations will be kept in the Dean's office for use by the Curriculum Committee.

Evaluations will be reviewed by the Dean of the Faculty and by you so you can make any adjustment to your course. Copies of previous mid-term evaluations will be kept in the Dean's office for use by the Curriculum Committee. Faculty will receive copies of their mid-term course evaluations and will be contacted by the Dean in the case particular issues need to be discussed. Faculty are 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 complete the final course evaluations. Course evaluations are required for all Faculty and Hilda Mason Fellows. As with mid-term course evaluations, please encourage your students to complete them by the specified due date.

The purpose of the final course evaluation is for students to provide feedback in relation to the stated course learning goals and to support any necessary adjustments for future possible instances of the course. Course evaluations are required for all Faculty and Hilda Mason Fellows. Faculty and the academic dean will review the final course evaluations. The evaluations are shared with the instructor(s) after the grades and student evaluations have been completed.

### **STUDENT ASSESSMENT PROCEDURES**

Instructors assess student credit and performance by completing grade sheets, through narrative evaluations, and by entering grades in Populi.

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. Enter grades in Populi.
2. Submit a Narrative Evaluation to each student, the Registrar and Coordinator of Academic Programs.

### **Entering Grades in Populi**

Instructors are required to enter final course grades for regularly scheduled courses in Populi.

If you already use the Populi gradebook feature, the final grade is calculated automatically.

If you do not use the gradebook feature, you can enter the final grades manually.

- Go to the course gradebook. You'll find the Final Grade column next to the student's name in the leftmost column.

- Click Edit grades to change any grade in your gradebook—including the final grade.
- Click the column name to go to the Final Grade page.

For more detailed instructions on how to enter grades, please review the Populi Faculty Guide.

### **Narrative Evaluation Form**

The Narrative Evaluations form is 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, even if the student does not pass the course. For a single, 0.5 units Intensive, students should complete the Student Narrative Self-Evaluation.

#### What to do:

2. Download the Student Evaluation Form from Faculty Forms on the website. Password: SKSMFaculty1!
3. Fill out and save the form for each Starr King student.
4. Submit the narrative evaluation to the Registrar at [registrar@sksm.edu](mailto:registrar@sksm.edu) and [kmoebius@sksm.edu](mailto:kmoebius@sksm.edu), Coordinator of Academic Programs.

Narrative evaluations should be:

- Be a PDF.
- Be titled as: Course Number.Term.Eval.Student Name.Faculty Last Name (CE-2012.2022FA.Eval.Jane Smith.LETTINI).
- Sent together in one email (please do not send multiple emails) for each course, with each evaluation as an individual PDF to [registrar@sksm.edu](mailto:registrar@sksm.edu) and to [kmoebius@sksm.edu](mailto:kmoebius@sksm.edu).
- Sent to each student.

The SKSM registrar uploads a digital copy of the evaluation 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 student in your class.

### **Incompletes**

Some students will ask you for an extension in 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.

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 Wednesday 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 6<sup>th</sup> Friday after the end of the term. If no new grade is received by then, the incomplete becomes an F.

**A narrative Evaluation form must also be submitted, even if the student does not pass the course.**

Once the grade has been determined, please email the new grade, as well as the narrative evaluation to [registrar@sksm.edu](mailto:registrar@sksm.edu) and [kmoebius@sksm.edu](mailto:kmoebius@sksm.edu) to clear the incomplete.

Under exceptional circumstances, instructors may, at their discretion, agree to a time frame beyond the six weeks with approval from the Dean of the Faculty. Time frames must be documented as part of the original petition.

## **COMMUNICATION**

### **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, 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 [starring@sksm.edu](mailto:starring@sksm.edu) with the desired content, including dates, descriptions, due dates 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 editing.
- 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
  - Events/notices
  - UU related activities
  - Non-UU or 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](mailto:starrking@sksm.edu).

**“Staff Forms” on the Website** <https://www.sksm.edu/academics/staff-forms/> Password is “SKSMStaff1904!”

- Website Edit Request Form
- Time Off Request Form
- Starr King Branding Guide
- Dropbox Folder with Logos & Temporary Letterhead

## **BUSINESS OFFICE**

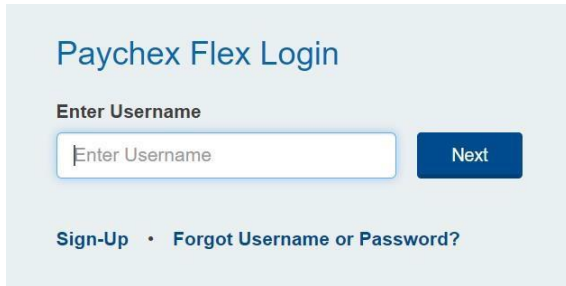
### Payroll Paperwork

In order to be paid on time, it is essential that you have completely and accurately provided the following:

- Signed contract
- W-4 or W-9
- I-9 and required documents: a clean photocopy of either your passport OR BOTH your driver’s license AND Social Security card.
- Direct Deposit form

### **Viewing Payroll through Paychex Flex**

<https://www.paychex.com/login>

The image shows a login form for Paychex Flex. At the top, it says "Paychex Flex Login" in blue. Below that, there is a label "Enter Username" above a text input field. The input field contains the placeholder text "Enter Username". To the right of the input field is a blue button with the text "Next". Below the input field and button, there are two links: "Sign-Up" and "Forgot Username or Password?".

Paychex Flex Login

Enter Username

Enter Username

Next

Sign-Up • Forgot Username or Password?

### Paychecks (Adjunct Faculty Only)

Adjunct Faculty are paid by direct deposit or paychecks are mailed to the address listed on your W-4 unless you have specifically requested that they be delivered in some other way. Please check your contract to find out when and how much you will be paid.

**Note: Bill.com is used for all checks and must be cashed within 90 days.** 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 input in Populi.
- Grade sheets
- Individual narrative evaluations of Starr King students completed by you.
- Anything belonging to Starr King.

### **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 Coordinator of Academics at the beginning of each term to submit your request and wait to hear about fund availability. Late requests may not be fulfilled.

Honorarium Form (see Faculty Forms on the website): <http://www.sksm.edu/academics/faculty-forms/> Password: SKSMFaculty1!

### **Conferences and Travel**

SKSM faculty have access to a limited budget fund to attend conferences and professional development experiences. For better planning of the distribution of funds, please send advanced requests to the Dean of Faculty, including information on reasons for travel and all expected expenses:

- for fall conferences/travels by September 15;



- for January conferences/travels by November 15;
- for spring conferences/travel by February 15;
- For summer conferences/travel by April 15;

Later requests are allowed. If you want to attend a conference or learning experience, please send an email request to the Dean of the Faculty with all necessary information at least three weeks before the trip/event. Once you obtain permission and an estimate of the reimbursement, you must submit all receipts within 30 days after the event.

Priority will be given to requests to travel to deliver papers at professional conferences.

Travel and Expenses Reimbursement Form (see Faculty Forms on the website):

<http://www.sksm.edu/academics/faculty-forms/> Password: SKSMFaculty1!

## **HUMAN RESOURCES**

### **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 faculty at the time of their initial hire and every two years thereafter. This training needs to be completed PRIOR to the start of your class (unless you have completed the training within 2 years). Training is provided through online courses managed by Paychex.

## **ACADEMIC POLICIES**

### **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.<sup>1</sup>

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 plagiarism policy below.
- 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.

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.

### **Policy on Plagiarism**

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A great resource to help you understand and avoid plagiarism is *Plagiarism: What It Is and How to Recognize and Avoid It*

Starr King considers the use of AI programs such as ChatGPT to be an instance of plagiarism. SKSM Consequences of Plagiarism

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## **COMMUNITY POLICIES**

<https://www.sksm.edu/community/policies-compliance-statements>

### **Accreditation and Legal Compliance**

Starr King School for the Ministry is accredited by the Association for Theological Schools (ATS). Our academic program and operations and conducted in accordance with the educational and institutional standards determined by the Commission on Accrediting of ATS.

Persons who believe that SKSM is in violation of ATS accreditation standards should direct their notice or complaint to the Dean of Faculty. The Commission on Accrediting will also receive and evaluate complaints that are submitted in writing and accompanied by substantial documentation to support an allegation of nonconformance with ATS standards and policies.

SKSM also endeavors to comply with all relevant federal, state, and local regulations and ordinances. Certain policies listed in this document identify the steps SKSM takes to maintain legal compliance in certain areas, such as privacy rights and protections against sexual discrimination. Persons who believe SKSM is in violation of the law may bring notice or complaint to Human Resources or the President. Anyone who alleges that SKSM's administrative processes or educational programs are compromised and not up to the required minimum standards may also notify the State of California, Department of Consumer Affairs, Bureau for Private Postsecondary Education. An individual may contact the Bureau to file or review a complaint.

The Bureau may be contacted at:

Bureau of Private Postsecondary Education  
Suite 400  
2535 Capitol Oaks Drive  
Sacramento, CA 95833  
Telephone: (916) 431-6924  
Fax: (916) 263-1897  
Website: <http://www.bppe.ca.gov>

### **Accommodations for Students with Disabilities**

This policy strives for consistent and equitable student access to educational opportunities at Starr King. In particular, it addresses a student's ability to fulfill degree and certificate course and

program requirements. The policy covers student advising, SKSM classroom activities and requirements, program exams, and capstone experiences or projects. It does not address extracurricular events sponsored by SKSM or administrative activities (e.g. registration, access to facilities, etc.).

The Dean of Students serves as the Disabilities Resource Officer (DRO) for SKSM. The DRO serves as a resource to develop expertise, provide information and consultation, and answer questions.

**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 student with a disability who seeks accommodations with their academic work submits a request form to the DRO. The student must provide documentation that substantiates the disability diagnosis. This may take the form of:

1. A statement or recent medical record provided by a qualified medical professional.
2. A previous medical or educational record with relevant information, such as a past accommodation or assessment document.
3. A self-report provided to the DRO during a structured interview. Starr King reserves the right to request additional documentation alongside the self-report.

The student is responsible for incurring any cost associated with the documentation.

Accommodations are not intended to give students with disabilities an unfair advantage, but to remove barriers that prevent 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 student with a disability 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 or schedule a self-report interview. They should recognize that the DRO has other responsibilities and requires a reasonable amount of time to integrate student requests within their workload.

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 to finalize accommodation options in the context of institutional resources and culture and to assure consistency and equity within SKSM as students with disabilities cross-register for courses. 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 DRO 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.

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 a specified period of time. Students should use the DRO's email to work with faculty and staff to arrange accommodations as needed. Students may re-apply for accommodation should the need persist beyond the period defined in the DRO's decision.

*Appeal:* The student with a disability 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 should work with the faculty member to resolve the faculty member's concerns. If a resolution is impossible, the student with a disability can seek remedy via SKSM's academic grievance policy.

If a student disagrees with the DRO's decision and/or recommended accommodation, they can also appeal the decision through the academic grievance policy. Again, the DRO should work with the student first to find ways to resolve the student's concerns.

### **Examples of Reasonable Accommodations**

The DRO will collaborate with students and faculty to determine reasonable accommodations that do not substantially alter the school curriculum or impose an undue institutional burden. Accommodations at Starr King have included:

- Extra time to complete assignments
- Substitution of oral exams, audiovisual recordings, or creative projects in lieu of written assignments
- Access to recordings of synchronous class sessions for review
- Allowance for physical therapy breaks during class sessions

### **Institutional Contact:**

Rev. Dr. Christopher Schelin  
Dean of Students & Disability Resource Officer  
[cschelin@sksm.edu](mailto:cschelin@sksm.edu)  
510-902-3991

### **Academic Integrity**

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<sup>1</sup> 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.

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A great resource to help you understand and avoid plagiarism:

[Plagiarism: What It Is and How to Recognize and Avoid It](#)

Starr King considers the use of AI programs such as ChatGPT to be an instance of plagiarism.

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.**

## **Reporting a Bias Incident**

For Emergencies: If a crime is in progress or has just occurred, please dial 911.

For Sexual Misconduct: In cases of sexual harassment, discrimination, or assault, please use the reporting form available here: <https://www.sksm.edu/reporting-sexual-misconduct/>.

Starr King School for the Ministry's mission is defined by our ECO commitment: Educating to Counter Oppressions and Build Just and Sustainable Communities. According to our ECO statement, 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.

Therefore, Starr King aims to cultivate safe and welcoming environments – on campus, online, and anywhere else we meet one another – in which all may thrive and co-create beloved community.

## What is a Bias Incident?

A bias incident is a behavior or action that is motivated in part or in whole by bias or prejudice and which targets an individual or group based on one or more held identities. Bias incidents may include the following behaviors, among others:

- Identity-based slurs (e.g., racial epithets, sexist comments)
- Display of hate symbols
- Cultural appropriation
- Microaggressions
- Expression of stereotypes
- Offensive terminology
- Bullying

Bias is a natural human trait that must be named and engaged on the path of countering oppression. No person is free of biases, which are often unconscious or not perceived as disrespectful. The purpose of reporting bias incidents is not primarily punitive, but restorative. Addressing such incidents enhances our capacities for self-awareness, mutual understanding, reconciliation and collaboration, thereby enabling us to fulfill our callings as religious and social-change leaders more skillfully and compassionately.

## Reporting a Bias Incident

Any involved party who experiences or witnesses a bias incident may complete the Bias Incident Report Form. This form is for all faculty, staff, and students of Starr King, as well as any other participants in activities led by the school.

The form can be filed for incidents that the involved party considers resolved as well as those for which the school should take action. In the case of the former, the report provides school leadership with helpful information for improving the SKSM community climate.

Whenever it is safe to do so, rather than dangerous or traumatizing, recipients or bystanders of a bias incident are encouraged to confront the problem through direct address with the alleged perpetrator.

Please make the report as complete and accurate as possible and provide supporting documentation or other evidence. Evidence may be preserved and presented in various forms, including, e.g., photographs, videos, screenshots, original documents, etc.

All information contained within your report will become a part of SKSM's administrative records. Starr King will maintain privacy and confidentiality as much as possible, sharing information only with those who have a legitimate or legal need of access. When material is shared with persons outside of SKSM administration and the Bias Incident Response Team, it will be redacted as needed to maintain the privacy of educational records in adherence to the Family Educational Rights and Privacy Act (FERPA). The school will make every effort to protect against conflicts of

interest as well as acts of retaliation.

### Responding to a Bias Incident

Starr King will evaluate and address each report in a prompt, fair, and thorough manner. Once submitted, the report will be routed to the members of our Bias Incident Response Team. Any member of the Team found to be involved in a bias incident will be automatically recused. The Team will review reports and documentation, coordinate support services, recommend reparative or disciplinary actions, make necessary referrals, and confer with leadership about any public communications. Reporters will be directly notified of the final outcome(s), barring any material that is protected by the FERPA or other legal or ethical obligations to maintain confidentiality.

The advisory body known as Team ECO, made up of staff, faculty, and student members, also currently serves as the Bias Incident Response Team.

### **Academic or Personal Dispute Policy**

This policy serves Starr King's commitment to build just and sustainable community by establishing procedures for resolving conflicts based on interpersonal interactions or academic processes. Faculty, staff, and students are charged with the responsibility of engaging in respectful communication rooted in values of empathy, curiosity, justice and inclusivity. If a student has an academic or personal dispute with another member of the Starr King community, they may seek resolution through the steps outlined below.

A personal dispute is defined as a dispute in which a student objects to the way they have been addressed or treated by another faculty, staff, or student in the context of their studies at or work for the school. Starr King will only involve itself in the resolution of personal disputes that occur within the learning or work environment and impinge upon its healthy functioning.

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 final written evaluation of a student's work in a course
- a Pass/Fail decision,
- an Incomplete decision,
- a decision re: amount of credit to be awarded for variable credit courses (e.g. SKILS and field education)
- a decision on a letter-grade for a course (if a letter grade had been requested)

This policy is not applicable in the case of serious violations otherwise stipulated by Starr King.

For the following, a complainant should notify school administrators immediately:

Harassment or bullying

Hazing

Public nudity

Throwing/ejecting objects

Use or possession of firearms, pyrotechnics, or explosive objects

Use or possession of illicit substances

Sexual misconduct (notify Title IX Coordinator or Deputy Coordinator)

In the case of a bias incident, complainants are urged to follow the guidance for informal resolution and direct address, provided below, alongside filing an incident report.

### Prohibition of Retaliation

This policy prohibits retaliation against any person who reports a complaint, assists a complainant, or participates in the investigation or resolution of a dispute. Retaliation includes any acts of verbal abuse - such as threats, intimidation, or slander - or adverse actions affecting one's employment or ability to participate in the educational program, or efforts to impede an investigation.

### Informal Resolution and Direct Address

Starr King intends to maintain a respectful and collegial learning environment that encourages the cooperative resolution of conflicts whenever possible. It is preferable the disputes are addressed informally through direct engagement between parties. Direct address may be superseded when such interaction may be reasonably considered to be threatening or unsafe.

When you have a complaint against another community member, state your disagreement, concern or objection and state the resolution you feel would be appropriate. The other party must 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 reply in a timely manner to indicate whether you will accept and abide by their response, or whether you will pursue resolution through formal school processes.

### Formal Resolution of Academic Disputes

When a student objects to a course instructor's decision and direct address has failed to resolve the matter, the following steps should be taken:

#### Consultation with Advisor

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.

#### Formal Appeal to the Dean of Faculty

You may formally appeal a faculty member's decision to the Dean of Faculty if steps one and two have been followed but no satisfactory resolution achieved. A formal appeal should be presented to the Dean of 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 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 Faculty's decision.

The Dean of Faculty will read your written appeal and the faculty member's statement in response. The Dean of 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 Faculty will render a judgment. The judgment will do one of the following things:

Uphold the faculty member's decision,  
Set-aside the faculty member's decision and determine a new decision,  
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 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.

#### 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:

#### Uphold the Dean of Faculty's Decision.

Set-aside the Dean of Faculty's decision and determine a new decision.  
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.

#### Formal Resolution of Personal Disputes

Formal resolution begins by consulting with a Starr King faculty or staff to seek advice. You may contact your advisor, the Director of Spiritual Services, or the Dean of Students. This person 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.

If consultation does not achieve a resolution, you may file a formal grievance with the Dean of Students. The grievance will consist of a written statement explaining the dispute and its impact on your involvement with Starr King, efforts undertaken to achieve resolution, and providing documentary evidence as needed (e.g, screenshots, witness statements). The Dean of Students will take all necessary measures to investigate the dispute, including collecting statements from the respondent and witnesses, separately interviewing the involved parties, and examining any documentation. The Dean of Students will consult with other administrators to determine a reasonable resolution in accordance with school policies and procedures. The Dean of Students will communicate a decision in writing to the complainant and the respondent.

If the complainant is not satisfied with the proposed resolution, they may present a formal written appeal to the President. The President will review all written materials and may request additional information or interviews. The President will prepare a written judgment that upholds the Dean of Students' decision, set it aside and make a new decision, or direct parties to take other actions to resolve the dispute. The President will be the final adjudicator of personal disputes within the Starr King environment.

#### Disputes with Starr King Administrators

In the case of a personal or academic dispute with the Dean of Faculty or the Dean of Students, formal written complaints should be addressed to the President, following the steps provided above. In the case of a dispute with the President, formal written complaints should be addressed to the Chair of the Board of Trustees.

#### **Privacy in Online Education**

Starr King is committed to protecting the privacy of its students, employees, and partners while ensuring accessibility, timely communication, and active engagement for all persons who participate in school programs and operations, support the school financially, or wish to remain aware of the school's efforts to fulfill its mission.

This policy identifies the rights and protections SKSM will uphold while conducting its academic programs in online environments. Students who have any questions about this policy are encouraged to contact the Dean of Students.

## **Photo/Video Release Form**

Upon matriculation, every student must sign a photo/video release form. Unless the student signs the denial of release, the form allows Starr King to disseminate photographic or video records, featuring the student's likeness, which were created during school events or educational activities. These photographs and video recordings may be used in print or online promotions, included in emails to constituents and social media posts, and uploaded to video-sharing platforms. Starr King distributes photo/video materials to advertise the school to the general public, inform constituents about school events, and advance the educational program.

The student body will receive a reminder about the photo/video release form on an annual basis, so that persons may choose to opt-out or opt-in as their circumstances warrant. A student who had previously signed the release in the affirmative may at any time submit a written opt-out request to the Communications Officer. This request will be kept in the student's permanent file. Starr King cannot guarantee the removal of all prior material bearing the student's likeness from online platforms and other media.

## **Populi Learning Management System**

Populi is the open-source learning management system (LMS) used by Starr King as the online course-delivery platform.

Data held by Populi includes your name, email address, student identification number, username, and enrollments. Your record in Populi may contain other user-contributed information (e.g., a personal photograph uploaded as a profile picture). Populi logs contain detailed information about your activity within a given course, including the dates and times when course information was viewed or updated and the IP address of the device used for access. Populi contains information about course contributions such as file submissions, discussion posts, and other evidence of participation in Populi-based activities. Information and data uploaded to Populi may be retained indefinitely.

Populi is a password-protected, multi-factor authentication LMS. Only SKSM faculty, students, and staff have access to the Populi site. Only faculty, students, and staff enrolled as participants in a specific course have access to those course materials. Only the SKSM director of online education and the SKSM Registrar have access to all personal information and course materials.

Course content is accessible to participants for the duration allowed by the instructors. Instructors can choose at any time to make the course or specific material within the course visible or hidden to students. Posts made on discussion forums and answers to polls and surveys can be viewed by other students. All assignments and private messages cannot be viewed by other students. As with in-person courses, students should exercise discretion in sharing information of a sensitive and personal nature. All participants enrolled in a course are expected to use reasonable judgment regarding the confidential nature of information that is disclosed. Specific courses may be bound by additional participation agreements affirmed by the instructor and students.

## **Synchronous Online Courses**

Starr King conducts its courses in a range of modalities, including hybrid or fully-online courses in which some or all members participate via a videoconferencing platform. Students and instructors should adopt additional precautions to protect one another's confidentiality and privacy. Meeting links must not be shared with persons who are not enrolled in a course. Participants may not allow other persons in their vicinity to hear, view, or interact with the Zoom meeting without prior, express permission by the instructor and consent by all students.

Instructors may adopt additional safeguards such as restrictions on joining a meeting, sharing a screen, recording, or unmuting a microphone without permission. If recordings of class sessions will be made, instructors must define the purpose of the recordings (e.g., for absent students), how and for whom they will be accessible, and the duration they will be retained. Recordings cannot be made without the consent of participants.

## **Starr King Social Media**

Please refer to the Social Media Use Policy for general expectations concerning behavior on social media platforms. Officers of SKSM will not disclose educational records or directory information concerning an employee or student on social media without express permission of the subject. Posts by students or employees that reveal confidential or directory information of other members of the learning community, without permission of the subject, will be deleted or blocked. Employees and students who elect to share such information should be cognizant of its accessibility to others. It is not a violation of FERPA for students to freely disseminate their own personally-identifiable or directory information or educational records on social media. SKSM educational activities do not occur on social media platforms. Instructors or students should not share the content of courses on social media without the express permission of participants. Social media is a helpful tool for disseminating information and facilitating conversations among constituents, but it is not a formal channel of communication. Questions or complaints about the conduct of courses should be addressed through direct contact between instructor and student and/or the established processes for filing a complaint.

## **Online Events: Livestreaming and Access to Recordings**

The nature of our learning community entails participation in events that are livestreamed and/or recorded for future online broadcast. This includes both events that may be conducted in-person (e.g., Commencement) as well as events that may be conducted fully online (e.g., chapel services). Starr King aims to make its events as broadly accessible as possible for students, faculty, staff, alumni, and friends. Persons with privacy concerns should be mindful of the accessibility details stated for each event and make appropriate determinations concerning their participation.

For each event, Starr King will communicate the following in advance:

The media platforms on which the event will be streamed or uploaded

The scope of constituencies which Starr King intends to access the event (faculty, staff, students,



alumni, and the general public)

If accessibility to the livestream or upload is restricted, authorized constituents will be provided the means of access (e.g., password) and instructed not to disseminate.

Starr King will reiterate its commitment not to disclose educational records or directory information without express written permission.

Starr King will post copyright for materials for which it has permission or licensing to reproduce.

### **Social Media Use**

This policy is crafted to assist Starr King School for the Ministry (SKSM) employees, students, alumni and friends remain in right relationship as they manage or interact with various social media platforms, both those that are authorized and operated by Starr King personnel as well as those that are independent of the school. This policy provides guidelines for respectful, just, and constructive behavior that should be followed by persons whose social media use impacts the community life of the school or represents the school to the larger world.

Social media provides tremendous opportunities for effective engagement, deep interaction, and quick communication. At the same time, it is well known that social media use may encourage impulsive and unethical expressions that are otherwise avoided in more direct forms of interpersonal engagement. These guidelines are written not to curtail participation in social media but to foster interactions based on our commitment to bless the world with the spirit of love, in the words of our Starr King Chalice Lighting.

This policy is applicable to all social media platforms, including but not limited to: Facebook, Twitter, YouTube, Instagram, Flickr, LinkedIn, and personal blogs.

All faculty, staff, students, alumni, and friends of the school are expected to conduct themselves in accordance with the guidelines stated below. SKSM reserves the right to delete postings on school-maintained sites that violate these guidelines. Employees and students who engage in libelous or illegal behavior may be subject to further disciplinary action.

### **General Guidelines for Behavior**

Adhere to the general standards for conduct as reflected in the Starr King School Covenant. Embody the philosophy of Educating to Counter Oppressions and Build Just and Sustainable Communities. As members of the Starr King community, we will be what we want to see, shelter prophetic witness in the world, counter white supremacy, and work for the common good. Communicate with honesty and accuracy. Please verify information before you post. Link to original sources of information. Starr King employees should be aware that comments on social media can be interpreted as official statements or positions of the school unless they are qualified.

Treat others with respect. Be considerate of differing viewpoints and use considerate language. Libelous comments and discriminatory or harassing language will not be tolerated.

Maintain confidentiality. Do not share or disclose confidential, proprietary, or personal information about Starr King faculty, staff, students, or alumni. This includes the following: Personally identifiable information, which may consist of protected health information, home

address and contact information, social security numbers, and financial transactions.

The educational records of any student enrolled at Starr King or another institution, in accordance with our FERPA Policy.

The content of personal communication between individuals, including face-to-face conversation, phone calls, text messages, or emails, without the express permission of those involved.

Protect copyright and intellectual property rights.

Complaints against other members of the Starr King community are best handled through direct address as well as formal channels for reporting, rather than on social media. The following channels have been instituted by Starr King for equitable review of and response to conflict and/or unethical behavior:

The Policy for Academic or Personal Disputes

The Policy for Sexual Misconduct

The Policy for Reporting Bias Incidents

Questions about school practices and procedures are best answered outside of social media.

When you seek clarity from the school about a particular topic (e.g., submitting petitions to graduate or designing SKIL courses), the proper approach to obtaining an answer will be consulting the Student Handbook and directly contacting SKSM employees who can provide the needed assistance, such as an academic advisor, the Dean of Faculty, the Dean of Students, etc.

Be safe. Monitor your social media accounts to prevent or limit access by an unauthorized person. Be cautious of “phishing” schemes that attempt to secure your username and password. Always log out of your account when using public computers.

Celebrate! Social media increases opportunities for community members to share joys, offer congratulations, and encourage one another in their efforts to seek justice and practice compassion.

### **Additional Guidelines for Employees**

Faculty and staff of SKSM should follow the guidelines as stated above, plus:

Remember that they are representing Starr King insofar as they identify as an employee on various social media platforms.

Avoid giving the impression that they speak or act on behalf of SKSM when they express their private opinions.

Do not use external social media to provide official notification of school business.

Discern appropriate boundaries for connecting with students on social media. Starr King does not categorically prohibit practices that link the social media accounts of faculty and staff with those of students, such as accepting “friend requests” on Facebook or “following” Twitter feeds.

However, employees should carefully evaluate whether such connections may generate conflicts of interest that impinge upon the performance of their duties; e.g., grading, agreeing to write letters of recommendation, enforcing disciplinary policies, etc.

## **SAFETY AND SECURITY**

### **Introduction**

Starr King takes seriously its responsibility to ensure a safe and secure campus environment. Whether you are a local student who may visit the school facilities frequently, or a distance-learning student who will occasionally travel to Oakland, it is important that you are informed about the procedures that will prevent or respond to emergency situations such as earthquakes, fires, criminal activity, and more.

### **Emergency Phone Numbers**

Oakland emergency dispatch can be contacted by calling 911, or 510-777- 3211 from a mobile phone.

### **Emergency Updates by Radio**

In the event of local emergencies with an effect beyond the campus, tune into emergency radio stations for updates or instructions:

- KCBS 740 AM
- KGO 810 AM
- KNBR 680 AM
- Radio Oakland 530 AM

### **Earthquake**

Basic personal-safety measures to take in the event of an earthquake:

DROP to your hands and knees. This position prevents you from being knocked down and allows you to stay low and crawl to shelter as needed and available.

COVER your head and neck with one arm. Crawl underneath a study table or desk or next to an interior wall. Remain bent over to protect vital organs.

HOLD ON until shaking stops. Hold on to something secure with one hand and move with your shelter if it shifts. If you are inside, do not rush outside. If outdoors, move to an open area away from buildings, trees, power lines, etc. (when it is safe to do so) and stay dropped and covered.

### **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.

### Building Evacuation

In any emergency that requires the evacuation of the campus building, such as when a fire is detected or when directed by Starr King staff or first responders, all persons should follow the designated evacuation route, clear the building entryway(s), and proceed to the designated Emergency Assembly Area (EAA), which, unless otherwise indicated, is the sidewalk immediately across 13th Street.

### Shelter in Place

Certain incidents, such as a civil disturbance, active threat, or hazardous material release, may require community members to shelter in place. In the event that a shelter in place is declared, please take the following steps:

Shut and lock exterior doors and windows. Everyone should congregate in interior rooms away from entrances and windows. Await further instruction from public safety officers or first responders.

In the event of an active incident: Turn out all lights. Lock doors and barricade with heavy furniture. Remain quiet and low to the ground. Take cover and limit movement to conceal your location. Do not leave until you are evacuated or advised by authorities that it is safe.

In the event of a hazardous materials release: Move to an interior room, preferably above ground level, with as few windows or other openings as possible. Take shallow breaths through a towel or cloth if gases or vapors have been detected. Where possible, disable all HVAC systems. Seal openings to the outside with wet towels, plastic sheeting, aluminum foil, or wax paper. Notify emergency contacts that you are safe and remain in position until evacuated or are advised by authorities that it is safe.

## Medical Emergencies

In the event of a medical emergency, immediately contact local Emergency Medical Services by dialing 911 (or 510-777-3211 for mobile phone users).

## **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 2023-2024.

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 Oakland PD.

### Campus Safety

SKSM informs students and employees annually about campus security procedures and practices through dissemination of this report.

SKSM informs students and employees annually about campus security procedures and practices through 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. SKSM encourages students and employees to be responsible for their own safety and the security of others.

### Security of our Building

Members of the 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.

## 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 Oakland Police Department and complete a report (or other paperwork, etc.) as required.

- If immediate danger to life or property exists, dial 911 if you feel safe doing so.
- In all cases, report an accident to Safety Officer Fred Williamson ([fwilliamson@sksm.edu](mailto:fwilliamson@sksm.edu)) or another senior administrator. You may ask the Operations Director for a Crime Incident Report The form is also available at [https://www.sksm.edu/wp-content/uploads/2022/12/SKSM-Crime-Report-Form.Blank\\_Rev\\_09.09.2022.pdf](https://www.sksm.edu/wp-content/uploads/2022/12/SKSM-Crime-Report-Form.Blank_Rev_09.09.2022.pdf).
- 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.

## 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 (510-777- 3211 from mobile phones) and then alert a staff member of SKSM.
- If immediate danger is not present, alert a staff member of SKSM. SKSM contacts for after-hours emergencies are:

BUILDING EMERGENCIES:  
Fred Williamson (510) 417-9971

OTHER EMERGENCIES:  
Teresa Joye (925) 457-8117

Please fill out a crime incident report in the SKSM office as soon as possible after an incident. Additionally, please report all crimes to Oakland PD and complete a report (or other paperwork, etc.) as required.

Off-campus incidents that are emergencies should be reported by dialing 911 or 510-777-3211. Non- emergency incidents should be reported to the local agency having jurisdiction:

- Oakland Police Department (510) 777-3333 or [report a crime online](#).
- California Highway Patrol, Oakland Branch (510) 450-3821
- Alameda County Sheriff & AC Transit Police Services (510) 268- 7905

### 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 Oakland Police Department, located at 455 7<sup>th</sup> St., Oakland, CA 94607 and may be reached by telephone at (510) 777-3333. 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 Oakland. They must notify the chief of police within 5 days of enrolling in SKSM, moving to the City of Oakland, 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 may contact the Oakland Police Department at (510) 238-2189. The Alameda County Sheriff’s Department is also required to make this application available. It may be reached via telephone at (510) 667-3600.

### 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 Oakland PD and incidents reported to Starr King.

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 2019-2021 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.

Collected crime statistics are for SKSM's previous addresses in Berkeley and on the campus of Mills College.

[Crime Data – Campus Security Report 2022](#)

#### SKSM Crime Report & Internal Investigation Form

Please use the Crime Report Form to report information about crimes which have occurred in the seventh-floor space leased by Starr King School for the Ministry. Copies are available from the Director of Operations.

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.

## **Health and Wellness**

### Physical Health

The Department of Health and Human Services has provided a set of exercise guidelines for most healthy adults. These state a minimum of 150 minutes of moderate aerobic activity or 75 minutes of vigorous aerobic activity per week as well as moderate muscle-strengthening activity twice per week. Local fitness options for students in the Bay Area include extensive hiking and cycling trails.



Employee Assistance Program (EAP)  
Faculty/Staff Resources

**Spiritual Care At Starr King**

Chapel

Chapel at Starr King School for the Ministry serves two purposes. First, it is a time for the community – students, faculty, staff, alumni, and friends of the school – to gather together for spiritual nourishment. Second, it offers a laboratory for improving students’ skills in worship leadership and for experimenting in new approaches to religious community in the digital age.

These services are held exclusively online. You may participate in services via the Zoom link which is provided in Starr King This Week and on social media in advance of each Chapel. Please join us on the first Tuesday of each month during the fall and spring terms!

Drop-In Spiritual Practices

Growing our spiritual life takes time, energy, intention, and planning. Every Tuesday except for the 1st Tuesday of each month when we host Chapel, I will offer an opportunity for silence, reflection, meditation, song, prayer, movement, centering and more. Please keep a watchful eye out for an email invitation to “Glimpses of THAT Which Holds All”. All are welcome.

Cohort Groups

Cohort groups provide an opportunity to hang out with the group of folks that you entered seminary with. Look forward to receiving an email from me to bring us together. We will decide when to meet, how often and our format. Last year we hosted several Talent and Tales Coffeehouse that nourished the spirit and supported getting to know each other. Your ideas about how to feed our souls are welcomed.

Affinity Groups

These are groups of seminarians joined together by a common interest, purpose, or identity. For example, BIPOC – Black Indigenous People of Color or Unitarian Universalist Seminarians seeking ordination. I am eager to stoke the fires of fellowship and connection. Let me know what interests you.

Spiritual Direction Groups

Spiritual direction is a practice of holy listening, caring and companionship. A trained companion (the spiritual director) accompanies the individual or a group as you question, struggle, ponder, and deepen your intimate relationship with your understanding of the Divine. Spiritual Direction is an ancient practice that is valued across faith traditions and spiritual paths.

Spiritual Direction Groups are one pathway to grow your personal spirituality and to become

more aware of the spiritual aspects of being human. I invite you to participate in a Spiritual Direction Group.

### Pastoral Care

Joy and woe are finely woven. In every life there will be joys to celebrate and sorrows to mourn and heal from. During these times you may be in need of a listening ear and a compassionate heart. Please do not hesitate to reach out to me. Given my part time status I can offer 3 individual pastoral care sessions and if more is needed, I will facilitate a referral to outside resources and assist you with getting a grant to access these resources. I am here for you.

### External Spiritual Direction Resources

Spiritual direction (also known as spiritual companionship) is the practice of intentional encounter with another person or persons in order to share one's story and deepen one's personal spirituality or relationship with the divine or sacred. Trained spiritual directors accompany the person in need of a trusted ear, listening and asking questions to support reflection and spiritual growth.

### Spiritual Direction Networks

[UU Spiritual Directors Network](#) [Spiritual Directors International](#)

### Bay Area Spiritual Directors

Two former SKSM students serve as spiritual directors in the Bay Area:

Becky Leyser, Butterfly Kisses from God

"Butterfly Kisses from God" describes how Becky feels when she feels in line with the Divine. She invites persons into spiritual direction who are interested in doing the work to become a better version of themselves.

Becky specializes in working with seminarians and other religious leaders and has a seminarian rate. Call or text Becky at (925) 216-4177 to schedule an initial complimentary session.

Mary Foran Mary is a Starr King graduate with a certificate in Spiritual Direction from the Chaplaincy Institute. She is an affiliated community minister with the First Unitarian Church of Oakland. Mary meets people for spiritual direction at her home in Oakland, as well as by telephone and electronically. The first session is free. Contact: [mpforan@earthlink.net](mailto:mpforan@earthlink.net) or (510) 926-2110.

**Whom do I contact about...?  
For Faculty Reference**

**EndSight**

[support@endsight.net](mailto:support@endsight.net) or (510) 280-2020

- ❖ Tech support
  - Outlook email
  - SharePoint

**Registrar**

- ❖ Populi
  - Set up
  - Password reset
  - Log in issues
  - All student related concerns
  - Student assistance with Populi
  - Incompletes
  - SKILs
  - Registration
  - Grade/ Eval submission
- ❖ Digital Theological Library (DTL2)
  - Set up
- ❖ Student emails
  - To activate/deactivate - **Do not contact EndSight**
  - All Student email distribution list (Registrar submits to Director of Operations)

**Assistant to Dean of the Faculty and Coordinator of Academic Programs**

- ❖ Populi
  - Adding/changes to courses to Populi
  - Grades
- ❖ Zoom
- ❖ Website
  - Academic and registrar information
  - Course information
  - Bios and photos
  - General edits
- ❖ Digital Theological Library (DTL2)
  - Acquisitions
  - Concerns/questions
- ❖ Course syllabi
  - Required textbook information

- ❖ Course evaluations
- ❖ Email Distribution Lists for Advising and Adjunct Faculty
- ❖ Student employment
  - Work study

### **Finance Assistant**

- ❖ Payroll
- ❖ Student financial aid
- ❖ Honorariums (Faculty: must have approval from Dean of the Faculty first)
- ❖ Travel reimbursements (Faculty: after approval from Dean of the Faculty)
- ❖ New Hires

### **HR**

- ❖ Benefits
- ❖ Contracts

## **FACULTY ADVISOR INFORMATION 2024-2025**

### **Introduction**

Starr King School for the Ministry's educational philosophy is carried out through advising by the faculty. We are proud and thankful you are serving as one of the students' advisors.

Please note that this section of the handbook is complementary with the other sections of the **Faculty Handbooks I and II** and to the **Student Handbook**. This section contains **only specific information about the philosophy and process of advising** and does not replicate all information from the handbooks. Please, always consult all of these sources of information.

### **Advising**

SKSM's educational philosophy is carried out through individual advising by the faculty. Each degree candidate is assigned a primary advisor, although that advisor may change over time. Advisors are available to returning students from late August to the end of the Fall term and from mid-January to the end of the Spring term. New students will be in touch with their advisor earlier, during August and January Orientation weeks. 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.

In July 2021, SKSM hired a part-time Director of Spiritual Services to serve the students spiritual support and formation, Rev. Jacqueline Duhart.

Advisors can refer an advisee to the Director of Spiritual Services when something comes up that falls outside of the scope of academic advising. This new addition to our organizational team allows advisors to focus on a student's academic progress, while ensuring the school meets the spiritual needs of the students (as they were articulated in the Student Body Mental Health Task Force Report & Recommendations 2017- 2018). As this role integrates within our ecosystem, additional shifts may be made in the role of academic advisor in the coming years, so as to further support collaboration of these roles.

### **Advisors are expected to:**

- Serve as witness, memory, and guide in the shaping of individual students' programs of study and academic progress.
- Meet for 20-30 minutes with the student once or twice on a one-on-one basis during each academic term (Summer/Fall and Intersession/Spring). Any additional academic one-on-one advising meetings, beyond four per academic year, will be determined as needed in relation to the student's academic progress.
- Offer counsel to the advisee in the planning of their course of study and work through the

various portals.

- Ensure advisee registers for specific portal requirements within the appropriate timeframe for completion. This includes: Threshold Assessment, Portfolio Conference, and Petition to Graduate.
- Be familiar with SKSM policies, procedures and deadlines.
- Encourage student to stretch, risk, and be accountable for their learning.
- Listen and support student's spiritual formation.
- Work with student on special reading courses and/or suggest another faculty. Serves as primary point-of-contact with the advisee on write-ups of individual learning experiences (e.g., external SKILs and Symposium reflections).
- Review and sign advisee forms.
- Respond to students' requests via email within one week (not including weekends, holidays, or school closures), or as determined by the advisor/advisee at the start of the term.
- 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 (advanced notice required).
- Model appropriate boundaries in the advising relationship.

Because the advising relationship is mutual, students are expected to:

- Check in with the advisor regularly, as needed, during the academic terms, via email and/or scheduled appointments.
- Consult with advisor before registering for courses.
- Acknowledge that the faculty balances a variety of responsibilities.
- Respect the schedule and time availability of the advisor. Advisors are not expected to meet on weekends, holidays, and outside business hours.
- Practice professional discipline and ethics in scheduling and attending advisory meetings, adhering to deadlines, checking the Student Handbook before requesting information, and incorporating feedback received.
- Assume good intentions and expect that when problems are identified that they are being resolved with grace and understanding.
- Come to meetings prepared, with questions, concerns and ideas to share.
- Provide advisor with a draft agenda and all relevant information to review in one timely email prior to the scheduled meeting.
- 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 one week in advance.
- Make requests for letters of reference one month in advance, when possible.
- Contact advisor promptly if they need to cancel or reschedule a meeting.
- Abide by the 2-minute agency practice: If a student has an inquiry or needs information for their educational experience, two minutes will be spent consulting the Student

Handbook to find a solution. If unable to find the necessary information, student will contact the appropriate person to find a solution (may not be the advisor).

- Provide clear and succinct requests via email to the advisor as needed.
- Turn registration and other forms into advisor in a timely manner.
- Register for the specific degree requirements as directed by the student handbook and their advisor. This includes: Threshold Assessment, Portfolio Conference, and Petition to Graduate.
- Complete specific degree requirements in the semester in which they are registered to do so. Failure to do so may result in a hold being placed on a student's academic progress, and a freeze on future registrations.
- Take responsibility for their actions (or inactions) as a student spiritual leader.
- Understand and respect the boundaries of this professional relationship.
- Understand that the advisors are to be contacted for academic concerns.

For other concerns, please contact:

- Rev. Jacqueline Duhart, the Director of Spiritual Services, for pastoral care and spiritual development;
- Rev. Tera Klein for Congregational Field work and Internships;
- Rev. Dr. Chris Schelin for community field work and internship, and CPE; Rev. Dr. Chris Schelin, Dean of Students, for consultation and support in the following areas:
- Emergency support from SKSM in the form of loans, relief grants, or referral to other resources
- Enrolling in the Student Health Insurance Plan
- Seeking accommodations for a mental or physical disability (Cf. Students with Disabilities Policy)
- Concerns about sexual misconduct perpetrated by a member of the SKSM community or in the context of SKSM-GTU academic programs (Cf. Sexual Misconduct Policy).
- Discernment about filing for a Leave of Absence or Withdrawal from SKSM.

### **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 the Faculty in consultation with the Dean of Students. Additionally, students can consult with other faculty on specific matters in their area or expertise.

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, 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 (new and Spring terms (except winter and spring breaks). Other times, such as Fall Reading Week, Spring Break, and 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. Please check your latest contract to see if you had made an agreement to direct SKILs (some Part-time advisors are not paid for this additional work).
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.

Please Note: Sections on advising from Student Handbook.

### **Making an Appointment with a 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. 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.

1. Appointments will generally be made for 15 or 30 minutes, depending on needs. If you would like more time with the professor, kindly explain your need in your email.



2. 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 up the planning process.
3. 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.
4. Once a time has been set, it is your responsibility to keep the appointment. If you do not, your priority level may drop. Please contact the faculty ASAP if you need to cancel or are late.
5. 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.
6. 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.
7. Please review the notes from your previous appointments before each meeting.

### **Other Ways of Contacting a 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 before or after class (on Zoom), but please be considerate and ask if they really have the time: they may need to focus on other tasks. 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.
2. Please be mindful of break times for faculty and staff, such as lunch breaks.
3. 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.

### **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, concise message – unclear questions and lengthy messages often lead to confusion and therefore to additional work.
- Include greetings and common expressions of courtesy such as please and thank you. Treating people with respect is a small way to embody our commitments.
- 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.

### **Scheduling Advisory Sessions**

- Students should request meetings with no less than one week's notice.
- Out of respect for the many responsibilities of faculty, there should be no expectation of drop-in or same/next-day meetings. Exceptions may be made only for serious emergency situations.
- Requests for recommendation letters should be requested one month in advance. Advisors will fulfill requests with shorter notice depending on their availability and discretion.

Advisors are available to students from mid-August to the end of the Fall term and from mid-January to the end of the Spring term.

Advisors will devote June to administrative duties, research and writing, will be on vacation and/or research leave in July, and will focus on class preparation during the first part of August.

If meeting with an advisee in person, please **ONLY** meet on the Oakland campus. You can contact the Director of Operations, Theresa Joye for assistance in reserving space. If an advisee needs to meet and you are unable to meet on the campus, please use Zoom. As an advisor, you should have been given a Zoom account for meeting with advisees. Please contact the Coordinator of Academic Programs if you need assistance with Zoom.

### **Advisor Assignment and Requests to Change**

Advisor assignments are made by the Dean of the Faculty and Dean of Students. The Dean of Students notifies the student and the advisor about the assignment.

If students wish to change their primary advisor, they should speak directly with the current advisor. If both parties agree, the student should submit a Request to Change Advisor form **via email to the Registrar, who will send it for electronic signatures**. The Dean of Faculty and the Dean of Students will make a final decision. The submission of such a request does not guarantee that the change will be implemented.

If an advisor wishes to change advisees, they should notify the Dean of the Faculty immediately, outlining why a change is being requested. The Dean of the Faculty, in consultation with the Dean of Students, assesses the need for immediate change and re-assignment as necessary.

### Accessing Student Files

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 portfolio conference. Student Files are found in two places:

1. Online on "Populi" - Starr King's primary administrative portal for student records, course delivery, and registration information.
2. In the Registrar's Office. As we are now working mostly electronically, this process is slower and is needed only for students that have been at SKSM before January 2018: their courses will be listed on Populi, but not narrative course evaluation and other material.

### To access your advisees' information on Populi:

1. Open your web browser and navigate to <https://sksm.populiweb.com/>
2. Login with the credentials you were given from the registrar.
3. From the Home page, click on the Advising tab. This will show you a list of all your advisees. If you click on an advisee name, you will see their unofficial transcript.
4. Student narrative evaluations, including fieldwork, internship and CPE evaluations will now also be found on Populi. On the student's page, navigate to the "Activity Feed" tab and you will see the student's evaluations listed. **(Please note that only evaluations from Winter intersession 2018 onward and transcripts are listed on Populi).**
5. To access new student admissions forms, search and then click on the student's name. Under the admissions tab, scroll down under Lead Info, click on the link called "SKSM Admission Form."

### **To post a comment or concern regarding a student to another advisor:**

- 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:
- e. Select Private to keep the note only visible to you.

- f. Select Advisor to make the comment visible to the student's advisor. (Please note that some students are marked as faculty, due to teaching Hilda Mason courses, so if you select faculty, those students will also be able to see the note.)
- g. Select Academic Admin to make the comment visible to the Dean of the Faculty and Assoc Dean of Faculty, Coordinator of Academic Affairs, Dean of Students, President, Student Accounts Manager, Admissions Director, Digital Learning Director, and Registrar (Please note- there is currently no visibility option to select a note for one specific faculty person).

### **To access Hard-Copy Student Files:**

Due to COVID-19 and adoption of electronic forms, most all information in a student's hard-copy file is now also found on their Populi, so please check there first.

FYI more recent students will have their information ONLY in electronic format (i.e., no paper files created since Spring 2020).

If you require help with paper files, please email Registrar 1-2 weeks before you need a student file. Be aware that student files from 2015 and earlier are archived in offsite secure storage and will require much more time to access. Please allow 4-6 weeks for those archived files.

Please specify the materials from the student file you need in your email. The Registrar will email you the requested pages from the file. Once documents from a student file are no longer needed, you must delete and/or destroy any copies in your possession (that you received via email).

### **Formal Evaluation of a Student's Program of Study**

1. Threshold Assessment
2. Portfolio Conference
3. Petition to Graduate

### **Threshold Assessment**

It is the responsibility of the advisor to direct the student toward a personalized education plan that achieves competency in all eight threshold areas. Advisors should use regular supervisory sessions to review a student's progress. Meetings immediately prior to registration provide space to evaluate the suitability of potential courses for advancing in threshold proficiency.

Students complete an Initial Threshold Assessment in consultation with the advisor upon matriculation to a degree program. The student will enroll in the zero credit "course" ITA-1000 on Populi the term they plan to complete their Initial Threshold Assessment. **It is the advisor's responsibility to follow up with the student to complete the initial Threshold Assessment within the first semester. Beginning Fall 2024**, this will be completed in Populi. In ITA-1000, there is an "Assignment" where students will upload their Threshold Assessment. Once the advisor has met with the advisee and reviewed the Threshold Assessment, they will submit a grade/P. The form can be found in the forms section of this document as well as online on the student

forms page.

### **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, and which semester the student should register for completing this process.

The student is responsible for registering for the zero-credit “course” (PORCON-3000) in Populi for the semester in which they will complete this requirement. **Beginning Fall 2024**, this will be completed in Populi. In PORCON-3000, there is an “Assignment” where students will upload their portfolio package. After the Portfolio Conference, the advisor will submit a grade (P/NP).

The student is also responsible for coordinating its planning (time and date: **Monday -Thursday, 8am-1pm PST /11am-4pm EST**, materials, participants, and virtual location).

The materials will be shared via SKSM Public SharePoint. The Coordinator of Academic Programs will upload the students’ portfolio package and share the link with each student and their advisor prior to the conference.

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 Zoom 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 SKSM faculty.  
The office of the registrar will assign the second faculty, pending faculty availability and overseeing the equity of faculty workloads. Students can send in a list of preferred faculty for this second seat, however doing so does not guarantee a faculty member on that list will participate.
- 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** (no more).

- The conference should be scheduled **Monday – Thursday, 8am-1pm PST** by the student at least one month in advance.
- 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). One electronic copy needs to be submitted to the advisor.

In order to complete the process, the student upload their package to Populi. The Registrar will collect all electronic signatures on the form and upload it to the student's Populi page.

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 artwork (optional).
- A portfolio should be "sustainably" read by all participants: something in the 30-50-page range. If there is audio visual material, the review should last no more than two hours total, including reading material.
- 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)

Given that Portfolio Conferences will be all online for the foreseeable future, students may want to encourage a shared aesthetic or physical experience that each participant can access in their own way (such as food, tea, flora, etc.), 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.

Portfolio Conferences can be quite comprehensive in both their nourishment and challenges for future growth and learning. It is best to block time after your conference to just absorb all that was shared and be with whatever arose for you in the experience.

Some students take an hour, some take the rest of the day. Spend some time outdoors, with nature, or whatever practice sustains and celebrates you at this juncture. Assess in advance what would support your sustainability best following such a significant effort and commit to ensuring you have spaciousness after the portfolio conference to support your reflection and renewal.

Students are expected to:

- Review participant and format choices with their advisor
- Bring to the conference all “Portfolio Conference forms”
- Complete page 1 of the “Portfolio Conference Form”
- Email a PDF version of the portfolio packet, as documentation of completion.
- Complete part 1 of page 2 of 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.

If a student is unable to complete the portfolio conference in the same semester agreed to with their advisor, and registered through Populi, the student may not be able to register for courses in future semesters.

Starting in the Fall 2020 semester, students who do not complete the portal requirements in the semester in which they registered will have their registrations frozen until they are able to complete the requirement.

Exceptions to this will be granted only after approval by the student's advisor and Dean of the Faculty.

Students will not be allowed to Petition to Graduate if they have not completed the Mid-Degree Portfolio Conference.

### **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. After discussing their readiness to graduate with their advisor, **the student must submit the following information through Populi in P2G-5000 in Assignments.**

- Cover letter outlining their readiness for graduation (250-500 words)
- Updated narrative Threshold Self-Assessment
- Petition to Graduate Form

The materials will be shared with the advising faculty for review and the Registrar will send the

Petition to Graduate Form for electronic signatures.

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.

It is the student’s responsibility to submit the petition to graduate form by the due date.

### **Starr King Individualized Learning “SKIL”**

(Formerly Special Reading Courses)

The SKIL or Starr King Individualized Learning 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 last day of Late Registration and approved by the student’s faculty sponsor and advisor.

Core and Advising Faculty will be able to sponsor only 1-3 SKIL courses per semester because of their other faculty commitments. So, it is wise for students to approach a possible faculty sponsor – with a draft of the form and syllabus – early. Faculty assent to SKIL oversight at their discretion.

All SKIL proposals must be discussed with the advisor and intended instructor well in advance of registration deadlines for a given term. Separate forms must be completed for each individual SKIL. The form and syllabus are emailed by the student to the Registrar’s Office. The Registrar will then send it out for electronic signatures and add it to the student’s Populi.

### **Key Advising Forms**

Advising forms can be found on the website:

<https://www.sksm.edu/academics/faculty-forms/> Password:

SKSMFaculty1!

Student Forms: <https://www.sksm.edu/resources/student-forms/>

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<sup>i</sup> This specific phrasing is from the Black Youth Project 100 (byp100.org).

<sup>ii</sup> The phrases safer spaces and brave spaces emerged from different social justice areas of facilitation. Safer spaces arose within violence & harassment prevention and conflict mediation facilitation and activism. For more on this, see Shawna Potter’s Making Spaces Safer (2019, AK Press) and Ejeris Dixon’s “We Keep Us Safe: Facilitating Safer Spaces” in a.m. brown’s



Holding Change (2021, AK Press). Brave spaces arose primarily within Diversity, Equity, and Inclusion (DEI) focused social justice facilitation. For more on this see Brian Areo and Kristi Clemens "From Safe Space to Brave Space" in L. Landreman (ed.) The art of effective facilitation (2013, Stylus) and Micky ScottBey Jones' "An Invitation to Brave Space in a.m. brown's Holding Change (2021, AK Press).



EMPLOYEE HANDBOOK  
April 2023

## Employee Handbook – Starr King School for the Ministry

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Welcome to Starr King School for the Ministry!

We look forward to the contributions you will make to Starr King and hope that you will find your employment here a rewarding experience. As a member of the Starr King team, you will play a vital role in the experience of our students and in the achievement of our mission. Our success depends upon the dedication and high standards of our whole team, and we thank you in advance.

This handbook should provide answers to most of the questions you have about working at Starr King including benefits, policies and procedures, and expectations. You are responsible for reading the handbook and taking the initiative to ask questions if you need clarification. Note, there is also a Faculty Handbook that details some additional standards and will be provided to members of the faculty.

If you have questions about your employment or anything in this handbook, please contact Human Resources.

Again, we are pleased that you have joined the Starr King team and I look forward to working with you.

Faithfully,  
Rev. Rosemary Bray McNatt  
President

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### Introduction

#### About Us

Starr King School for the Ministry (Starr King) was established in 1904 because the founders saw the need for a liberal theological school on the West Coast to train ministers with a vision of serving the common good.

Over its 100+ year history, Starr King has held fast in its commitment to religion that is both liberal and liberating. At the heart of Starr King is a passion for transformative education and a belief in the possibilities that lie within human beings.

#### Our Mission

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

Starr King'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 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

#### At-Will Employment

Employment with Starr King is on an "at-will" basis. This means that either the employee or Starr King may terminate the employment relationship at any time, for any reason, with or without notice.

Nothing in this handbook, or any other Starr King document, creates or intends to create an employment agreement, contract, or guarantee of benefits for any period of time. No Starr King representative is authorized to modify this policy for any employee or to enter into any agreement, oral or written, that changes the at-will employment relationship. Any salary figures provided to employees in annual or monthly terms are stated for the sake of convenience or to facilitate comparisons and do not create an employment contract for any

specific period of time.

### **Handbook Revisions**

This Employee Handbook (handbook) contains the employment policies and practices of Starr King in effect at the time of publication. All previously issued handbooks, and any inconsistent policy statements or memoranda are superseded.

Starr King 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.

Any changes to the policies and guidelines in this handbook will be distributed to employees in writing. No oral statements or representations can in any way alter the provisions of this handbook.

Should any provision in this Employee Handbook be found to be unenforceable and invalid, such a finding does not invalidate the entire Employee Handbook, but only that particular provision.

### **Our Workplace**

Starr King is committed to the principle of treating everyone with courtesy, dignity, and respect. This is the foundation of our workplace culture and as a Starr King employee, we ask that you make that same commitment.

### **Ethics Code**

Starr King will conduct business honestly and ethically. We strive to improve the quality of our services and operations, and will maintain a reputation for honesty, fairness, respect, responsibility, integrity, and trust. Our employees are expected to adhere to high standards of business and personal integrity consistent with this standard.

We expect that officers, directors, and employees will not knowingly misrepresent Starr King and will not speak on behalf of Starr King unless specifically authorized. The confidentiality of proprietary information, and similar confidential information (e.g., financial reports, marketing or business strategies/plans, student information, donor information, trademarks, etc.) about Starr King or our operations are to be treated with discretion and only disseminated on a need-to-know basis (see policies relating to privacy).

Violation of the Ethics Code may result in disciplinary action, up to and including termination of employment. The level of discipline imposed may be influenced by voluntary disclosure of any ethical violation and whether or not the violator cooperated in any subsequent



investigation.

### **Diversity, Equity, and Inclusion**

Starr King is committed to creating and maintaining a workplace in which all employees have an opportunity to participate and contribute to the success of the school and are valued for their skills, experience, and unique perspectives. This commitment is embodied in how we conduct ourselves and our work on a daily basis, in our commitment to religious diversity and progressive leadership as hallmarks of our curriculum, and in our policies and procedures.

We also want to call out our commitment to LGBTQIA+ inclusion and our recognition of the importance of creating a safe and healthy environment for everyone regardless of their sexuality, gender identity or gender expression. The expectation is that employees utilize the preferred name and pronouns of those they interact with at Starr King or utilize the gender neutral (they/them) pronouns where a preference hasn't been shared.

### **Anti-Harassment**

Starr King is committed to providing a work and educational environment free from unlawful, disrespectful, or other unprofessional conduct. Our policy prohibits such conduct 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 Starr King policy, even if it does not violate the law, and will not be tolerated.**

Starr King's anti-harassment policy applies to all persons involved in the operation of Starr King and prohibits harassment, bullying, or disrespectful or unprofessional conduct by any employee of Starr King, including supervisors and managers, as well as vendors, customers, independent contractors, and any other persons. This policy extends to conduct during work-related activities such as business trips or work-related social functions. Starr King will take all reasonable steps necessary to prevent and eliminate harassment. Starr King does not tolerate any form of harassment, discrimination, or retaliation, even when it does not rise to the level of violation of law.

Retaliation against any individual who has complained about sexual or other types of harassment, or cooperated with a harassment-related investigation will not be tolerated.

Prohibited harassment, disrespectful or unprofessional conduct includes, but is not limited

to, the following behavior:

- Displaying or distributing derogatory or sexually suggestive images or materials.
- Using epithets, slurs, jokes, or comments of a derogatory or sexually suggestive nature, including comments or questions about sexual activities or experiences.
- Making unwanted sexual advances, which may or may not include physical touching.
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law, or by Starr King policy.
- Threats or 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.
- Other conduct that interferes with an employee's work performance or opportunities and is related to any protected characteristics.

For instances of sexual harassment, discrimination, or assault involving a student, please contact our Title IX Coordinator or Deputy Title IX Coordinator.

For instances involving an employee: If you believe that you have been the subject of harassment or other prohibited conduct, bring your complaint to your supervisor or any director with whom you would feel comfortable discussing the situation, as soon as possible after the incident so that complaints can be addressed in a timely manner. The employee is not required to report through any particular chain of command, and certainly is not required to report or discuss the matter with any supervisor engaging in improper conduct. The informed supervisor or director will notify Human Resources, all complaints will be investigated promptly, and confidentiality will be protected to the extent possible. Employees and supervisors have a duty to cooperate in the investigation of alleged harassment.

If Starr King determines that harassment or other prohibited conduct has occurred, effective remedial action will be taken. Any employee determined by Starr King to be responsible for harassment or other prohibited conduct will be subject to appropriate disciplinary action, up to and including termination of employment. A Starr King representative will advise all parties concerned of the results of the investigation. Starr King will not retaliate against an employee for filing a complaint and will not tolerate or permit retaliation by management, employees, or co-workers.

### **Equal Employment Opportunity**

Starr King is an equal opportunity employer and makes employment decisions on the basis of merit because we want to have the best available people in every job. Starr King 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

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status or any other consideration made unlawful by federal, state, or local laws. Equal employment opportunity applies to all terms and conditions of employment, including hiring, promotion, termination, layoff, leave of absence, compensation, and training.

Starr King is committed to equal employment opportunity principles and complies with all applicable laws. This commitment applies to all persons involved in Starr King operations and prohibits unlawful discrimination by any employee of Starr King, including supervisors and co-workers.

Any employee with questions or concerns about equal employment opportunities in the workplace are encouraged to contact Human Resources so that the matter may be immediately investigated. Starr King prohibits any form of retaliation against employees who raise good faith questions or concerns related to equal employment opportunity or suspected discrimination in the workplace.

If Starr King determines that unlawful discrimination or some other violation has occurred, effective remedial action will be taken. Appropriate action also will be taken to deter any future violations.

### **Americans with Disabilities Act (ADA) / Reasonable Accommodation**

Starr King's commitment to equal employment opportunities also applies to qualified individuals with a disability. Starr King will make reasonable accommodations for an otherwise qualified individual with a disability who is an applicant or an employee unless it poses an undue hardship to Starr King.

Any employee or applicant who requires an accommodation in order to perform the essential functions of the job should contact Human Resources. Starr King will engage in an interactive process with the employee to identify possible accommodations, if any, which will help the employee or applicant perform the essential functions of 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 Human Resources to discuss the need for an accommodation.

## **Employment Relationship**

### **Expectations of Employment**

The following is a statement of the behaviors expected of all employees. Supervisors will work with employees to ensure they are familiar with and work consistently within these expectations.

- **Accountability** – Takes responsibility for assignments and adapts to changing priorities.
- **Attention to Detail** – Consistently performs thorough and accurate work.
- **Communication** – Adapts style and asks clarifying questions to ensure effective

communication.

- **Dependability** – Can be relied upon to complete tasks and honor agreements.
- **Ethics** - Respects the values, diversity, rights, time, privacy, and property of other employees, students, donors, graduates, and vendors, and demonstrates honesty and integrity.
- **Initiative** - Demonstrates resourcefulness; thinks independently and seeks out additional challenges and opportunities in cooperation with their supervisor.
- **Job Management** - Plans and organizes work and work habits for optimal results; seeks alternative approaches to improve work methods; responds well to time, quantity, and quality pressures.
- **Leadership** - Sets an effective example for other staff members and influences others to work toward resolution of differences and conflicts; offers constructive ideas and solutions.
- **Safety** - Keeps work areas safe and clean; actively prevents accidents and engages in safe work practices.
- **Teamwork** -Respects the rights and abilities of others; listens to others and cooperates effectively.
- **Respect for Authority** - Respects the authority and responsibility structures within Starr King's governance and administration.
- **Confidentiality** - Keeps privileged or private information confidential.

Significant deficits in any of these areas may impact the employee's eligibility to receive any base salary increases, recognition bonuses, or promotions, and may be subject to disciplinary action, up to and including termination of employment.

### **New Employee Introductory Period**

The first 90 days of employment is considered an introductory period. During this period, new employees will become familiar with Starr King and their job responsibilities, and we will have the opportunity to monitor the quality of their performance and provide feedback. The introductory period with Starr King 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 changes the nature of the “at-will” employment relationship.

### **Training Program**

In most cases, and for most departments, employee training is done on an individual basis by the department manager. Even if the employee had previous experience in the specified functions of their job duties, it is necessary to learn our specific procedures, as well as the responsibilities of the specific position. If an employee ever feels they require additional training, they should consult their Dean/Director.

### **Education and Professional Development**

In addition to on-the-job training, Starr King encourages employees to enhance professional development and job-related skills and training through external education programs and conferences. If an employee is interested in attending a special education program or conference, they should submit a request to their supervisor.

Starr King also allows each employee to take one course per academic semester at the school, free of charge.

### **Open-Door**

Starr King values the perspectives and observations of our employees. Our leaders have an ‘open door’ for any employee who wishes to make an appointment to discuss ideas or suggestions they have regarding ways to improve the work or learning experiences at Starr King.

### **Dispute Resolution**

Starr King strives to provide a comfortable, productive, and ethical work environment. To this end, we want employees to bring any problems, concerns, or grievances about the workplace to the attention of their immediate supervisor or their Dean/Director. The employee should describe the problem, those persons involved, efforts they have made to resolve the problem, and any suggested solutions. Every reasonable effort will be made to find a satisfactory resolution for all involved.

However, if the employee has already brought this matter to the attention of their Dean/Director and do not believe they have received a sufficient response, or if they believe that person is the source of the problem, the employee should contact Human Resources or the Office of the President of Starr King so that appropriate action may be taken to address the situation.

## **Employment Classifications**

### **Regular Employees**

Regular employees are those who are hired to work on a regular schedule and classified as either Non-Exempt or Exempt per FLSA guidelines.

Non-Exempt employees are paid on an hourly basis and are eligible for overtime. Any overtime hours must be approved in advance by their supervisor.

- Exempt employees are typically paid on a salaried basis and are not eligible for overtime pay.

Regular employees may be either Full-Time or Part-Time as defined below:

- Regular full-time employees typically work forty (40) hours per week. For benefit eligibility purposes, full-time is defined as working (20) twenty or more hours per week.
- Regular part-time employees are those who work less than twenty (20) hours per week. Part-time employees may be eligible for some Starr King benefits, prorated based on actual hours worked, as detailed in the benefits section of this handbook.

### **Temporary and Contract Employees**

Temporary and contract employees are those employed for short-term assignments. Short-term assignments are typically periods of three to six months, 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.

### **Work Schedules**

Starr King's standard business and work hours are Monday through Friday, from 8 a.m. to 5 p.m. Individual work schedules may vary depending on the needs of the position or department. Employees requesting variations in their work schedules should put the request in writing to their supervisor for review by the executive team.

There may be occasions when employees will be asked to work additional hours. Non-exempt employees must have approval from their supervisor before working any overtime (more than 8 hours in a day or 40 hours in a week).

### **Telecommuting / Working Remotely**

Telecommuting provides employees with an opportunity to work from an alternative work site instead of the primary location of Starr King. Telecommuting is a privilege made available to

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employees so long as they perform effectively and communicate effectively with their supervisor and team. Telecommuting does not change the conditions of employment or required compliance with all Starr King policies and procedures. Telecommuting arrangements may be suspended or cancelled for a variety of reasons e.g., performance, productivity, business needs, etc., at the sole discretion of Starr King.

The telecommuter is responsible for ensuring the safety of the alternative work site. Telecommuters are protected by Starr King 's workers' compensation insurance and as such, they are required to immediately report any injuries that occur while working. However, the telecommuter is liable for any injuries that occur to third parties at or around the telecommuter's alternative work site.

### Job Duties

During the introductory period, the supervisor will explain the job responsibilities and the performance standards expected of new employees. Job responsibilities may change at any time during employment. From time to time, employees may be asked to work on special projects, or to assist with other work necessary or important to the operations of Starr King. Employees' cooperation and assistance in performing such work is expected and appreciated.

Starr King reserves the right to alter or change job responsibilities, reassign or transfer job positions, or assign additional job responsibilities as required to meet the needs of Starr King. In such cases, the supervisor will discuss such changes, additions, or assignments with the employee in advance.

### Job Descriptions

Job descriptions prepared by Starr King serve as an outline only. Due to the dynamic nature of our work, employees may be required to perform job duties that are not within their written job description. On occasion, Starr King may need to revise job descriptions with or without advance notice to employees.

If an employee has any questions regarding their job description or the scope of their duties, they should speak with their supervisor.

### Timekeeping Requirements

Starr King is required by applicable federal, state, and local laws to keep accurate records of hours worked by certain employees, as well as records of sick, vacation, etc. utilized for all employees.

To ensure that Starr King has complete and accurate time records and that non-exempt employees are paid for all hours worked, **non-exempt employees are required to record all hours worked** as well as time taken for sick, vacation, etc. using Starr King's timekeeping system.

**Exempt employees are required to record days worked** as well as time taken for sickness, vacation, etc.

Any errors in time entries should be reported to the supervisor immediately so they can be corrected. Falsifying time entries, including working 'off the clock', is strictly prohibited and may lead to disciplinary action, up to and including termination of employment.

Supervisors are responsible for reviewing and approving all timekeeping records for their direct reports each pay period.

### **Overtime Pay**

Non-exempt employees may be required to work overtime as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime. Starr King provides overtime pay for non-exempt employees per applicable state and federal law.

All overtime work must be approved by the supervisor in advance. Starr King will attempt to distribute overtime evenly and accommodate individual schedules.

### **Rest Breaks and Meal Periods**

#### **Rest Breaks**

All non-exempt employees are entitled to paid rest breaks during their workday based on hours worked.

Since this is paid time, it should not be recorded on the timesheet. Employees are required to schedule this time in advance with their supervisor and to return to work promptly at the end of any rest break.

Employees are entitled to one 10-minute rest break if they work more than three and a half hours and a second 10-minute rest break if they work more than six hours. If an employee works more than ten hours, they are entitled to a third 10-minute rest break.

#### **Meal Break**

All non-exempt employees are entitled to an uninterrupted meal break of 30-minutes during their workday based on hours worked. Employees are free to leave the premises during their meal break and are not allowed to conduct any work during this 30-minute meal break.

This is unpaid time so it must be recorded on the timesheet. Employees are required to schedule this time in advance with their supervisor and to return to work promptly at the end of the meal break.

Employees are entitled to one 30-minute meal break if they work more than five (5) hours, and the meal break must be taken before they begin their sixth hour of work. However, if the



employee works no more than six (6) hours in the day they may waive their meal break, in writing, with the permission of their supervisor.

Employees are entitled to a second 30-minute meal break if they work more than ten hours, and the meal break must be taken before they begin their eleventh hour of work. However, if the employee works no more than twelve hours in the day and they took their first meal break, they may waive their second meal break, in writing, with the permission of their supervisor.

### **Deductions from Wages**

Starr King is required by law to make certain deductions from employees' pay each pay period. This includes income and unemployment taxes, Federal Insurance Contributions Act (FICA) contributions (i.e., Social Security and Medicare), and any other deductions required under law or by court order for wage garnishments.

Employees may also authorize voluntary deductions from their paychecks, including contributions for insurance premiums, retirement plans, spending accounts, or other services. These deductions will be detailed on the wage statement.

If any employee has questions or concerns about a deduction from their paycheck, they should contact Finance & Administration or Human Resources.

### **Pay Days**

All employees are paid on the 15<sup>th</sup> 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, employees will be paid on the preceding workday.

Employees must submit and supervisors must approve all timesheets at the close of each pay period.

If an employee has a question about their paycheck, they should contact Finance and Administration immediately.

NOTE – California requirements for final paychecks:

- Employees who quit without notice will be paid within 72 hours.
- Employees who voluntarily resign with at least 72 hours' notice will be paid on their termination date.
- Employees whose employment is involuntarily terminated must be paid at the time of the termination.

Employees based in other states will receive their final checks in accordance with that state's requirements.

**Direct Automatic Deposit**

Employees may elect to have their wages directly deposited into their bank account. Please contact Finance and Administration for details and for the Direct Deposit Request form.

**Pay Raises**

Based on the School’s financial situation, efforts will be made to regularly give pay raises consistent with the employee’s job performance and the consumer price index. Starr King may also make individual pay raises based on merit or due to a change of job position, as applicable.

**Performance Feedback**

Starr King will make efforts to regularly provide performance feedback and to periodically conduct formal performance reviews. The formal performance review process will take place annually, or as business needs dictate. An employee may also request that their Dean/Director provide performance feedback at any time.

The performance feedback process is a means for increasing the quality and value of work performance. The employees’ initiative, effort, job knowledge, and other factors will be addressed. Please note, a positive performance review does not guarantee a pay raise or continued employment.

**Promotions**

It is our policy to promote from within whenever possible and practical based on an assessment of the skills, education, experience, and other qualifications that are required for the job.

To be eligible for promotion, employees must meet the following requirements:

- Must be in good standing and should not be on an employee conduct/performance improvement plan or warning
- Must meet the job qualifications listed on the job posting
- Must provide their supervisor with notice prior to applying for the position

**Transfers**

Starr King may transfer employees from one position to another with or without notice, as required by organizational needs, or upon request by the employee with management approval. Transfers in excess of 90 days may be considered final and the employee’s pay will be increased or decreased consistent with the pay scale for the new position.

**Personal Data Changes**

It is the employee’s obligation to provide Starr King with current contact information, including a current mailing address and telephone number. Employees must also inform Starr King of any changes to tax withholding status or changes related to dependents covered by benefits. 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 Human Resources.

## Employee Benefits

### Benefits Overview

Starr King is committed to providing a comprehensive benefits package for eligible employees. Benefit eligibility is based on employee classification and length of service.

- **Regular full-time employees** are those who are regularly scheduled to work twenty (20) or more hours per week. Full-time employees are eligible for all Starr King benefits.
- **Regular part-time employees** are those who are regularly scheduled to work less than twenty (20) hours per week. Part-time employees are not eligible for benefits unless specified otherwise in this handbook, in the benefit plan summaries, or specifically permitted by law.

Upon becoming eligible for certain employee benefit plans, employees will receive summary plan descriptions which describe the benefits in greater detail. For information regarding employee benefits and for answers to any questions, please contact Human Resources.

Starr King 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.

Starr King currently offers the following employee benefits to eligible employees:

- Paid Vacation
- Paid Holidays
- Paid Sick Leave
- Group Health Insurance
- Disability Insurance
- Retirement Plan
- Workers' Compensation Insurance
- Leaves of Absence

### Vacation

Regular full-time employees accrue vacation at the rate of 160 hours per year. Part-time employees accrue vacation on a pro-rata basis, based on the number of hours worked.

Employees begin accruing vacation upon hire and are eligible to start using vacation time after they have been employed for 90 days. 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., forty (40) days (320 hours). 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.

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Vacation time can be taken only with the written approval of the employee's supervisor. Vacation requests should be made as far in advance as possible. Starr King may deny requests for vacation 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.

An employee may elect to use accrued vacation while on an approved leave of absence. The employee must notify Human Resources, in writing, to request vacation pay during a leave of absence.

If a scheduled paid holiday falls within an approved vacation period, that day will be paid as a holiday not a vacation day.

When an employee leaves Starr King, they will be paid out any accrued and unused vacation time.

### Holidays

Typically, Starr King observes the following paid holidays:

- New Year's Day\*
- Martin Luther King Jr. Day
- Presidents' Day
- Spring Break Week
- Good Friday
- Eid al-Fitr
- Memorial Day
- Juneteenth
- July 4 (Independence Day)
- Labor Day
- Fall Break Week
- Yom Kippur
- Thanksgiving Day and the Friday after Thanksgiving
- Christmas Day\*

The specific dates for a given year will be confirmed annually.

\*Winter Break: Christmas and New Year's holidays fall during the paid Winter Break, though the dates of Winter Break vary each year. (An example of a typical Winter Break is December 24<sup>th</sup> through January 2<sup>nd</sup>).

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.

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If a holiday falls on a Saturday it will be observed on the preceding Friday, and if it falls on a Sunday it will be observed on the following Monday. Holiday observance will be announced in advance. If required to work on a paid scheduled holiday, the employee will be eligible for an alternative day off.

Part-time employees are eligible for pro-rated holiday pay based on hours worked.

### **Sick Leave**

Regular full-time and part-time employees accrue sick leave based on hours worked with a maximum accrual of 96 hours per year. Sick leave is not a substitute for vacation, does not carry over from year to year, and is not paid out to employees at termination of employment.

If an employee is absent for three consecutive work days due to illness, a medical provider's note and/or medical certification of their fitness to return to work will be required before Starr King honors any sick pay requests.

If an employee is ill, they must notify their supervisor as soon as possible. If an employee becomes sick during the workday, they must notify their supervisor before leaving work. Unless it is impossible to do so, employees should speak directly with their supervisor regarding their absence rather than leave a message.

If an employee suffers from an injury or illness that requires extended time off, in addition to paid sick leave, they may use accrued vacation days. After sick and vacation time is exhausted, employees may be eligible for an unpaid leave of absence, if applicable.

Please contact Human Resources 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 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 the employee has accepted the duties and responsibilities of raising, even if the child is not their legal child.
- A "parent" is the biological, foster, or adoptive parent; stepparent; or legal guardian.
- A "spouse" is the 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.

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- A “domestic partner” is another adult with whom the employee has chosen to share their 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 the domestic partner. A “domestic partner’s child” also may be someone for whom the employee’s domestic partner has accepted the duties and responsibilities of raising, even if he or she is not the domestic partner’s legal child.

### **Retirement Plan**

Starr King provides a 401(k) plan through the Unitarian Universalist Association (UUA) and encourages all eligible employees to participate.

### **Employee Contributions:**

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 hire.

### **Employer Contributions:**

Starr King contributes the equivalent of 5% of eligible employee’s earnings to the retirement plan.

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 twelve (12) months (e.g., date of hire to the first anniversary date), then the 1,000-hour requirement may be met in any subsequent calendar year. 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 work for another participating employer.

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 while there, will receive employer contributions from the date of hire at their new participating employer.

The Plan Document, the Summary Plan Description, and other helpful information, can be found on the retirement plan section of the Unitarian Universalist Association website at:

[www.uua.org/retirement](http://www.uua.org/retirement).

### **Workers’ Compensation**

Starr King, in accordance with state law, provides insurance coverage for all 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 an employee is injured on the job while working at Starr King, no matter how slightly, they are to report the incident immediately to their supervisor. Consistent with applicable state law, failure to report an injury within a reasonable period of time could jeopardize any claim for benefits.

Employees will need to:

- Immediately report any work-related injury to the supervisor.
- Seek medical treatment and follow-up care if required, through the worker's compensation provider network.
- Complete a written *Employee's Claim for Workers Compensation Benefits* (DWC Form 1) and return it to Human Resources.

If an employee misses work time as a result of a work-related injury, they will need to provide a medical provider's release including any applicable restrictions before they will be allowed to return to work.

### **Group Health Insurance and Enrollment**

Group Health Insurance coverage is available to eligible employees on the first of the month following thirty (30) days of employment.

All eligible full-time employees are provided with health insurance plan materials upon hire. An employee who chooses not to enroll upon hire will not be eligible to enroll until the next annual open enrollment period unless they have a qualifying life event, e.g., marriage, birth, etc. Contact Human Resources for details.

Details of the plans and Starr King's contribution to the costs are available from Human Resources.

### **COBRA (Continuation of Medical Benefits Coverage)**

The Consolidated Omnibus Budget Reconciliation Act (COBRA) provides the opportunity for eligible Starr King employees and their beneficiaries to continue health insurance coverage at their own expense under the Starr King health plan after they leave employment.

Contact Human Resources to learn more about COBRA rights.

### **Long Term Disability Insurance (LTD)**

Starr King provides LTD to all regular full-time employees upon hire. Starr King 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.

**Life Insurance**

Starr King provides life insurance to all regular full-time employees. Eligible employees will be required to complete a beneficiary form at time of enrollment. Refer to the Summary Plan Description (SPD) for details about the benefit.

**Leaves of Absence**

NOTE – Leave of Absence rules and regulations can vary widely by state so always consult with Human Resources to discuss a potential leave of absence.

Where applicable, employees are required to take accrued and unused paid leave before taking unpaid leave.

California pregnancy disability laws govern leaves taken because of pregnancy, childbirth, and related medical conditions.

**Pregnancy Disability Leave**

Any pregnant employee planning to take pregnancy disability leave should advise Human Resources as early as possible to discuss the following:

- 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 (4) months or 17-1/3 weeks unpaid. Part-time employees are entitled to leave on a pro rata basis. The four (4) 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.
- PDL does not need to be taken all at once but can be taken on an as-needed basis, as required by the employee’s health care provider, including intermittent leave or reduced work schedule, all of which counts against the employee’s four (4) month entitlement.
- Starr King will also reasonably accommodate medical needs related to pregnancy, childbirth, or related conditions or temporarily transfer the employee to a less strenuous or hazardous position (where one is available), if medically needed, because of the pregnancy.
- If the need for 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 unless special circumstances arise. Employees must consult with their supervisor regarding the scheduling of any planned medical treatment 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.
- The employee must provide Starr King with a written certification from a health care provider for need of PDL, reasonable accommodation or transfer. The certification indicating the need for disability leave should contain:



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- A statement that the employee needs to take pregnancy disability leave because she 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.
- Leave returns will be allowed only when the employee’s physician sends a return-to-work release.
  - An employee will be allowed to use accrued sick time and accrued vacation time during a pregnancy disability leave.
  - When a PDL ends, normally the employee will be returned to the same position she held prior to the leave, unless the job no longer exists, or the employee would not otherwise have been employed in the same position at the time requested for reasons unrelated to taking PDL or a transfer. If the former position is not available, a comparable position will be offered unless no comparable position is available, the employee is not otherwise eligible to be reinstated or the employee would have not been offered a comparable position if she would have been continuously at work during the PDL or transfer period.

Please contact Human Resources for more information.

### **Lactation Policy**

Starr King accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for a child and a private location with all required features for the employee to utilize.

Ask Human Resources for information about lactation accommodation. This time shall coincide with the employee’s regularly scheduled rest and meal periods to the extent possible. If a lactation break is taken outside of or extends beyond a paid rest period or unpaid meal period, a nonexempt employee must record the additional time on the time record as unpaid time. Starr King expressly prohibits retaliation against employees for exercising their rights and encourages you to report all incidents you believe violate your rights under the Organization’s lactation accommodation policy and the law to Human Resources. Complaints may also be filed with California’s Labor Commissioner.

### **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, Starr King supports employees by offering leave opportunities for new parents. Parental Leave is intended for parents not covered by Pregnancy

**Disability Leave.**

Starr King will provide up to four (4) 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-rated basis), who have been employed by Starr King for a minimum of 90 calendar days and will be a parent of a newborn or adopted child are eligible for parental leave.

Please contact Human Resources for more information.

Requests for parental leave must be submitted to Human Resources 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.

**Personal Leave**

Starr King is not subject to FMLA leave regulations, however a personal leave of absence without pay may be granted at the discretion of Starr King. Requests for personal leave should be limited to unusual circumstances, e.g., serious illness of an immediate family member, and are typically limited to thirty (30) days.

Please contact Human Resources for more information.

**Bereavement Leave**

Starr King grants paid bereavement leave 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 Starr King’s management. The employee is expected to request authorization for leave from their supervisor in advance of the leave whenever possible.

**School Activities and Disciplinary Leave**

Employees are encouraged to participate in the school activities of their child(ren).

This leave 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 to find, enroll or re-enroll the child in a school or with a licensed childcare provider, or to participate in activities of the child’s school or licensed child day care facility. Employees are also permitted to address a school emergency if the employee gives notice to the employer. An “emergency” means that a child cannot remain in a school or with a childcare provider due to one of the following reasons:
  1. The school or childcare provider has requested the child be picked up, or it has an attendance policy (excluding planned holidays) that prohibits the child from attending

- or requires the child be picked up
  - 2. Behavioral or discipline problems
  - 3. Closure or unexpected unavailability of the school or childcare provider, excluding planned holidays
  - 4. A natural disaster, including but not limited to, fire, earthquake or flood.
- 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 Starr King, 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 the 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.
  - 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.

Please contact Human Resources for more information.

### **Jury Duty and Witness Leave**

Starr King encourages employees to serve on jury duty when called. Employees should notify their supervisor of the need for time off for jury duty, subpoena, or other court order requiring appearance as soon as a notice or summons from the court is received. They may be asked 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, employees will be expected to return to work for the remainder of their workday.

Employees who have completed their 90-day introductory periods will receive full pay less jury duty compensation while serving up to ten (10) days of jury duty. After ten (10) days, employees may use vacation days or leave without pay. Furthermore, all employees will be allowed to take time off to appear in court to comply with a subpoena or other court order as a witness in any judicial proceeding.

### **Voting Leave**

If an employee does not have sufficient time outside of working hours to vote in a local, state, or federal election, Starr King will allow the employee reasonable time off to vote. Up to two hours of the voting leave will be paid, the rest is unpaid time. The time off will be at the discretion of the Dean/Director and consistent with applicable legal requirements.

Please contact Human Resources for more information.

**Literacy Education Leave**

Starr King will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests assistance in enrolling in an adult literacy program unless the accommodation will impose an undue hardship on the school. An employee who reveals a problem of illiteracy and who satisfactorily performs their work will not be subject to termination of employment because of the disclosure of illiteracy. Starr King will make reasonable efforts to safeguard the privacy of the employee concerning the fact that they have a problem with literacy.

Please contact Human Resources for more information.

**Organ and Bone Marrow Donation Leave**

Employees who are organ donors or bone marrow donors and have been employed for 90 days are eligible for paid leave.

In any rolling twelve-month period, an employee may qualify for:

- up to thirty (30) days of paid leave, plus an additional thirty (30) days of unpaid leave for organ donation;
- up to five (5) days of paid leave for bone marrow donation.

Employees are required to use their available sick and vacation time for the first 15 days, then Starr King will pay the balance to ensure that the employee receives up to 30 days of paid leave if applicable.

Please contact Human Resources for more information.

**Military Spouse Leave**

Employees who regularly 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 submit a written request to Human Resources within two business days of receiving official notice that their spouse will be on leave. Employees requesting this leave are required to attach the official notice of their spouse's leave to their Military Spouse Leave request.

Please contact Human Resources for more information.

**Military Leave (USERRA)**

Employees who are active or reserve members of the US military are entitled to up to 17 days unpaid leave per the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA; with amendments) and all applicable state laws.

The employee must submit documentation of the need for leave to Human Resources. When returning from military leave of absence, the employee will be reinstated to their previous position or a similar position, in accordance with state and federal law. For more information regarding status, compensation, benefits, and reinstatement upon return from military leave, contact Human Resources.

**Civil Air Patrol Leave**

Employees who have been employed for at least 90 days will be eligible for ten (10) days per calendar year of unpaid Civil Air Patrol Leave. The employee must give Starr King as much advance notice as possible of the dates of leave and provide certification of the Civil Air Patrol. An employee taking such leave will be restored to a position with equivalent seniority status, employee benefits, pay, and other terms of employment or, when not possible, a position of equivalent terms and conditions of employment.

Please contact Human Resources for more information.

**Domestic Violence, Sexual Assault, or Stalking Leave 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.

The employee may request leave if they are involved in a judicial action, such as obtaining a restraining order, or appearing in court to obtain relief to ensure their health, safety, or welfare, or that of their child. The employee 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 counseling related to the experience, and to participate in safety planning and actions to increase future safety.

If an employee needs reasonable accommodation for safety at work, they should contact Human Resources to discuss.

The employee will be required to provide notice and certification of the need to take leave under this policy and to attain reasonable accommodation. Certification may be sufficiently provided by a police report, court order, or documentation from applicable health care providers or counselors.

Starr King will not discriminate or retaliate against employees taking this leave and will keep

confidential any records regarding such absence.

Please contact Human Resources for more 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 they are the crime victim’s spouse, parent, child, or sibling. Other family members may also be covered depending on the purpose of the leave.

Employees must provide reasonable advance notice of the need for leave, and documentation related to the proceeding. Any absence from work to attend judicial proceedings or proceedings involving victim rights will be unpaid unless the employees 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 Human Resources.

Starr King will not discriminate or retaliate against employees taking this leave and will keep confidential any records regarding such absence.

**Volunteer Personnel Leave**

Employees who perform emergency duty as volunteer firefighters, reserve police officers, or emergency rescue personnel will be permitted to take temporary leaves of absence, not to exceed fourteen (14) days per year, for purposes of engaging in fire, law enforcement, or emergency rescue training.

Please contact Human Resources for more information.

**Alcohol or Drug Rehab Leave**

(Detailed in the Drug and Alcohol Use section later in this handbook.)

**Workplace Guidelines**

**Employment Authorization Verification**

New hires will be required to complete the federal I-9 form 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 (3<sup>rd</sup>) business day following the start of employment.

If an employee is authorized to work in this country for a limited period of time, they will be required to submit proof of renewed employment eligibility prior to expiration of that period in order to remain employed by Starr King.

### **Personnel Records**

Employee files are maintained by the Human Resources department and are considered confidential. Managers and supervisors may only have access to personnel file information on a need-to-know basis. Employees may inspect their own personnel files and may copy them but may not remove documents from their file. Inspections by employees must be requested in writing to Human Resources and will be scheduled at a mutually convenient time or as required under state law. Representatives of government or law enforcement agencies, in the course of their duties, may be allowed access to file information.

### **Confidentiality**

Each employee is responsible for safeguarding the confidential and privileged information obtained during employment including information about the school, its faculty, students, donors, foundations, vendors, the governing board, or fellow employees. Employees have a responsibility to prevent revealing or divulging any such information unless authorized to do so in the performance of their job duties. Access to confidential information should be on a “need-to-know” basis and must be authorized by the supervisor. Any breach of this policy will not be tolerated and disciplinary action, including legal action, may be taken by Starr King. When an employee leaves Starr King, the employee must return all documents containing confidential information and shall continue to maintain confidentiality of any information related to their work experience at Starr King.

### **Employment of Relatives and Friends**

Starr King will not employ friends or relatives of employees in circumstances where actual or potential conflicts may arise that could compromise supervision, safety, confidentiality, security, or morale at Starr King. It is the employee’s obligation to inform Starr King of any such potential conflict so the school can determine how best to respond to the particular situation.

### **Guests and Visitors**

It is important that the impression left with Starr King visitors is that of a professional organization with the highest standards of conduct. That being said, visits from children and pets are welcome so long as they do not become disruptive to co-workers or students. This privilege is granted at the discretion of the supervisor who is responsible for the work environment in their department.

### **Dress and Grooming**

Starr King provides a casual yet professional work environment for its employees. Even though the dress code is ‘business casual’, it is important to project a professional image to our students, visitors, and co-workers.

All employees are expected to dress in a manner consistent with good hygiene, safety, and good taste. Please use common sense.

### **Student Relations**

Our ‘customers’ are our students, and we strive for the highest standards of customer service. This includes courteous and professional treatment of students and prompt attention to students’ inquiries or concerns. If an employee encounters a difficult situation with a student that they do not feel comfortable handling, a supervisor should be called in to assist or advise.

Equally, students are expected to treat all employees with courtesy, dignity, and respect. In a circumstance where this is not happening, the employee should bring it to the attention of their supervisor immediately so it can be addressed.

### **Standards of Conduct**

Starr King School for the Ministry wishes to create a work environment based on respect and integrity which ensures a valuable and satisfying experience for all our employees, students, visitors, donors, and other stakeholders. We all share in the responsibility of maintaining the quality of our work environment.

In order to maintain that type of environment we are all expected to abide by these standards of conduct:

- Treat all co-workers, students, visitors, etc. with courtesy, dignity, and respect.
- Abide by the anti-harassment and anti-discrimination standards of Starr King.
- Comply with Starr King’s Ethics Code, policies and procedures, and safety rules.

### **Punctuality and Attendance**

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 Starr King business. Late arrival, early departure, or other unanticipated and unapproved absences from scheduled hours are disruptive to co-workers and students and are therefore prohibited.

If an employee is taken ill or is unexpectedly absent, they must contact their supervisor as soon as possible prior to their expected start time.



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Excessive absenteeism or tardiness may result in disciplinary action, up to and including termination of employment.

### **Job Abandonment**

If an employee fails to report to work without notifying their supervisor and the absence continues for 3 consecutive workdays it will be considered job abandonment and a voluntary termination of employment.

### **Prohibited Conduct**

This list of prohibited conduct is illustrative only; other types of conduct that in the judgment of Starr King, may threaten security, personal safety, employee welfare, or Starr King operations may also be prohibited. Prohibited conduct will not be tolerated and may result in disciplinary action, up to and including termination of employment on the first offense.

- Using abusive, threatening, or intimidating language.
- Participating in any act of unlawful harassment of another individual.
- Falsifying employment records, employment information, or other Starr King records.
- Falsifying timesheets or any other payroll data.
- Theft of, deliberate or careless damage to, or destruction of any School property or the property of any employee or student.
- Unauthorized use, or misuse, of Starr King equipment, time, materials, or facilities.
- Provoking a fight or fighting during working hours or on Starr King property.
- Insubordination, including, but not limited to, failure or refusal to obey the instructions of a supervisor or member of management.
- Possession of potentially hazardous or dangerous property (where not permitted) such as firearms, weapons, chemicals, etc., without prior authorization.
- Violating any safety, health, security, or Starr King policy, rule, procedure including violation of Starr King's drug and alcohol policy.
- Conducting personal business or business for another employer during work hours.
- 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 Starr King property (including in Starr King vehicles), or while on Starr King business.

This statement of prohibited conduct does not alter the school's policy of at-will employment. The employee and Starr King remain free to terminate the employment relationship at any time, with or without reason or advance notice.

### **Off-Duty Conduct**

While Starr King does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with Starr King's interests. Off-duty

conduct by an employee that directly conflicts with the school's essential business interests, damages the reputation of Starr King, or disrupts school operations will not be tolerated.

### **Outside Employment**

Starr King recognizes that employees may seek additional employment during off hours and requires that employees notify their supervisor of outside employment. Any outside employment must not affect job performance, work hours, or scheduling, or otherwise adversely affect the employee's ability to effectively perform their duties.

Outside employment that creates a conflict of interest or that affects the quality or value of the employee's work performance or availability at Starr King, is prohibited.

### **Conflicts of Interest**

Starr King expects all employees to conduct themselves and to conduct school business in a manner that reflects the highest standards of ethical conduct and in accordance with all federal, state, and local laws and regulations. This includes avoiding real or potential conflicts 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. Starr King trustees, officers, and employees have an obligation to immediately report any potential conflicts of interest. Questions about whether an actual or perceived conflict of interest exists in particular circumstances should be directed to the Office of the President and/or the Chair of the Board for review. Both the fact and appearance of a Conflict of Interest should be avoided.

If an individual covered by the 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.

### **Gifts**

Employees should not accept a gift other than a token of nominal value - from any student, vendor, supplier, donor, or other person doing business with Starr King because doing so may give the appearance of influencing Starr King decisions, transactions, or services.

### **Whistleblower Policy**

Starr King has a responsibility for the stewardship of resources including the public and private support that enables us to pursue our mission. It is the intent of Starr King to adhere to all laws and regulations that apply to the organization, and to observe high standards of business and personal ethics. However, unintentional violations of laws, regulations, policies, and procedures may occur.

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This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within Starr King 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 the employee is not comfortable speaking with their supervisor or is not satisfied with their supervisor's response, they are encouraged to speak with Human Resources or to contact the President's Office.

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 are substantiated by the investigation, corrective action will be taken.

### **No Retaliation**

Starr King and its employees will not retaliate against any employee who has, in good faith, disclosed or threatened to disclose any activity, policy, or practice of Starr King that is a violation or apparent violation of law or of Starr King's policy. Employees of Starr King 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 disciplinary action up to, and including, termination of employment.

Remember, it is the responsibility of all employees of Starr King to comply with all relevant laws and regulations and to report violations or suspected violations in accordance with this policy.

### **Employee Property**

Employees are encouraged not to bring unnecessary personal property to the workplace. All personal property is the employee's responsibility and Starr King assumes no responsibility for any loss of or damage to employees' personal property.

An employee's personal property, including but not limited to packages, purses, and backpacks, may be inspected upon reasonable suspicion of unauthorized possession of Starr King property, possession of dangerous weapons or firearms, or abuse of Starr King's drug and alcohol policy.

### **Workplace Privacy and Right to Inspect**

Starr King's property, including but not limited to lockers, phones, computers, school email, tablets, desks, workplace areas, vehicles, or machinery remains under the control of Starr King and is subject to inspection at any time, without notice to any employees, and without their presence. Employees should have no expectation of privacy in any of these areas.

### **School Property**

Starr King property such as desks, computers, phones, software, postage meter, etc., must be kept clean, well-maintained, and be used only for work-related purposes. Prior authorization must be obtained before any Starr King property may be removed from the premises.

Starr King 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 Starr King business and they remain the property of Starr King. Starr King reserves the right to keep a record of all passwords and codes used and/or may be able to override any such password system.

### **Computers, E-mail, and Other Resources**

Starr King provides a variety of technology resources for use by employees including computer software and hardware, internet access, and e-mail. These are business tools to be used for business purposes.

These resources are to be used in a professional manner in keeping with all relevant policies and procedures including confidentiality, anti-harassment, and our Ethics Code. A few reminders related to technology include:

- all software is school property and may not be duplicated or shared for personal or third party use,
- electronic communications are not secure so sensitive information should not be sent without additional protections,
- all computers, software, and programs including email remain school property and are subject to monitoring and search at any time.

Starr King reserves the right to revise this policy on a case-by-case basis as it deems appropriate.

### **Social Media Policy**

At Starr King, we recognize that 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, employees are expected to follow Starr King policy for appropriate use of social media.

For purposes of this policy, social media includes all means of communicating or posting information or content of any sort on the Internet, including blogs, journals, personal websites, social networking or affinity websites, web bulletin boards or chat rooms, whether associated or affiliated with Starr King, as well as any other form of electronic communication.

Starr King principles, guidelines, and policies apply to online activities just as they apply to other areas of work. Ultimately, the employee is solely responsible for what they communicate via social media. The employee may be personally responsible for any litigation that may arise should they make unlawful defamatory, slanderous, or libelous statements against any employee, student, or donor affiliated with Starr King.

Postings that include unlawful discriminatory remarks, harassment, threats of violence, or other unlawful conduct will not be tolerated and may result in disciplinary action, up to and including termination of employment.

### ***Be Respectful***

Starr King cannot force or mandate respectful and courteous activity by employees on social media during non-working time. If an employee decides to post complaints or criticism, they should 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 Starr King policy.

Additionally, employees must make it clear that they are speaking for themselves on social media and do not represent or speak for Starr King. Only the President of Starr King or designee may speak for Starr King via social media.

Employees should limit social media use to non-work time, unless it is work related as authorized by the supervisor and consistent with policies that cover equipment owned by Starr King.

Nothing in Starr King's social media policy is designed to interfere with, restrain or prevent employee communications regarding their terms and conditions of employment.

### **No Solicitation / No Distribution Policy**

Employees should be able to work in an environment that is free from unnecessary interruptions and interference with their work. In order to protect our employees, students, and visitors, solicitation by employees is strictly prohibited while either the employee being solicited or the employee doing the soliciting is on “working time.” “Working time” is defined as time during which an employee is not at a meal, on break, or on the premises immediately before or after a shift.

Employees are also prohibited from distributing written materials, handbills, or any other type of literature during working time and, at all times, in “working areas,” which include all office areas. “Working areas” do not include break rooms, parking lots, or common areas shared by employees during nonworking time.

Nonemployees may not trespass or solicit or distribute materials anywhere on school property at any time.

Nothing in this policy is designed to interfere with, restrain or prevent employee communications regarding their terms and conditions of employment.

Violations of this policy should be reported to the Dean/Director or Human Resources.

### **Employee Devices for Personal Use**

Starr King recognizes that occasional use of the employee's own electronic devices may occur during working hours. Starr King allows such occasional personal use as long as the usage does not interfere with the employee's work performance or violate any Starr King policy.

All Starr King policies, including Starr King's no tolerance for discrimination, harassment or retaliation in the workplace apply to employee's own devices used in the workplace. Starr King reserves the right to adjust this policy on a case-by-case basis as it deems appropriate.

### **Business Expenses**

Employees who have incurred business expenses must submit receipts and the request for reimbursement form to their supervisor for approval and then to the business office for processing.

Business credit cards are issued to some employees based on job duties. These school-issued credit cards are for business use and may not be used for personal expenses at any time.

Improper use of the credit card or failure to provide proper receipts may result in the cancellation of the card or possible disciplinary action, up to and including termination of employment.

### **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 Starr King property. Starr King is not responsible for any loss or damage to employee vehicles or contents.

### **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.

### **Bulletin Boards**

Starr King maintains bulletin boards located in various places around Starr King. Bulletin boards are used to provide information to staff, faculty, and students concerning Starr King related events and Starr King policies. All postings are to be reviewed and approved by the Director of Operations.

### **Political Activity**

Many employees participate in political activities on their own time and, in fact, Starr King encourages active community engagement as part of living our values by helping to create just and sustainable communities.

Remember that employees' political activities are separate from Starr King and should not utilize Starr King property or be portrayed as representing Starr King. (see News Media or Third-Party Disclosures section below)

### **News Media or Third-Party Disclosures**

From time to time, there may be related news stories, audits, or potential inquiries which involve contact from outside partners. If an employee is contacted, they should refer the inquiry to the Office of the President.

Only people designated by the President may comment to news reporters on Starr King policy or events, or comment on news stories relevant to Starr King.

### **Voluntary Resignation**

Voluntary resignation results when an employee voluntarily quits or fails to report to work for three consecutively scheduled workdays. All Starr King property, including laptops, keys, and credit cards, must be returned immediately upon termination of employment.

If an employee is planning to resign, Starr King would appreciate at least two-weeks' notice to allow for transition planning and to ease the burden on co-workers and students. Employees who provide proper notice will be considered to have resigned in good standing and will generally be eligible for rehire.

### **Progressive Discipline and Involuntary Termination**

Violation of Starr King's 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 Starr King may, at 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.

### **Exit Interview**

Employees may be asked to participate in an exit interview when they leave Starr King. The purpose of the exit interview is to provide management with greater insight into their decision to leave employment, identify any trends requiring attention or opportunities for improvement, and to assist Starr King in developing effective recruitment and retention strategies. Engagement

in the exit interview process is appreciated.

### **Employee References**

All requests for references must be directed to Human Resources. No other manager, supervisor, or employee, other than the President, is authorized to release references for current or former employees.

Starr King's policy is to confirm dates of employment and job title only. With written authorization, Starr King will confirm compensation. Forward any requests for employment verification to Human Resources.

## **Workplace Safety**

### **General Safety Policy**

It is the responsibility of all Starr King employees to maintain a healthy and safe work environment. This includes being safety conscious, reporting potential safety hazards and near misses so they can be addressed before someone is injured. Starr King will make necessary adjustments to reduce exposure to ergonomic hazards through modifications to equipment/processes, and through employee training. Starr King encourages safe and proper work procedures and requires all employees to follow safety instructions and guidelines.

In the event of a workplace injury or incident, employees must report it to their supervisor as soon as reasonably possible and complete an occupational illness or injury form. Failure to follow Starr King 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.

### **Employees Who Are Required to Drive**

All employees required to operate a motor vehicle as part of their employment duties at Starr King must maintain a valid driver's license, current auto liability insurance, and an acceptable driving record. Any changes in the employee's driving record, including but not limited to driving infractions, must be reported to Starr King immediately.

Employees who drive their own vehicles on Starr King business will be reimbursed at the IRS allowable mileage rate.

### **Prohibited Use of Cell Phone While Driving**

For the safety of our employees and other drivers, Starr King employees are prohibited from using cell phones (including all smart phones) while driving on Starr King business and/or Starr King time unless it is a job requirement. If the job requires that the employee keep their phone turned on while driving, they must use a hands-free device to accept calls. Under no



circumstances should employees place phone calls, or type or read text messages while operating a motor vehicle on Starr King business and/or Starr King time.

### **Security**

All employees are responsible for helping to make Starr King a secure work environment. Be aware of people 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 the supervisor immediately and report any suspicious persons or activities to security personnel. Secure desks and offices at the end of the day. When called away from the work area for an extended length of time, do not leave valuable and/or personal articles in or around the workstation that may be accessible to others.

The security of our facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks.

### **Drug and Alcohol Use**

Starr King 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 and their health and safety. The use or possession of these substances on the job constitutes a potential danger to the health and safety of other employees, students, or visitors. Additionally, the improper use of prescription drugs and/or over-the-counter drugs also may affect an employee's job performance or the safety of the workplace.

The following rules and standards of conduct apply to all employees either on Starr King property or during the workday (including meals and rest periods) and when on duty for Starr King events. Behavior that violates Starr King policy includes:

- Possession of an illegal or controlled substance, or being under the influence of alcohol, or an illegal or controlled substance while on the job.
  - Driving a vehicle on Starr King business while under the influence of alcohol or an illegal or controlled substance.
  - 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.

In order to enforce this policy, Starr King 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 violation of this policy.

An employee's conviction on a charge of illegal sale or possession of any controlled substance while off Starr King property will not be tolerated because such conduct, even though off duty, reflects adversely on Starr King. In addition, Starr King must keep people who sell or possess controlled substances off Starr King 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 **before** starting or resuming work.

Starr King will encourage and reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation, provided that the accommodation requested will not impose an undue hardship on Starr King. Employees desiring such assistance should request treatment or rehabilitation leave. Starr King 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 Starr King 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 Starr King'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.

### **Workplace Violence**

Starr King is committed to providing a safe working environment for all employees.

Starr King has zero tolerance for acts of violence and threats of violence. All such acts and threats, even those made in apparent jest, will be taken seriously, and will lead to disciplinary action, up to and including termination of employment.

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 conduct which they reasonably believe is threatening or violent. Such prohibited conduct may include but is not limited to, the following:

- physical harm to another person
- threat of physical harm or property damage whether verbal or non-verbal, direct or indirect; or
- possession of a firearm on school property or while performing school business.

Employees must report any such conduct to their supervisor and Human Resources immediately. A prompt investigation will be conducted, and appropriate action taken to ensure safety.

### **Employer Sponsored Social Events**

Starr King holds periodic social events for employees. Be advised that attendance at these events is voluntary and is not part of work-related duties. Any exceptions to this policy must be in writing and signed by a Dean/Director prior to the event.

## **Employee Handbook – Starr King School for the Ministry**

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Alcoholic beverages may be available at these events. If an employee chooses to drink alcoholic beverages, they must do so in a responsible manner and appoint a designated driver or arrange other safe transportation. Employees are expected to maintain professionalism and adhere to all other policies pertaining to conduct.

**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 Starr King and a safe, productive, and rewarding work experience.

Rev. Rosemary Bray McNatt, President  
Starr King School for the Ministry

**Acknowledgment of Receipt and Review**

This handbook is provided for your information and should be kept as a reference for future questions. However, because we are a dynamic organization, the policies included in this handbook are subject to change at any time.

Nothing in this handbook should be interpreted as in any way changing or cancelling the at-will nature of our employment relationship. Either you or Starr King may decide to end the employment relationship at any time without cause or notice.

Your signature below acknowledges that you have received a copy of this handbook, are familiar with and understand its contents, and agree to comply with its terms.

If you have any questions about the content or interpretation of this handbook, please contact Human Resources.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name



starr king  
school for the ministry



Student Handbook  
2023-2024

## Acknowledgements

This handbook is a labor of love birthed through community participation. Thank you to all the individuals who assisted in reviewing section contents and making revisions:

Juliet Chan, Kim Moebius, Owais Qureshi, Meg Richardson, Chris Schelin, and Matthew Waterman

Blessings on the Journey,

*Starr King Staff and Faculty*

## Updating This Document

All edits and updates can be suggested by email to the Dean of Students. Then they will be reviewed and either approved or denied by the people responsible for that area of work, such as the Curriculum Committee, the Core Faculty, the Admissions and Scholarship Committee, the President, the Registrar, the Dean of Students, and/or the Dean of Faculty. Edits and changes to protocols and guidelines may be implemented and advertised during the academic year.

Please visit the SKSM website to find the most up to date version of the handbook (in a downloadable PDF format).

This edition of the Student Handbook has been revised for the Spring 2024 term.

# Welcome Letter

## Fall 2023

Dear Ones,

It's my honor to welcome you to Starr King School for the Ministry! Some of you are in your very first semester, and others of you are continuing in your studies. Wherever you are in this holy work, we're glad to have you as part of our community.

Starr King is a very different place today than it was when I arrived as president ten years ago.

Our school has changed in many ways—we've moved to Oakland; our online experience has helped us weather pandemic life. We find ourselves now reaching students who might never have been able to study with us and equip themselves for a life of sacred social change. And you're a part of the seismic shift we've made!

In these pages, you'll find a lot of the information you will need to navigate our beloved school in this COVID-normalized world. But I encourage you not to neglect the information you hold within yourself—the call to ministry and service that brought you here; the faces and voices of those who saw your gifts, perhaps before you did: the connection to the Holy that promised that you would never be forsaken if you would only take up the Great Work. Hang on tight to this other knowledge, too; it will help to guide you.

May this year of study and connection bring you a sense of fulfillment and joy! Thank you for joining us at Starr King—whether it's online, or In Real Life, we look forward to being with you.

Faithfully,

*Rosemary*

The Rev. Rosemary Bray McNatt, President  
Professor of Unitarian Universalist Ministry and Heritage  
Starr King School for the Ministry



# Quick Start Guide

This Starr King Student Handbook is provided in PDF format. The Table of Contents on page 5 includes links that will take you to the beginning of each primary section as well as certain major subsections. A complete set of links to every part of the Handbook is provided in the Bookmarks menu. To access this menu in Adobe Acrobat Reader, click on the arrow on the lefthand side of the window and select the bookmark icon on the taskbar that appears. Search the entire document for a word or phrase by pressing Ctrl + F and entering your search terms in the “Find” box that appears on the upper right.

## I Want To...

...do an independent study.

...prepare to graduate!

...review the thresholds.

...take time off.

...earn credit for field work.

...apply for financial aid.

...grow spiritually.



## STARR KING SCHOOL FOR THE MINISTRY

414 13<sup>th</sup> Street

Suite 700

Oakland, CA 94612

510-440-3350

### **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, creating just and sustainable communities, and 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
- 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. In 2022, Starr King moved to its current home in downtown Oakland.

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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# An Overview of Starr King





## The Starr King Campus

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Starr King School for the Ministry is located in downtown Oakland at the following address:

414 13<sup>th</sup> St.  
Suite 700  
Oakland, CA 94612

While we are embracing the reality of a multi-locational learning community in which academic study will occur online and at various in-person “hubs” across the country, our physical center remains the San Francisco Bay Area, where Starr King has operated since its founding. When we hold gatherings in the area, we hope that you will have the opportunity to visit our offices.



## Academic Calendar 2023-2024

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<b>Summer 2023</b>	
June 1	Summer Financial Aid Start Date
June 2	Summer Term 2023 Begins
June 2	Spring 2023 Grades Due
June 2	Populi Opened to Students for Summer 2023
June 2-16	Summer 2023 General Registration
June 2	Spring 2023 Incomplete Work Due
June 16	Summer 2023 General Registration Closes
June 16	End of Student Add period for Summer 2023
June 19	Juneteenth Day: Academic and Administrative Holiday / Offices Closed
June 21-25	UU Polity Course at General Assembly 2023
June 23	Grades for Spring 2023 Incompletes Due
July 4	Independence Day: Administrative Holiday/ Offices Closed
August 7-25	Summer Intensives
	Late Registration is the first day of the course for Summer Intensives, unless there is pre-work.
	Drop date for August Summer Intensives is by the end of the 3rd day of the class.
	Petitions for Incompletes for Summer 2023 are due the final day of the course
August 24-25	Orientation and Threshold Ceremony
August 21-Sept. 1	Fall 2023 General Registration
August 25	Last Day of Summer 2023 Intensives
August 28	Summer 2023 Financial Aid Ends
August 28	Summer Term 2023 Ends
August 28-30	Symposium
<b>Fall 2023</b>	
September 1	General Registration for Fall 2023 Ends
September 1	Fall Term 2023 Begins
September 4	Labor Day: Administrative Holiday / Offices Closed
September 5	Instruction Begins for Fall 2023
September 5-15	Late Registration for Fall 2023
September 8	Deadline to Submit Grades for Summer 2023

September 15	Fall 2023 Late Registration Ends
September 15	End of Student Drop/Add Period for Fall Courses
September 15	Fall 2023 SKIL Forms Due
September 15	Part-time Status Change Forms Due
September 15	LOA, Program Extensions Due
September 15	Summer 2023 Incomplete Work Due
September 22	Hilda Mason Applications for 2024-2025 Due
September 22	Petitions to Graduate in December 2023 Due
September 25	Yom Kippur / School Closed
October 6	Grades for Summer 2023 Incompletes Due
October 23-27	Reading Week - No courses / Offices Closed
October 30	Institutional Tuition Scholarship Application Deadline for Spring 2024
November 6-17	Early Registration for Intersession 2024 and Spring 2024
November 17	Early Registration for Intersession 2024 and Spring 2024 Ends
November 23-24	Thanksgiving: Academic and Administrative Holiday / Offices Closed
November 27	Last Day for Change of Enrollments
December 6	Petitions for Incompletes for Fall 2023 Due
December 11	Last Day of Fall Courses
December 12-15	Study Week / Make Up Week
December 15	Final Course Syllabi Due for January 2024 Uploaded to Populi
December 18	Fall Term 2023 Ends
Dec. 18 - Jan. 2	Administrative Holiday / Offices Closed
<b>Intersession 2024</b>	
January 1-2	New Year's Day: Administrative Holiday / Offices Closed
January 2-5	January Intersession 2024 General Registration
January 5	Fall 2023 Incomplete Work Due
January 5	Intersession General Registration Ends
January 5	Intersession Term 2024 Begins
January 5	Intersession 2024 Courses Open to Students in Populi
January 8-26	Intersession 2024 Instruction
January 8	Late Registration for Intersession 2024 is First Day of Course (if no pre-work)
January 8	Fall 2023 Grades Due
January 9-10	Congregational Intern Ministry Gathering
January 15	MLK Day: Academic and Administrative Holiday / Offices Closed
January 16-26	General Registration for Spring 2024

January 17	Due date for Petitions for Incompletes for Intersession 2024 is the final day of the Intensive
January 18	Part-time Status Change Forms Due
January 18-19	Orientation and Threshold Ceremony
January 26	Last Day of Intersession 2024 Courses
January 26	General Registration for Spring 2024 Ends
<b>Spring 2024</b>	
January 26	Spring Term 2024 Begins
January 26	Spring 2024 Courses Open to Students in Populi
January 26	Grades Due for Fall 2023 Incompletes
January 29	Instruction Begins for Spring 2024
Jan. 29 - Feb. 9	Late Registration for Spring 2024
February 9	Intersession 2024 Grades Due
February 9	Intersession 2024 Incomplete Work Due
February 9	Last Day for Change of Enrollments
February 9	Spring 2024 SKIL Forms Due
February 9	LOA, Program Extensions Due
February 16	Petitions to Graduate in May 2024 Due
February 19	Presidents' Day: Academic and Administrative Holiday / Offices Closed
March 1	Intersession 2024 Incomplete Grades Due
March 18-22	Spring Break: Academic and Administrative Holiday / Offices Closed
March 29	Good Friday: Academic and Administrative Holiday / Offices Closed
March 29	Institutional Tuition Scholarship Application Deadline for 2024/2025 (First Review)
March 31	Easter Holiday
April 3	Last Day for Change in Enrollment for Spring 2024
April 10	Eid al-Fitr (starts at sundown on the 9 <sup>th</sup> ) / School Closed
April 15-26	Early Registration for Summer 2024 and Fall 2024
May 1	Petitions for Incompletes for Spring 2024 Due
May 6	Last Day of Spring Courses
May 7-10	Study Week / Make Up Week
May 9	SKSM Commencement
May 13	Spring Term 2024 Ends
May 27	Memorial Day: Academic and Administrative Holiday / Offices Closed
May 29	Final Institutional Tuition Scholarship Application Deadline for 2024/2025
<b>Summer 2024</b>	
May 31	Grades Due for Spring 2024
May 31	Work Due for Spring 2024 Incompletes

June 3	Summer 2024 Term Begins
June 3-14	Summer 2024 General Registration
June 14	Summer 2024 General Registration Ends
June 19	Juneteenth Day: Academic and Administrative Holiday / Offices Closed
June 19-23	UU Polity Course at General Assembly 2024
June 21	Grades Due for Spring 2024 Incompletes
July 4	Independence Day: Academic and Administrative Holiday / Offices Closed

# Officers of the School

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## Board of Trustees

Rev. Alison Miller, *Chair*  
Rochelle Fortier Nwadibia, *Vice Chair*  
Linda Laskowski, *Treasurer*  
Rev. Lyn Cox, *Secretary*  
Rebecca Cooke  
Dr. Ted Fetter  
Bruce Field  
Rev. Mykal Slack  
Dr. Tuli Patel

Rev. Dr. Traci West

*Ex Officio:*

Rev. Rosemary Bray McNatt, *SKSM President*  
Rev. Dr. Gabriella Lettini, *Dean of Faculty*  
Zebulon Green, *Graduate Association*  
Liesl Dees, *Student Member*  
Jenni Makihara, *Student Member*

## Core Faculty

Rev. Rosemary Bray McNatt  
*President, Professor of Unitarian  
Universalist Ministry & Heritage*

Dr. Som Pourfarzaneh  
*Assistant Professor of Islamic and Digital Media  
Studies*

Rev. Dr. Gabriella Lettini  
*Dean of Faculty & Chief Academic Officer  
Aurelia Henry Reinhardt Professor of  
Theological Ethics  
Director of Studies in Public Ministry*

Rev. Dr. Sheri Prud'homme  
*Assistant Professor of Religion and Education*

Rev. Dr. Christopher Schelin (*ex officio*)  
*Dean of Students  
Director of Contextual Education  
Assistant Professor of Practical and Political  
Theologies*

Rev. Dr. Meg Richardson  
*Associate Professor of Unitarian Universalist  
History & Associate Dean of Faculty*

## Faculty

Dr. Ashley L. Bacchi  
*Assistant Professor of Jewish History & Ancient  
Mediterranean Religions*

Rev. Dr. Matta Ghaly  
*Assistant Professor of Liberation Theology,  
Collective Ritual and Sacred Organizing*

J. Tyson Casey  
*Assistant Professor of Leadership & Movements*

Rev. Dr. Pamela Hancock  
*Assistant Professor of Spiritual Practice & Care*

Rev. Dr. Hugo Córdova Quero  
*Associate Professor of Critical Theories and  
Queer Theologies*

Rev. Tera Landers  
*Assistant Professor of the Practice  
of Congregational Life*

Dr. Shannon Frediani  
*Assistant Professor of Pedagogy in Multireligious  
Decolonial Liberative Education*

Rev. Kevin Alan Mann  
*Assistant Professor of Multicultural Chaplaincy  
and Community Ministries*

Taya Shere  
*Assistant Professor of Organic Multireligious  
Ritual*

## Adjunct Faculty

Leslie Bowling-Dyer  
Rev. John Buehrens  
Rev. Dr. Maria Cristina Vlassidis Burgoa  
Dr. Sabrina Dent  
Rev. Adam Dyer  
Dr. Gabriel Estrada

Ayize Jama-Everett  
Rev. Keyona Lazenby  
Rev. Shane Nelson  
Rev. Rebecca Parker  
Dr. Pravina Rodrigues  
Rev. Leslie Takahashi

## Advisor List

Dr. Ashley L Bacchi  
J. Tyson Casey  
Rev. Dr. Matta Ghaly  
Rev. Dr. Pamela Hancock  
Rev. Tera Landers

Rev. Dr. Gabriella Lettini  
Rev. Kevin Mann  
Dr. Som Pourfarzaneh  
Rev. Dr. Sheri Prud'homme  
Rev. Dr. Meg Richardson

## Staff

Rev. Rosemary Bray McNatt  
*President*

Rev. Dr. Gabriella Lettini  
*Dean of the Faculty and Chief Academic  
Officer*

Juliet Chan  
*Registrar*

Kim Moebius  
*Assistant to the Dean of the Faculty and  
Coordinator of Academic Programs*

Jacob Carroll  
*Marketing Coordinator*

Owais Qureshi  
*Student Accounts Manager & Finance and  
Advancement Assistant*

Jessica Cloud  
*Vice President of Advancement*

Dr. Hugo Córdova Quero  
*Director of Digital Learning*

Rev. Dr. Meg Richardson  
*Associate Dean of Faculty  
Deputy Title IX Coordinator*

Rev. Jacqueline Duhart  
*Director of Spiritual Services*

Rev. Dr. Christopher Schelin  
*Dean of Students & Director of Contextual  
Education  
Title IX Coordinator*

Dawn Higdon  
*Advancement Assistant*

Xander Huffman  
*Director of Communications*

Erica Toyama  
*Director of Annual Giving*

Teresa Joye  
*Executive Assistant to the President and  
Operations Director*

Matthew Waterman  
*Director of Admissions and Recruitment*

Fred Williamson  
*Safety Officer*



# Technical Requirements

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The majority of your Starr King educational experience will be mediated digitally. Most of our coursework is conducted online, as are all our chapel services and every whole-community gathering except for special events such as Symposium and Commencement. Students register for courses online and meet with their advisors via videoconference. Successful completion of the degree program therefore requires the use of hardware and software in good working order.

## Applications and Platforms

The following digital platforms are used by Starr King School for the Ministry to deliver its services:

**Populi** (<https://sksm.populiweb.com>) is our Student Information System and Learning Management System. On this platform, you submit your application, register for classes, pay tuition, access your courses and turn in course work, view your unofficial transcript, and request mailed copies of your official transcript.

**NOTE: Populi now requires multi-factor authentication called “Log In Approvals” (MFA).** When you login the first time after August 1, 2023 you’ll be prompted to set up MFA through your mobile device. Google Authenticator and Authy are free, and there are other options available as well. If you do not have a smart phone, you can download Authy to your computer desktop (Authy.com). You can find detailed instructions how to use Populi Log In

Approvals [on this PDF document](#). Re-authentication will be required every 14 days.

**Zoom** (<https://zoom.us>) is our videoconference service. You may meet with your advisor by Zoom or phone. Synchronous online and hybrid classes conduct sessions on Zoom. Chapel services are held on Zoom and in-person events are livestreamed.

**Adobe Fillable PDF forms:** Student forms are now fillable PDFs and are available for download through the Student Forms page for Current Students (<https://www.sksm.edu/resources/student-forms/>).

You must have Adobe Acrobat DC in order to complete the forms. The “Reader” version is free for download and allows you to sign PDF forms. You can download here:

<https://get.adobe.com/reader/>

How to fill and sign a PDF form:

1. Open the PDF document.
2. Click the “**Fill & Sign**” tool in the top right pane.



3. Fill out your form:  
Complete form filling by clicking a text field and typing or adding a text box. You can add checkmarks and fill in radio buttons too.

4. Sign your form:  
Click “Sign” in the toolbar at the top center of the page. Then draw, type, or choose an image for your signature. Then click “Apply” to place your signature on the form.



5. Save and send your form to the Registrar:  
After you have filled the form and added your signature, you will need to save it as a unique file. Go to “File” in the menu bar, then select “Save As” in the dropdown. Change the name of the file so that it follows this format: Term-Year\_Form Type\_Your Name.

E.g. 2020-FA\_Change of Enrollment\_Dorothy Day.

Once you have saved the file, email the newly named and completed form to the Registrar for signatures at Registrar@sksm.edu. Be sure to Cc your advisor when sending it to the Registrar, and to follow-up after a week to confirm the form was received and in process. It is your responsibility to ensure forms are completed.

## Equipment and Software

Please note the following requirements for utilizing these services. These requirements are specific to laptop and desktop computers. Current or recent-generation smartphones will meet all technical needs:

### *Internet Connection*

Broadband internet enabling at minimum upload/download speeds of 2.0 Mbps

### *Hardware*

2.5 GHz dual-core processor or higher

### *Operating System*

PC: Windows 7 or higher

Mac: OS X with Mac OS 10.10 or higher

### *Software*

Up-to-date internet browser, such as Google Chrome, Mozilla Firefox, or Apple Safari

Zoom Client for Meetings or Zoom smartphone app, freely available on the Zoom website or your app store

Word processing software for handling documents and writing essays. If you do not have Microsoft Office products such as Word you can download the Open Office software suite for free (<https://www.openoffice.org/>).

A free PDF reader that will allow you to open, complete, and sign school forms in PDF format. PDF readers include Adobe Acrobat (<https://get.adobe.com/reader/>) and Foxit Reader (<https://www.foxitsoftware.com/pdf-reader/>).

Please notify your advisor if you are unable to meet these technical requirements.

## Visiting SKSM

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The following information will be helpful for occasions if you travel to the Bay Area:

### Transportation

Two major airports serve the Bay Area: San Francisco International (SFO) and Oakland International (OAK). Both are connected to the

Bay Area Rapid Transit (BART) system for municipal rail service to San Francisco, San Jose, and the East Bay.

Transit options can get you around the Bay, including: BART, bus, ferry, cable car, light rail, train, taxi, car sharing, bike and scooter sharing. CalTrain, Amtrak and BART also reach to outlying cities.

Clipper Cards ([www.clippercard.com](http://www.clippercard.com)) allow you to ride most of the region's multiple transit services without fumbling around in your pockets for change. Visit 511.org for transit planning. Clipper Cards offer reduced rates for youth, seniors, and people with disabilities.

Helpful transit route-planning mobile apps include Google Maps and [Transit](#).

Ride sharing, bike and scooter sharing have their own apps -Uber, Lyft, Bird, Lime, etc. Bay Wheels (bike share) offers steep discounts for low income people. Sign up through [Bike Share for All](#). Some SKSM students find bicycles a viable transportation mode, thanks to the region's mild weather. Bikes can be brought on BART, CalTrain, Amtrak, and AC Transit buses. Check websites for details and instructions.

Starr King is conveniently located around the corner from the 12<sup>th</sup> St Oakland BART station, which is served by the Orange and Red lines (exit at 12<sup>th</sup> St Oakland BART station).

## Parking

If you travel to the Starr King facilities by personal or rental car, you may utilize the Douglas Parking garage that is next door at 420

13<sup>th</sup> St. Additional garages are located nearby on Webster, 11<sup>th</sup>, and 14<sup>th</sup> Streets.

## Dining

The 400 block of 13<sup>th</sup> St. is served by several restaurants and a coffee shop, with an additional variety of options within walking distance.

## Safety and Security

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Starr King takes seriously its responsibility to ensure a safe and secure campus environment. Whether you are a local student who may visit the school facilities frequently, or a distance-learning student who will occasionally travel to Oakland, it is important that you are informed about the procedures that will prevent or respond to emergency situations such as earthquakes, fires, criminal activity, and more.

### *Emergency Phone Numbers*

Oakland emergency dispatch can be contacted by calling 911, or 510-777-3211 from a mobile phone.

### *Emergency Updates by Radio*

In the event of local emergencies with an effect beyond the campus, tune into emergency radio stations for updates or instructions:

- KCBS 740 AM
- KGO 810 AM
- KNBR 680 AM
- Radio Oakland 530 AM

## Earthquake

Students should learn basic personal-safety measures to take in the event of an earthquake:

**DROP** to your hands and knees. This position prevents you from being knocked down and allows you to stay low and crawl to shelter as needed and available.

**COVER** your head and neck with one arm. Crawl underneath a study table or desk or next to an interior wall. Remain bent over to protect vital organs.

**HOLD ON** until shaking stops. Hold on to something secure with one hand and move with your shelter if it shifts. If you are inside, do not rush outside. If outdoors, move to an open area away from buildings, trees, power lines, etc. (when it is safe to do so) and stay dropped and covered.

## 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 – pull the fire 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.

## Building Evacuation

In any emergency that requires the evacuation of the campus building, such as when a fire is detected or when directed by Starr King staff or first responders, all persons should follow the designated evacuation route, clear the building entryway(s), and proceed to the designated Emergency Assembly Area (EAA), which, unless otherwise indicated, is the sidewalk immediately across 13<sup>th</sup> Street.

## Shelter in Place

Certain incidents, such as a civil disturbance, active threat, or hazardous material release, may require community members to shelter in place. In the event that a shelter in place is declared, please take the following steps:

Shut and lock exterior doors and windows.

Everyone should congregate in interior rooms away from entrances and windows. Await further instruction from public safety officers or first responders.

*In the event of an active incident:* Turn out all lights. Lock doors and barricade with heavy furniture. Remain quiet and low to the ground. Take cover and limit movement to conceal your location. Do not leave until you are evacuated or advised by authorities that it is safe.

*In the event of a hazardous materials release:* Move to an interior room, preferably above ground level, with as few windows or other openings as possible. Take shallow breaths through a towel or cloth if gases or vapors have been detected. Where possible, disable all HVAC systems. Seal openings to the outside with wet towels, plastic sheeting, aluminum foil, or wax paper. Notify emergency contacts that you are safe and remain in position until evacuated or are advised by authorities that it is safe.

## **Medical Emergencies**

In the event of a medical emergency, immediately contact local Emergency Medical Services by dialing 911 (or 510-777-3211 for mobile phone users).

# Academics



# Educational Philosophy

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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 home base in downtown Oakland.
- Global immersions deepen multi-religious and cross-cultural learning.

**Relational** in its educational practice:

- All courses strive to create intentional learning communities, and chapel services, online events, the annual Symposium and Intensive courses try to 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 Educational Design centers education on the transformative power of relationships and honors the “interdependent web of all existence.” Each degree candidate 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: 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.

## ECO Commitment

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### 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.

Rev. Dr. 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 former Starr King President 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.

## Advising

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SKSM's educational philosophy is carried out through individual advising by the faculty. Each degree candidate is assigned a primary advisor, although that advisor may change over time. Advisors are available to returning students from late August to the end of the Fall semester and from mid-January to the end of the Spring semester. New students will be in touch with their advisor earlier, during August and January Orientation weeks. 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 and research time in July, and will focus on class preparation in the first part of August.

Our advising model is aligned with the school's ECO philosophy of creating just and sustainable communities, and cultivates independence, collaboration and accountability, supporting capacity within our educational ecosystem. SKSM advisors guide students through their academic journey.

In July 2021, SKSM hired a part-time Director of Spiritual Services to serve the students spiritual support and formation, Rev. Jacqueline Duhart. Advisors can refer an advisee to the Director of Spiritual Services when something comes up that falls outside of the scope of academic advising. This new addition to our organizational team allows advisors to focus on a student's academic progress, while ensuring the school meets the spiritual needs of the students (as they were articulated in the Student Body Mental Health Task Force Report & Recommendations 2017-2018). As this role integrates within our ecosystem, additional shifts may be made in the role of academic advisor in the coming years, so as to further support collaboration of these roles.

Advisors are expected to:

- Serve as witness, memory, and guide in the shaping of individual students' programs of study and academic progress.
- Meet for 20-30 minutes with the student once or twice on a one-on-one basis during each academic term (Summer/Fall and Intersession/Spring). Any additional academic one-on-one advising meetings, beyond four per academic year, will be

determined as needed in relation to the student's academic progress.

- Offer counsel to the advisee in the planning of their course of study and work through the various portals.
- Ensure advisee registers for specific portal requirements within the appropriate timeframe for completion. This includes: Threshold Assessment, Portfolio Conference, and Petition to Graduate.
- Be familiar with SKSM policies, procedures and deadlines.
- Encourage student to stretch, risk, and be accountable for their learning.
- Listen and support student's spiritual formation.
- Work with student on special reading courses and/or suggest another faculty. Serves as primary point-of-contact with the advisee on write-ups of individual learning experiences (e.g. external SKILs and Symposium reflections).
- Review and sign advisee forms.
- Respond to students' requests via email within one week (not including weekends, holidays, or school closures), or as determined by the advisor/advisee at the start of the term.
- 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 (advanced notice required).

- Model appropriate boundaries in the advising relationship.

Because the advising relationship is mutual, students are expected to:

- Check in with the advisor regularly, as needed, during the academic terms, via email and/or scheduled appointments.
- Consult with advisor before registering for courses.
- Acknowledge that the faculty balances a variety of responsibilities.
- Respect the schedule and time availability of the advisor. Advisors are not expected to meet on weekends, holidays, and outside business hours.
- Practice professional discipline and ethics in scheduling and attending advisory meetings, adhering to deadlines, checking the Student Handbook before requesting information, and incorporating feedback received.
- Assume good intentions and expect that when problems are identified that they are being resolved with grace and understanding.
- Come to meetings prepared, with questions, concerns and ideas to share.
- Provide advisor with a draft agenda and all relevant information to review in one timely email prior to the scheduled meeting.
- 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 one week in advance.
- Make requests for letters of reference one month in advance, when possible.
- Contact advisor promptly if they need to cancel or reschedule a meeting.
- Abide by the 2-minute agency practice: If student has an inquiry or needs information for their educational experience, two minutes will be spent consulting the Student Handbook to find a solution. If unable to find the necessary information, student will contact the appropriate person to find a solution (may not be the advisor).
- Provide clear and succinct requests via email to the advisor as needed.
- Turn registration and other forms into advisor in a timely manner.
- Register for the specific degree requirements as directed by the student handbook and their advisor. This includes: Threshold Assessment, Portfolio Conference, and Petition to Graduate.
- Complete specific degree requirements in the term in which they are registered to do so. Failure to do so may result in a hold being placed on a student's academic progress, and a freeze on future registrations.
- Take responsibility for their actions (or inactions) as a student spiritual leader.
- Understand and respect the boundaries of this professional relationship.

- Understand that the advisors are to be contacted for academic concerns.

## Working with the Faculty

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For other concerns, please contact:

- Rev. Jacqueline Duhart, the Director of Spiritual Services, for pastoral care and spiritual development;
- Rev. Tera Landers for Congregational Field work and Internships;
- Rev. Dr. Chris Schelin for community field work and internship, and CPE;
- Rev. Dr. Chris Schelin, Dean of Students, for consultation and support in the following areas:
  - Emergency support from SKSM in the form of loans, relief grants, or referral to other resources
  - Enrolling in the Student Health Insurance Plan
  - Seeking accommodations for a mental or physical disability (Cf. Students with Disabilities Policy)
  - Concerns about sexual misconduct perpetrated by a member of the SKSM community or in the context of SKSM academic programs (Cf. Sexual Misconduct Policy)
  - Discernment about filing for a Leave of Absence or Withdrawal from SKSM

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, students can consult with other faculty on specific matters in their area or expertise.

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, 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 (new students) and Spring semesters (except winter and spring breaks). Other times, such as Fall 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 term 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 Appointment with a 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 15 or 30 minutes, depending on needs. If you would like more time with the professor, kindly explain your need 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. Please contact the faculty ASAP if you need to cancel or are late.
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 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 before or after class (on Zoom), but please be considerate

and ask if they really have the time: they may need to focus on other tasks. 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.

2. Please be mindful of break times for faculty and staff, such as lunch breaks.
3. 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 private phone numbers. Students may contact faculty at the phone numbers listed on the SKSM website. Faculty may provide supplementary contact information as they judge it to be appropriate.
3. Adjunct Faculty, Research Scholars and Hilda Mason and Newhall Teaching Fellows do not have offices or voicemail



boxes at the school and cannot be reached by phone via the school.

### 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, concise message - unclear questions and lengthy messages often lead to confusion and therefore to additional work.
- Include greetings and common expressions of courtesy such as please and thank you. Treating people with respect is a small way to embody our commitments.
- 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

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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 (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 semester, they will conduct an **Initial Threshold Assessment** with their advisor to identify areas where they already have some experience and those that will require more of their attention. Students must register for this **Initial Threshold Assessment** (listed as ITA-1000 in Populi) in the corresponding term they plan on completing it with their advisor. 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.

Each threshold is listed below by number, title, and Populi course code (in parentheses).

### Threshold Learning Outcomes

**Threshold One:**  
**Life in Religious Community**  
**& Interfaith Engagement (LC)**

*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 (PW)**

*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 (TI)**

*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 (HT)

*The Offices of Scholar and Activist*

Students will learn to articulate their theaology 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 (PC) *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 (TC) *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 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.

#### Threshold Seven:

#### **Educating for Wholeness & Liberation (EL)**

*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 (AR)**

*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 register for and complete 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. Students must allow a minimum of two weeks for their advisor to review the content of the Threshold Assessment before they convene to discuss it. This ensures adequate time for the threshold review to be completed and the requisite paperwork to be submitted by the end of term.

A tool called the Threshold Self-Assessment form is posted on the SKSM website under Student Forms: <https://www.sksm.edu/resources/student-forms/>

Students must complete their Threshold Assessment within their first semester of work at SKSM. The exercise is an important tool that will allow student and advisor to plan the course of study. The Threshold assessment will be placed in the student's online file.

The Threshold Assessment **must be reviewed and signed by the advisor** before a student can set up their Portfolio Conference.

## Portals

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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 expectations\*
- Engage in academic planning\*
- Complete Initial Threshold Assessment\*\*
- 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\*

- Review the Threshold Assessment\* by mid-program, before the Portfolio Conference
- Complete Portfolio Conference and Packet\*\*

### Portal Two: DEEPENING

- Do Academic Planning\*
- Articulate theology 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\*

### 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 in-care 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. Tasks marked with two asterisks (\*\*) require student registration for the term in which the task will be completed. Be sure to communicate with your advisor as to the best time to complete the required tasks.

## Portal Benchmarks

While most of the program portal components are nonlinear, there are a few that must be completed in a specific order and during a set time in your degree path. These are the initial Threshold Assessment, the mid-degree Portfolio Conference, and the Petition to Graduate. Students must register for these three tasks in Populi, for the term in which a student is expected to complete them. As part of their registration, students are required to watch recorded videos of faculty and student discussions on these components. After students have confirmed viewing these videos, they can work with their advisor to ensure timely completion of the tasks involved. Completion of one component is required before moving to the next one. In general, the timing of these are as follows:

- Initial Threshold Assessment
  - First semester as a student.
- Mid-degree Portfolio Conference
  - MASC students:
    - Third semester (full-time)
    - Fourth semester (part-time)
  - MDiv students:
    - Third or fourth semester (full-time)
    - Fourth or fifth semester (part-time)
- Petition to Graduate
  - The term prior to anticipated graduation.
    - Summer for December graduation
    - Intersession for May graduation.

Students are expected to complete the task in the semester within which they registered. If the task is not completed prior to early registration, the student may have their registration frozen so that they cannot register for the next semester. Exceptions will be granted only with approval from the student's advisor and the dean of faculty. In such instances, the expectation is that the student will complete the task before the next semester begins, so that they can register during Late Registration.

## Multiple Modes of Teaching and Learning

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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:

### Starr King Courses

- synchronous hybrid courses (students are on Zoom or at a physical gathering)
- synchronous courses (all are on Zoom)
- asynchronous online courses, on Populi
- Starr King Symposia and intensives in August and January, hybrid (intensives may require substantial preparation before the course)

- Starr King immersions, offered on occasion at sites around the globe
- Starr King has four terms: Summer (mainly August courses), Fall, January and Spring.

### **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

### **Starr King Individualized Learning (SKIL)**

Independent study under faculty supervision is regarded as SKIL (Starr King Individualized Learning). 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 Fall and Spring term 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. January and Summer SKILs are occasionally allowed, as for individual faculty decisions. No SKILs meetings will take place in July as faculty are not available then.

The form and syllabus template can be found on the Student Forms page of the SKSM website. More information on enrolling is found in the Office of the Registrar section of this handbook.

### **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

Students will be able to engage in different learning modalities:

- SKSM Synchronous Online/Hybrid Courses - semester-long courses, week-long January or Summer intensive courses.
- Asynchronous Online Courses



- SKIL Courses – Independent study under faculty supervision
- Contextual Learning: Clinical Pastoral Education (CPE), congregational or community fieldwork, parish or community internships. They do not take place on the SKSM campus and are not supervised by SKSM 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).

## 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. A member of All Souls Unitarian Church, Hilda Mason was the recipient of an honorary doctorate from Starr King School for the Ministry and a former trustee of the school.

### *Hilda Mason Teaching Fellowship for Student-Taught Courses*

Applications for courses already existing and taught by faculty, or for courses derivative from courses taught by faculty, will not be accepted.

Please note: On occasion the Dean of Faculty and curriculum committee will review proposals that are outside the traditional student-taught course model. If students have ideas for a course that does not fit the description outlined above (for example, teaching a course in a community setting), they may submit it for consideration after consulting with their advisor and the Dean of the Faculty.

### *Applying for Hilda Mason Fellowship*

Successful completion of the ECO intensive course is a prerequisite to apply for the Hilda Mason Fellowship. We suggest that individual students interested in applying start working on a proposal with their advisor in the Spring in order to meet the Curriculum Committee September deadline.

Students are encouraged to enroll in the corresponding course HM-1000 in Populi for the Summer 2023 term. This zero-credit asynchronous course compiles various resources for the Hilda Mason Fellowship, intending to provide a container for students considering this teaching opportunity. Students enrolled in the course can access sample applications and syllabi from some previous HMF recipients, a faculty member that serves on the selection committee, and references on the history, policies, and requirements involved with the fellowship award. You are encouraged to provide your completed application to your advisor no later than early August so they have sufficient time to review, provide feedback, and draft their recommendation letter.

Applicants must clearly submit all of the information below in one document (unless specified otherwise).

Word and page count are suggestions based on historical patterns, not requirements. Your submissions for each of the nine (9) required areas can be outside of the suggested ranges.

1) Course title and description. Please keep the title to approximately 40 characters, including spaces and punctuation. Course description is generally 1-2 paragraphs (150 – 300 words) and

includes the related SKSM Thresholds and MFC Competencies (when applicable).

2) Outline of syllabus. While the development of a full syllabus is not necessary at the point of application, please review the SKSM Syllabus Template on Student Forms. If you have a full draft syllabus, you can include it as a distinct file in your application packet.

3) Statement of teaching and learning philosophy (including ECO-CJSC). This statement usually ranges between 200 – 500 words, approximately 1-2 pages total.

4) Context/setting of the proposed course. E.g., will this course be offered asynchronously or synchronously? Will there be elements that are outside of the scheduled course meeting time (such as lectures, homework)? Will students be assigned to work in pairs or small groups? Is it a lecture or seminar style of curriculum?

Provide any contextual or design elements you can at this time. Approximately 50 – 200 words.

5) Course time frame. E.g., Will it meet weekly? Monthly? Daily (as an intensive)? For how long will each meeting occur? Which term would you prefer to offer it in (Summer, Fall, Intersession, Spring)?

A sentence or two is usually sufficient.

6) Curriculum Vitae (CV). What qualifies you to teach this course? What teaching experience do you have?

Responses usually ranges between 150 – 500 words and provide a succinct and relevant

overview of your CV. Include your CV as a separate file in your application packet.

7) Why is it important we add this course to our offerings/Why is this course important to the community?

This usually ranges between 150 – 300 words.

8) Does your advisor support your plan to teach next year? Are you making Standard Academic Progress so far?

Applicant's responses to both questions must be in the affirmative (e.g., "yes" and "yes") to be considered.

9) Reference letter from your advisor.

Include with your application packet. Reference letters are generally 150-400 words, or 1-2 pages.

1. Does your advisor support your plan to teach next year? Are you making Standard Academic Progress so far?
2. Reference letter from your advisor

### *Call for Proposals for the 2024-2025 Hilda Mason Fellowship*

All applications will have to be submitted via email to the Assistant to the Dean of Faculty by **11:59pm, Friday, September 22, 2023.**

MASC students completing the program in two years may 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 individual 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 for both the teaching fellow and enrolled students in terms of Starr King's educational values and commitments, and the significance of the teaching opportunity for the fellow'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 that rely on guest lecturers are discouraged.

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. For this reason, applications by teaching teams (of three or more students) will not receive consideration.

Selection committee members review and evaluate each proposal based on a four-point scale across seven categories.

Scale: 4 = Excellent; 3 = Strong, needs some development; 2= Weak, needs a lot of work; 1 = Non-developed.

Categories: 1) ECO-CJSC; 2) Multi-Religiosity; 3) Pedagogy; 4) Originality; 5) Sources; 6) Experience; 7) Reference Letter

After each committee member has evaluated all the proposals, they meet to deliberate and determine if award(s) will be offered for the for the following academic year.

### *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 Finance Director and the Registrar's Office.

Currently, the Fellowship is \$2000 for teaching a 3-unit course. Students can also register for a free three credit SKIL (Starr King Individualized Learning Course) 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 (tuition credits). 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 term that the student is scheduled to teach. In very rare instances, a student may be selected to teach in the term after they graduate, in which case they will not receive a tuition credit but will be paid the full fellowship amount (please note: this payment would be taxable)

### *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 term when the course is offered, the mentor/supervisor will meet periodically 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 term, 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, as a paid SKIL) for the preparation of the course.**

### *Cancellation of the Course*

If a Teaching Fellowship course is cancelled because of no or low enrollment, the Hilda Mason Teaching Fellowship opportunity will not be cancelled for the student. The student will be encouraged to offer the

course in another venue, if possible, or at another time.

The Hilda Mason fellows are a special category of adjuncts. As such, they are not asked to attend faculty meetings and study times, unless by special invitation.

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## Degree Programs

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### **Master of Divinity**

The Master of Divinity (MDiv) has the following requirements:

- A minimum of 90 units of credit.
- Three required core courses
  1. The Educating to Counter Oppressions (ECO) Core course. This course must be taken within six months of matriculation.
  2. The Multireligious Intensive
  3. One of the following: UU Leadership Core Intensive (for students on the UU ordination track), Leadership Along the Way, or Organizational Management)
- 5 or More Units of Contextual Education (for students who matriculated beginning August 2024)
  1. Eligible credit: field work or internship in a congregational or community setting, or Clinical Pastoral Education.
  2. May be earned singly or cumulatively.

- Participation in two or more 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
- 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 (5 units minimum) and the Community Intern Reflection Class (1 unit).
- MASC Project (3 units): a creative project representative of the student's learning during the program, chosen and prepared in consultation with the instructor and with the support of one's advisor.

See also:

<https://www.sksm.edu/academics/degree-programs/master-of-divinity/>

## Master of Arts in Social Change

The Master of Arts in Social Change (MASC) has the following requirements:

- A minimum of 48 units of credit.
- The Educating to Counter Oppressions (ECO) Core course. This course must be taken within six months of matriculation.
- Participation in 1 or more Symposia
- A Threshold Self-Assessment (in the first term)
- A Mid-Degree Portfolio Conference

See also:

<https://www.sksm.edu/academics/degree-programs/master-of-arts-in-social-change/>

## MDiv/MASC Dual Degree

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).

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.

The Dual Degree Program will entail:

- 24 units can be used towards both degrees, at the discretion of the student's advisor.
- A total of 114 credits.
- 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.

See also Concurrent Degree Programs in the next section on "Tuition and Fees."

## 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.

## Pacing Your Degree

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.

The flow of the Academic Year resolves through four terms:

- Summer term (June-August): June GA Immersion, August Intensives, August Symposium.
- Fall Semester (September-December): Online, Hybrid, Residential, and Immersion courses.
- Intersession (January): January intensives

Spring Semester (February-May): Online, Hybrid, Residential, and Immersion courses.

## Degree Concentrations

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### MDiv/MASC Chaplaincy Concentration

Are you fueled by a desire to serve your community as a chaplain? If so, the Starr King Chaplaincy Concentration provides a path for those seeking to become a chaplain, board-certified or not, in a variety of settings, including: hospital, hospice, military, law enforcement, and more. Most chaplaincy positions require that you obtain a Master of Divinity, as such, we have designed this concentration with the focus of helping you obtain a career position after you graduate. However, those choosing to do Movement or Entrepreneurial Chaplaincy may find their educational grounding in our MASC Program instead. In either case, we have maintained our focus on radical education, sacred activism, multi-religiosity, and social justice.

Required for MDiv:

- Educating to Counter Oppressions (ECO)
- Multi-Religious Core Course
- Leadership Core Course

The Chaplaincy Concentration required courses:

- A Theological Ethics Course of Your Choosing (3 units)
- Spiritual Traditions Courses of Your Choosing (at least 3 courses, but more can be taken if determined necessary by student and advisor) – please work with your advisor to determine what courses are appropriate for your journey. If you are going to be ordained through the Chaplaincy Institute, you may

want to discuss this with that organization as well.

Under the SKSM Spiritual Practice & Care of the Soul Threshold:

- Spiritual Practices for These Times
- Illness, Health, & Healing
- Forgiveness & Moral Repair
- Deep Listening for All Forms of Ministry
- Pastoral Care – “Pastoral Care” or “Pastoral Counseling” course is required.

Chaplaincy Formation – 6 stages (1.5 units/semester. Up to 2 stages can be taken each semester for a total of 9 units)

- Stage 1 & Stage 6 – Delve into your own personal spiritual formation, with the focus of being able to articulate your beliefs in writing.
- Stage 2 – Explains the requirements of working as a chaplain in multiple settings.
- Stage 3 – Explores group dynamics and organizational culture, system, and relationships within each of those settings.
- Stage 4 – Focuses on functioning pastorally within boundaries and using pastoral authority from an ECO perspective.
- Stage 5 – Explores ministering to people in specific traditions and identities.

One unit of CPE, or equivalent (up to 10 units)

As we are offering a program to assist anyone of any religious or spiritual tradition, we are in collaboration with several ordaining bodies to assist those who graduate from our program to become ordained. As a result of this, we offer a unique set of courses known as “Pastoral and Professional Formation” that will provide our Chaplaincy students with a cohort to go through the formation process in preparation of

ordination with whatever ordaining body they choose.

For those on a regular 3-year track, they will stay with the “Pod” with which they started; for those on longer tracks, this Formation process will be provided in their last 6 semesters. These courses will detail the requirements of working as a chaplain in multiple settings; how to function pastorally within boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships; and finally, attention to each individual’s formation process. Each pod course is a 1.5 unit per term [for a total of 9 units].

#### *ENDORISING/ORDAINING BODIES*

[Unitarian Universalist Association](#)

[Order of Universal Interfaith](#)

[Sacred Well Congregation](#)

[The Chaplaincy Institute](#)

For more information about the chaplaincy concentration or to enroll, please contact Prof. Pamela Hancock ([phancock@sksm.edu](mailto:phancock@sksm.edu)).

#### **MDiv/MASC UU Ministry Concentration**

The Starr King Unitarian Universalist Concentration, directed by Dr. Meg Richardson, prepares students for ministerial fellowship in the Unitarian Universalist Association. The concentration includes courses in introductory and advanced counter-oppressive theologies and ministerial theories, as well as Unitarian Universalist identity and prophetic witness, and assists those in the concentration in their pursuit of a career as a Unitarian Universalist minister.

#### *Required Courses/Work for the Unitarian Universalist Concentration at SKSM*

The following classes are required to complete the Unitarian Universalist Concentration, organized here following the Ministerial Fellowship Committee’s areas of ministerial competence. All three of the core intensives required of SKSM students are included. Students also need to fulfill the SKSM’s Symposia requirement.

##### *One: Worship and Rites of Passage*

- Intro to Preaching in the Cross-Cultural Context
- UU Liturgy and Worship Arts *OR* Transformative Ritual Craft
- UU Theologies (UU History strongly recommended beforehand)
- Liberation Theologies course

##### *Two: Pastoral Care and Presence*

- Intro to Pastoral Counseling *OR* Deep Listening for All Forms of Ministry

##### *Three: Spiritual Development for Self and Others*

- Introduction to Religious Education *OR* Adult Faith Development
- Hebrew & Christian Scriptures Courses

##### *Four: Social Justice in the Public Square*

- Religious Ethics
- Additional required course content to be addressed by electives: (Choose four) Community Organizing/Social Change Theory; Public Leadership; UU History of Prophetic Witness; Justice Theory; History of Oppression; LGBTQI Studies; Gender Studies; Feminist Studies; Disability Studies;



Postcolonial Theory; Ethnic Studies;  
Environmental Justice; Peace Studies.

Note: Students are responsible for tracking  
electives in consultation with the Faculty Advisor.

*Five: Administration*

- UU Ministerial Leadership Core Intensive
- Congregation and Nonprofit Administration

*Six: Serves the Larger Unitarian Universalist Faith*

- UU History
- UU Polity
- History of Christianity

*Seven: Leads the Faith into the Future*

- Multi-Religiosity Core Intensive
- Youth and Young Adult Ministry Course

The remaining credits for the degree program  
can be filled with elective courses or the  
requirements of an additional concentration.  
Students also work with their advisors to ensure  
they meet SKSM's threshold requirements. In  
addition to coursework, all students will complete

- at least one semester of seven to ten hours per  
week of field education serving in a Unitarian  
Universalist congregation with participation in  
a reflection group.
- at least one semester of seven to ten hours per  
week serving in a community setting for  
ministry along with participation in the  
corresponding field education reflection  
group.

The final requirement is participation in a five-  
week spiritual direction group each year with  
fellow Starr King students led by the Director of  
Spiritual Care Services. Participation in the

UUA/UUMA Ministerial Formation Network's  
monthly meetings and seminars are strongly  
encouraged.

*Enrolling in the Concentration*

Students may enroll in the Unitarian Universalist  
Ministry Concentration during General  
Registration by selecting it as a zero credit  
course. There is no application process and  
SKSM degree candidates who wish to enroll in  
the concentration will be accepted.

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## Certificate Programs

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### The Graduate Certificate in Unitarian Universalist Studies (CUUS)

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 four courses (12 units).  
To enroll in the Certificate in Unitarian  
Universalist Studies program, submit your  
[Certificate Program Enrollment](#) form found on  
our website. The Admissions Coordinator 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 @ GA  
UU North American History (e.g. Boston)

*Intensive Courses*

UU Ministerial Leadership  
UU Thematic Preaching

*Online Courses*

Systems Thinking and Leadership  
UU History  
Mental Illness and Oppressions  
UU Theologies  
Dynamic Youth Ministry  
Adult Faith Development  
Promised Lands

**The Graduate Certificate in Multi-Religious Studies (CMRS)**

The Starr King Certificate in Multi-Religious Studies, directed by Dr. Som Pourfarzaneh, 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 four courses (12 units) taken online or through short-term intensives. 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:*

- Multi-Religious Core Intensive
- 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
- Intro to Islam
- Forgiveness
- Unitarian Universalist History
- Mental Illness and Oppressions
- Systems Thinking and Leadership

## The Graduate Certificate in Chaplaincy Studies

The Starr King Certificate in Chaplaincy Studies, directed by Rev. Dr. Pamela D. Hancock, enables you to study the full complement of Chaplaincy topics to help you understand the types of Chaplaincy positions available today, go through a formation process at your own pace, and become prepared to minister to the world. Complete your 18-unit certificate through a set of six formation stages (1.5 units each) and three courses in the Spiritual Practice & Care of the Soul Threshold (3 units each) taken 100% online. The successful completion of one unit of CPE (no SKSM fees/units for this work) is also required for the certificate program—this is done through an Accredited CPE Center during or after your coursework. See a list of [accredited centers](#).

### *Program Prerequisites:*

- MDiv or comparable master's degree is also required for enrollment.
- SKSM's ECO Core – Educating to Create Just and Sustainable Communities that Counter Oppressions

### *Required Courses:*

- Chaplaincy Formation – 6 Stages

This will be a set of 1.5 unit per semester “Pod” courses (for a total of 9 units) that will provide a cohort with whom to go through the formation process.

Stage 1 & Stage 6 – Focus on your own personal spiritual formation, with the emphasis on being able to articulate your beliefs in writing.

Stage 2 – Explains the requirements of working as a chaplain in multiple settings.

Stage 3 – Dives into group dynamics and organizational culture, systems and relationships within several settings; along with preparation of a CPE application.

Stage 4 – Examines how to function pastorally within boundaries and using pastoral authority, utilizing the Starr King – Educating to Counter Oppression lens.

Stage 5 – Demonstrates how to minister to those in specific traditions, cultures and identities.

### *Elective Courses in Fulfillment of the Threshold “Spiritual Practice and Care of the Soul”*

Choose three:

- Spiritual Practices for these Times
- Illness, Health & Healing
- Forgiveness & Moral Repair
- Deep Listening for All Forms of Ministry
- Depth Psychology for Chaplains

Optional Additional Course: Disaster Chaplaincy + Nova certificate (.5 unit)

## The Graduate Certificate in Psychedelic Justice and Companionship

Starr King’s commitment to educating to counter oppression provides a framework with which to explore the world of psychedelics and plant medicine. A framework that acknowledges both the traditional holders of this sacred knowledge and the current oppressive reality of the war on

drugs and its disproportionate onus on people of color and the poor.

This online certification program is for those who already have a graduate degree, as well as current Starr King students. It includes a mix of coursework, fieldwork, supervision, and lectures. Those who earn a Certificate in Psychedelic Justice and Companionship from Starr King will have familiarity with the rituals, history, and science of psychedelic work in the United States and be prepared to enter such conversations as chaplains, ministers, and community leaders.

The Certificate provides religious leaders with the grounding to assist in the unfolding of a diverse and equitable psychedelic culture. Promoting diversity and inclusion by understanding that specific voices have been long marginalized in Western psychedelic culture, will enable graduates of this certificate program to hold space and companion people in nurturing and counter-oppressive ways. The focus on justice and companionship can lead graduates to positions in advocacy and/or entrepreneurship in this blossoming field.

The certificate is a 12-unit program to be completed within two years.

*Prerequisite:*

- Educating to Counter Oppressions (ECO)

Students may take ECO and Sacred and the Substance concurrently. During January Intersession, students should have their medicine journey either with a guide in a sanctioned location or in a study.

*Semester 1*

- Educating to Counter Oppressions (ECO) - *If not already taken* (3 credits)
- Sacred and the Substance (3 credits)

*Semester 2*

- Deep Listening for All Forms of Ministry (3 credits)

*Semester 3*

- Psychedelic Ministry Methods (3 credits)

*Semester 4*

- *New course on decriminalization and allyship – TBD* (3 credits)

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## Online Learning

### Online Class Assistance

Director of Digital Learning, Rev. Dr. Hugo Córdova Quero ([hquero@sksm.edu](mailto:hquero@sksm.edu)), assists faculty and students in creating online educational environments that include the foundations for excellent teaching and learning.

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: 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 or classes.

## 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>

## Populi

Our LMS system, Populi, cannot be used as a repository of your files. Therefore, please make sure to have all the documents saved in your computer or preferred storage system by the end-day of the term. Once courses are finalized (after grades are submitted), students will not be able to access the past courses. In order to protect your sensitive data, Populi requires you to use their two-factor authentication system known as “Login Approvals”. Populi will guide you through the set up the first time you log in, and will prompt you to reauthenticate every 14 days.

Link to FAQ about using Populi as a LMS (Learning Management System):

<https://www.sksm.edu/populi-lms-faq/>

Link to Populi instructions for students: [Populi 101 for Students](#)

Links to Populi video tutorials for setting up Login Approvals: [with a smartphone](#), [without a smartphone](#)

Links to Populi recommended free authenticator apps: [Authy](#), [Google Authenticator](#)

Link to recording of a live demo and Q & A for Populi LMS: [Demo recording](#)

Please consult the Populi 101 for more details on utilizing the platform. If you still have questions and/or issues, please consult the registrar at [registrar@sksm.edu](mailto:registrar@sksm.edu).

Search the Knowledge Base

Populi Help is easily accessible through the Search the Knowledge Base database:

YouTube is a rich resource for Populi know-how. You can access a great video at: <https://www.youtube.com/watch?v=9JNIMn0y9jI>.

There are many tutorials from which you can benefit to improve your Populi experience.

## **Attendance in Online Courses**

Students should take care to keep instructors apprised throughout a term. 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 instructor's SKSM email address either in the syllabus or in the SKSM online directory ([www.sksm.com/meet-us](http://www.sksm.com/meet-us)).

See How Students Develop Online Learning Skills," <http://www.educause.edu/ero/article/how-students-develop-online-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 the frequency of logins and

posting. Norms at SKSM 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 absent from the course for all that time. Students are only entitled to be absent one week per term from an online course.

Please be aware that Populi will sign you out after a period of inactivity. It is best to write your posts before posting in either MS Word or Notepad, and then insert your post into Populi. Having a backup is the safest way to deal with potentially being signed out before finishing your post and losing what you have written.

## **Length of Message**

A screen's worth (two or three paragraphs) is usually enough. Because reading on a monitor can tire the eyes, brevity is helpful and appreciated. Instead of posting an exceedingly long message, try to divide your thoughts into different conversations, so you can interact with more classmates in a given week. That will also foster interaction with your peers in a more diversifying way.

## **Writing**

Keep your posts simple. Use short sentences and capitalize rarely; 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 underlying 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 to understand certain topics—to use a word that 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 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. Consider asking a question to the classmates posting in the conversation to be sure that you are understanding them correctly, then compose your reply thoughtfully, perhaps waiting a few minutes to click that button and submit.

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. It is better to be sure your classmates understand your meaning than creating an uncomfortable situation due to misinterpretations. You may also want to consult your instructor to check if your

understanding of a topic of 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 elements 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 Populi. Learning 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 never welcome, and online communications infamously misinterpret

comments thought to be funny. Pay attention to this quirky phenomenon.

Besides, humor is culturally and linguistically 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. Furthermore, many cultures understand terms differently. Therefore, an “innocent” joke in the U.S. may result in an offense to someone from other culture and/or different language.

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 Populi discussion postings (online courses) either in your papers or outside the classroom.

We understand Populi discussions 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 expect to be unable to submit your work by the deadline, please contact your instructor to arrange to make up any lost work. 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 submission of assignments through Populi. Email submissions to



your instructor may not count as official turning in of your assignments.

Please remember that your instructor also has deadlines for submission of grades. Extensions (incomplete) are granted in exceptional cases, not as a norm. Therefore, please plan ahead for deadlines for the submission of all your assignments. Extensions are not meant for work that should have been turned in during the semester. They only give you extra time to turn in your final course assignment under exceptional circumstances. That implies that if you petition for 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 turn in 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 to submit your final course assignment at the end of the third week of the extension, will automatically turn into an F (fail).

### **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 your instructor has no editing privileges in Populi 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 during registration periods (Early/General/Late) on Populi. Your instructor has no editing privileges on Populi to do this.

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 review and understand the registration policies so you avoid delays in your registration or extra financial charges when dropping an online course.

## **Course Participation**

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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.

## Course Evaluations

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Starr King asks all students to complete course evaluation forms at the midpoint and at the conclusion of a semester. Course evaluations are an opportunity to provide constructive feedback on course delivery and content.

These evaluations are not submitted anonymously. Direct address is the preferable first method for resolving any disputes or disagreements. Serious concerns about an instructor and/or a course may be directed to the Dean of Faculty in keeping with our Academic or Personal Dispute Policy.

Please email any questions to Coordinator of Academic Programs, [kmoebius@sksm.edu](mailto:kmoebius@sksm.edu).

### Midterm Evaluations

Students are asked to complete the mid-term 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.

Students are asked to complete the mid-term evaluations which are used to gather feedback about the learning goals of each course. Faculty and the academic dean will review the midterm evaluations shortly after the submission period closes. The evaluations are shared with the

instructor(s) to support any necessary adjustments for the second half of the semester. Mid-term evaluations are required for all Faculty and Hilda Mason Fellows, who are teaching full-term courses. Copies of previous mid-term evaluations will be kept in the Dean's office for use by the Curriculum Committee.

### Final Evaluations

At the end of the term, students are asked to complete the final course evaluations. The purpose of the final course evaluation is for students to provide feedback in relation to the stated course learning goals and to support any necessary adjustments for future possible instances of the course. Course evaluations are required for all Faculty and Hilda Mason Fellows. Faculty and the academic dean will review the final course evaluations. The evaluations are shared with the instructor(s) only after the grades and student evaluations have been completed and finalized.

## Grading & Student Evaluations

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- Starr King employs **written narrative 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.** Again, the instructor should not evaluate a student on whether that student has done enough to pass only but offer a thorough narrative 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 on Populi by the Registrar's office. Faculty should also send a copy of the evaluation directly to the students at the end of each course. Please retain copies of your evaluations as you might require them for your Portfolio Conference or other work.

## Practices

- 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. **Normally the instructor will 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 decides 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 term. In these cases, the student should present why they are requesting a letter grade and discuss with the instructor. Students should also have this conversation with their advisor.
- 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* on the Student Forms page on 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

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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, and which term the student should register for completing this process. The student is responsible for registering for the zero-credit course (PORCON-3000 in Populi) for the term in which they will complete this requirement Fall or Spring). The student is also responsible for coordinating its planning (time and date; Monday-Thursday, 9am-5pm PT), materials, participants, and virtual location. The participants can attend the conference via Zoom. It is the responsibility of the student to organize and coordinate the technical needs well before the conference, including confirming the date and time: Monday-Thursday, 10am-5pm PT, and Zoom room information with all participants.

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; and experience both community support and accountability.

Participants in the conference include five (5) people:

1. Student
2. Student’s advisor
3. Another SKSM student (peer)
4. *Another faculty member* – core or adjunct SKSM faculty. The office of the registrar will assign the second faculty, pending faculty availability and overseeing the equity of faculty workloads. Students can send in a list of preferred faculty for this second seat, and doing so does not guarantee a faculty member on that list will participate.
5. *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** (no more), Monday-Thursday, 9am-5pm PST. The conference should be scheduled by the student at least one 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). One electronic copy needs to be submitted to the advisor. In order to complete the process, the student must ensure the Registrar

receives their Portfolio Packet (in PDF form) and the Portfolio Conference Record form.

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 artwork (optional)
- A portfolio should be "**sustainably**" read by all participants: something in the **30-50 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)

Given that Portfolio Conferences will be conducted online, students may want to encourage a shared aesthetic or physical experience that each participant can access in their own way (such as food, tea, flora, shared background image, etc.), 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.

Portfolio Conferences can be quite comprehensive in both their nourishment and challenges for future growth and learning. It is best to block time after your conference to just absorb all that was shared and be with whatever arose for you in the experience. Some students take an hour, some take the rest of the day. Spend some time outdoors, with nature, or whatever practice sustains and celebrates you at this juncture. Assess in advance what would support your sustainability best following such a significant effort and commit to ensuring you have spaciousness after the portfolio conference to support your reflection and renewal.

Students are expected to review participant and format choices in advance with their advisor. Students are expected to bring to the conference all “Portfolio Conference forms.” (Available on the SKSM Website). They are also expected to complete the “Portfolio Conference Form”, sign the form and email the completed form to the Registrar (Cc’ing the student’s advisor) along with a PDF version of the packet, 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.

If a student is unable to complete the portfolio conference in the same term agreed to with their advisor, and registered through Populi, the student may not be able to register for courses in future term. Students who do not complete the portal requirements in the term in which they registered will have their registrations frozen until they are able to complete the requirement. Exceptions to this will be granted only after approval by the student's advisor and Dean of Faculty.

Students will not be allowed to Petition to Graduate if they have not completed the Mid-Degree Portfolio Conference.

## Contextual Education

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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.

The following information provides a broad overview of CPE, field work and field internships. Students are urged to consult the Contextual Education Handbook for more details. It is available for download [here](#).

### 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.

Persons who wish to become board-certified chaplains must complete a minimum 72-credit graduate theological degree and four units of CPE. Only one unit of CPE (equivalent to 10 credits at SKSM) is allowed by the Board of Chaplaincy Certification to fulfill simultaneously the graduate credit requirement and the CPE training requirement. Learn more about certification standards at the [Board of Chaplaincy Certification website](#).

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. 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 full-time 10-12-week intensive program or in a part-time extended program. You are strongly advised to enroll at a training site approved by a respected accrediting agency. The following three agencies are the most well-known and are recognized by the UUA:

- Association of Clinical Pastoral Education (ACPE) – [www.acpe.edu](http://www.acpe.edu)
- College of Pastoral Supervision and Psychotherapy (CPSP) – [www.cpsp.org](http://www.cpsp.org)
- Center for Spiritual Care and Pastoral Formation (CSCPF) – [www.cscpf.org](http://www.cscpf.org)

Recent years have seen a proliferation of accrediting and credentialing CPE organizations. It is important to confer with your religious organization about its requirements concerning CPE accreditation.

Most CPE units occur at agency-accredited centers where both the clinical hours and educational hours are earned on-site. However,

many of our 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.
- 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.
- During a given term, register for the CPE course under Dr. Schelin's name: PC-4000 –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 semesters. 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 semester.

Be aware that a standard 400-hour CPE is 10 units. Psychology or Pastoral Care courses are not required to enroll in CPE.

More detailed information can be found in the SKSM Contextual Education Handbook.

### *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. 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 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 field education. 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 20 average hours per week or 200 hours total. Examples of field work include 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 15-40 hours per week on task, or 200-400 hours total. Internship also includes 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 Landers), and one is for those working in a community institution (with Tyson Casey). Please see course descriptions online. These courses are available only in the Fall and Spring semesters.

### *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 Landers, 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 Education Proposal Form](#) to either Dr. Schelin or Rev. Landers, 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 semester.
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 semester 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 Landers before the end of the Spring semester.

## **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:

<https://acpe.edu/education/cpe-students>

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 2023

Learning Agreements (Field Work & Internships):  
September 18

Mid-term Evaluations (Field Work & Internships): October 19

Final Evaluations (Field Work & Internships):  
December 18

Copies of Supervisor Evaluations (CPE):  
December 18

Submission of Incomplete Work: January 5

### January Intersession

If registering for credit for ongoing CPE or Field Work in January please submit evaluation by February 9

### Spring 2023

Learning Agreements (Field Work & Internships):  
February 12

Mid-term Evaluations (Field Work & Internships):  
March 15

Final Evaluations (Field Work & Internships):  
May 13

Copies of Supervisor Evaluation (CPE): May 13

Submission of Incomplete Work: May 31

## Maintaining Proper Paperwork

- All the requisite field education forms (proposal form, learning agreements, and midterm and final evaluations) are available at the Student Forms web page: <https://www.sksm.edu/resources/student-forms/>.
- 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.

# SKSM Library Resources

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## Digital Theological Library 2

Starr King is a member institution of the Digital Theological Library 2 (DTL2), a co-owned online library for theology and graduate religious studies. Through DTL2, SKSM has joined the second cohort of twenty graduate schools to utilize a DTL database. DTL2 offers tens of thousands of journals and hundreds of thousands of books across multiple disciplines, extending beyond religious studies to include other fields in the humanities as well as the sciences.

The use of the DTL2 is fairly intuitive, but you can view tutorials [here](https://dtl2.libguides.com/howtouse) (<https://dtl2.libguides.com/howtouse>). The tutorial videos show the original DTL, however the two libraries are similar.

### HOW TO LOG IN

1. Go to <https://dtl2.libguides.com>
2. Browse for an item in one of the menus at the bottom of the page or enter a term in the search box.
3. Users can browse without logging in. You will be prompted to log in upon selecting a specific resource. You will see a blue button with text such as “View full text” or “Access e-book.”
4. When you click on that button, it opens a SSO login page. Please select “Starr King School for the Ministry” from the dropdown list for schools. Enter your Populi password.
5. Once you are logged in, you will remain so during your current browser session.

Additional resources:

[Adobe PDF Reader](#)

[Read Aloud - ProQuest EBook Central](#)

You will be able to schedule Zoom consultations with the reference librarian as an individual or for group projects or whole-class sessions.

### *Reference Librarian*

Starr King has also contracted with DTL2 for the services of a reference librarian, Chris Crawford. Chris can be emailed at [reference@thedtl.org](mailto:reference@thedtl.org). If necessary, Zoom meetings can also be scheduled using the following link: <https://calendly.com/dtlreference>.

The reference librarian’s office hours are 8 am – 12 pm PT during the work week.

## The Wilbur Collection and UUA Resources:

Starr King holds a special collection of books dating from the radical reformation (16th century) forward that documents the history of Unitarianism in its intellectual context. Starr King also retains a variety of Unitarian Universalist Association resources, books from the Ministerial Fellowship Committee’s reading list, newsletters from congregations, UU organizations and more. Finally, our collection includes a set of worship resources. *Please, consult Director of Operations Teresa Joye ([tjoye@sksm.edu](mailto:tjoye@sksm.edu)) for questions on these materials.*

## Academic Policies

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### 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.<sup>1</sup>

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 to 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 plagiarism policy below.**
- **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.

<sup>1</sup> 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.

## 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 understandings of plagiarism.

A great resource to help you understand and avoid plagiarism is [Plagiarism: What It Is and How to Recognize and Avoid It](#)

Starr King considers the use of AI programs such as ChatGPT to be an instance of plagiarism. *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.

## 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. SAP reviews are conducted annually following the end of the Spring term after the submission of final grades. Satisfactory Academic Progress (SAP) 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 qualitative and quantitative criteria:

- A minimum of 70% of Ps (passed courses) and positive narrative evaluations for all completed courses, measured cumulatively.
- Any incomplete coursework must be completed by the deadline stipulated by the faculty for the course.
- Full time students are expected to complete a minimum of nine (9.0) or more credit hours each semester.

- Part time students are expected to complete a minimum of six (6.0) credit hours each semester.
- Students must successfully complete a minimum of 67% (two-thirds) of cumulative units attempted (attempted units are units for which a tuition charge was incurred). This is referred to as pace and is measured annually on a cumulative basis. Transfer hours accepted toward the student's degree requirements are included as credits attempted/earned.
- Students must complete their degree within 150% of the published length of their degree program. Time frame is evaluated by the number of credit hours attempted. For example, if your degree requires 90 credit hours to graduate, a student could not receive financial aid beyond 135 attempted credit hours (including transfer credits).

Maximum Time Frame for Completion of Degree

Degree	Required Units	Maximum Attempted Units
Master of Divinity (MDiv)	90	135
Master of Arts in Social Change (MASC)	48	72
Certificate Programs	12	18

- The maximum time frame calculations do not include semesters or years a student is on a leave of absence or not an active



student. Nor does it include attempted course credits from withdrawn courses that were dropped during the designated add/drop periods.

- SAP reviews include an evaluation of all the criteria above and are submitted annually by the Registrar to the Financial Aid Administrator, the Dean of Students, and the Dean of Faculty. The Academic Advisor of any student who has failed to meet SAP will also be notified. The annual review is conducted after grades have been entered for the Spring semester. Additionally, an interim SAP progress check is completed at the end of all other academic terms and is submitted to the Dean of Students and Dean of Faculty. The report provides timely notification of satisfactory academic progress and potential deficiencies so that appropriate advising and guidance can be given to students. Also, all active students have a personal login credential which authorizes them to access their academic file, transcripts, academic progress history, and other important information in our database system, at any time during their enrollment.
- The interim progress check may indicate that certain students are not on track to meet SAP for the academic year because they fail to meet the minimum requirement of 70% Ps (passed courses) and/or 67% completed courses. The Dean of Students or Dean of Faculty will notify any student's Academic Advisor. The Advisor will then contact the student to

discuss the deficiency and potential adjustments to the course of study. The student will remain eligible for financial aid in the subsequent term(s) but will be subject to the loss of financial aid if they fail to meet SAP at the end of the academic year. Please see SAP Procedures below for further information.

- A term or semester is defined as the following academic periods: Spring (which includes courses taken during the January Intersession), Summer, Fall.

### *B. Satisfactory Academic Progress Procedures*

A Satisfactory Academic Progress (SAP) review will be made on an annual basis following the end of the Spring Semester once final grades are submitted. The procedure is as follows:

The Registrar will complete an independent assessment of students' SAP status and then confer with the Student Advisors, Dean of Students and Dean of Faculty regarding those students who do not meet SAP standards. Advisors will review their students' work and confirm with the Registrar, Dean of Students and Dean of Faculty, that the student has not made satisfactory academic progress or provide adequate documentation that may result in a change to the SAP determination. The final SAP determinations are made, and the report is sent to all of the above including Financial Aid.

- Students who do not meet the requirements for satisfactory academic progress are notified of their SAP status

and loss of financial aid eligibility by letter within two weeks of their SAP evaluation.

- To regain financial aid eligibility, a student's record must reflect that they have met SAP requirements. Students who fail to meet these standards due to unusual circumstances, have the right to appeal their SAP financial aid suspension status. Students can appeal for reinstatement of financial aid eligibility by submitting a written petition to the Dean of Students by electronic mail within 30 days of the date of the final SAP review letter (please see section c. below for more details) or a student can earn the qualitative or quantitative requirements of SAP while paying for the course credits on their own.
- A student may be dismissed from the program, by vote of the core faculty, if they do not make Satisfactory Academic Progress for two consecutive terms.
- A student on leave 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. SAP 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 submit an appeal. 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.

- A student choosing to appeal a SAP determination should submit a written petition to the Dean of Students by electronic mail within 30 days of the date of the final SAP review letter. A copy of the appeal letter and decision must be submitted to the 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 semester and the one(s) due for the upcoming semester. 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 30 days of the date of the appeal.

- If a student has been placed on financial aid suspension, financial aid awards will be canceled 60 days after the start of the semester. Those canceled funds are returned to the originating programs to be awarded to other eligible financial aid recipients. If the student's appeal is granted, aid will be reinstated, based on what funds are available at that time. As a result of financial aid suspension, the student's original award(s) may be reduced or lost. Appeals must be submitted no later than 30 days after notification of your SAP determination. Incomplete or late appeals may jeopardize the reviewing of the appeal in a time frame that would allow disbursement of financial aid, if the appeal is approved.

#### SAP Probation:

- A student will be placed on financial aid SAP probation for the semester if a SAP appeal is approved. The student is eligible for financial aid while on probation. Failure to attain the required % of P's (Passed courses) and/or cumulative completed credits percentage at the end of the semester will result in an adverse SAP determination and the student will not be eligible for financial aid for the following term. If the student does not attain the required % of P's (Passed courses) and/or cumulative completed credits percentage, but successfully follows the academic plan submitted with the SAP appeal, the

student may submit a follow-up appeal showing they have met the terms of the academic plan. If granted the appeal, the probationary period will continue for the following semester. Follow-up appeals will be evaluated closely and may result in denial if not fully substantiated. A student may be dismissed from the program, by vote of the core faculty, if they do not make Satisfactory Academic Progress for two consecutive terms.

#### Readmittance Following Dismissal:

- A student who does not complete an appeal or whose appeal is denied will be dismissed from the program. A student can apply to re-enter the program after 1 academic year. The decision to re-admit a dismissed student is by vote of the core faculty. If a student is granted readmittance they will be placed on academic probation for one semester. The student must meet SAP and/or the conditions of an Academic Plan after the probationary term. If the student does not meet SAP and/or the conditions of an Academic Plan, they will be dismissed permanently.

#### SAP Extensions:

- A student may request an extension of the maximum attempted credits provision of this policy if they are enrolled in a dual degree program, seek a second degree, or change their degree. Requests will be evaluated on a case-by-case basis.

### *D. Grading and Credit Definitions*

As stated in the Academic Catalog, 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. A grade of P=Passing, a grade of NP= No Pass, a grade of NC= No Credit, a grade of W= Withdrawal (if after the add-drop period).

A student must have a minimum of 70% of Ps (passed courses) and positive narrative evaluations for all courses taken in each semester

For those students who have requested a letter grade, those grades are calculated for SAP as follows:

A= Pass /GPA 4.0

B= Pass/GPA 3.0

C= Pass/GPA 2.0

Any grade below a C= No Pass/GPA 0

A student with letter grades must have a minimum cumulative GPA of 2.0 to meet SAP requirements.

Attempted credits include grades of: P (Passing) and NC (No Credit), NP (No Pass), W (Withdrawal: if the withdrawal is earned after the designated Add-Drop period) and letter grades of A, B, C, D, F.

Earned (completed) credits include grades of: P, A, B, C

If a student repeats a course, credits will be added to your attempted/earned credit totals each time you register. However, only the most recent grade received in the course will be used

in the calculation of the student's cumulative academic evaluation or GPA.

Transfer credits accepted by Starr King, will be included when calculating your cumulative completed credits percentage and maximum attempted credits, but not your cumulative academic evaluation or GPA.

Audit (V) credits are not considered either attempted or earned.

Federal regulations require us to include the original grade and number of credits for any class a student retroactively withdraws from beyond the add-drop period when calculating your SAP status. If the student has retroactively withdrawn from one or more courses, the academic evaluation and/or GPA used to determine if you are meeting SAP standards may differ from your official Starr King transcript academic evaluation or GPA.

### **Credit Hour Policy**

Starr King follows the federal guidelines of "credit hour" as a minimum of one hour of classroom or direct faculty instruction and an additional minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester of credit, most commonly a total of approximately 135 hours of work for each 3-credit course. We share this federal guideline in course planning, we share it with students during their orientation, in our school forms, and in academic advising.

All of our courses are planned to follow the federal guidelines. With our school's core

commitment to educating students to counter oppression and build just communities, it is helpful that it is becoming more common to use the term “time on task” instead of “classroom and out of classroom” work. “Time on task” fits our seminary’s social justice and spiritual formation paradigm that includes classroom work, on-line and experiential activities, as well as a broad range of “...other academic work leading to the award of credit hours” (34 CFR 600.2) including:

- Lectures
- Reading
- Writing
- Film and other multimedia
- Class discussion
- Skills-building and practice
- Individual or group projects
- Student presentations
- Applied learning in the community, congregation, etc.
- Immersion experiences
- Creative work
- Reflection
- Spiritual formation
- Quizzes or exams
- Meetings with the instructor
- Participating in an event (e.g., conference, workshop, etc.)

During our Fall and Spring 15-week semesters, we offer a wide range of credit-earning opportunities. In addition to on-campus classes, Starr King offers on-line synchronous and/or asynchronous classes, hybrid classes (by which we mean that some students are physically in a smart classroom while some students are participating from off-campus using Zoom).

During these semesters, we also offer contextual/experiential courses such as internships, field education, clinical pastoral education (CPE), and course-embedded immersion courses. In addition, Starr King Individualized Learning courses (SKILs) allow for individual or small group learning experiences.

During our Winter and Summer intensives, we offer some of our school’s required core courses as well as elective courses in an intensified format. The 3 credit intensives consist of 40 hours of classroom time (synchronous and asynchronous) with extensive pre-course reading/writing/reflection and post-course writing/project assignments. The course can take place over one or two weeks (FT or PT).

In courses that have variable credits decided on by students and instructor (e.g. SKILs and field education) there are specific prompts on the students’ course proposal forms that include the 45 hours of “time on task” per credit hour and the credit hours are decided by instructor and student.

## Tuition, Fees, & Financial Aid



## A Message from the Business Office

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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 SKSM Financial Aid Office at (510) 859-4611 or [financialaid@sksm.edu](mailto:financialaid@sksm.edu).

We welcome your feedback and are always looking for ways to improve our support to you.

**Your primary contact is Owais Qureshi** ([oqureshi@sksm.edu](mailto:oqureshi@sksm.edu)). He is available for phone appointments Monday-Thursday, 9:00 a.m.-12:00 p.m. or 2:00-3:00 p.m PT.

Financial aid information will be available in the business office as well as on our website.

## Tuition and Fees

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### MDiv and MASC Tuition

Starr King charges tuition on a per credit basis. The current tuition is \$925/credit. The credit charge is reviewed every year and is subject to change.

Students will be billed each semester at the rate of \$925 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-Interession Semester.

For each degree program there is a cap on credits after which a continuing fee may apply.

### Certificate Tuition

Starr King's certificate programs are open to Special Students and to Degree Students. The certificate programs require the completion of 12 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 2022-2023: **\$925 per credit**  
Tuition for a 3-credit course: **\$2,775**  
Fee for a 1.5 credit course: **\$1,387.50**

### Special Student Tuition

Special Students (i.e. students who are not currently matriculated in an SKSM degree or

certificate program) may register through Starr King to take a Starr King course (residential, intensive, immersion, or online).

Special Students pay the standard per-credit fee for courses.

### **SKSM Alumni**

SKSM alumni are eligible to take a SKSM course as a “Special Student” and to apply one free credit per year (\$925 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.

### **STRF Fee**

As required by the Bureau for Private Postsecondary Education of the State of California, Starr King will, upon the matriculation of any California resident, assess a fee of \$2.50 per \$1,000 (rounded) of estimated total tuition costs. This fee supports the Student Tuition Recovery Fund, which serves to mitigate economic losses suffered by students enrolled at qualifying institutions. Learn more about the STRF at the [BPPE website](#). *This fee will be effective as of Fall 2024.*

## **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 semesters (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.

## **Obtaining 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 Populi 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.

Starr King does not 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](#).



Additionally, students may find that certain course texts are available at [Internet Archive](#), where they can be borrowed for 1-hour or sometimes 14-day periods.. Most of IA's digitized books are available to [people with print disabilities](#) (learn about access [here](#)).

## Billing

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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.

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**, 414 13<sup>th</sup> Street, Suite 700, Oakland, CA 94612. Please contact Owais Qureshi if you have questions or concerns regarding payments.
- No credit cards accepted in person.

### 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.

### Summer Personalized Payment Plan

Continuing M.Div. and MASC students lacking access to Federal Student Loans until the fall of an academic year, and who have difficulty paying the per-credit tuition for Summer courses, may set up a *Personalized Payment Plan* with SKSM. Please contact Owais Qureshi ([oqureshi@sksm.edu](mailto:oqureshi@sksm.edu)) to set up your Personalized Payment Plan.

### 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. These opportunities may be as varied as spiritual direction, therapy, workshops, conferences, denominational events, or concurrent enrollment through other seminaries, universities, and graduate institutes. Work done through these opportunities can be adapted for credit using the SKIL process. Credit will be assigned and per-credit tuition applied

based on the time committed to the specific opportunity.

Students are responsible for any fees charged by organizations and individuals outside of SKSM. However, MDIV, MASC, and joint MDIV/MASC 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.

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## Tuition Refund Policy

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If a student withdraws or is dismissed by the faculty from a Starr King degree program during any term of instruction, (Summer, Fall, Intersession, or Spring), 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.

For semester-length courses (10+ weeks):

1. **Prior to the end of Late Registration: full refund of tuition** due for the semester.
2. During the **3<sup>rd</sup>** week of classes: 80% of tuition paid that term.
3. During the **4<sup>th</sup> and 5<sup>th</sup>** week of classes: 50% of tuition billed that term.
4. During **6<sup>th</sup> and 7<sup>th</sup>** weeks of classes: 25%.
5. **During the 8<sup>th</sup> week and later: no refund.**

*\*For Oregon residents: During 3<sup>d</sup>-8<sup>th</sup> week of classes: 50% of tuition paid that term. After the 8<sup>th</sup> week: no refund.*

*\*\*For Washington residents: After the 5<sup>th</sup> week: no refund*

For intensive and intermediate-length courses:

1. By the conclusion of the **1st day** of instruction: full refund of tuition.
2. By the conclusion of the **2nd day** of instruction: 80% of course tuition.
3. By the conclusion of the **3rd day** of instruction: 50% of course tuition.
4. **4<sup>th</sup>+ day** of instruction: no refund.

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## Unpaid Tuition Policy

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### Tuition Deadlines

Tuition must be paid in full by the end of the sixth week of a semester. Alternatively, students may set up a payment plan with the business office and pay in full before the end of the term. Summer tuition must be submitted by the following Fall semester deadline, and Intersession tuition must be submitted by the following Spring semester deadline.

### Unpaid Balances

Students who fail to pay their tuition or arrange a payment plan by the stated deadline will be notified by the business office concerning their delinquency and given the opportunity to set payment. Persons who do not pay tuition or establish a payment plan before the end of the

sixth week, or who do not complete their payment plan by the end of the term, will receive a lock on their Populi account. This lock restricts access to course content on Populi and prevents students from registering for future courses. The lock will be removed upon payment of the overdue tuition.

All students are expected to clear their debt before graduating or withdrawing from the school. Students with unpaid balances are not eligible to receive diplomas or certificates. Starr King reserves the right to refer unpaid balances to debt collection services.

## Concerns and Complaints

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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](http://www.bppe.ca.gov/enforcement/complaint.shtml)

Tel: 916.431.6959 – Fax: 916.263.1897

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit [www.wsac.wa.gov/loan-advocacy](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov)

## Financial Aid

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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.

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.*

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. Returning students have a deadline of Spring each year for the following year, as they are not eligible to apply for scholarships for the Fall deadline. 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](http://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](mailto:financialaid@sksm.edu).

## SKSM Institutional Financial Aid Application Deadlines:

For the 2024-2025 Academic Year, deadlines are:  
March 15, 2024 (priority)  
May 1, 2024 (new students)

## 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>

### *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](mailto: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.

## **Veterans Administration Benefits**

SKSM degree programs are approved by the California State Approving Agency for Veterans Education (CSAAVE) for payment of educational benefits to those veterans and dependents that are determined eligible by the Veteran's Administration. SKSM certificate programs are *not* approved for VA benefits.

Students wishing to receive VA benefits should contact [financialaid@sksm.edu](mailto: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.

Students receiving VA educational benefits must be mindful of the maximum amount of tuition and fees that will be covered by the VA per academic year. Please refer to current rates as stated on [this web page](#).

### *Veterans Benefits and Transition Act of 2018*

Starr King School for the Ministry will adhere to the requirements of and comply with the Veterans Benefits and Transition Act of 2018, specifically S2248 PL 115-407 Section 103. Starr

King permits any covered individual utilizing VA Chapter 31 or 33 to attend or participate in their course of education during the period beginning on the date on which the individual provides a certificate of eligibility for entitlement to educational assistance.

Starr King does not impose any penalties due to the delayed disbursement of funding from the VA under chapter 31 or 33. Students with payment delays will not be charged late fees, prevented from enrolling, or denied access to courses, libraries, or other institutional facilities. Nor are students required to borrow additional funds due to the delayed disbursement of funding from the VA under chapter 31 or 33.

### **Federal Work-Study Program**

Federal Work-Study (FWS or “work-study”) is a federally funded, campus-based aid program administered by the institution to assist students who have demonstrated financial need in offsetting the costs of a student’s educational expenses. Federal law states two general purposes for the program. The first and original purpose is to stimulate and promote part-time employment of graduate and professional students who need employment to pursue courses of study at eligible institutions. The Higher Education Act of 1992 added a second purpose, to encourage students receiving federal student financial assistance to participate in community service activities that will benefit the nation and engender a sense of social responsibility and commitment to the community.

Using a statutory formula, the US Department of Education allocates funds based on the institution’s previous funding level and the aggregate need of eligible students in attendance in the prior year. Through the FWS program, the federal government pays a portion of the student’s salary while the institution or off-campus organization the remainder. Institutions are required by federal law to use at least seven percent (7%) of its overall allocation to support students working in community service jobs with at least one student employed as a reading tutor for children in a reading tutoring project or performing family literacy activities, that may include: reading tutors for preschool age or elementary school children; mathematics tutors for students enrolled in elementary school through ninth grade; literacy tutors in a family literacy project; or emergency preparedness and response. To further encourage schools to employ FWS students in these positions and as mathematics tutors, FWS regulations authorize a 100% federal share of FWS wages.

Because the work-study program is funded in part by the Department of Education, a division of the United States government, the Financial Aid Office must carefully adhere to all related federal regulations. Annual audits ensure the school is in compliance with all policies related to financial aid, including the federal work-study program. If a student or employer participating in the program is found in violation of school and/or federal policies, whether unknowingly or intentionally, prompt action, including potential disciplinary measures must be taken to ensure immediate compliance.

Students may be employed by the institution itself, or a private non-profit organization with a

literacy focus. Students provide essential support for many departments across campus.

Augmenting the school's workforce, however, is not the purpose of the program and federal regulations state that work-study employees must not displace regular employees. Students may be employed to work in certain services that the school may contract, such as food service, cleaning, maintenance and security.

Having a student serve as a teaching or research assistant to a professor is appropriate, as long as the work is in line with the professor's official duties and is considered work for the school itself. Although students may be employed through the program and work for academic departments and faculty, students cannot earn academic credit for FWS positions. Students cannot be paid for receiving instruction in a classroom, or other academic settings such as internships, practicums, or field education.

To be eligible for FWS, students must:

- be a US citizen or permanent resident;
- be enrolled in a qualified degree program;
- have demonstrated financial need, as defined by federal methodology;
- be enrolled at least half-time for fall and spring semesters;
- maintain satisfactory academic progress in accordance with the institution's policies and federal regulations; and,

FWS awards are subject to cancellation or reduction due to decreased eligibility as a result of an over-award, which can be caused by the receipt of external funding resources, such as outside scholarships and grants. Awards may also

be cancelled if a student fails to meet other financial aid eligibility requirements.

Students are encouraged to pursue off-campus employment with a local, non-profit organization that fits their interests and meets the eligibility criteria for participating in a literacy program. Starr King School for the Ministry must review and approve all potential off-campus employment opportunities.

Work-study positions must not involve constructing, operating, or maintaining any part of a building used for religious worship or sectarian instruction. For example, if the part of the facility in which the student will work is used for religious worship or sectarian instruction, the work cannot involve construction, operation, or maintenance responsibilities.

### *Applying for Federal Work-Study*

On an annual basis, students must complete both the SKSM Financial Aid Application and the Free Application for Federal Student Aid (FAFSA.ed.gov) by the financial aid priority deadline. Applicants must indicate their interest by submitting a "Yes" response to question #31 on the FAFSA.

Students must also submit a resume to [admissions@sksm.edu](mailto:admissions@sksm.edu) along with their availability for the upcoming semester.

### *Determination of Federal Work-Study Awards*

The Financial Aid Office reviews financial aid applications and awards work-study to eligible students with demonstrated financial need.



Awards may range between \$500 and \$5,000 for an academic year.

Due to limited funding, not all eligible students are initially offered an award. Students who were not originally awarded work-study or who may have previously declined their award but now wish to be reconsidered for funding may contact the Admissions Office to inquire about the possibility of being added to a waitlist.

Contingent on the availability of funds, students may be considered for a late award, however, it is not guaranteed.

Employers may rehire returning students who worked for them in previous academic years, however, it is important to note that eligibility can change from one year to another. Consequently, prior to beginning work each year, students are required to complete and submit a ***Federal Work Study Student Authorization*** and (for students working with an organization outside of SKSM) a current job description even if they have previously worked for a particular employer.

### *Financial Aid Notice of Award*

When an award determination has been made, the student will be sent a notification to their school email address. If offered work-study, the amount will be listed on the online financial aid award. The amount represents the sum total that may be earned during the period of the award, July 1 through June 30. FWS awards are automatically divided between the fall and spring terms, however, a student may earn work-study wages in excess of the amount listed for a single semester provided that they do not exceed their total award. If a student is approaching their

maximum work-study limit, they must contact the Admissions Office to determine if an increase is possible.

### *Accepting Work-Study and Acquiring Employment*

Upon approval, students will be sent employment documentation, including an offer letter. The student must sign the Offer Letter. Upon receipt, the student will be sent onboarding documents, which need to be returned to the Finance Office. These documents will include a confidentiality agreement, direct deposit sign up and tax documentation.

Work-study jobs are not assigned, and the institution cannot guarantee employment. Students are responsible for seeking any approved FWS employment opportunities that are outside of SKSM, making initial contact, setting up an interview with a prospective employer or supervisor and may interview with as many employers as desired until employment is secured and approved by SKSM.

### *Before Beginning Employment*

A student must obtain approval from Financial Aid and Human Resources and complete all requisite paperwork by submitting a ***Federal Work-Study Student Authorization*** and a copy of their current job description to the Financial Aid Office and complete requisite employment documentation which includes IRS Form W-4 and INS Form I-9 with a Human Resources representative. Hours worked before a position is authorized for work-study will not be compensated under the program.

## *Scheduling and Attendance*

The student and employer should create a mutually agreeable work schedule that takes into consideration the student's work-study award or earning limit. Because the program is intended to offer part-time employment and provide only supplemental income, students are permitted to work a maximum of twenty (20) hours per week during periods of enrollment, this includes hours worked for all student positions for which the student is employed. However, these positions may require much less than 20 hours per week, but this determination should be between the supervisor and the student. During periods of non-enrollment, including the January intersession, spring break and the summer period, FWS students may work a maximum of thirty-seven and a half (37.5) hours per week, as funding permits and with prior approval from SKSM. FWS employment may begin on July 1, for returning students who will be registered for the fall term, and will cease upon the date the student:

- A) earns the entirety of their work-study award; or,
- B) upon June 30, the final date of a federal student aid award year.

While it is understood that work-study employees are students, first and foremost, frequent unexcused absences, tardiness or failure to give proper notice for any schedule changes may diminish the value of a student's role as an employee and their service to the school or organization. While supervisors are encouraged to be accommodating to students' schedules and availability, students should not abuse their supervisor's flexibility and should be respectful of adhering to their determined schedule. If a

student is unable to fulfill an assigned work-study shift due to illness, personal issues or other unexpected scheduling conflicts, they must contact their supervisor as soon as possible to inform them of their absence. Supervisors should be notified every time a student anticipates an absence for any reason.

## *Earnings*

Student employees are typically paid by the hour and, by federal regulation, work-study employers must pay students at least the federal minimum wage in effect at the time of employment. Work-study earnings must be reported to the IRS for tax purposes but will not be counted against student eligibility when reported on the FAFSA. Work-study earnings are taxable and applicable taxes will be deducted from wages.

The total number of hours a student can work in a given academic year will be listed on the ***Federal Work-Study Student Employment Authorization*** and total hours available are calculated based on the following formula:

Total FWS award divided by the hourly wage rate equals the total available hours to work.

**Example:**  $\$5,000 \div \$17/\text{hour} = 294$  total hours to work.

This helps ensure a student's FWS award will last them throughout both the fall and spring semesters and avoid depleting their funding before the end of the academic year. It is the responsibility of both students and supervisors to monitor hours worked to make certain that they are not exceeded. In the event a student works more hours than their annual award allows, the department or organization will be responsible

for paying the exceeded amount. If a student exhausts their work-study allocation during an academic period, they must discontinue working unless their award may be increased or their supervisor provides authorization to be paid in full through institutional/organizational funding.

### *Timesheets*

Students must complete a timesheet for each pay period. These will be provided with the initial onboarding documents but can also be obtained by emailing [kmoebius@sksm.edu](mailto:kmoebius@sksm.edu). Once completed and signed, the student must submit the timesheet to Coordinator of Academics for approval. Upon approval, the Coordinator of Academics must email the timesheet to the Finance Office for payroll.

Timesheets are due by the end of day on the 10<sup>th</sup> of the month for pay on the 15<sup>th</sup> and by the 25<sup>th</sup> of the month for pay by the end of the month. Failure to submit timesheets (and have them approved) in a timely manner will result in delays to pay.

### *Cultivating a Positive Work Experience*

Students are expected to exhibit professionalism, courtesy and respect on-the-job, as well as, in their interactions with all students, staff, faculty, and the community at large. Professional conduct can range from the manner in which they answer the telephone or address a visitor, to the integrity and honesty with which they perform their work. Students are also expected to adhere to the performance and customer service standards of their respective departments or community organizations. A work study student's dependability is crucial. A work study job should be taken seriously as the department/organization

depends on the student to perform the tasks they were hired to do. Supervisors, student employees and co-workers alike deserve to be treated with respect and dignity.

When a student is hired, their continued employment is contingent on satisfactory job performance. Satisfactory performance includes but is not limited to: reporting to work on time, promptly and accurately completing all work assignments, maintaining appropriate office behavior, as well as, meeting the expectations detailed during the initial interview and training period.

Work-study employees may have access to confidential and sensitive material. Under no circumstances are any employees, including FWS students, permitted to release information to any unauthorized person. Breach of confidentiality is a very serious offense and may result in disciplinary action, including but not limited to, immediate termination. Students will sign a non-disclosure agreement, agreeing to these stipulations.

Unsatisfactory job performance should be discussed between the student and the supervisor. The supervisor can provide verbal warnings indicating the nature of the problem and suggestions for improvement. Additional infractions may prompt written warning notices with a copy sent to the Financial Aid Office. Continued unsatisfactory performance may ultimately result in termination.

Students may resign from a position at any time. However, it is customary to give a supervisor a minimum of two weeks' notice. Students having difficulties with a supervisor, may ask to meet to discuss any issues related to the student-

supervisor relationship. The student may be given written job expectations at this time. If the issues continue, contact the Human Resources and Financial Aid Offices for mediation.

## General Policies Guiding the SKSM Financial Aid Office

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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](mailto: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.

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## Scholarships

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### **SKSM Institutional Tuition Scholarships (ITSA's)**

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 or merit scholarships. 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](http://www.fafsa.gov). Please note the following:

2. The SKSM federal school code is G04080
3. For financial aid during the 2024-2025 academic year, submit the 2024-2025 FAFSA using 2022 tax records. You can submit your FAFSA from October 1, 2023 through June 30, 2024.

For financial aid during the 2025-2026 academic year, submit the 2025-2026 FAFSA using 2023 tax records. You can submit your FAFSA from October 1, 2024 through June 30, 2025.

4. If you have not yet filed a federal income tax return, use estimated information; then update the information once you complete your taxes.
5. Complete the online Starr King Institutional Scholarship Application at [https://sksm.populiweb.com/router/admissions/onlineapplications/index?application\\_form=28436](https://sksm.populiweb.com/router/admissions/onlineapplications/index?application_form=28436) starting February 15, 2024. You will need to login to Populi to complete the application with your student credentials.

The table below shows the expected timelines for the Starr King Institutional Scholarships for the 2024-2025 academic year. If you would like for your financial need to be taken into account by the scholarship committee, please plan to have your FAFSA completed by **March 15, 2024**, along with your SKSM Institutional Scholarship Application.

Please note that the funding deadline for the **2024-2025** academic year will be **April 1, 2024**.

Please note that any scholarships awarded may not be released until signed acceptance letter *and* “thank you note or card” is received by Finance Office.

Deadlines and Events	For the 24-25 Academic Year
Scholarship Application Opens	2/15/2024
Priority Funding Deadline for New Students	3/15/2024
Final Funding Deadline for Returning Students	4/1/2024
Award Letters Go Out	5/1/2024 – 5/31/2024
Application Deadline for New Students*	5/1/2024
*New students who apply after May 1 will have no eligibility for scholarship funding but will remain eligible for student loans and grants. These students may apply for scholarship in future years at SKSM.	
Incoming Spring Cohort Student Applications (priority)	10/30/2024
Final Deadline for Spring Scholarship Applications	01/01/2025
Additional Returning Student Scholarship Deadline *	01/01/2025

\*If additional scholarship funds remain, returning students can apply for additional scholarship assistance for Spring 2025 semester.

## **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 2<sup>nd</sup> through 4<sup>th</sup> 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 David and Norma Lewis Tuition Scholarship* provides full tuition for as many students as possible. David Lewis was a former Board member of SKSM. David and his wife Norma were committed to giving back as generously as they could in their life and beyond, including to the UUA, UUSC, UUCMP, and Starr King. “Our father’s spirit of generosity stemmed from his sense of ethics and justice,” his three children described. “There is no better memorial to Dave and Norma Lewis,” his children wrote, “than to offer assistance to students to pursue their dream of an education which allows them to work for social and economic justice – to counter oppressions and create just communities.”

*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 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 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 John Weston Endowed Fund for Humanist Studies* was established in 2019 by a gift from Rev. John H. Weston. Its purpose is to promote



the study of humanism, including its history within Unitarian Universalism and the wider world, and the continuing role it can play in contemporary congregations.

### **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. (While the entering student recipient of this scholarship is selected by the president of SKSM, funding comes from the endowment at the UUA. The funds will arrive as a check directly to the student recipient from the UUA with half of the funds in the fall semester and half in the spring semester.)

*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.

### **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.

### **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 Dr. Jonipher Kūpono Kwong is the Director of Ministerial

Credentialing at the UUA and can answer questions you may have: [jkwong@uua.org](mailto:jkwong@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>

Other scholarships funded by UU organizations include:

#### *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/>

#### *The Marjorie Bowens-Wheatley Scholarship*

Offered by the UU Women's Federation, this program provides direct financial support to aspirants or candidates to UU ministry, or

candidates in the UUA religious education or music leadership programs, who identify as women of color, Latina, or Hispanic. Applicants must complete an online form. There are two funding cycles per year, with deadlines of March 1 and October 1.

<https://www.uuwf.org/MBWScholarship>

### *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.

### *Point Foundation Scholarships*

[Point Foundation](#) provides scholarships to LGBTQ students enrolled for undergraduate or graduate studies in the United States. The *Flagship Scholarship* is open to any LGBTQ-identified person, while the *BIPOC Scholarship* is open to those who are also Black, Indigenous, or Persons of Color. The Flagship Scholarship

application period is in the fall, while the BIPOC Scholarship application period is in the spring. Visit the Point Foundation website for further details.

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## Non-Tuition Aid

### Emergency Loans

Starr King provides no-interest emergency loans to students who need to cover urgent expenses. Students can download an application from the Student Forms page of the SKSM website and submit to the Business Office.

### SKSM Personal Growth & Learning Grants

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 term. Forms may be obtained on the Student Forms page of the SKSM website.

The application requires the student to discuss this learning opportunity with their advisor or another supporting faculty member and obtain that individual's signature before submitting it to

the Dean of Students for consideration and approval.

When an award has been approved, the Dean of Students will notify the student. Payment will be processed either via direct deposit or a check mailed to the student's address.

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 their experience when they contribute some portion of the financial cost. The funds are modest and the maximum amount available to any student varies from year to year. Grants may be awarded through June 2024 or until the current year's fund has been exhausted.

Please note: These funds may be taxed and will be reported on your 1099 form at the end of the calendar year.

## **SKSM Relief Fund**

The SKSM Relief Fund provides support to community members (students, graduates,

faculty, staff, board members, etc.) in the event of disease, sudden death, calamity, or natural or man-made disaster. This fund can also be used to help the school recover in the event of a calamity at the physical location of the school. Persons may apply for this fund when other available resources (e.g., family support, unemployment benefits, health insurance coverage) are insufficient or unavailable in a timely manner. This fund is donor-supported and administered by the Dean of Students, who may consult with other administrators and/or faculty as needed. The fund is for acute emergency situations. It does not supplement or replace existing financial aid and does not have to be repaid. The amount awarded and number of recipients is subject to available funds.

### **Sample Expenses Covered:**

- Rent
- Utilities
- Costs related to medical care
- Replacement of essential belongings
- Safety needs
- Urgent transportation costs

### **Sample Expenses Not Covered:**

- School tuition
- Entertainment purchases
- Non-essential utilities (e.g., cable or streaming television)

If you would like to be considered for emergency relief support, please complete the application [here](#).

# Office of the Registrar



## Contacting the Registrar

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Please email [registrar@sksm.edu](mailto:registrar@sksm.edu) for all registrar related matters.

## Forms Process

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For all forms for which students need to have signatures, please follow this process:

Find and download the form you need to your computer, from the Student Forms page:

<https://www.sksm.edu/current-students/student-forms/>

1. Fill out the form on your computer, and electronically sign it using Adobe Acrobat Reader DC which you should have downloaded onto your computer (for free). See Student Forms page for details on how to obtain the free Adobe Acrobat Reader DC.
2. Save your completed and signed form using “save as”, changing the name of the form as shown below to a **.PDF**:  
[Term][.][Type of Form][.][Your first and last name].pdf

Example: 2020FA.Change of Enrollment.Dorothy Day.pdf

It is vital to the whole process that you

save the file as a distinct file name using the Adobe Acrobat Reader DC.

If you save it as the same file name that was downloaded, or with a PDF program other than Adobe, then we might not be able to process the form and will send it back to you.

If you save it as anything other than a PDF, we might not be able to use it. This includes photos, jpgs, or any other file type.

3. Email your saved and completed PDF form to [registrar@sksm.edu](mailto:registrar@sksm.edu), cc'ing your advisor. For forms that require instructor approval (Change of Enrollment, Petition for Incomplete, etc.), also cc the instructor.
4. The Registrar will obtain all necessary electronic signatures using Adobe Sign, including your advisor's signature.
5. Once all signatures have been obtained, the signed file automatically goes back to the Registrar, who will then upload the file to the student record in Populi and make any relevant changes.

Please note that once a form is received in the Office of the Registrar, it can take up to a week to process it. Forms submitted that do not follow this process may be returned to the student for correction and resubmission.

## Transferring Credit to Starr King

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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.

**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 for Fall or January 15 for Spring.

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.

## Registration Process

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Before you register for courses for a term, you must first 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, usually in early April and mid November.

***General registration*** – which occurs during the two weeks preceding a term.

**Late registration** – which occurs during the first two weeks of a term. This is also referred to as the add/drop period.

There are four registration cycles throughout the year: Fall, Intersession, Spring, Summer  
No new 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 to students 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, noting any prerequisites and/or course restrictions (such as Faculty Consent required).

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 term aid, students must be registered for at least 6 credits.

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.

## Faculty Consent

Courses that require Faculty Consent will state as such in the course description. Registration for faculty consent courses opens the first day of

each Early and General Registration period and **closes the second Wednesday at 5pm PT.**

1. Students will self-enroll for the selected course by adding themselves to the automatic waitlist in Populi registration.
2. Students will complete the **required** Faculty Consent Questionnaire. **This must be submitted by the second Wednesday, 5pm PT to be considered for faculty approval.**
3. Faculty will make their decisions the next day, Thursday, by **end of day**. Faculty approval is a multi-criteria decision. Approved students will be enrolled and automatically notified by Populi.
4. Please register for an alternative course as a backup.

For questions regarding faculty consent, please contact Kim Moebius, Coordinator of Academic Programs, [kmoebius@sksm.edu](mailto:kmoebius@sksm.edu).

## Advisor Input

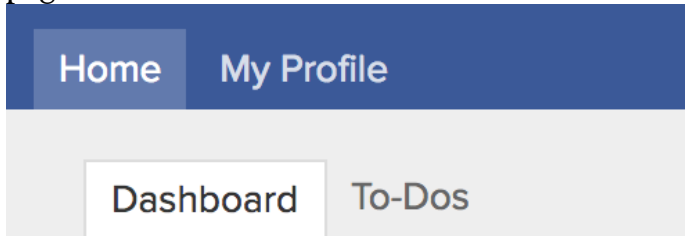
All degree seeking students are expected to be advised prior to registering (Certificate students are expected to utilize the core courses list for their respective Certificates or contact the head of their Certificate program). Students also must confer with their advisor on the timing of their registration for their Initial Threshold Assessment, Mid-degree Portfolio Conference, and Petition to Graduate. These three “courses” are for zero (0) credit and do not apply to financial aid needs.




## 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:



### Alerts


 Registration is now open.

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.
- Change the filter to show “All Courses” (instead of the default of “available courses”).
- Click on the course name to see course details.
- **i** indicates that you've already passed this course.

To Register for Courses:

1. Find the course under All Courses and click + in the Enroll column.


2. If you see  instead of the +, you cannot register for that course. Reasons may 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 All 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, or a Faculty Consent (it will have a clock icon instead of a + icon), your My Courses enrollment status will show Waiting List. You can move off the waiting list to the active roster when other students drop the course, or are if you are added to the roster of a Faculty Consent 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. Don't forget to Save your changes!

## Registering for Variable-Credit Courses

Certain coursework at Starr King will have variable credit levels based on the student's individualized course of study. These include Clinical Pastoral Education (CPE), Field Education (EL), and Starr King Individualized Learning (SKIL) courses, as well as Chaplaincy Institute (ChI) courses (PC-485x). When you register for a variable-credit course in Populi, you must email the Registrar ([registrar@sksm.edu](mailto:registrar@sksm.edu)) a

notice about the number of credits you will be taking. Include student name, course name and number, and how many credits for the course. The Registrar will then adjust the credit level accordingly.

## Registering Starr King Individual Learning Courses (SKIL Courses)

*Registering in a Starr King Individual Learning Course (SKIL, formerly called a Special Reading Course/SRC):*

1. Email a completed [SKIL form](#) (found on the Student Forms page of the website) and your Draft SKIL Syllabus to the registrar ([Registrar@sksm.edu](mailto:Registrar@sksm.edu)) by the due date (the end of the late registration period for the term). Students must cc their advisor and the supporting faculty. The Registrar's office will collect the necessary electronic signatures.
2. Upon receipt of the completed and signed form, the Registrar will register the student for SKIL-9999 for the appropriate number of credits.

### *Summer Starr King Individualized Learning (SKIL) Possibilities*

Advising faculty are offering the possibility to engage in supervised independent study in their areas of expertise. Faculty and students will meet twice during the summer, once in May-June to set up the SKIL, once in August to review and discuss the work done. Most advising faculty will offer group SKILs.

Please refer to the SKIL section above, and the Student Forms page to review the process to set up a SKIL, then contact your advisor or the faculty in the area of study of your choice. Faculty will not be available during the month of July.

## Alumni and Partner Registration

Starr King offers alumni a discounted rate for one academic course per year (first credit is free - \$875 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 using the discounts described, an alumni or partner of an alumni/current student must go to the Starr King website (SKSM.edu) and complete a Special Student Registration Form (<https://www.sksm.edu/academics/specialstudents>). They must then email the Registrar ([Registrar@sksm.edu](mailto:Registrar@sksm.edu)) to explain how they qualify, along with the name of the course they registered for on the Special Student Registration Form. Student Accounts will make the tuition adjustment when sending the invoice (after end of late registration).

## 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 the Dean of Faculty after obtaining permission from the instructor (see Change of Enrollment section below for details).

## Change of Enrollment

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Changes of enrollment (adding a class, dropping a class, or changing the grading option or units) from General Registration through Late Registration can be completed by the student through Populi. After Late Registration (the end of the second week of instruction) all changes of enrollment require the use of the Change of Enrollment form from the [Student Forms page](#) on the website. The form must be downloaded, completed and emailed to [Registrar@sksm.edu](mailto:Registrar@sksm.edu), who will send it for appropriate electronic signatures.

No change of enrollment will be permitted after the tenth week of the term, except under circumstances approved by the Dean of Faculty.

## Audits

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Starr King does not currently allow students to audit Starr King courses as our educational philosophy involves informed student participation.

## Incompletes

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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. Should you need to request an incomplete grade, please discuss your situation with your instructor in advance whenever possible.

In order to receive an incomplete, students must submit a completed [Petition for Incomplete](#), to the registrar at [Registrar@sksm.edu](mailto:Registrar@sksm.edu), cc'ing the instructor, **before the last Wednesday of the term - no exceptions**. The Registrar will send the form for electronic signatures.

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

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Starr King grants semester-length leaves of absence (Fall and Spring terms) to students when personal circumstances require the interruption of their enrollment. A student on leave does not need to apply for readmission and is not subject to changes in their academic program.

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 independent studies and incompletes.

Federal regulations stipulate that institutions receiving Title IV funds (federal financial aid) may not grant leaves of absences in excess of 180 days within a 12-month period, inclusive of weekends and break periods. Starr King therefore stipulates that students may take one leave of absence at a time but must enroll for classes in the subsequent semester to remain in good standing. Leaves of absence are not filed for Summer and Intersession terms. MDiv students are granted a maximum of six total semesters of leave and MASC students are granted a maximum of four total semesters of leave. Participation in the school's health insurance program is not available during a leave of absence.

A [Leave of Absence form](#) (found on the Student Forms page of our website) must be completed for each semester of leave. See instructions on the Student Forms page for filling out and submitting Student Forms. After the form is downloaded and completed, the student will email it to Registrar@sksm.edu cc'ing their advisor. The Registrar will collect all electronic signatures required.

An administrative leave of absence is imposed by vote of the faculty if a form is not approved and on file at the beginning of a semester. A student who fails to enroll for classes in the following semester will be withdrawn from Starr King by vote of faculty as well. Persons subject to administrative withdrawal may apply for readmission if they submit a corrective plan for continuing their degree program.

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.

Leaves of absence taken once matriculation in the degree program has begun count toward the total allowed in the program. Leaves of absence do not count toward the total time allowed to complete a degree program as stated in the Satisfactory Academic Progress policy.

## Transferring Between SKSM Degree Programs

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Students transferring into one SKSM degree program from another SKSM program must submit a [Change of Degree form](#) to the Registrar, who will collect all electronic signatures. The student must have the approval of the Dean of the Faculty and update their projected graduation date in consultation with their advisor.

### 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.

## Withdrawal from a Degree Program

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A student may withdraw from a degree program by submitting a formal [Withdrawal Form](#) to the Registrar at [Registrar@sksm.edu](mailto:Registrar@sksm.edu). The form should be discussed with the advisor prior to submission. The Registrar will collect the necessary electronic signatures.

If the 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. 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

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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, register

for Petition to Graduate in Populi (P2G-5000) for the corresponding term, then submit the following information via email to the Registrar, cc'ing their advisor and the Coordinator of Academic Programs & Dean of the Faculty:

- Cover letter outlining their readiness for graduation (250-500 words)
- Updated narrative Threshold Self-Assessment
- [Petition to Graduate form](#)

Once the materials have been submitted to the Registrar, 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 remaining electronic signatures will be obtained by the registrar.

## Change of Address or Phone Number

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To change contact information, complete an [Address Update Form](#), found on the Student Forms page of our website. Forward the completed form to the Registrar via email ([Registrar@sksm.edu](mailto:Registrar@sksm.edu)).

## Transcripts

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SKSM students currently enrolled in SKSM degree or certificate programs may print out unofficial copies of their grades at any time by

logging into their Populi, under the “My Profile > Student > Transcript” tabs, use the “Transcript Actions” dropdown menu and select “Export Transcript”. This allows a student to download a PDF of their **unofficial transcript**.

**For an official transcript**, submit a [Transcript Request Form](#). The link is found on the Student Forms page of 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 that evaluations accompany the transcript during your initial request, if required.

On average, it takes approximately 7-10 business days to process a transcript request. Due to COVID-19, some agencies accept official transcripts via email. It is the student’s responsibility to confirm with the recipient if this method of sending is acceptable, then to inform the Registrar’s Office when applicable.

## Student Records

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The student electronic file includes the student’s transcript, written evaluations, records, application for admission, student forms processed, 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 may 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 contact the Registrar. If the file was created when paper files were used, the file may be signed out (in compliance with the requirements of federal law). **The file is kept locked in the office of the Registrar.** As a result of COVID-19, and the school’s move to the 13<sup>th</sup> Street campus in Oakland, some paper files are securely stored off-campus and are not readily accessible. Requests to access the paper files may take 6–8 weeks to fulfill. Currently all active student files are kept digitally. Electronic digital student files can be obtained by contacting the Registrar at [Registrar@sksm.edu](mailto:Registrar@sksm.edu), and requesting specific files to be sent to the student via email, generally within one week of the request being made. 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, to the Student Accounts Manager, and to the President only.

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 must 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 of Students, 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 request 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





## Multi-Religious Resources

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### The Center for Multi-Religious Studies

The [Center for Multi-Religious Studies](#) at Starr King School for the Ministry is a premier hub for the academic and vocational exploration of multi-religious identity and practice. The first of its kind, the CMRS offers research, symposia, and public programs that advance scholarship and dialogue about multi-religious spiritual formation, ritual arts, education, and their interrelated dimensions.

Bringing together progressive religious leaders, scholars, and social activists, the CMRS represents a radical approach to the study of the world's diverse religious traditions within their own contexts, emphasizing interreligious dialogue, pluralism, and the SKSM pedagogical model of [Educating to Counter Oppressions and Create Just Communities](#).

### Multi-Religious Support Resources Beyond SKSM

The Interfaith Observer  
<http://www.theinterfaithobserver.org/>

An independent news media website exploring interreligious relationships and interfaith culture.

Parliament of the World's Religions  
<https://parliamentofreligions.org/>

The Parliament of the World's Religions was created to cultivate harmony among the world's

religious and spiritual communities and foster their engagement with the world and its guiding institutions in order to achieve a just, peaceful and sustainable world.

Festival of Faiths  
<https://festivaloffaiths.org/>

The mission of the Festival of Faiths is to promote interfaith understanding, cooperation, and action through exploring how different participating faith traditions address a common issue, topic, or theme. The festival is held every April in Louisville, Kentucky.

Religions for Peace USA  
<http://www.rfpusa.org/>

RFPUSA seeks to contribute to the well-being of civil society and to advance peace-building efforts and reconciliation in the United States and throughout the world.

Interfaith Center at the Presidio  
<http://www.interfaith-presidio.org/>

The Interfaith Center at the Presidio welcomes, serves, and celebrates the diverse spiritual wisdom and faith traditions of the San Francisco Bay Area and is networked with interfaith groups locally and globally.

Center for LGBTQ and Gender Studies in Religion, Pacific School of Religion

Transgender Religious Roundtable  
<https://clgs.org/our-work/transgender-religious-roundtable/>

The CLGS Transgender Religious Roundtable testifies to the transfigurational power of

spirituality and religion to nurture the full thriving and dignity of people of all genders.

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.

## Preparing for UU Ministry at Starr King

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### Ministerial Formation, Credentialing, and Discernment

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. By virtue of congregational polity, each UU 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 credentialed and welcomed into preliminary fellowship through the UUA's Ministerial Fellowship Committee.

Classes and field work to earn your MDiv degree at SKSM can be structured to fulfill your requirements for becoming a credentialed Unitarian Universalist minister.

The UUA's credentialing body, the Ministerial Fellowship Committee (MFC) expects candidates for Unitarian Universalist ministry to develop and demonstrate competency in seven key areas of ministry (see below). These seven areas of competency align well with the Eight Thresholds around which SKSM organizes its teaching.

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 Unitarian Universalist Faith
7. Leads the Faith into the Future

There are three stages of preparation, with requirements for each stage, that prepare you for your interview with the UUA Ministerial Fellowship Committee.

- Applicant Status
- Aspirant Status
- Candidate Status

The UUA Ministerial Fellowship Committee schedules interviews for ministerial candidates three times a year. They are held at the UUA headquarters in Boston, but they have also been hosted on-line during the COVID-19 pandemic. Once a ministerial candidate is granted Preliminary Fellowship following their interview by the Ministerial Fellowship Committee, they

are authorized to begin service as a UU minister in parish, chaplaincy, educational, justice or other community settings.

Advice on how to get started:

- Sign up to receive important info
- Familiarize yourself with resources and requirements
- Participate in UU community
- Plan your course of study and field work/internships
- Become an Aspirant (so you can qualify for UU scholarships)
- Apply for annual UU Scholarships in April!

*A. Make sure you are receiving important information!*

1. Contact the UUA's Ministerial Credentialing Office
  - Fill out your *Initial Inquiry Form* to become an *Applicant*. This is the first step in the ministerial credentialing process and will get you in the loop to receive important communications from the UUA!

**Applicant Survey Form:**

<https://www.surveymonkey.com/r/DR5RKV7>

2. Sign up for SKSM's [UUFormation@sksm.edu](mailto:UUFormation@sksm.edu) list serve to be notified of information and opportunities of interest to SKSM students preparing for UU ministry. To sign up, email the Rev. Jacqueline Duhart

*B. Familiarize Yourself with Ministerial Credentialing Resources and Requirements*

You do not need to know all this material when you begin, but it is helpful to know where to go when you need the latest information. Check out these websites.

1. **Becoming a Minister (UUA Webpage)**

<http://www.uua.org/careers/ministers/coming>. Find links to MFC requirements and reading lists, UUA scholarships, Career Assessment centers, congregational sponsorship info, the Internship Clearing House, and military chaplaincy requirements.

2. **UUA Credentialing and Professional Development Office**

<https://www.uua.org/offices/staff/mfd/credentialing>

3. **MFC Requirements and Appendix – Note, the Required Reading List** (organized by the seven competencies) is in the Appendix -pages 20 – 42.

<https://www.uua.org/careers/ministers/coming/prep-stages>

4. **UUA Ministerial Fellowship Committee (MFC) webpage**

<https://www.uua.org/uuagovernance/committees/mfc>

Find links to MFC rules and policies,

meeting dates, and sample interview questions.

5. **Requirements for Military Chaplaincy**  
<https://www.uua.org/careers/ministers/military/62863.shtml>

### *C. Participate in UU Community*

1. **Participate in a SKSM UU Ministerial Formation Discernment Group** which meets monthly October – May. Sign up once you have confirmed your class schedule. If you are already in Aspirant status with the MFC, you can also join the UU Ministers Association and register for the UU Ministerial Formation Network, which, in addition to discernment groups serving UU seminarians from any seminary, also offers an annual free seminarian retreat and access to individual vocational advisors.

2. **Start or renew a connection with a UU Congregation**  
The Ministerial Fellowship Committee expects Candidates for UU ministry to be able to demonstrate an understanding of UU congregational life based on at least two years active involvement or the equivalent. To become an *Aspirant*, you will need a congregation to sponsor you.

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 Rev. Jacqueline Duhart, 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.pcduua.org/congregations/>

To find UU Congregations across the USA, consult the UUA's Congregational Directory <http://www.uua.org/directory/congregations>

### *D. Plan Your Course of Study*

Candidates for fellowshipped UU Ministry are required to complete readings and coursework, as well as a unit of Clinical Pastoral Education (CPE), and a ministerial internship (either 9 months full time or 18 months, half time).

Don't wait until the last minute to do the MFC required reading. Let the reading help to strengthen your UU identity development throughout your time in seminary. Make a plan to read relevant books as part of your classes and incorporate your reading into your projects and papers. You can find the reading list in the Appendix pages 20-42 of the Ministerial Fellowship Committee Requirements. <https://www.uua.org/careers/ministers/becoming/rep-stages>

As you work with your advisor to plan your courses, internships or field work for each term, it helpful to review the MFC coursework and reading list for each area of competence to decide which classes you want to take. Each

term, you can update the MFC forms to document your coursework, readings, relevant field work, workshops, trainings, volunteer or professional experience.

CPE (Clinical Pastoral Education), and parish ministry internships require applications, and some are competitive, so it helps to plan ahead.

### MFC Areas of Competence for UU Ministry

#### **One: Worship and Rites of Passage**

*Required courses:* Preaching/Worship Arts; Liberal and/or Liberation Theologies

*Required course content:* Multi-religious Studies  
*Optional courses:* Visual Arts, Music Studies  
Two: Pastoral Care and Presence

#### **Two: Pastoral Care and Presence**

Required courses: Pastoral Care

*Required course content:* Sexual Misconduct Prevention/Professional Boundaries; Ethics

*Optional courses:* Advanced CPE; Counseling; Cross-Cultural Counseling; Human Development; Family Systems; Sexuality Issues for Religious Professionals

#### **Three: Spiritual Development for Self and Others**

*Required courses:* Religious Education Theory; Method/Practice; Hebrew & Christian Scriptures

*Optional courses:* Multi-Religious Spiritual Practice; Spiritual Direction; Philosophy; Child Development

#### **Four: Social Justice in the Public Square**

*Required courses:* Religious Ethics; Anti-Racism/Anti-Oppression/Multiculturalism

*Required course content:* (Choose four)  
Community Organizing/Social Change Theory; Public Leadership; UU History of Prophetic Witness; Justice Theory; History of Oppression; LGBTQI Studies; Gender Studies; Feminist Studies; Disability Studies; Postcolonial Theory; Ethnic Studies; Environmental Justice; Peace Studies

#### **Five: Administration**

*Required courses:* (Choose one) Church Administration; Nonprofit Management and/or Leadership

*Required course content:*  
Stewardship/Fundraising

*Optional course content:* Social Entrepreneurism; Marketing; Strategic Management

#### **Six: Serves the Larger Unitarian Universalist Faith**

*Required courses:* UU History; UU Polity; History of Christianity

*Recommended experience:* Volunteer service at the UUA regional or national level

*Optional courses:* Advanced UU History Research/Scholarship; Global Studies;

#### **Seven: Leads the Faith into the Future**

*Required courses:* World Religions

*Required course content:* Youth/Young Adult Ministry; Multicultural Studies; Multi-Religious Approaches to Ministry

*Optional courses:* Entrepreneurial Ministry; Generational Studies; Media and Social Networking; Radical Hospitality; Global Studies

### *E. Don't wait to start the process of becoming an Aspirant*

It is to your advantage to be in Aspirant status before mid-April of your first year in seminary. This will make you eligible to apply for annual UUA scholarships by the deadline of April 15. As an Aspirant, you can join the UU Ministers Association in time to register for UU Ministry Days (held in June, just before General Assembly) and can participate in the UU Ministerial Formation summer seminarian retreat – free retreat and reimbursed travel.

To become an Aspirant, you will need to be interviewed by a UU minister in preliminary or full fellowship, be sponsored by a congregation, and send in some paperwork, including a criminal background check. Details can be found here -

<https://www.uua.org/careers/ministers/becoming/rep-stages>

### *F. Apply for UUA Scholarships – annual deadline is April 15<sup>th</sup>*

<https://www.uua.org/careers/ministers/becoming/scholarships>

You must be in Aspirant or Candidate status to apply.

### *G. Career Assessment*

The required career assessment, which is part of achieving Candidate status, is 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>

A Program Assistance Grant of \$1,000 from the UUA is available to offset the costs of the career assessment – which run between \$1450 - \$2000. The UUA Ministerial Credentialing Office strongly recommends that Aspirants complete a career assessment as early in the process as possible.

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.

### *H. Clinical Pastoral Education (CPE)*

All UU ministry aspirants/candidates are required to complete a basic unit of certified Clinical Pastoral Education (CPE) and the evaluations will be included in the candidate packet. A directory of certified CPE programs is available from the Association for Clinical Pastoral Education, Inc., at [www.acpe.edu](http://www.acpe.edu) or the College of Pastoral

Supervision and Psychotherapy at [www.pastoralreport.com](http://www.pastoralreport.com).

It is strongly recommended that you complete your CPE prior to meeting with the MFC, and many congregations prefer that their ministerial interns have completed their CPE before their internship. CPE is completed in a 10 to 12-week intensive program or in an extended unit. The MFC is willing to consider a CPE Equivalency when an aspirant or a candidate brings relevant experience and references. Please contact the UUA Ministerial Credentialing Director for further information. The St. Lawrence Foundation has funds available to offset the costs of the CPE tuition. For more information, please go to: <http://www.nyscu.org/SLFTE/>

### *I. 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 full Fellowship. For community-based internships, if the supervisor isn't a Unitarian Universalist minister in full fellowship, a UU minister in full fellowship must be available for consultation and reflection and serve as a member of the intern committee. To express your interest in finding an internship, go to the UUA's Internship Clearing House. There you can create a Prospective Intern Profile so that congregations and organizations looking for an intern can contact you. You can also read profiles from internships sites: congregations, community ministries and hybrids (a combination of congregation and community or

campus ministries) to see what internships and salaries being offered.

<http://www.uua.org/careers/ministers/becoming/internships/>

Sometimes it is possible to create a new internship opportunity at a site that is not currently listed on the Internship Clearing House by cultivating relationships with UU Ministers whom you admire and asking about an internship opportunity.

For additional help finding congregational internships, consult with your advisor. You may also seek assistance from the Rev. Tera Landers, Parish Internships Coordinator at SKSM, [tlanders@sksm.edu](mailto:tlanders@sksm.edu).

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 due as early as October 30th. For those who are planning to do a parish ministry internship in 2021-2022, this fall is the time to create and post your Prospective Intern Profile.

### *J. Resources for UU Seminarians*

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, collaboration, and a commitment to anti-racism, anti-oppression and multi-culturalism.

View a welcome video and find information for new members here:

[https://www.uuma.org/page/new\\_members](https://www.uuma.org/page/new_members)

Seminarians are eligible to join the UUMA when they reach Aspirant status in the UUA 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 full or partial dues waiver

at: [https://www.uuma.org/page/dues\\_waiver](https://www.uuma.org/page/dues_waiver)  
Don't let finances get in the way of joining!

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 UUMA programming.

### **UUMA Chapters**

[https://www.uuma.org/members/group\\_select.asp?type=6495](https://www.uuma.org/members/group_select.asp?type=6495)

There are 24 chapters in the UUMA. In addition to geographical chapters, there are chapters for People of Color in Ministry, UU Military Chaplains, and Community Ministers. It is possible to belong to more than one chapter. Connecting with a UUMA chapter can help you build a foundation of collegial connection. You can join a chapter as soon as you are in Aspirant status with the UUA's ministerial fellowshiping process and have become a member of the UUMA.

Chapters offer retreats, a list serve, and other opportunities for collegial support and continuing education.

The Pacific Central 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. <http://www.pcdouuma.com>

### **UUMA Affinity Groups**

[https://www.uuma.org/members/group\\_select.asp?type=8074](https://www.uuma.org/members/group_select.asp?type=8074)

The UUMA offers eight groups for those who share common traits or interests. Some examples include: Pastor Parents, Urban Ministries, UU Clergy Recovery, and Prison Ministries.

### **UU Ministerial Formation Network**

<https://www.uuma.org/page/mfn>

Students preparing for or considering UU ministry are encouraged to participate in the UU Ministerial Formation Network, sponsored by the UU Ministers Association (UUMA) and Unitarian Universalist Association (UUA). The UU Ministerial Formation Network offers each participant: discernment support, collegiality, and supplemental education. Seminarians who are members of the UUMA are eligible to participate. To be a member of the UUMA, you must be in Aspirant or Candidate status in the UUA's ministerial credentialing process.

### **UU Ministerial Formation Network Discernment Support**

Participants can choose to receive their discernment support from either an individual Vocational Advisor or through a group



experience (on-line or in-person). Discernment Groups start in October and run through May. Please register for a group through the UU Ministerial Formation Network website in August or September.

Rev. Jacqueline Duhart also offers monthly UU Ministerial Formation Discernment Group for SKSM students. Please send her an email if you would like to participate – [jduhart@sksm.edu](mailto:jduhart@sksm.edu) Meeting times are set to best accommodate the schedules of interested SKSM students, and you do not need to be an Aspirant or member of the UUMA. SKSM students matriculating in the spring semester are also welcome to join.

For those who would like the support of others who share one or more aspects of their identity, the UU Ministerial Formation Network (through the UUMA) also offers identity group options, for example:

- People of Color
- Trans\*/Non-Binary
- Geographically Isolated
- Community Ministers
- People with Disabilities
- People with Working-Class Backgrounds

They also offer the option for participants to specify identity preferences for their individual Vocational Advisor. We cannot guarantee our ability to make identity matches, but we will do our best.

UU Ministerial Formation Network Collegiality (Free Retreats!)

MFN Participants are invited to at least one in-person retreat each year they are enrolled in the program. Like other aspects of the program,

attendance at the retreat is free of charge.

**Participants can attend a retreat near them, or one of the retreats connected to other programming:**

- **Seminarians of Color Aspirants and Candidates:** Adjacent to the annual *Finding Our Way Home Retreat*. Usually in March. This UUA-sponsored retreat welcomes UU religious professionals who identify as Black, Indigenous, people of color, Latina/o, Hispanic, Asian/Pacific Islanders, Middle Easterner, and/or multiracial and multiethnic.
- **Pre-UUMA Ministry Days (which are prior to the UUA General Assembly):** Open to all MFN participants who have not attended an earlier retreat. (Note: this can also be an opportunity to fund your travel to GA).

UU Ministerial Formation Network Supplemental Education

Drawing on research about the transition into ministry, the UU Ministerial Formation Network offers webinars each year on a variety of topics. Participants may choose which webinars are most relevant to their own learning goals.

Note: SKSM students who are not yet Aspirants and/or members of the UUMA can participate in a more modest level of Ministerial Formation Network programming, including a retreat at Camp DeBenneville Pines (near LA) as well as the monthly SKSM Ministerial Formation Discernment Group. Touch base with SKSM Chaplain, the Rev. Jacqueline Duhart to get connected.

### *K. Resources for UU Students 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>

Introduce yourself to Rev. Michael J. Crumpler, the UUA'S Director of LGBTQ and Multicultural Programs [mcrumpler@uua.org](mailto:mcrumpler@uua.org)

**Subscribe to Catalyst** the UUA newsletter from Multicultural Ministries

[http://org.salsalabs.com/o/1272/p/salsa/web/comm on/public/signup?signup\\_page\\_KEY=7476](http://org.salsalabs.com/o/1272/p/salsa/web/comm on/public/signup?signup_page_KEY=7476)

#### **DRUUMM (Diverse Revolutionary UU Multicultural Ministries)**

<http://www.druumm.org>

DRUUMM is a Unitarian Universalist People of Color Ministry and anti-racist collective bringing lay and religious professionals together to overcome racism through resistance and transform Unitarian Universalism through our multicultural experiences. Seminarians are welcome to participate in DRUUM activities.

#### **Black Lives of Unitarian Universalism**

[www. BlackLivesUU.com](http://www.BlackLivesUU.com)

BLUU provides information resources and spiritual support for Black Unitarian Universalists and works to expand the role and visibility of Black UUs within our faith.

#### **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.

For more information contact:

[multicultural@uua.org](mailto:multicultural@uua.org).

### *L. UU Resources for Trans Seminarians*

#### **TRUUsT: Transgender Religious Professional UUs Together**

<https://transuu.org/>

Are you a Unitarian Universalist religious professional (including seminarians) who is transgender, genderqueer, gender fluid, non-binary, two spirit, intersex, agender, bigender, third gender, neutrois, transsexual, and/or otherwise marginalized in terms of gender identity? If so, you are warmly invited to join TRUUsT! Some of us are fully public about our gender identity, some of us are partially public, and some of us are not at all public. We have members from the United States, Canada, and Europe.

TRUUsT advocates for the gifts, safety, liberation, and leadership of trans religious professionals in Unitarian Universalist ministries and institutions. Their work to counter oppression includes but is not limited to dismantling racism, sexism, ableism,

heterosexism, homophobia, biphobia, transphobia, classism, ageism, colonialism, and sizeism. No matter where you are on your journey or how open you are about your gender identity/experience, TRUUsT welcomes you.

<https://transuu.org/join-us>

## Job Listings

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Students are invited to check up-to-date job listings at the [Graduates page](#) of the Starr King website.

# Community Policies



## Accreditation and Legal Compliance

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Starr King School for the Ministry is accredited by the Association for Theological Schools (ATS). Our academic program and operations are conducted in accordance with the educational and institutional standards determined by the Commission on Accrediting of ATS.

Persons who believe that SKSM is in violation of ATS accreditation standards should direct their notice or complaint to the Dean of Faculty. The Commission on Accrediting will also receive and evaluate complaints that are submitted in writing and accompanied by substantial documentation to support an allegation of nonconformance with ATS standards and policies.

SKSM also endeavors to comply with all relevant federal, state, and local regulations and ordinances. Certain policies listed in this document identify the steps SKSM takes to maintain legal compliance in certain areas, such as privacy rights and protections against sexual discrimination. Persons who believe SKSM is in violation of the law may bring notice or complaint to Human Resources or the President. Anyone who alleges that SKSM's administrative processes or educational programs are compromised and not up to the required minimum standards may also notify the State of California, Department of Consumer Affairs, Bureau for Private Postsecondary Education. An individual may contact the Bureau to file or review a complaint.

The Bureau may be contacted at:

Bureau of Private Postsecondary Education  
Suite 400  
2535 Capitol Oaks Drive  
Sacramento, CA 95833  
Telephone: (916) 431-6924  
Fax: (916) 263-1897  
Website: <http://www.bppe.ca.gov>

## Students with Disabilities Policy

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Starr King School for the Ministry aims to provide equitable access to educational opportunities and resources for all students. The Dean of Students oversees the process of requesting and accessing accommodations at Starr King and your SKSM Advisor can assist you in planning a course of study.

### **Accommodations for Students with Disabilities**

The request for accommodations form is available [here](#).

This policy strives for consistent and equitable student access to educational opportunities at Starr King. In particular, it addresses a student's ability to fulfill degree and certificate course and program requirements. The policy covers student advising, SKSM classroom activities and requirements, program exams, and capstone experiences or projects. It does not address extracurricular events sponsored by SKSM or

administrative activities (e.g. registration, access to facilities, etc.).

The Dean of Students serves as the Disabilities Resource Officer (DRO) for SKSM. The DRO serves as a resource to develop expertise, provide information and consultation, and answer questions.

*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 student with a disability who seeks accommodations with their academic work submits a request form to the DRO. The student must provide documentation that substantiates the disability diagnosis. This may take the form of:

1. A statement or recent medical record provided by a qualified medical professional.
2. A previous medical or educational record with relevant information, such as a past accommodation or assessment document.
3. A self-report provided to the DRO during a structured interview. Starr King reserves the right to request additional documentation alongside the self-report.

The student is responsible for incurring any cost associated with the documentation.

Accommodations are not intended to give students with disabilities an unfair advantage, but to remove barriers that prevent 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 student with a disability 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 or schedule a self-report interview. They should recognize that the DRO has other responsibilities and requires a reasonable amount of time to integrate student requests within their workload.

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 to finalize accommodation options in the context of institutional resources and culture and to assure consistency and equity within SKSM as students with disabilities cross-register for courses. 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 DRO 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.

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 a specified period of time. Students should use the DRO's email to work with faculty and staff to arrange accommodations as needed. Students may re-apply for accommodation should the need persist beyond the period defined in the DRO's decision.

*Appeal:* The student with a disability 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 should work with the faculty member to resolve the faculty member's concerns. If a resolution is impossible, the student with a disability can seek remedy via SKSM's academic grievance policy.

If a student disagrees with the DRO's decision and/or recommended accommodation, they can also appeal the decision through the academic grievance policy. Again, the DRO should work with the student first to find ways to resolve the student's concerns.

### *Examples of Reasonable Accommodations*

The DRO will collaborate with students and faculty to determine reasonable accommodations that do not substantially alter the school curriculum or impose an undue institutional burden. Accommodations at Starr King have included:

- Extra time to complete assignments
- Substitution of oral exams, audiovisual recordings, or creative projects in lieu of written assignments

- Access to recordings of synchronous class sessions for review
- Allowance for physical therapy breaks during class sessions

### *Institutional Contact:*

Rev. Dr. Christopher Schelin

Dean of Students & Disability Resource Officer

[cschelin@sksm.edu](mailto:cschelin@sksm.edu)

510-902-3991

## Policy for Protection of SKSM Students from All Forms of Sexual Misconduct

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### Temporary Supplement to Sexual Misconduct Policy – August 2020

**Overview:** This temporary policy supplement is an extension of the existing Title IX Sexual Misconduct Policy. It implements the Department of Education's 2020 "Final Rule" for Title IX regulations (which is now being revised by the current administration). If the Title IX Coordinator considers a report to be of a **very serious** asserted violation of the SKSM Sexual Misconduct Policy, use this temporary supplement along with the Policy.

**Very serious** reports are those that upon completion of the intake, the Title IX Coordinator believes that if true, the case reasonably may lead to sanctions of expulsion, suspension of matriculation or of co-curricular activities and/or a permanent adverse finding of sexual misconduct on record with SKSM.

**Notice:** Very serious reports require more detailed written notice. The Title IX Coordinator will provide written notice to the parties who are known, including a statement of the allegations and details known at the time, such as names of those involved, the alleged conduct, the date, time and location of the incident; a statement of the policies and standard of evidence that will apply; a statement that the Respondent is presumed not responsible for the alleged conduct until a final determination is made by the appointed fact-finder(s); and a reminder that both parties will have the opportunity to review the investigative report and evidence prior to the hearing and an opportunity to bring an advisor of their choice to the hearing. Both parties are sent a copy of the SKSM Sexual Misconduct Policy and this supplement.

**Live Hearing:** Very serious reports require a live hearing if the report is not resolved by an agreement that is approved by the Title IX Coordinator, unless both the Complainant and the Respondent do not want a live hearing. The hearing will take place in real-time, however, participants may be located in separate rooms using audio and/or video technology that allows simultaneous viewing and listening. The hearing fact-finder(s) shall decide who is allowed at the hearing and the order of the proceedings. SKSM may retain an external person to be the neutral fact-finder.

The live hearing is held by the fact-finder(s) who is appointed by the Title IX Coordinator and who is not otherwise involved in the case. The person will be appropriately trained. The fact-finder(s) will not have a conflict of interest or any bias for one side or the other.

All parties will receive 20 days or more notice of the date, time and location for the hearing, and a reminder of the equal opportunity for bringing an advisor/support person to the hearing.

At least ten (10) days before the hearing takes place, both the Complainant and the Respondent will have equal opportunity to review the investigative file subject to any parameters set by the Title IX Coordinator. This information will also be available at the hearing.

Each party's advisor will be permitted an opportunity to ask the other party and any witness who testifies, relevant questions and follow-up questions, including those challenging credibility, but only upon the advance approval by the fact-finder(s), and subject to their guidelines, if any. Direct questioning of any witness by a party is not permitted. If a party does not have an advisor, they may inform the Title IX Coordinator in advance of the hearing, who will determine how to proceed. The fact-finder(s) will decide questions of relevance at the hearing.

Complainants and Respondents will be treated equitably. All relevant evidence at the hearing and in the hearing file will be objectively evaluated, including both inculpatory and exculpatory evidence. A determination will not be based on a party's status as a Complainant, a Respondent, or a witness, or any preconceived notions or biases.

Within ten (10) business days of the live hearing, with extension as permitted by the Title IX Coordinator, the fact-finder(s) will provide a written determination to the Title IX Coordinator of whether or not the Respondent is



found responsible under this Policy, and may also include a recommendation for sanctions or remedies.

The Title IX Coordinator will thereafter send the parties (simultaneously) a written Outcome Letter as stated in the SKSM Sexual Misconduct Policy. The range of possible disciplinary sanctions or remedies that may follow a determination of responsibility are stated in the SKSM Sexual Misconduct Policy.

**Records:** An audio or audiovisual recording or transcript of the live hearing will be created. The Title IX Coordinator will receive and retain records of the case including the interim and the supportive measures, if any. If no such measures were provided, SKSM will document the reasons why. The Office of the Title IX Coordinator will also maintain materials used to train any staff of SKSM who are appointed to serve as investigator(s), fact-finder(s) or in any other role related to this Policy. Requests for inspection of such records may be directed to the designated Title IX Coordinator.

## Standing Sexual Misconduct Policy

### 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  
414 13<sup>th</sup> St.  
Suite 700  
Oakland, CA 94612  
[cschelin@sksm.edu](mailto:cschelin@sksm.edu)

Title IX Deputy Coordinator at SKSM  
Rev. Dr. Meg Richardson, Associate Dean of Faculty  
414 13<sup>th</sup> St.  
Suite 700  
Oakland, CA 94612  
[mrichardson@sksm.edu](mailto:mrichardson@sksm.edu)

#### 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:
  - 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.

**4. 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 Oakland Police Department:  
Emergency (510) 238-3455 or  
Non-Emergency (510) 777-3333
- 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.

#### 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](mailto:cschelin@sksm.edu)
- Rev. Dr. Meg Richardson, Deputy Title IX Coordinator: [mrichardson@sksm.edu](mailto: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/community/policies-compliance-statements/reporting-sexual-misconduct/>

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.



#### 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*

#### Bay Area Resources

- 911 – Police
- City of Oakland Police Department: Emergency (510) 238-3455
- Alameda Health System – Medical counseling for victims of sexual assault and domestic violence at Highland Hospital, Oakland, and other locations. Visit <http://alamedahealthsystem.org/services> and select “Medical Counseling” in the alphabetical menu. Highland Hospital 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.

#### Nationwide Resources

- 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, [cschelin@sksm.edu](mailto:cschelin@sksm.edu)
- Deputy Title IX Coordinator: Rev. Dr. Meg Richardson, [mrichardson@sksm.edu](mailto:mrichardson@sksm.edu)

SKSM does not maintain an on-campus counseling center. Services available in the area, include:

#### Other Bay Area Resources

- The Interfaith Counseling Center of the Bay Area - Trained and licensed therapists and counselors are available. 2345 Channing Way, Berkeley, CA 94709 <https://www.interfaithcc.org/> (510) 225-5595

- 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: <https://acphd-web-media.s3-us-west-2.amazonaws.com/media/resource-guides/docs/domestic-violence.pdf>
- Resource List at the Alameda County Family Justice Center: [http://www.acfjc.org/GET\\_help](http://www.acfjc.org/GET_help)

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## Reporting a Bias Incident

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**For Emergencies:** If a crime is in progress or has just occurred, please dial 911.

**For Sexual Misconduct:** In cases of sexual harassment, discrimination, or assault, please use the reporting form available here:

<https://www.sksm.edu/reporting-sexual-misconduct/>

Starr King School for the Ministry's mission is defined by our *ECO* commitment: Educating to Counter Oppressions and Build Just and Sustainable Communities. According to our ECO statement, 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.

Therefore, Starr King aims to cultivate safe and welcoming environments – on campus, online, and anywhere else we meet one another – in which all may thrive and co-create beloved community.

### **What is a Bias Incident?**

A bias incident is a behavior or action that is motivated in part or in whole by bias or prejudice and which targets an individual or group based on one or more held identities. Bias incidents may include the following behaviors, among others:

- Identity-based slurs (e.g., racial epithets, sexist comments)
- Display of hate symbols
- Cultural appropriation
- Microaggressions
- Expression of stereotypes
- Offensive terminology
- Bullying

Bias is a natural human trait that must be named and engaged on the path of countering oppression. No person is free of biases, which are often unconscious or not perceived as disrespectful. The purpose of reporting bias incidents is not primarily punitive, but restorative. Addressing such incidents enhances our capacities for self-awareness, mutual understanding, reconciliation and collaboration,

thereby enabling us to fulfill our callings as religious and social-change leaders more skillfully and compassionately.

### **Reporting a Bias Incident**

Any involved party who experiences or witnesses a bias incident may complete the Bias Incident Report Form. This form is for all faculty, staff, and students of Starr King, as well as any other participants in activities led by the school.

The form can be filed for incidents that the involved party considers resolved as well as those for which the school should take action. In the case of the former, the report provides school leadership with helpful information for improving the SKSM community climate.

Whenever it is safe to do so, rather than dangerous or traumatizing, recipients or bystanders of a bias incident are encouraged to confront the problem through direct address with the alleged perpetrator.

Please make the report as complete and accurate as possible and provide supporting documentation or other evidence. Evidence may be preserved and presented in various forms, including, e.g., photographs, videos, screenshots, original documents, etc.

All information contained within your report will become a part of SKSM's administrative records. Starr King will maintain privacy and confidentiality as much as possible, sharing information only with those who have a legitimate or legal need of access. When material

is shared with persons outside of SKSM administration and the Bias Incident Response Team, it will be redacted as needed to maintain the privacy of educational records in adherence to the Family Educational Rights and Privacy Act (FERPA). The school will make every effort to protect against conflicts of interest as well as acts of retaliation.

## Responding to a Bias Incident

Starr King will evaluate and address each report in a prompt, fair, and thorough manner. Once submitted, the report will be routed to the members of our Bias Incident Response Team. Any member of the Team found to be involved in a bias incident will be automatically recused. The Team will review reports and documentation, coordinate support services, recommend reparative or disciplinary actions, make necessary referrals, and confer with leadership about any public communications. Reporters will be directly notified of the final outcome(s), barring any material that is protected by the FERPA or other legal or ethical obligations to maintain confidentiality.

The advisory body known as *Team ECO*, made up of staff, faculty, and student members, also currently serves as the Bias Incident Response Team.

## Academic or Personal Dispute Policy

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This policy serves Starr King's commitment to build just and sustainable community by establishing procedures for resolving conflicts based on interpersonal interactions or academic processes. Faculty, staff, and students are charged with the responsibility of engaging in respectful communication rooted in values of empathy, curiosity, justice and inclusivity. If a student has an academic or personal dispute with another member of the Starr King community, they may seek resolution through the steps outlined below.

A **personal dispute** is defined as a dispute in which a student objects to the way they have been addressed or treated by another faculty, staff, or student in the context of their studies at or work for the school. Starr King will only involve itself in the resolution of personal disputes that occur within the learning or work environment and impinge upon its healthy functioning.

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 variable credit courses (e.g. SKILS and field education)
- e. a decision on a letter-grade for a course (if a letter grade had been requested)

This policy is not applicable in the case of serious violations otherwise stipulated by Starr King. For the following, a complainant should notify school administrators immediately:

- Harassment or bullying
- Hazing
- Public nudity
- Throwing/ejecting objects
- Use or possession of firearms, pyrotechnics, or explosive objects
- Use or possession of illicit substances
- Sexual misconduct (notify Title IX Coordinator or Deputy Coordinator)

In the case of a **bias incident**, complainants are urged to follow the guidance for informal resolution and direct address, provided below, alongside filing an incident report.

### Prohibition of Retaliation

This policy prohibits retaliation against any person who reports a complaint, assists a complainant, or participates in the investigation or resolution of a dispute. Retaliation includes any acts of verbal abuse - such as threats, intimidation, or slander - or adverse actions affecting one's employment or ability to participate in the educational program, or efforts to impede an investigation.

### Informal Resolution and Direct Address

Starr King intends to maintain a respectful and collegial learning environment that encourages the cooperative resolution of conflicts whenever possible. It is preferable the disputes are addressed informally through direct engagement between parties. Direct address may be superseded when such interaction may be reasonably considered to be threatening or unsafe.

When you have a complaint against another community member, state your disagreement, concern or objection and state the resolution you feel would be appropriate. The other party must 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 reply in a timely manner to indicate whether you will accept and abide by their response, or whether you will pursue resolution through formal school processes.

### Formal Resolution of Academic Disputes

When a student objects to a course instructor's decision and direct address has failed to resolve the matter, the following steps should be taken:

#### *Consultation with Advisor*

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.

### *Formal Appeal to the Dean of Faculty*

You may formally appeal a faculty member's decision to the Dean of Faculty if steps one and two have been followed but no satisfactory resolution achieved. A formal appeal should be presented to the Dean of 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 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 Faculty's decision.

The Dean of Faculty will read your written appeal and the faculty member's statement in response. The Dean of 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 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 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.

### *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.**

### **Formal Resolution of Personal Disputes**

Formal resolution begins by consulting with a Starr King faculty or staff to seek advice. You may contact your advisor, the Director of Spiritual Services, or the Dean of Students. This person 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.

If consultation does not achieve a resolution, you may file a formal grievance with the Dean of Students. The grievance will consist of a written statement explaining the dispute and its impact on your involvement with Starr King, efforts undertaken to achieve resolution, and providing documentary evidence as needed (e.g, screenshots, witness statements). The Dean of

Students will take all necessary measures to investigate the dispute, including collecting statements from the respondent and witnesses, separately interviewing the involved parties, and examining any documentation. The Dean of Students will consult with other administrators to determine a reasonable resolution in accordance with school policies and procedures. The Dean of Students will communicate a decision in writing to the complainant and the respondent. If the complainant is not satisfied with the proposed resolution, they may present a formal written appeal to the President. The President will review all written materials and may request additional information or interviews. The President will prepare a written judgment that upholds the Dean of Students' decision, set it aside and make a new decision, or direct parties to take other actions to resolve the dispute. **The President will be the final adjudicator of personal disputes within the Starr King environment.**

### **Disputes with Starr King Administrators**

In the case of a personal or academic dispute with the Dean of Faculty or the Dean of Students, formal written complaints should be addressed to the President, following the steps provided above. In the case of a dispute with the President, formal written complaints should be addressed to the Chair of the Board of Trustees.

## **Privacy in Online Education**

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Starr King is committed to protecting the privacy of its students, employees, and partners while ensuring accessibility, timely communication, and active engagement for all persons who participate in school programs and operations,

support the school financially, or wish to remain aware of the school's efforts to fulfill its mission.

This policy identifies the rights and protections SKSM will uphold while conducting its academic programs in online environments. Students who have any questions about this policy are encouraged to contact the Dean of Students.

### **Photo/Video Release Form**

Upon matriculation, every student must sign a photo/video release form. Unless the student signs the denial of release, the form allows Starr King to disseminate photographic or video records, featuring the student's likeness, which were created during school events or educational activities. These photographs and video recordings may be used in print or online promotions, included in emails to constituents and social media posts, and uploaded to video-sharing platforms. Starr King distributes photo/video materials to advertise the school to the general public, inform constituents about school events, and advance the educational program.

The student body will receive a reminder about the photo/video release form on an annual basis, so that persons may choose to opt-out or opt-in as their circumstances warrant. A student who had previously signed the release in the affirmative may at any time submit a written opt-out request to the Communications Officer. This request will be kept in the student's permanent file. Starr King cannot guarantee the removal of all prior material bearing the student's likeness from online platforms and other media.

### **Populi Learning Management System**

Populi is the open-source learning management system (LMS) used by Starr King as the online course-delivery platform.

Data held by Populi includes your name, email address, student identification number, username, and enrollments. Your record in Populi may contain other user-contributed information (e.g., a personal photograph uploaded as a profile picture). Populi logs contain detailed information about your activity within a given course, including the dates and times when course information was viewed or updated and the IP address of the device used for access. Populi contains information about course contributions such as file submissions, discussion posts, and other evidence of participation in Populi-based activities. Information and data uploaded to Populi may be retained indefinitely.

Populi is a password-protected, multi-factor authentication LMS. Only SKSM faculty, students, and staff have access to the Populi site. Only faculty, students, and staff enrolled as participants in a specific course have access to those course materials. Only the SKSM director of online education and the SKSM Registrar have access to all personal information and course materials.

Course content is accessible to participants for the duration allowed by the instructors. Instructors can choose at any time to make the course or specific material within the course visible or hidden to students. Posts made on discussion forums and answers to polls and surveys can be viewed by other students. All

assignments and private messages cannot be viewed by other students. As with in-person courses, students should exercise discretion in sharing information of a sensitive and personal nature. All participants enrolled in a course are expected to use reasonable judgment regarding the confidential nature of information that is disclosed. Specific courses may be bound by additional participation agreements affirmed by the instructor and students.

### **Synchronous Online Courses**

Starr King conducts its courses in a range of modalities, including hybrid or fully-online courses in which some or all members participate via a videoconferencing platform. Students and instructors should adopt additional precautions to protect one another's confidentiality and privacy. Meeting links must not be shared with persons who are not enrolled in a course. Participants may not allow other persons in their vicinity to hear, view, or interact with the Zoom meeting without prior, express permission by the instructor and consent by all students.

Instructors may adopt additional safeguards such as restrictions on joining a meeting, sharing a screen, recording, or unmuting a microphone without permission. If recordings of class sessions will be made, instructors must define the purpose of the recordings (e.g., for absent students), how and for whom they will be accessible, and the duration they will be retained. Recordings cannot be made without the consent of participants.

### **Starr King Social Media**

Please refer to the Social Media Use Policy for general expectations concerning behavior on social media platforms. Officers of SKSM will not disclose educational records or directory information concerning an employee or student on social media without express permission of the subject. Posts by students or employees that reveal confidential or directory information of other members of the learning community, without permission of the subject, will be deleted or blocked. Employees and students who elect to share such information should be cognizant of its accessibility to others. It is not a violation of FERPA for students to freely disseminate their own personally-identifiable or directory information or educational records on social media.

SKSM educational activities do not occur on social media platforms. Instructors or students should not share the content of courses on social media without the express permission of participants. Social media is a helpful tool for disseminating information and facilitating conversations among constituents, but it is not a formal channel of communication. Questions or complaints about the conduct of courses should be addressed through direct contact between instructor and student and/or the established processes for filing a complaint.

### **Online Events: Livestreaming and Access to Recordings**

The nature of our learning community entails participation in events that are livestreamed and/or recorded for future online broadcast. This



includes both events that may be conducted in-person (e.g., Commencement) as well as events that may be conducted fully online (e.g., chapel services). Starr King aims to make its events as broadly accessible as possible for students, faculty, staff, alumni, and friends. Persons with privacy concerns should be mindful of the accessibility details stated for each event and make appropriate determinations concerning their participation.

For each event, Starr King will communicate the following in advance:

- The media platforms on which the event will be streamed or uploaded
- The scope of constituencies which Starr King intends to access the event (faculty, staff, students, alumni, and the general public)
- If accessibility to the livestream or upload is restricted, authorized constituents will be provided the means of access (e.g., password) and instructed not to disseminate.
- Starr King will reiterate its commitment not to disclose educational records or directory information without express written permission.
- Starr King will post copyright for materials for which it has permission or licensing to reproduce.

## Social Media Use

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This policy is crafted to assist Starr King School for the Ministry (SKSM) employees, students, alumni and friends remain in right relationship as they manage or interact with various social media platforms, both those that are authorized and operated by Starr King personnel as well as those that are independent of the school. This policy provides guidelines for respectful, just, and constructive behavior that should be followed by persons whose social media use impacts the community life of the school or represents the school to the larger world.

Social media provides tremendous opportunities for effective engagement, deep interaction, and quick communication. At the same time, it is well known that social media use may encourage impulsive and unethical expressions that are otherwise avoided in more direct forms of interpersonal engagement. These guidelines are written not to curtail participation in social media but to foster interactions based on our commitment to *bless the world with the spirit of love*, in the words of our Starr King Chalice Lighting.

This policy is applicable to all social media platforms, including but not limited to: Facebook, Twitter, YouTube, Instagram, Flickr, LinkedIn, and personal blogs.

All faculty, staff, students, alumni, and friends of the school are expected to conduct themselves in accordance with the guidelines stated below. SKSM reserves the right to delete postings on school-maintained sites that violate these guidelines. Employees and students who engage

in libelous or illegal behavior may be subject to further disciplinary action.

## General Guidelines for Behavior

- Adhere to the general standards for conduct as reflected in the Starr King School Covenant.
- **Embody the philosophy of Educating to Counter Oppressions and Build Just and Sustainable Communities.** As members of the Starr King community, we will *be what we want to see, shelter prophetic witness in the world, counter white supremacy, and work for the common good.*
- **Communicate with honesty and accuracy.** Please verify information before you post. Link to original sources of information. Starr King employees should be aware that comments on social media can be interpreted as official statements or positions of the school unless they are qualified.
- **Treat others with respect.** Be considerate of differing viewpoints and use considerate language. Libelous comments and discriminatory or harassing language will not be tolerated.
- **Maintain confidentiality.** Do not share or disclose confidential, proprietary, or personal information about Starr King faculty, staff, students, or alumni. This includes the following:
  - Personally identifiable information, which may consist of protected health information, home address and contact information, social security numbers, and financial transactions.
- The educational records of any student enrolled at Starr King or another institution, in accordance with our FERPA Policy.
- The content of personal communication between individuals, including face-to-face conversation, phone calls, text messages, or emails, without the express permission of those involved.
- Protect copyright and intellectual property rights.
- Complaints against other members of the Starr King community are best handled through direct address as well as formal channels for reporting, rather than on social media. The following channels have been instituted by Starr King for equitable review of and response to conflict and/or unethical behavior:
  - The Policy for Academic or Personal Disputes
  - The Policy for Sexual Misconduct
  - The Policy for Reporting Bias Incidents
- **Questions about school practices and procedures are best answered outside of social media.** When you seek clarity from the school about a particular topic (e.g., submitting petitions to graduate or designing SKIL courses), the proper

approach to obtaining an answer will be consulting the Student Handbook and directly contacting SKSM employees who can provide the needed assistance, such as an academic advisor, the Dean of Faculty, the Dean of Students, etc.

- **Be safe.** Monitor your social media accounts to prevent or limit access by an unauthorized person. Be cautious of “phishing” schemes that attempt to secure your username and password. Always log out of your account when using public computers.
- **Celebrate!** Social media increases opportunities for community members to share joys, offer congratulations, and encourage one another in their efforts to seek justice and practice compassion.

### **Additional Guidelines for Employees**

Faculty and staff of SKSM should follow the guidelines as stated above, plus:

- **Remember that they are representing Starr King** insofar as they identify as an employee on various social media platforms.
- Avoid giving the impression that they speak or act on behalf of SKSM when they express their private opinions.
- Do not use external social media to provide official notification of school business.
- **Discern appropriate boundaries for connecting with students on social media.** Starr King does not categorically prohibit

practices that link the social media accounts of faculty and staff with those of students, such as accepting “friend requests” on Facebook or “following” Twitter feeds. However, employees should carefully evaluate whether such connections may generate conflicts of interest that impinge upon the performance of their duties; e.g., grading, agreeing to write letters of recommendation, enforcing disciplinary policies, etc.

## **Policy on Student Harassment and Bullying**

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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:

**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.

**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.

**Physical:** Conduct such as unwanted physical contact including touching, interference with an individual's normal work or movement, and assault.

**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.

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## 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."

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## 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**

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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

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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 Oakland. All items will be confiscated and/or destroyed.

## Policy on Drug-Free Campus and Workplace

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Starr King School for the Ministry requires that its campus, programs, and services be free from

the unlawful manufacture, distribution, dispensing, possession, or use of alcohol or controlled substances as defined in the Controlled Substances Act, 21 USC Sec. 812 and 21 CFR Sec. 1308. Abuse of alcohol by students, employees, and guests of Starr King is also prohibited.

This policy provides notification of the following: school standards of conduct, legal and disciplinary sanctions, health risks for drug use and alcohol abuse, and resources for harm reduction, treatment, and rehabilitation. It is written to be compliant with Part 86 of the EDGAR (Education Department General Administrative Regulations) Act.

Starr King's compliance with federal and state law should not be interpreted as the prohibition of employees or students from the right to advocate for the legalization of substances that may be medically beneficial or serve a function in religious ceremony and spiritual practice.

### Definitions

Alcohol: Any beverage containing not less than 0.5% alcohol by weight.

Controlled Substance: An illicit drug or chemical as defined by federal and/or state law.

Alcohol Abuse: The underage consumption of alcohol or the consumption of alcohol to a degree that impairs work performance, scholarly activity, engagement in SKSM programs and services, and/or generates the risk or result of injury or property damage.

## **Health Risks**

Alcohol abuse and illicit drug usage may cause impaired judgment, coordination, memory, and other mental functions, increase the incidence of aggressive and violent behavior, and result in physical harm and death. Repeated use of alcohol and drugs can lead to addictive dependence and permanent damage to vital organs.

## **Summary of Legal and Disciplinary Sanctions**

Persons engaged in unlawful activity are subject to misdemeanor and/or felony violations that may result in fines and/or imprisonment under penalties determined by federal and state law. Federal and state regulations, as well as federal penalties for possession and drug trafficking, are listed below.

SKSM will respond compassionately to students and employees suffering from alcohol abuse or drug addiction and will prioritize therapeutic and restorative measures. However, the school reserves the right to impose sanctions, such as suspensions or leaves of absence, up to and including the dismissal of an employee or expulsion of a student.

Any employee engaged in the abuse of alcohol or unlawful possession, use, or distribution of illicit drugs while on SKSM premises, or while engaging in SKSM-sponsored programs or services, is subject to sanctions. Appropriate responses to employee violations of this policy are assessed and determined by the President.

Any employee involved in such illegal activity is subject to legal sanctions under local, State, and Federal law. In addition, an employee convicted of any criminal drug statute for a violation occurring in the workplace is required to notify Human Resources of such a conviction no later than five days from the date of the conviction.

Any student engaged in the abuse of alcohol or unlawful possession, use, or distribution of illicit drugs while on SKSM premises, or while engaging in SKSM-sponsored programs or services, is subject to sanctions. SKSM will assess the appropriate response to student violations of this policy via a deliberative process involving the student's academic advisor, the Dean of Students, the Dean of Faculty, and the President. Any student involved in unlawful activity is also subject to legal sanctions under local, State, and Federal law.

## **Treatment 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. Nationals Alcoholics Anonymous listings for each state can be found

at: [http://www.aa.org/pages/en\\_US/find-aa-resources](http://www.aa.org/pages/en_US/find-aa-resources)

A local Narcotics Anonymous program may be reached at (510) 444-4673. National Narcotics Anonymous listings for each state can be found at: <https://www.na.org/meetingsearch/>

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](http://www.berkeleyneed.org).

National harm reduction resources can be found at: <http://harmreduction.org/connect-locally/>

## Legal Statues and Sanctions

In this section, SKSM identifies pertinent statues and sanctions defined by federal law as well as by California state law and Oakland city ordinance. SKSM employees and students will be subject to statues and sanctions for the jurisdictions where they reside or where other school-sponsored programs and activities may

take place (e.g., immersion trips, events at the UUA General Assembly, etc.).

### *City of Oakland*

Alcoholic Beverages and Other Drugs: Code of Ordinances

The City of Oakland uses the California penal code to enforce the statutes relating to both drug and alcohol laws.

### *State of California*

The statutes and sanctions pertaining to the unlawful possession, use, or distribution of illicit drugs and alcohol:

647 (f) Found in a public place, anyone under the influence of intoxicating liquor, any drug, controlled substance, toluene, or any combination of the above and this person is unable to care for them self or the safety of others, or if they obstruct or prevent others from the use of the street or sidewalk or other public way. They are considered drunk in public and subject to arrest.

Drugs: A controlled substance is any Prescription drugs, prescribed by a Doctor or Pharmacist.

11350 H&S Controlled substance. Possession of a designated controlled substance, drug, narcotic drug without a prescription.

11351 H&S Possession or the purchase for sale of a controlled substance, narcotic drug.

11352.1 H&S Possession of cocaine base for sale, i.e. rock/crack cocaine.

11352 H&S Transportation, sales, give away of, any designated controlled substance.



11357 H&S Unauthorized possession of Marijuana.  
11357.5 H&S unauthorized dispensing, distributing or administering, possession for sale of any synthetic cannabinoid compound or derivative.  
11358 H&S Unauthorized cultivation, harvesting or processing of marijuana.  
11359 H&S Possession for sales of marijuana.  
1136.0 H&S Transportation for sales, import or gave away marijuana.  
11362.7 H&S (Definition) describes the use of the medical marijuana cards. (An attending physician certified by The Medical Board of California can prescribe medical marijuana to their patient.)  
11362.71-11362.9 H&S Describes the issued fees for the medical marijuana card, all forms of transportation of the marijuana, cost of the card and the penalties for the misuse of the card and so forth.  
11364 H&S Opium pipes or other instruments for injecting or smoking a controlled substance, (Heroin, Hashish, Cocaine or Marijuana).  
11377-11382.5 H&S is the punishment for possession of the controlled substance and narcotics.  
11378.5 H&S Punishment for the possession of Phencyclidine, (PCP) is a felony.

### *Federal Laws*

#### A. Federal Penalties and Sanctions for Illegal Possession of a Controlled Substance

1. Penalty for Simple Possession (See 21 U.S.C. 844[A].)

**First conviction:** Up to one year imprisonment and fined at least \$1,000 but not more than \$100,000 or both.

**After 1 prior drug conviction:** At least 15 days in prison, not to exceed two years, and fined at least \$2,500 but not more than \$250,000 or both.

**After 2 or more prior drug convictions:** At least 90 days in prison, not to exceed three years and fined at least \$5,000 but not more than \$250,000 or both.

**Special sentencing provisions for possession of crack cocaine:** Mandatory at least five years in prison, not to exceed 20 years and fined up to \$250,000 or both, if: a. First conviction and the amount of crack possessed exceeds five grams; b. Second crack conviction and the amount of crack possessed exceeds three grams; c. Third or subsequent crack conviction and the amount of crack possessed exceeds one gram.

2. Criminal Forfeitures (See 21 U.S.C. 853[a][2] and 881[a][7].)

Forfeiture of personal and real property used to possess or to facilitate possession of a controlled substance if that offense is punishable by more than one-year imprisonment. (See special sentencing provisions regarding crack.)

3. Forfeitures (See 21 U.S.C. 881[a][4].)

Forfeiture of vehicles, boats, aircraft, or any other conveyance used to transport or conceal a controlled substance.

4. Civil Penalties for Possession of Small Amounts of Certain Controlled Substances (See 21 U.S.C. 844a.)

Civil fine up to \$10,000 (pending adoption of final regulations).

#### 5. Denial of Federal Benefits to Drug Traffickers and Possessors (See 21 U.S.C. 853a.)

Denial of federal benefits, such as student loans, grants, contracts, and professional and commercial licenses up to one year for first offense, up to five years for second and subsequent offenses.

6. Miscellaneous Revocation of certain federal licenses and benefits, e.g., pilot licenses, public housing tenancy, etc., are vested within the authorities of individual federal agencies.

### B. Federal Trafficking Penalties

Controlled Dangerous Substances are classified into five different schedules (I–V):

#### Schedule I

- Opiates (Dimepheptanol, Hydroxypethidine, Normethadone)
- Narcotics (Acetylcodone, Bensylmorphine, Heroin, Morphine, Nicocodeine)
- Hallucinogenic (LSD, Marijuana, Mescaline, Peyote, Psilocybin)

#### Schedule II

- Oxycodone (Percodan)
- Fentanyl (Sublimaze)
- Methadone (Dolophine)
- Meperidine (Demerol)

#### Schedule III

- Amphetamine (Biphetamine)

- Phenmetrazine
- Glutethimide (Doriden)
- Phencyclidine

#### Schedule IV

- Barbitol
- Meprobamate (Equanil, Miltown)
- Chloral hydrate
- Phenobarbital (Donnatal, Bellergal)

#### Schedule V

Codeine  
Codeine Phosphate (Robitussin)  
Diphenoxylate (Lomotil)

Trafficking Penalties for Schedules I-V (except Marijuana)

For the substances/schedules and amounts:

- Cocaine (Schedule II): 500-4999 g mixture
- Cocaine Base (Schedule II): 28-279 g mixture
- Fentanyl (Schedule IV): 40-399 g mixture
- Fentanyl Analogue (Schedule I): 10-99 g mixture
- **Heroin (Schedule I):** 100-999 g mixture
- LSD (Schedule I): 1-9 g mixture
- **Methamphetamine (Schedule II):** 5-49 g pure or 50-499 g mixture
- **PCP (Schedule II):** 10-99 g pure or 100-999 gm mixture

The penalties are:

- **First Offense:** Not less than 5 years, and not more than 40 years. If death or serious injury, not less than 20 years or more than life. Fine of not more than \$5

million if an individual, \$25 million if not an individual.

- **Second Offense:** Not less than 10 years, and not more than life. If death or serious injury, life imprisonment. Fine of not more than \$8 million if an individual, \$50 million if not an individual.

For the substances/schedules and larger amounts:

- **Cocaine (Schedule II):** 5 kgs or more mixture
- **Cocaine Base (Schedule II):** 280 g or more mixture
- **Fentanyl (Schedule IV):** 400 g or more mixture
- **Fentanyl Analogue (Schedule I):** 100 g or more mixture
- **Heroin (Schedule I):** 1 kg or more mixture
- **LSD (Schedule I):** 10 g or more mixture
- **Methamphetamine (Schedule II):** 50 g more pure or 500 g or more mixture
- **PCP (Schedule II):** 100 g or more pure or 1 kg or more mixture

The penalties are:

- **First Offense:** Not less than 10 years, and not more than life. If death or serious injury, not less than 20 years, or more than life. Fine of not more than \$10 million if an individual, \$50 million if not an individual
- **Second Offense:** Not less than 20 years, and not more than life. If death or serious injury, life imprisonment. Fine of not

more than \$20 million if an individual, \$75 million if not an individual.

- **2 or More Prior Offenses:** Life imprisonment. Fine of not more than \$20 million if an individual, \$75 million if not an individual.

For the substances/schedules and amounts:

- **Other Schedule I and II Substances** (and any substance product containing Gamma Hydroxybutyric Acid): any amount
- **Flunitrazepam (Schedule I):** 1 g

The penalties are:

- **First Offense:** Not more than 20 years. If death or serious injury, not less than 20 years, or more than life. Fine \$1 million if an individual, \$5 million if not an individual.
- **Second Offense:** Not more than 30 years. If death or serious injury, not less than life. Fine \$2 million if an individual, \$10 million if not an individual.

For **Other Schedule III Substances** in any amount, the penalties are:

- **First Offense:** Not more than 10 years. If death or serious bodily injury, not more than 15 years. Fine not more than \$500,000 if an individual, \$2.5 million if not an individual.
- **Second Offense:** Not more than 20 years. If death or serious bodily injury, not more than 30 years. Fine not more than \$1 million if an individual, \$5 million if not an individual.

For **Other Schedule IV Substances** (except for 1 g or more of Flunitrazepam) in any amount, the penalties are:

- **First Offense:** Not more than 5 years. Fine not more than \$250,000 if an individual, \$1 million if not an individual.
- **Second Offense:** Not more than 10 years. Fine not more than \$500,000 if an individual, \$2 million if not an individual.

For **All Schedule V Substances** in any amount, the penalties are:

- **First Offense:** Not more than 1 year. Fine not more than \$100,000 if an individual, \$250,000 if not an individual.
- **Second Offense:** Not more than 4 years. Fine not more than \$200,000 if an individual, \$500,000 if not an individual.

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## Policy on Smoking

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Starr King is a tobacco-free campus. Smoking, vaping, or tobacco use of any kind is not permitted. This includes the use of edibles,

electronic cigarettes, snuff, and all tobacco-based products.

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## Policies for Use of Scents

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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.

# Community Life



## Dean of Students

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A warm welcome to our new students!

Each incoming class of students writes a new chapter 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. Bring an open ear to hear and an open mouth to speak as we discover the depths of being in each person.

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. Seek out established students as guides for the journey. Connect with others in your entering cohort to reflect on your new experiences. The friends you develop in seminary will be your colleagues for years to come.

Nurture your soul through the opportunities Starr King provides for shared spiritual practice. Participate in prayer and music through the online chapel. Find deep personal connection and rich discussion in our spiritual formation groups. Strengthen your whole self and learn with your body and heart as much as you do with your mind.

I look forward to meeting each and every of you. Don’t hesitate to ask questions or reach out about scheduling a one-on-one conversation over Zoom.

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](mailto:cschelin@sksm.edu).

Wishing you all the best,

Rev. Dr. Christopher Schelin

## Student Body

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Welcome, Starr King!

I hope you all have had a relaxing and fulfilling summer, and are looking forward to the start of the Fall semester! If you're new to our Starr King community, I would like to extend you a warm welcome; and for everyone else, I offer a warm welcome back - it's been too long!

When we think of the "Starr King Community," what does that mean? How do we welcome new members, deepen our existing connections, and grow our capacity to be, together? Our work as a loving and radically just community calls us to ground our action, our purpose, in our interdependence - our community. And only by deepening our community, together, can we make progress in this important work.

As students, we represent one of the most critical pieces of our SKSM community: it is through our connection, engagement, and growth that we will actualize the counter-oppressive principles at the foundation of the community. But to allow this to happen, it's critical to ensure that students have the resources they need to feel supported in doing this work.

As the Student Body Government Executive Committee, we are committed to providing support and a voice for the students of SKSM. We hope to provide programming, resource sharing, and space for our community to engage on important topics, such as anti-racism, LGBTQ+ inclusion, feminist and womanist organizing, accessibility, and environmental justice; if there are other topics that interest you,

we'd love to receive that input! Again, we're here to support you as the Student Body, so please feel free to bring us any questions, concerns, or feedback you may have!

I wanted to offer one final note as the incoming President of Student Body Government: my biggest goal in this position is to be an advocate for student voices at Starr King. If you have any questions or concerns about SKSM, please don't hesitate to reach out to me personally - I am always available to chat!

In closing, I would invite you back into reflection on "community" - not just our SKSM community, but the interdependent web of life that sustains us all. Gary Kowalski tells us that "every organism exists within a network of relationships...that enable it to live and which it in turn touches and transforms;" this year, I hope we can grow our capacity at SKSM and within the broader work to "transform" as well.

With Peace, Love, and Blessings,  
The Student Body Government Executive Team

## 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 term (\$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 Body Officers

Please note that student positions are elected.

Thus, term limits are listed.

Student Body Officers (1-year term)

**President:** *Currently vacant*

**Vice-President:** Renee Reed

**Secretary:** Ron Ahnen

**Treasurer:** Rose Riedel

**Social Justice Coordinator:**

Zaire Bidgel

**Board of Trustees Student Members (2-year terms):**

Jenni Makihara (term ends 2024)

Liesl Dees (term ends 2025)

**Curriculum Committee (2-year terms):**

Yvonne Garrett (term ends 2024)

Jessica Belmont (term ends 2025)

**Admissions Committee (1-year terms):**

Dana Matthews-Moore

Amy Brunell

## Starr King School for the Ministry Student Body Bylaws

(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 students, 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 ensure 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.

## Emergency Student Loan Fund

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/current-students/student-forms/>

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## Spiritual Care at Starr King

### Greetings from Pastor Jacqueline

To learn more about Pastor Jacqueline please visit <https://moretounfold.com/>.

Welcome to Starr King School for the Ministry (SKSM). It is a blessing that you have arrived. I am Pastor Jacqueline Duhart, a 2008 graduate of SKSM and I am sincerely excited to meet you. I serve as your Director of Spiritual Care.

Director of Spiritual Care, my job title says it all, my ministry is to co-create with you opportunities for meaningful connections; to wholeheartedly support your personal growth and maturing as a spiritual and/or religious person; to nurture your formation as a spiritual leader and to celebrate your joys and offer care in the midst of your sorrows. I also have responsibilities for the ritual life of the seminary. For example, I coordinate

our monthly Chapel service. Please join us for Chapel the 1<sup>st</sup> Tuesday of each month at 10:50 AM (PT).

Here are several ways that we can spiritually journey together across the academic year individually and in groups:

## Chapel

Chapel at Starr King School for the Ministry serves two purposes. First, it is a time for the community – students, faculty, staff, alumni, and friends of the school – to gather together for spiritual nourishment. Second, it offers a laboratory for improving students’ skills in worship leadership and for experimenting in new approaches to religious community in the digital age.

These services are held online and hosted from the Starr King campus. You may participate in services via the Zoom link which is provided in *Starr King This Week* and on social media in advance of each Chapel. Please join us on the first Tuesday of each month during the fall and spring terms!

## Drop-In Spiritual Practices

Growing our spiritual life takes time, energy, intention, and planning. Every Tuesday except for the 1st Tuesday of each month when we host Chapel, I will offer an opportunity for silence, reflection, meditation, song, prayer, movement, centering and more. Please keep a watchful eye out for an email invitation to “Glimpses of THAT

Which Holds All”. All are welcome.

## Cohort Groups

Cohort groups provide an opportunity to hang out with the group of folx that you entered seminary with. Look forward to receiving an email from me to bring us together. We will decide when to meet, how often and our format. Last year we hosted several Talent and Tales Coffeehouse that nourished the spirit and supported getting to know each other. Your ideas about how to feed our souls are welcomed.

## Affinity Groups

These are groups of seminarians joined together by a common interest, purpose, or identity. For example, BIPOC – Black Indigenous People of Color or Unitarian Universalist Seminarians seeking ordination. I am eager to stoke the fires of fellowship and connection. Let me know what interests you.

## Spiritual Direction Groups

Spiritual direction is a practice of holy listening, caring and companionship. A trained companion (the spiritual director) accompanies the individual or a group as you question, struggle, ponder, and deepen your intimate relationship with your understanding of the Divine. Spiritual Direction is an ancient practice that is valued across faith traditions and spiritual paths. Spiritual Direction Groups are one pathway to grow your personal spirituality and to

become more aware of the spiritual aspects of being human. I invite you to participate in a Spiritual Direction Group.

## Pastoral Care

Joy and woe are finely woven. In every life there will be joys to celebrate and sorrows to mourn and heal from. During these times you may be in need of a listening ear and a compassionate heart. Please do not hesitate to reach out to me. Given my part time status I can offer 3 individual pastoral care sessions and if more is needed, I will facilitate a referral to outside resources and assist you with getting a grant to access these resources. I am here for you.

## External Spiritual Direction Resources

Spiritual direction (also known as spiritual companionship) is the practice of intentional encounter with another person or persons in order to share one's story and deepen one's personal spirituality or relationship with the divine or sacred. Trained spiritual directors accompany the person in need of a trusted ear, listening and asking questions to support reflection and spiritual growth.

### *Spiritual Direction Networks*

[UU Spiritual Directors Network](#)  
[Spiritual Directors International](#)

## *Bay Area Spiritual Directors*

Two former SKSM students serve as spiritual directors in the Bay Area:

### *Becky Leyser, Butterfly Kisses from God*

“Butterfly Kisses from God” describes how Becky feels when she feels in line with the Divine. She invites persons into spiritual direction who are interested in doing the work to become a better version of themselves. Becky specializes in working with seminarians and other religious leaders and has a seminarian rate. Call or text Becky at 925-216-4177 to schedule an initial complimentary session.

### *Mary Foran*

Mary is a Starr King graduate with a certificate in Spiritual Direction from the Chaplaincy Institute. She is an affiliated community minister with the First Unitarian Church of Oakland. Mary meets people for spiritual direction at her home in Oakland, as well as by telephone and electronically. The first session is free. Contact: [mpforan@earthlink.net](mailto:mpforan@earthlink.net) or 510-926-2110.

## Team ECO

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Team ECO is an advisory body formed by the President to support the school in carrying out its vision of *Educating to Counter Oppressions and Build Just and Sustainable Communities*. This group, consisting of staff, faculty, and student members, meets throughout the year to assess school efforts and make recommendations. Team ECO also serves as the responding body whenever a Bias Incident Report is filed.

Students who wish to share suggestions and observations with the Team may submit an email to [teameco@sksm.edu](mailto:teameco@sksm.edu). Applications are accepted for student members to serve on an annual basis. Reports of alleged bias incidents may be filed by completing the Bias Incident Reporting Form on the school website.

## Health and Wellness

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### Physical Health

The Department of Health and Human Services has provided a set of exercise guidelines for most healthy adults. These state a minimum of 150 minutes of moderate aerobic activity or 75 minutes of vigorous aerobic activity per week as well as moderate muscle-strengthening activity twice per week.

Local fitness options for students in the Bay Area include extensive hiking and cycling trails.

#### *Local Facilities*

##### *UC Berkeley Recreational Sports Facility*

<https://recsports.berkeley.edu>

510-642-7796

Membership benefits include access to the fitness centers, group exercise classes, and discounts for additional services. Current fee is \$210/semester.

##### *YMCA Downtown Berkeley*

<https://ymcaeastbay.org/locations/berkeley-ymca>

## Mental Health

### *Bay Area Therapy and Counseling Resources*

#### [Berkeley Free Clinic](#)

Free, confidential peer counseling.

#### [Center for Creative Growth](#)

First session is free. Sliding scale fees available.

#### [Feminist Therapy Connection](#)

Offering a safe, respectful therapeutic environment that affirms the equal worth of all persons and joins psychotherapy with social activism for holistic wellbeing.

#### [Golden Gate Counseling Center](#)

A program of the California Institute of Integral Studies. Sliding scale fees available.

#### [Interfaith Counseling Center](#)

The Interfaith Counseling Center offers a variety of services to promote healing, growth and wholeness of individuals, couples and families. Members of our staff are Certified Pastoral Counselors, Marriage and Family Therapists, Psychologists and Spiritual Directors

#### [JFK University Community Counseling Center](#)

Sliding scale fees available.

#### [Psychology Clinic at UC Berkeley](#)

Variety of services available on a sliding-fee scale.

#### [Wright Institute](#)

Individual, couples, and family therapy available on a sliding scale.

## *Nationwide Therapy and Counseling Resources*

Students residing outside the Bay Area can find local therapists and counselors through the following listings:

American Association for Marriage and Family Therapy

<https://therapistlocator.net>

Psychology Today

<https://www.psychologytoday.com/us/therapists>

Good Therapy

<https://www.goodtherapy.org/find-therapist.html>

### Pride Counseling

Professional online counseling for the LGBTQ community.

## Staying Connected

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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.

**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](mailto: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 (PT), 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. Community events/notices
  4. UU related activities
  5. Non-UU/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

### Starr King on Facebook

- Starr King School for the Ministry for official updates from Starr King on Facebook:  
<https://www.facebook.com/SKSMsocial>



- 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 @SKSMsocial. 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, #sacredsocialchange

## Instagram

Follow us @SKSMsocial for photos, casual updates, and other fun!

## YouTube

Starr King often releases video content to our YouTube channel. Videos range from event recordings to special announcements from the President, and everything in between. Subscribe to the Starr King YouTube channel here:  
<https://www.youtube.com/channel/UCVxNsgXXZzHX7hpva8ShFw>

## LinkedIn

Connect with Starr King on LinkedIn here:  
<https://www.linkedin.com/school/starr-king-school-for-ministry/>

## 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.

More guidance is provided in our Social Media Use Policy.

people you know who may contribute to the mission of the school.

For any questions or concerns about communications from Starr King, please email [communications@sksm.edu](mailto:communications@sksm.edu).

## **Student Ambassadors**

### **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

# FAQ Sheet for Students

*Whom do I ask about...?*

## Advising and Academics?

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### *My Academic Program*

Your Advisor

### *Registration questions*

Registrar ([registrar@sksm.edu](mailto:registrar@sksm.edu))

### *Connecting to Populi*

Registrar ([registrar@sksm.edu](mailto:registrar@sksm.edu))

### *Mid-Degree Portfolio Conferences*

Your Advisor

### *Diversity Concerns*

Your Advisor or Dean of Students, Chris Schelin

([cschelin@sksm.edu](mailto:cschelin@sksm.edu))

Team ECO ([teameco@sksm.edu](mailto:teameco@sksm.edu))

### *Educating to Counter Oppression (ECO)*

Your Advisor

### *Student Files*

Registrar ([registrar@sksm.edu](mailto:registrar@sksm.edu))

### *The MASC Program*

Rev. Dr. Gabriella Lettini ([glettini@sksm.edu](mailto:glettini@sksm.edu))

and your advisor

### *Community Field Education*

Director of Contextual Education, Dr.

Christopher Schelin ([cschelin@sksm.edu](mailto:cschelin@sksm.edu))

### *Discerning Your Calling*

Your Advisor or Dean of Students, Dr.

Christopher Schelin ([cschelin@sksm.edu](mailto:cschelin@sksm.edu)) or

Director of Spiritual Services, Rev. Jacqueline

Duhart ([jduhart@sksm.edu](mailto:jduhart@sksm.edu))

### *Info on Counseling or Spiritual Direction*

Chaplain, Rev. Jacqueline Duhart

([jduhart@sksm.edu](mailto:jduhart@sksm.edu))

### *Students' Concerns/Issues*

Dean of Students, Dr. Christopher Schelin

([cschelin@sksm.edu](mailto:cschelin@sksm.edu))

### *UU Ministerial Fellowship Committee and Credentialing Process*

Your Advisor/UUA Credentialing Director

### *Ministerial Formation Network &*

*Vocational Advisor for UU Ministry*

Director of Spiritual Services, Rev. Jacqueline

Duhart ([jduhart@sksm.edu](mailto:jduhart@sksm.edu))

## Community Life?

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### *Community Life*

Dean of Students,

Dr. Christopher Schelin ([cschelin@sksm.edu](mailto:cschelin@sksm.edu))

### *Cohort Groups*

Director of Spiritual Services,

Rev. Jacqueline Duhart ([jduhart@sksm.edu](mailto:jduhart@sksm.edu))

### *Student Body Concerns*

Student Body Officers

### *Chapel, Worship, & Ritual*

Director of Spiritual Services, Rev. Jacqueline

Duhart ([jduhart@sksm.edu](mailto:jduhart@sksm.edu))

## Campus & Personal Safety?

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### *Emergencies*

Call 911 or Oakland Police, if you feel safe

### *Reporting a Crime*

Call 911 or Oakland Police, if you feel safe

### *Reporting Sexual Misconduct*

Dean of Students, Rev. Dr. Christopher Schelin  
([cschelin@sksm.edu](mailto:cschelin@sksm.edu))

## Finances?

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### *Personal Growth and Learning Expenses*

Your Advisor, then Dean of Students

### *Student Health Insurance*

Student Accounts Manager  
([studentaccounts@sksm.edu](mailto:studentaccounts@sksm.edu))

### *Student Loans*

Student Accounts Manager  
([studentaccounts@sksm.edu](mailto:studentaccounts@sksm.edu))

### *Work Study Opportunities*

Student Accounts Manager  
([studentaccounts@sksm.edu](mailto:studentaccounts@sksm.edu))

### *Scholarship Opportunities*

Student Accounts Manager  
([studentaccounts@sksm.edu](mailto:studentaccounts@sksm.edu)) or Dean of Students  
([cschelin@sksm.edu](mailto:cschelin@sksm.edu))

## Into the Field?

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### *Congregational field education, including internships*

Rev. Tera Landers ([tlanders@sksm.edu](mailto:tlanders@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

Director of Spiritual Services, Rev. Jacqueline Duhart ([jduhart@sksm.edu](mailto:jduhart@sksm.edu)), Rev. Sheri Prud'homme ([sprudhomme@sksm.edu](mailto:sprudhomme@sksm.edu)), Rev. Tera Landers ([tlanders@sksm.edu](mailto:tlanders@sksm.edu))

### *Community Field Education*

(outside of a congregation)

Rev. Dr. Christopher Schelin  
([cschelin@sksm.edu](mailto:cschelin@sksm.edu))

### *List of Resources for CPE, MFC, & Center for Ministry*

<http://www.uua.org/careers/ministers/becoming>

## Education?

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### *Faculty Supervisor (for all faculty and courses)*

Dean of Faculty and Chief Academic Officer, Dr. Gabriella Lettini  
([glettini@sksm.edu](mailto:glettini@sksm.edu))

### *Educational Technology*

Online Education Director, Dr. Hugo Cordova Quero ([hquero@sksm.edu](mailto:hquero@sksm.edu)) and/or Your advisor

### *Certificate in UU Studies*

Dr. Meg Richardson ([mrichardson@sksm.edu](mailto:mrichardson@sksm.edu))

### *Certificate in Multireligious Studies*

Dr. Som Pourfarzaneh  
([spourfarzaneh@sksm.edu](mailto:spourfarzaneh@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](mailto:glettini@sksm.edu)) - Please see process and annual deadline in this handbook

### *Curriculum*

Curriculum Committee c/o Office of the Dean of Faculty, Rev. Dr. Gabriella Lettini ([glettini@sksm.edu](mailto:glettini@sksm.edu))

### *Academic Calendar*

<https://www.sksm.edu/news-events/academic-calendar/> or contact Assistant to the Dean of the Faculty, Kim Moebius ([kmoebius@sksm.edu](mailto:kmoebius@sksm.edu))

## Advancement & Communications?

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### *Making an annual pledge/gift or a planned gift to support the school*

Advancement VP, Jessica Cloud  
([jcloud@sksm.edu](mailto:jcloud@sksm.edu))

### *Connecting donors to the school*

Advancement VP, Jessica Cloud  
([jcloud@sksm.edu](mailto:jcloud@sksm.edu))

SKSM logo use, graphics, technical requirements or vendors related to communication needs

Director of Communications, Xander Huffman  
([xhuffman@sksm.edu](mailto:xhuffman@sksm.edu))

SKSM press releases

Director of Communications, Xander Huffman  
([xhuffman@sksm.edu](mailto:xhuffman@sksm.edu))

Sharing information for publication on the web about projects

Director of Communications, Xander Huffman  
([xhuffman@sksm.edu](mailto:xhuffman@sksm.edu))

SKSM's computer photo archive

Director of Communications, Xander Huffman  
([xhuffman@sksm.edu](mailto:xhuffman@sksm.edu))

## Connecting?

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### *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, tlanders@sksm.edu) Full list at sksm.edu.

### *Making an appointment with the President*

Please write to Teresa Joye at [tjoye@sksm.edu](mailto:tjoye@sksm.edu), Subject Line: Scheduling an Appointment.

### *Making an appointment with the Dean of Faculty*

Please write to Kim Moebius at [kmoebius@sksm.edu](mailto:kmoebius@sksm.edu), Subject Line: Scheduling an Appointment.

*Making an appointment with the Dean of Students*

Please write to Rev. Dr. Christopher Schelin at [cschelin@sksm.edu](mailto:cschelin@sksm.edu),

Subject Line: Scheduling an Appointment

*Starr King This Week submissions*

[starrking@sksm.edu](mailto:starrking@sksm.edu)

*SKSM Facebook Groups*

Director of Communications, Xander Huffman ([xhuffman@sksm.edu](mailto:xhuffman@sksm.edu)) and Dean of Students, Rev. Dr. Christopher Schelin ([cschelin@sksm.edu](mailto:cschelin@sksm.edu))

*Berkeley Organizing Congregations for Action (BOCA)*

<http://Berkeleybocaorg.ipage.com/about>

*UU Justice Ministry of California*

[www.uujmca.org](http://www.uujmca.org)

Unitarian Universalist Service Committee (UUSC)

[www.uusc.org](http://www.uusc.org)

*UU College of Social Justice*

<http://uucsj.org>

## Selected Justice Ministry Contacts

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*SKSM Student Body Justice Projects*

Ella Baker Center for Human Rights (Oakland)

[www.ellabakercenter.org](http://www.ellabakercenter.org)



Good Luck &  
Many Blessings  
on your Journey!



## **2024-2025 ACADEMIC CATALOG**

414 13th St.  
Suite 700  
Oakland, CA 94612  
(510) 440-3350  
[sksm.edu](http://sksm.edu)



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## **GOVERNING OFFICIALS, FACULTY, STAFF**

### **Board of Trustees**

Rev. Alison Miller, Chair

Rochelle Fortier Nwadiibia, Vice Chair

Rev. Lyn Cox, Secretary

Rebecca Cooke, Treasurer

Ted Fetter, PhD

Bruce Field

Linda Laskowski

Rev. Mykal Slack

Rev. Rosemary Bray McNatt, Ex-Officio Trustee, President

Rev. Gabriella Lettini, PhD, Ex-Officio Trustee, Appointed by Faculty

Liesl Dees, Elected by Students

Kellie Kinsman, Elected by Students

Rev. Zebulon Green, Appointed by Graduate Association

### **Core Faculty**

Rev. Rosemary Bray McNatt, Professor of Unitarian Universalist Ministry & Heritage, MDiv, Drew University

Rev. Dr. Gabriella Lettini, Aurelia Reinhart Professor of Theological Ethics and Director of Studies in Public Ministry, MDiv, Facolta' Valdese di Teologia; PhD, Union Theological Seminary

Rev. Dr. Pamela Hancock, Professor of Spiritual Practice & Care, MDiv, Starr King School for the Ministry; PhD, Pacifica Graduate Institute

Dr. Som Pourfarzaneh, Associate Professor of Islamic and Digital Media Studies, Director of the Center for Multi-Religious Studies, MASC, Starr King School for the Ministry; PhD, Graduate Theological Union

Rev. Dr. Sheri Prud'homme, Assistant Professor of Religion and Education, MDiv, Starr King School for the Ministry; PhD, Graduate Theological Union

Rev. Dr. Meg Richardson, Associate Professor of Unitarian Universalist History, MDiv, Harvard University; PhD, Durham University

Rev. Dr. Christopher Schelin (ex officio), Dean of Students and Director of Contextual Education, Assistant Professor of Practical and Political Theologies, MDiv, Duke University; PhD, Vrije Universiteit Amsterdam

### **Faculty**

Dr. Ashley Bacchi, MA, PhD, Graduate Theological Union

J. Tyson Casey, Assistant Professor of Leadership & Movements, MASC, Starr King School for the Ministry

Rev. Dr. Hugo Córdova Quero, Associate Professor of Critical Theories and Queer Theologies, MA, PhD, Graduate Theological Union

Dr. Shannon Frediani, Assistant Professor of Pedagogy in Multireligious Decolonial Liberative Education, MASC, Starr King School for the Ministry, PhD, Claremont School of Theology

Rev. Dr. Tera Landers, Assistant Professor of the Practice of Congregational Life, MDiv, Meadville Lombard Theological School

Rev. Dr. Matta Ghaly, MA, Graduate Theological Union, MDiv, Luther Seminary, DMin, United Seminary

Rev. Kevin Mann, MDiv/MASC, Starr King School for the Ministry

Taya Mâ Shere, Assistant Professor of Organic Multireligious Ritual, MA, University of Pennsylvania

### **Adjunct Faculty**

Rev. Dr. John Buehrens, ThD, Starr King School for the Ministry, DDiv, Meadville Lombard, ThD, Federated Protestant Theological Faculty, Kolosvar, Romania

Dr. Elijah Eckert-Smith, PhD, Pacifica Graduate Institute

Dr. Eric Harvey, PhD, Brandeis University

Rev. Shane Nelson, MDiv, Starr King School for the Ministry

Rabbi Ora Nitkin-Kaner, MA, University of Toronto, MA, Reconstructionist Rabbinical College

Dr. Pravina Rodrigues, PhD, Graduate Theological Union

Rev. Leslie Takahashi, MDiv, Meadville Lombard

Rev. Dr. Samantha Wilson, MDiv, Claremont University, MA & PhD, Pacifica Graduate Institute

**Hilda Mason Teaching Fellows**

Dr. Yvonne Garrett

Kelly Ann Nelson

**Staff**

Rev. Rosemary Bray McNatt, President

Rev. Gabriella Lettini, PhD, Dean of the Faculty & Chief Academic Officer, Aurelia Henry Reinhardt Professor of Theological Ethics

Jessica Cloud, Vice President of Advancement

Rev. Jacqueline Duhart, Director of Spiritual Services

Rev. Dr. Christopher Schelin, Dean of Students & Director of Contextual Education, Title IX Coordinator

Juliet Chan, Registrar

Rev. Dr. Hugo Córdova Quero, Director of Online Education and Associate Professor of Critical Theories and Queer Theologies

Dawn Higdon, Advancement Assistant

Xander Huffman, Annual Giving Coordinator & Communications Coordinator

Teresa Joye, Executive Assistant to the President and Director of Operations

Kim Moebius, Assistant to the Dean of the Faculty, Coordinator of Academic Programs

Owais Qureshi, Student Accounts Manager & Finance Assistant

Meg Richardson, Associate Dean of the Faculty

Erica Toyama, Director of Annual Giving

Matthew Waterman, Admissions Coordinator

Fred Williamson, Safety Officer



414 13th St.  
Suite 700  
Oakland, CA 94612

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 2024-2025 academic year. It will allow 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.skism.edu/resources/student-handbook>) and Starr King's course catalog (<https://www.skism.edu/academics/course-schedule>).

While the catalog is accurate at the time of publishing (effective as of June 2024), 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

Rev. Dr. Chris Schelin, Dean of Students and Director of Contextual Education

## **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
- Deepening self-awareness and cultivating spiritual practice
- Striving to live in right relationship with self, others, and the earth

## **OUR THEOLOGICAL 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 traditions seek to communicate not only to the mind, but also to the heart. They lead 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. We 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 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/affectional 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. In 1941, 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 the location on Le Conte Avenue in Berkeley, close to other theological schools that in 1962 joined in a theological consortium known as the Graduate Theological Union (GTU). Starr King was a member of the GTU from 1964 to April 2022. 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. In 2020 Starr King sold its building in Berkeley and moved to the Vera Long Building on Mills College



campus in Oakland. In 2022 the school moved to downtown Oakland, due to Mills College's absorption into Northeastern University.

[Read more about Starr King's 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 previous 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.

### **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 of justice issues, are all occasions for grappling with spiritual 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 spiritual leadership in society. Evaluations are also listed as Pass or Fail on the students' transcripts. 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 studies (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 term, 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. Towards the middle of their program, 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 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 (MDiv)
- Master of Arts in Social Change (MASC)
- MDiv and/or MASC Chaplaincy Concentration
- MDiv and/or MASC UU Ministry Concentration
- Graduate Certificate in Chaplaincy Studies
- Graduate Certificate in Multi-Religious Studies
- Graduate Certificate in Psychedelic Justice and Companionship
- Graduate Certificate in Unitarian Universalist Studies

Information on each of the programs can be found below and on our website: [www.sksm.edu](http://www.sksm.edu)

### **Master of Divinity Degree**

#### **Educational Goals**

The MDiv degree at Starr King is designed to prepare people for vocations in congregational ministry; community ministry; religious education ministry; chaplaincy; or related forms of religious leadership in diverse religious traditions. The M.Div. degree meets the graduate-level educational requirements for fellowship as a Unitarian Universalist minister, certification as a Chaplain (see the Association of Professional Chaplains at [www.professionalchaplains.org](http://www.professionalchaplains.org)), as a Pastoral Counselor (see the American

Association of Pastoral Counselors at [www.aapc.org](http://www.aapc.org)) and ordination in a variety of other religious traditions and interfaith contexts (as determined by the relevant bodies in any given religious tradition or context).

At Starr King, each student's MDiv 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 (no residency requirements).
- 3 Required Core Courses:
  1. ECO - **Due to its foundational nature, the ECO Core Course must be taken within six months of matriculation**
  2. Multireligious Core
  3. and either:
    - UU Leadership Core Intensive, for UU students on the ordination track;
    - or
    - Leadership Along the Way or Organizational Management
- 5 or More Units of Contextual Education (for students who matriculated beginning August 2024)
  - Eligible credit: field work or internship in a congregational or community setting, or Clinical Pastoral Education. May be earned singly or cumulatively.
- Participation in 2 or more SKSM Symposia (including remote participation).
- A Portfolio Conference by the middle of their program.
- A combination of coursework, fieldwork, independent study, experiential learning, and special projects to achieve competency in Eight Threshold areas.

### **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 B.A. if the applicant can show evidence of capacity for graduate work. An interview with the Admissions Director, submission application evaluated and accepted by the Admissions Committee.

## **Additional Program Information**

- Tuition \$925 per credit\* (see section on Tuition for more information) Financial Aid, Scholarships may be available to those who qualify.
- 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.

## **Seeking Fellowship and ordination as a Unitarian Universalist Minister:**

Pursuit of the MDiv 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. Darrick Johnson

MINISTERIAL CREDENTIALING DIRECTOR UNITARIAN  
UNIVERSALIST ASSOCIATION

(617) 948-6402, djackson@uua.org

<https://www.uua.org/offices/staff/mfd/credentialing>

## **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 spiritual practice 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 spiritually-grounded leadership in organizations, institutions, movements, and communities that work for justice and social change.

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 distributed among the 8 Threshold Areas (no residency requirement).
- Educating to Create Just and Sustainable Communities that Counter Oppression core course (ECO), required within the first six months of the program.
- Participation in at least one Symposium
- A Threshold Self-Assessment (in the first semester)
- A Mid-Degree Portfolio Conference
- Community Internship (5 credits min) and Community Intern Reflection Course (1 credit)
- Final Project representative of your learning during the program (3 credits)

### **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 B.A. If the applicant can show evidence of capacity for graduate work. An interview with the Admissions Director, submission of a completed application evaluated and accepted by the Admissions Committee.

### **Program Information**

- The program may be completed through regular courses, immersions, and fieldwork at SKSM.
- Tuition \$925 per credit\*  
Financial Aid and Scholarships may be available to those who qualify.
- 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.

### **Specialization**

The MASC student, in consultation with an advisor, will identify an area of specialization for spiritual leadership, which could include, for example, racial justice work, gender issues, restorative justice, environmental responsibility queer activism, and other areas.



## **Community Internship and Intern Reflection Course**

During the second year of study, students participate in one term of community placement (20 hours a week), designed to integrate spiritual leadership and practical skills in the service of social change. Community placements may be local, national, or international and include supervision from a seasoned progressive activist.

Examples of community placements include prison chaplaincy, at-risk children's advocacy, interfaith programs for the homeless, urban farming, using arts for healing and social transformation, teaching for social transformation, grassroots organizing, and many more.

## **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 includes 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.

## **Dual Joint MDiv/MASC Degree**

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).

### **About the Dual Degree**

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.

### **Dual Degree Requirements**

The joint MDiv/MASC degree will entail:

- A total of 114 credits – 24 units can be used towards both degrees, at the discretion of the student's advisor.
- Only one Mid-Degree Portfolio Conference.
- All other degree requirements.

The Director of the MASC program should be consulted when adding the MASC degree.

Please note that the financial advantages of the dual degree end at the end of the second year of the first-degree program. Academic advantages persist beyond this time frame.

## **MDiv and/or MASC Chaplaincy Concentration**

The Starr King Concentration in Chaplaincy, directed by Dr. Pamela D. Hancock, focuses on the development of skills, as well as the personal formation process, for those who seek to pursue a career in Chaplaincy. The concentration includes courses in introductory and advanced counter-oppressive theologies and ministerial theories, as well as the spiritual formation process to train future chaplains, and assist those in the concentration in their pursuit of ordination.

Required for MDiv:

- Leadership Core Course (3 Units)
- CJSC-ECO Core Course (3 Units)
- Multi-Religiosity Core Course (3 Units)

## **Concentration Requirements**

The following classes are required to complete the Chaplaincy Concentration:

- A Theological Ethics Course of Your Choosing (3 Units)
- Spiritual Traditions Courses of Your Choosing (As many as you see fit) —please work with your advisor to determine what courses are appropriate for your journey. If you are going to be ordained through the Chaplaincy Institute, you may want to discuss this with that organization as well.
- Under the SKSM Spiritual Practice & Care of the Soul Threshold:
  1. Spiritual Practices for these Times (3 Units)
  2. Deep Listening for All Forms of Ministry (3 Units)
  3. Pastoral Care (3 Units)
  4. Depth Psychology for Chaplains (3 Units)
  5. Chaplaincy Formation – 6 Stages (This will be a set of 1.5 unit per semester “Pod” courses [for a total of 9 units] that will provide you with a group to go through the formation process with—in preparation of ordination with whatever ordaining body you choose).

Stage 1 & Stage 6 - Delve into your own personal spiritual formation, with the focus of being able to articulate your beliefs in writing.

Stage 2 - Explains the requirements of working as a chaplain in multiple settings.

Stage 3 - Explores group dynamics and organizational culture, system and relationships within each of those settings.

Stage 4 - Focuses on functioning pastorally within boundaries and using pastoral authority and from an ECO perspective.

Stage 5 - Explores be about ministering to people in specific traditions.

- One Unit of CPE, or equivalent (Up to 10 Units)

#### Endorsing/Ordaining Bodies with which SKSM is Affiliated

Ordination (or endorsement) is not strictly required but facilitates the process of securing employment and receiving board certification. As SKSM does not provide ordination, we have partnered with several ordaining bodies to provide pathways to this requirement.

Those organizations are as follows:

- Unitarian Universalist Association
- Order of Universal Interfaith
- Sacred Well Congregation
- The Chaplaincy Institute

#### **Enrolling in the Concentration**

To enroll in the Chaplaincy Concentration, a Program Enrollment Form ~~is~~ must be submitted during the enrollment dates. The Program Director will inform you whether your application has been accepted.

Concentration students must inform the director of the program and the registrar if they wish to defer enrollment. If a student does not enroll in courses for two semesters in a row, they will be withdrawn from the program.

#### **MDiv and/or MASC UU Ministry Concentration**

The Starr King Unitarian Universalist Concentration, directed by Dr. Meg Richardson, prepares students for ministerial fellowship in the Unitarian Universalist Association. The concentration includes courses in introductory and advanced counter-oppressive theologies and ministerial theories, as well as Unitarian Universalist identity and prophetic witness, and assists those in the concentration in their pursuit of a career as a Unitarian Universalist minister.

#### **Required Courses/Work for the Unitarian Universalist Concentration at SKSM**

The following classes are required to complete the Unitarian Universalist Concentration, organized here following the Ministerial Fellowship Committee's areas of ministerial competence. All three of the core intensives required of SKSM students are included. Students also need to fulfill the SKSM's Symposia requirement.

#### **ONE: WORSHIP AND RITES OF PASSAGE**

- Intro to Preaching in the Cross-Cultural Context
- UU Liturgy and Worship Arts OR Transformative Ritual Craft
- UU Theologies (UU History is a strongly recommended for UU Theologies)
- Liberation Theologies course

## TWO: PASTORAL CARE AND PRESENCE

- Intro to Pastoral Counseling OR Deep Listening for All Forms of Ministry

## THREE: SPIRITUAL DEVELOPMENT FOR SELF AND OTHERS

- Introduction to Religious Education OR Adult Faith Development
- Hebrew & Christian Scriptures Courses

## FOUR: SOCIAL JUSTICE IN THE PUBLIC SQUARE

- Religious Ethics
- Additional required course content to be addressed by electives (Choose four):
  - Community Organizing/Social Change Theory
  - Public Leadership
  - UU History of Prophetic Witness
  - Justice Theory
  - History of Oppression
  - LGBTQI Studies
  - Gender Studies
  - Feminist Studies
  - Disability Studies
  - Postcolonial Theory
  - Ethnic Studies
  - Environmental Justice
  - Peace Studies

**Note:** Students are responsible for tracking electives in consultation with the Faculty Advisor.

## FIVE: ADMINISTRATION

- UU Ministerial Leadership Core Intensive
- Congregation and Nonprofit Administration

## SIX: SERVES THE LARGER UNITARIAN UNIVERSALIST FAITH

- UU History
- UU Polity
- History of Christianity

## SEVEN: LEADS THE FAITH INTO THE FUTURE

- Multi-Religiosity Core Intensive
- Youth and Young Adult Ministry Course

The remaining credits for the degree program can be filled with elective courses or the requirements of an additional concentration. Students also work with their advisors to ensure they meet SKSM's threshold requirements. In addition to coursework, all students will complete at least two semesters of field education, recommended to start after the first year of seminary:

- at least one semester of seven to ten hours per week of field education serving in a Unitarian Universalist congregation with participation in a reflection group.

- at least one semester of seven to ten hours per week serving in a community setting for ministry along with participation in the corresponding field education reflection group.

The final requirement is participation in a five-week spiritual direction group each year with fellow Starr King students led by the Director of Spiritual Care Services. Participation in the UUA/UUMA Ministerial Formation Network’s monthly meetings and seminars are strongly encouraged.

### **Enrolling in the Concentration**

Students may enroll in the Unitarian Universalist Ministry Concentration during General Registration by selecting it. There is no application process and SKSM degree candidates who wish to enroll in the concentration will be accepted.

### **The Graduate Certificate in Chaplaincy Studies (CCHS)**

#### **Program Prerequisites**

- MDiv or comparable master’s degree is required for enrollment.
- SKSM’s Educating to Create Just and Sustainable Communities that Counter Oppressions (ECO)Core Course

This counter-oppressive philosophy is at the core of Starr King’s degree programs. Drawing on Unitarian Universalist and multi-religious sources, this online synchronous course explores how in the midst of a world marked by tragedy, sorrow, and injustice there remains abiding resources of beauty and grace that nourish resistance, offer healing and call us to accountability and community building. All students entering the Certificate in Chaplaincy Studies must have this ECO Core or equivalent background (as determined by Director of Program) before starting.

#### **Required Courses**

- Chaplaincy Formation – 6 Stages  
This will be a set of 1.5 unit per semester “Pod” courses (for a total of 9 units) that will provide you with a group with whom to go through the formation process.

Stage 1 & Stage 6 - Delve into your own personal spiritual formation, with the focus of being able to articulate your beliefs in writing.

Stage 2 - Explains the requirements of working as a chaplain in multiple settings.

Stage 3 - Explores group dynamics and organizational culture, system and relationships within each of those settings.

Stage 4 - Focuses on functioning pastorally within boundaries and using pastoral authority and from an ECO perspective.

Stage 5 - Explores be about ministering to people in specific traditions.

- Courses to choose from in the “Spiritual Practice and Care of the Soul Threshold”  
Choose three:
  - Spiritual Practices for these Times (3 Units)

- Deep Listening for All Forms of Ministry (3 Units)
- Depth Psychology for Chaplains (3 Units)
- Optional Additional Courses:
  - Disaster Chaplaincy + Nova certificate (.5 unit - a good choice for those pursuing Hospital, First Responder, or Climate Crisis oriented Chaplaincy)
  - Engaging Moral Repair (3 Units - a good choice for those pursuing VA or Military Chaplaincy)

### **The Graduate Certificate in Psychedelic Justice and Companionship (CPJC)**

The Starr King Certificate in Psychedelic Justice and Companionship, co-directed by J. Tyson Casey and Dr. Pamela Hancock, ECO commitment to educating to counter oppression provides a framework with which to explore the world of psychedelics and plant medicine. A framework that acknowledges both the traditional holders of this sacred knowledge and the current oppressive reality of the war on drugs and its disproportionate onus on people of color and the poor.

The Certificate in Psychedelic Justice and Companionship is a 12-credit program to be completed within two years.

#### **Prerequisite for admission:**

- Educating to Counter Oppressions (ECO) Core course at Starr King, which is available to take in both the Fall and Spring semesters.  
Students may take ECO and Sacred and the Substance concurrently.

#### **Required Courses**

These four courses are required to obtain the certificate and can be taken in the order provided in accordance with your entering semester:

- Deep Listening for All Forms of Ministry (3 Units)
- Psychedelic Ministry Methods (3 Units)
- A new Multi-Religious History of Psychedelics course (3 Units - For those who already took Sacred and the Substance, that course will fulfill this requirement.)
- A new course being developed on Decriminalization and Advocacy (3 credits)

To enroll in the Certificate in Psychedelic Justice and Companionship program, a Certificate Program Enrollment Form is submitted through our website. The Director of Admissions will inform you whether your application has been accepted.

Certificate students must inform the director of the program and the registrar if they wish to defer enrollment. If a certificate student does not enroll in courses for two semesters in a row, they will be withdrawn from the program.

### **The Graduate Certificate in Multi-Religious Studies (CMRS)**

The Starr King Certificate in Multi-Religious Studies, directed by Dr. Som Pourfarzaneh, 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 four courses (12 units) in multi-religious studies. Sample courses include:

- Multi-Religious Intensive
- Introduction to Islam
- Transformative Ritual Craft
- Advanced Topics in Ritual
- Interreligious Dialogue
- Queer Studies: Multi-Religious Perspectives
- Queer Liberation Theologies
- Introducing Hindu Doctrines
- Womanism and Earth Justice
- Up to two electives, approved beforehand by the Certificate Director

To enroll in the Certificate in Multi-Religious Studies program, a Certificate Program Enrollment Form is submitted through our website. The Director of Admissions will inform you whether your application has been accepted.

Certificate students must inform the director of the program and the registrar if they wish to defer enrollment. If a certificate student does not enroll in courses for two semesters in a row, they will be withdrawn from the program.

### **The Graduate Certificate in Unitarian Universalist Studies (CUUS)**

The Starr King Certificate in Unitarian Universalist Studies, directed by Dr. Meg Richardson, enables the student to study subjects relevant to ministry and religious leadership as expected by the Ministerial Fellowship Committee.

Starr King offers 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 four courses (12 units).

To enroll in the Certificate in Unitarian Universalist Studies program, there is an application on the Starr King website. The Director of Admissions will inform you whether your application has been accepted.

Certificate students must inform the director of the program and the registrar if they wish to defer enrollment. If a certificate student does not enroll in courses for two semesters in a row, they will be withdrawn from the program.

## **Center For Multi-Religious Studies (CMRS)**

The Center for Multi-Religious Studies (CMRS) at Starr King School for the Ministry is a premier hub for the academic and vocational exploration of multi-religious identity and practice. The first of its kind, the CMRS offers research, symposia, and public programs that advance scholarship and dialogue about multi-religious spiritual formation, ritual arts, education, and their interrelated dimensions.

Bringing together progressive religious leaders, scholars, and social activists, the CMRS represents a radical approach to the study of the world's diverse religious traditions within their own contexts, emphasizing interreligious dialogue, pluralism, and the SKSM pedagogical model of Educating to Counter Oppressions and Create Just Communities.

The CMRS was founded in 2021 to further the study of multi-religious identities, practices, ritual arts, and education, and honors the legacy of Dr. Ibrahim Farajajé's ministry in organic multi-religiosity.

The CMRS offers:

- Sponsored sessions within the SKSM Annual Symposium and other public programs
- The Tapestry: a repository of multi-religious articles, media, curricula, and educational materials

The CMRS Supports:

- Courses in a diverse array of religious and spiritual traditions
- Certificates in Multi-Religious Studies and Psychedelic Justice and Companionship
- Multi-Religious chaplaincy training in coordination with the Chaplaincy Concentration

### **SKIL (or 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 early with a draft of your form and syllabus.



## **Summer Starr King Individualized Learning (SKIL) Possibilities**

Advising faculty are offering the possibility to engage in supervised independent study in their areas of expertise. Faculty and students will meet twice during the summer, once in May-June to set up the SKIL, once in August to review and discuss the work done. Most advising faculty will offer group SKILs.

Please, refer to the Student Handbook and the Student Forms to review the process to set up a SKIL, then contact your advisor or the faculty in the area of study of your choice. It is possible to take a SKIL to prepare a course to propose for a Hilda Mason Teaching Fellowship.

Faculty are not be available during the month of July.

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 Unitarian Universalist Association (UUA). Furthermore, CPE is required for professional training for a career in chaplaincy.

Much of what a student gets out of a 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 that are not accredited by recognized agencies, 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 either in a full-time, 10-12-week program or in a part-time extended program.

You are strongly advised to enroll at a training site certified by a respected accrediting agency. The following three agencies are the most well-known and are recognized by the UUA:

- Association of Clinical Pastoral Education (ACPE) – [www.acpe.edu](http://www.acpe.edu)
- College of Pastoral Supervision and Psychotherapy (CPSP) – [www.cpsp.org](http://www.cpsp.org)
- Center for Spiritual Care and Pastoral Formation (CSCPF) – [www.cscpf.org](http://www.cscpf.org)

Recent years have seen an increase in accrediting and credentialing CPE organizations. It is important to confer with a student's religious organization about its requirements concerning CPE accreditation.

Most CPE units occur at agency-accredited centers where both the clinical hours and educational hours are earned on-site. However, many of our students may discover that they live at a considerable distance from a CPE center. They 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.
- 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 the Director of Contextual Education about your supervisor's acceptance letter and decision to enroll in that program.
- During a given term, register for the CPE course under Dean Schelin's name: PC-4000. Please contact Dr. Schelin to confirm you are registering for the right number of credits.
- Send the CPE supervisor's evaluation to Dean Schelin by the last day of term.
- Please share the CPE evaluation with advisor for discussion at the next advising meeting

Please note that the academic calendar does not necessarily coincide with that of the CPE program. Should the CPE advisor 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, the student will submit a Petition for Incomplete and then submit the evaluation upon receipt.

- If the CPE unit extends more broadly across two terms, the student can take 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.

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. Only one unit of CPE is allowed by the Board of Certified Chaplaincy Certification to fulfill simultaneously the graduate credit requirement and the CPE training requirement (#5).
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.

More details about the certification process and application documents are available at [The Board of Chaplaincy Certification, Inc.](#) 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.

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. 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 20 average hours per week. Examples of field work include 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 Landers), and one is for those working in a community organization (with Tyson Casey). 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 Dean Christopher Schelin, Director of Contextual Education, in the case of community field work/internships, or with Rev. Tera Landers, 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 obtain an established setting.
3. Submit a Field Education Proposal form to either Dean Schelin or Rev. Landers, detailing the nature of the work to be done, listing tentative learning goals, and providing a resume or biography of the intended mentor supervisor if this is the first time this person is serving in such a capacity. All mentor 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 Dean Christopher Schelin or Rev. Tera Landers before the end of the Spring term.

## **ADMISSIONS INFORMATION**

### **DEGREE PROGRAMS**

#### **MDiv, MASC, and MDiv/MASC Dual Programs**

- Complete an application online on our website at [www.sksm.edu/admissions/how-to-apply](http://www.sksm.edu/admissions/how-to-apply)
- If needed, apply for Financial Aid at <https://studentaid.gov/h/apply-for-aid/fafsa> and Scholarships at <https://www.sksm.edu/?s=scholarships> as early as possible to determine eligibility and plan your educational program path (School Code: G04080)
- Acceptance notifications are usually generated within 3-4 weeks post-submission.
- Summer Intensives start: June 3rd, Registration begins: April 15, 2024
- Fall classes start: Sept. 3rd, Registration begins: April 15, 2024

### **CERTIFICATE APPLICATIONS**

#### **Certificate in Multi-Religious Studies, Unitarian Universalist Studies or Psychedelic Justice and Companionship**

- Complete an application online on our website using the [Certificate Program Enrollment Form](#).
- Pay the \$25 non-refundable application fee.

### **Certificate in Chaplaincy Studies**

- Submit transcripts for consideration ahead of applying. Previous master's degree required in the field of religion, psychology, or similar.
- Complete an application online on our website using the [Chaplaincy Certificate Form](#).
- Pay the \$25 non-refundable enrollment fee.

\*\*\*Please note that scholarships and financial aid are not permitted for Certificate programs\*\*\*

**For more information on Certificate programs, please visit:** <https://sksm.edu/academics/certificates>

### **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 or a certificate program at Starr King.

Information and registration: [SKSM Special Student Registration and Information](#).

**Steps for Special Students to Register for a Course** (for students not matriculated in a SKSM degree or certificate program):

- Fill out and submit a [Special Student SKSM Course Registration online form](#) and pay the \$25 non-refundable processing fee.
- SKSM Course Registration forms and non-refundable processing fee are due to the Registrar by the last day of the registration period. Please submit the Course Registration form and registration fee as soon as possible, as some courses fill up quickly.
- Once your Course Registration has been received and you are enrolled, you will receive a Welcome Letter with login information to your new Populi and school email accounts. Then at the end of Late Registration period you will receive an invoice with payment instructions from our Student Accounts Office. Payment will be due on the last day of the late registration period.
- The tuition for Special Students is the same as a Degree Student, though Special Students are not eligible for Financial Aid.

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 courses 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.

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 prior to admission.

**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 Dean of Faculty (or, in their absence, the faculty member of the Admissions Committee). 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 (at the discretion of the Academic Dean):**

- 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 45 credits can be transferred.
- For MASC candidates no more than 24 credits can be transferred.
- For joint MDiv/MASC candidates no more than 57 credits can be transferred.
- For Chaplaincy Institute courses: No more than 18 credits transferred.

**On behalf of SKSM, the Academic Dean may grant Advanced Standing. All transfer limits are at the discretion of the Academic Dean.**

Additional Questions? Please contact our Director of Admissions and Recruitment at [admissions@sksm.edu](mailto:admissions@sksm.edu).

## **TUITION & FEES**

Student Body Fee:

\$20.00 per semester SKSM fee per credit: For the 2024-25

Academic Year: SKSM tuition is \$925 per credit.

This fee applies to the following students:

### **Master of Divinity**

MDiv requires the completion of 90 credits.

### **Master of Arts in Social Change**

MASC requires the completion of 48 credits.

### **Dual MASC/MDiv Degree**

Dual MASC/MDiv degree requires the completion of 114 credits.

### **Certificates (UU Studies, Multireligious Studies, Chaplaincy Studies, Psychedelic Justice and Companionship)**

Starr King's certificate programs are open to Special Students and to Degree Students. The certificate programs require the completion of 12 credits.

### **Special Students**

Special Students (i.e. students who are not currently matriculated in an SKSM degree or certificate program) may register through Starr King to take a Starr King course.

Total degree Tuition must be paid in full 30 days prior to graduation.

SKSM alumni are eligible to take a course as a "Special Student" and to apply one free credit per year (\$925 discount) to the cost of an SKSM course. Access to the course is subject to space availability and instructor approval.

## **FINANCE**

### **Tuition Transition Summer Personalized Payment Plan**

Please register for your Summer Intensives as planned.

Continuing MDiv and MASC students lacking access to Federal Student Loans until Fall and who have difficulty paying the fee per credit for Summer Semester classes may set up a Personalized Payment Plan with SKSM.



Please contact Owais Qureshi at [ogureshi@sksm.edu](mailto:ogureshi@sksm.edu) to set up your Personalized Payment Plan.

## **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.

Forms of payment: 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”) contact Owais Qureshi, [ogureshi@sksm.edu](mailto:ogureshi@sksm.edu).
- 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 (SHIP) and Student Loan**

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.

## **Tuition Refund Policy**

If a student withdraws or is dismissed by the faculty from a Starr King degree program during any term of instruction, (Summer, Fall, Intersession, or Spring), 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.

For semester-length courses (ten weeks or longer):

- Prior to the end of General Registration: full refund of tuition due for the semester.
- During the 3rd week of classes: 80% of tuition paid that term.
- During 4th and 5th week of classes: 50% of tuition paid that term.
- During 6th and 7th weeks of classes: 25% of tuition paid that term.
- After the 8th week: no refund.

\*\*For Oregon residents: During 3rd, 4th, 5th, 6th, 7th and 8th week of classes: 50% of tuition paid that term. After the 8th week: no refund. \*\*For Washington residents: After the 5th

week: no refund.

For intensive and intermediate-length courses (1-9 weeks):

- By the conclusion of the 1st day of instruction: full refund of tuition.
- By the conclusion of the 2nd day of instruction: 80% of course tuition.
- By the conclusion of the 3rd day of instruction: 50% of course tuition.
- After the 3rd day of instruction: no refund.

### **Concerns or Complaints**

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](http://www.bppe.ca.gov/enforcement/complaint.shtml)

Tel: 916.431.6959 – Fax: 916.263.1897

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit [www.wsac.wa.gov/loan-advocacy](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov)

### **FINANCIAL AID**

Starr King offers a comprehensive program of financial aid for eligible students, including federal financial aid loans, need-based scholarships, and work-study. More information can be found in our SKSM Financial Aid [Student Handbook](#) Supplement.

To use Federal Financial Aid, students are required to take a minimum of 6 credits for each of the terms in which they are enrolled.

### **There are three academic terms:**

1. **Spring / Intersession:** 6 credit minimum
2. **Summer:** Students are **not** required to take summer courses, but many choose to enroll in summer intensives and other courses. Students must take a minimum of 6 credits to be eligible to use financial aid during the summer session. Students who are not using financial aid have no minimum credit requirement during the summer session.
3. **Fall:** 6 credit minimum

### **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 Consortium Financial Aid Office. For further information, please contact the Financial Aid Office at (510) 859-4611 or at [financialaid@sksm.edu](mailto:financialaid@sksm.edu).

### **Veterans Benefits**

Starr King School for the Ministry is approved by the California State Approving Agency for Veterans Education for payment of educational benefits to those veterans and dependents that are determined eligible by the Veteran's Administration.

### **Veterans Benefits and Transition Act of 2018**

Starr King School for the Ministry will adhere to the requirements of and comply with the Veterans Benefits and Transition Act of 2018, specifically S2248 PL 115-407 Section 103.

Starr King permits any covered individual utilizing VA Chapter 31 or 33 to attend or participate in their course of education during the period beginning on the date on which the individual provides a certificate of eligibility for entitlement to educational assistance.

Starr King does not impose any penalties due to the delayed disbursement of funding from the VA under chapter 31 or 33. Students with payment delays will not be charged late fees, prevented from enrolling, or denied access to courses, libraries, or other institutional facilities. Nor are students required to borrow additional funds due to the delayed disbursement of funding from the VA under chapter 31 or 33.

All courses taught through Starr King degree programs are eligible for VA benefits with the exception of courses provided through the joint program with The Chaplaincy Institute.

### **THE DIGITAL THEOLOGICAL LIBRARY (DTL2)**

Starr King is a member institution of the Digital Theological Library 2 (DTL2), a co-owned online library for theology and graduate religious studies. Through DTL2, SKSM has joined the second cohort of twenty graduate schools to utilize a DTL database. DTL2 offers tens of thousands of journals and hundreds of thousands of books across multiple disciplines, extending beyond religious studies to include other fields in the humanities as well as the sciences.

SKSM students have full access to the Digital Theological Library (DTL2).

Use of the DTL's leased and purchased information resources is restricted to the DTL's co-owning institutions. Co-ownership is restricted to nonprofit graduate schools in religious and theological institutions without regard for religious affiliation. The DTL is an independently incorporated 501(c)3 nonprofit corporation. The DTL is governed by an executive committee elected by the co-owning institutions. <https://libguides.thedtl.org/az.php>

### **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 specific 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/>

#### **Students with Disabilities Policy**

This policy strives for consistent and equitable student access to educational opportunities at Starr King. In particular, it addresses a student's ability to fulfill degree and certificate course and program requirements. The policy covers library use, student advising, SKSM classroom activities and requirements, program exams, and capstone experiences or projects. It does not address extracurricular events sponsored by SKSM, student housing, and administrative activities (e.g. registration, access to facilities, etc.).

The Dean of Students serves as the Disabilities Resource Officer (DRO) for SKSM. The DRO serves as a resource to develop expertise, provide information and consultation, and answer questions.

**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 student with a disability who seeks accommodations with their academic work submits a request form to the DRO (the form is available on the SKSM website). The student must provide documentation that substantiates the disability diagnosis. This may take the form of:

1. A statement or recent medical record provided by a qualified medical professional.
2. A previous medical or educational record with relevant information, such as a past accommodation or assessment document.
3. A self-report provided to the DRO during a structured interview. Starr King reserves the right to request additional documentation alongside the self-report.

Accommodations are not intended to give students with disabilities an unfair advantage, but to remove barriers that prevent students from learning and from demonstrating what they have learned, in the context of their formal degree or certificate program.

**Request for Accommodations form:** [Request for Accommodation Form](#)

**The Timing of a Student Request:** The student with a disability should request accommodations in advance of when the accommodation is needed. The student need to factor in the amount of time required to secure written documentation from an appropriate professional. They should recognize that the DRO has other responsibilities and requires a reasonable amount of time to integrate student requests within their workload.

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 to finalize accommodation options in the context of institutional resources and culture and to assure consistency and equity within SKSM as students with disabilities cross-register for courses. 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 DRO 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.

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 a specified period of time up to three years. Students should use the DRO's email to work with faculty and staff to arrange accommodations as needed.

Students may re-apply for accommodation should the need persist beyond the period defined in the DRO's decision.

**Appeal:** The student with a disability 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 should work with the faculty member to resolve the faculty member's concerns.

If a resolution is impossible, the student with a disability can seek remedy via SKSM's academic grievance policy.

If a student disagrees with the DRO's decision and/or recommended accommodation, they can also appeal the decision through the academic grievance policy. Again, the DRO should work with the student first to find ways to resolve the student's concerns.

### **Examples of Reasonable Accommodations**

The DRO will collaborate with students and faculty to determine reasonable accommodations that do not substantially alter the school curriculum or impose an undue institutional burden. Accommodations at Starr King have included:

- Extra time to complete assignments
- Substitution of oral exams, audiovisual recordings, or creative projects in lieu of written assignments
- Access to recordings of synchronous class sessions for review
- Allowance for physical therapy breaks during class sessions

### **Institutional Contact:**

Rev. Dr. Christopher Schelin, Dean of Students, Disability Resource Officer [cschelin@sksm.edu](mailto:cschelin@sksm.edu)

### **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.<sup>1</sup>

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 to 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, <https://owl.purdue.edu/>).
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.
- **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).



<sup>1</sup> 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.

## **Credit Hour Policy**

Starr King follows the federal guidelines of "credit hour" as a minimum of one hour of classroom or direct faculty instruction and an additional minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester of credit, most commonly a total of approximately 135 hours of work for each 3-credit course. We share this federal guideline in course planning, we share it with students during their orientation, in our school forms, and in academic advising.

All of our courses are planned to follow the federal guidelines. With our school's core commitment to educating students to counter oppression and build just communities, it is helpful that it is becoming more common to use the term "time on task" instead of "classroom and out of classroom" work. "Time on task" fits our seminary's social justice and spiritual formation paradigm that includes classroom work, on-line and experiential activities, as well as a broad range of "...other academic work leading to the award of credit hours" (34 CFR 600.2) including:

- Lectures
- Reading
- Writing
- Film and other multimedia
- Class discussion
- Skills-building and practice
- Individual or group projects
- Student presentations
- Applied learning in the community, congregation, etc.
- Immersion experiences
- Creative work
- Reflection
- Spiritual formation
- Quizzes or exams
- Meetings with the instructor
- Participating in an event (e.g., conference, workshop, etc.)

During our Fall and Spring 15-week semesters, we offer a wide range of credit-earning opportunities. In addition to on-campus classes, Starr King offers on-line synchronous and/or asynchronous classes, hybrid classes (by which we mean that some students are physically in a smart classroom while some students are participating from off-campus using zoom and a large flat in-classroom monitor). During these semesters, we also offer contextual/experiential courses such as internships, field education, clinical pastoral education (CPE), and course- embedded immersion courses. In addition, Starr King Individualized Learning courses (SKILS) allow for individual or small

group learning experiences.

During our Winter and Summer terms, we offer our school's required core courses as well as elective courses in an intensified format. Outside of the pandemic crisis, the one- week intensives consist of 40 hours of classroom time with extensive pre-course reading/writing/reflection and post-course writing/project assignments. During the pandemic these courses have been converted to on-line classes with several hours of daily zoom lecture/discussion sessions, as well as on-line small group sessions. Because of the reality of zoom-fatigue as well as students' family and work responsibilities, we are experimenting with two 20-hour weeks, and other scheduling configurations.

In courses that have variable credits decided on by students and instructor (e.g. SKILs and field education) there are specific prompts on the students' course proposal forms that include the 45 hours of "time on task "per credit hour and the credit hours are decided by instructor and student.

### **Leave of Absence Policy**

Starr King grants semester-length leaves of absence (Fall and Spring terms) to students when personal circumstances require the interruption of their enrollment. A student on leave does not need to apply for readmission and is not subject to changes in their academic program.

Starr King does not grant a leave of absence for work, which is 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 independent studies and incompletes.

Federal regulations stipulate that institutions receiving Title IV funds (federal financial aid) may not grant leaves of absences in excess of 180 days within a 12-month period, inclusive of weekends and break periods. Starr King therefore stipulates that students may take one leave of absence at a time but must enroll for classes in the subsequent semester to remain in good standing. Leaves of absence are not filed for Summer and Intersession terms. MDiv students are granted a maximum of **six** total semesters of leave and MASC students are granted a maximum of **four** total semesters of leave. Participation in the school's health insurance program is not available during a leave of absence.

A [Leave of Absence form](#) must be completed for each semester of leave. See instructions on the Student Forms page for filling out and submitting Student Forms. After the form is downloaded and completed, the student will email it to [Registrar@sksm.edu](mailto:Registrar@sksm.edu) cc'ing their advisor. The Registrar will collect all electronic signatures required.

An administrative leave of absence is imposed by vote of the faculty if a form is not approved and on file at the beginning of a semester. A student who fails to enroll for classes in the following semester will be withdrawn from Starr King by vote of faculty as well. Persons subject to administrative withdrawal may apply for readmission if they submit a corrective plan for continuing their degree program.

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.

Leaves of absence taken once matriculation in the degree program has begun count toward the total allowed in the program. Leaves of absence do not count toward the total time allowed to complete a degree program as stated in the Satisfactory Academic Progress policy.

## **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.

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. 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 (<https://www.sksm.edu/about/meet-us>)

See "How Students Develop Online Learning Skills,"  
<https://er.educause.edu/articles/2007/2/how-students-develop-online-learning-skills>

## **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 worst 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, our Student Information System (SIS, Populi) uses letter-grade 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 SIS 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's personal file in the SIS. 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 (recorded as No Pass/F). 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.

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 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. SAP reviews are conducted annually following the end of the Spring semester after the submission of final grades. Satisfactory Academic Progress (SAP) 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 qualitative and quantitative criteria:

- A minimum of 70% of Ps (passed courses) and positive narrative evaluations for all completed courses, measured cumulatively.
- Any incomplete coursework must be completed by the deadline stipulated by the faculty for the course.
- Full time students are expected to complete a minimum of nine (9.0) or more credit hours each semester.
- Part time students are expected to complete a minimum of six (6.0) credit hours each semester.
- Students must successfully complete a minimum of 67% (two-thirds) of cumulative units attempted (attempted units are units for which a tuition charge was incurred). This is referred to as pace and is measured annually on a cumulative basis. Transfer hours accepted toward the student’s degree requirements are included as credits attempted/earned.
  - Students must complete their degree within 150% of the published length of their degree program. Time frame is evaluated by the number of credit hours attempted. For example, if your degree requires 90 credit hours to graduate, a student could not receive financial aid beyond 135 attempted credit hours (including transfer credits).

**Maximum Time Frame for Completion of Degree**

<b>Degree</b>	<b>Required Units</b>	<b>Maximum Attempted Credits</b>
Master of Divinity (MDiv)	90	135
Master of Arts in Social Change (MASC)	48	72
Certificate Programs	12	18

- The maximum time frame calculations do not include semesters or years a student is on a leave of absence or not an active student. Nor does it include attempted course credits from withdrawn courses that were dropped during the designated add/drop periods.
- SAP reviews include an evaluation of all the criteria above and are submitted annually by the Registrar to the Financial Aid Administrator, the Dean of Students, and the Dean of Faculty. The Academic Advisor of any student who has failed to meet SAP will also be notified. The annual review is conducted after grades have been entered for the Spring term. Additionally, an interim SAP progress check is completed at the end of all other terms and is submitted to the Dean of Students and Dean of Faculty. The report provides timely notification of satisfactory academic progress and warning periods for each student so that appropriate advising and guidance can be given. Also, all active students have a personal login credential which authorizes them to access their academic file, transcripts, academic progress history, and other important information in our database system, at any time during their enrollment.
- The interim progress check may indicate that certain students are not on track to meet SAP for the academic year because they fail to meet the minimum requirement of 70% Ps (passed courses) and/or 67% completed courses. The Dean of Students or Dean of Faculty will notify any student's Academic Advisor. The Advisor will then contact the student to discuss the deficiency and potential adjustments to the course of study. The student will remain eligible for financial aid in the subsequent term(s) but will be subject to the loss of financial aid if they fail to meet SAP at the end of the academic year. Please see SAP Procedures below for further information.
- A term or semester is defined as the following academic periods: Spring (which includes courses taken during the January Intersession), Summer, Fall. For the Fall and Spring terms, a minimum of 6 credit hours per term are required for part-time students, and a minimum of 9 credit hours per term are required for full-time students.

#### **B. Satisfactory Academic Progress Procedures**

A Satisfactory Academic Progress (SAP) review will be made on an annual basis following the end of the Spring Semester once final grades are submitted. The procedure is as follows:

The Registrar will complete an independent assessment of students' SAP status and then confer with the Student Advisors, Dean of Students and Dean of Faculty regarding those students who do not meet SAP standards. Advisors will review their students' work and confirm with the Registrar, Dean of Students and Dean of Faculty, that the student has not made satisfactory academic progress or provide adequate documentation that may result in a change to the SAP determination. The final SAP determinations are made, and the

report is sent to all of the above including Financial Aid.

- Students who do not meet the requirements for satisfactory academic progress are notified of their SAP status and loss of financial aid eligibility by letter within two weeks of their SAP evaluation.
- To regain financial aid eligibility, a student's record must reflect that they have met SAP requirements. Students who fail to meet these standards due to unusual circumstances, have the right to appeal their SAP financial aid suspension status. Students can appeal for reinstatement of financial aid eligibility by submitting a written petition to the Dean of Students by electronic mail within 30 days of the date of the final SAP review letter (please see section c. below for more details) or a student can earn the qualitative or quantitative requirements of SAP while paying for the course credits on their own.
- A student may be dismissed from the program, by vote of the core faculty, if they do not make Satisfactory Academic Progress for two consecutive terms.
- A student on leave 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. SAP 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 submit an appeal. 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.

- A student choosing to appeal a SAP determination should submit a written petition to the Dean of Students by electronic mail within 30 days of the date of the final SAP review letter. A copy of the appeal letter and decision must be submitted to the 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 30 days of the date of the appeal.

- If a student has been placed on financial aid suspension, financial aid awards will be canceled 60 days after the start of the term. Those canceled funds are returned to the originating programs to be awarded to other eligible financial aid recipients. If the student's appeal is granted, aid will be reinstated, based on what funds are available at that time. As a result of financial aid suspension, the student's original award(s) may be reduced or lost. Appeals must be submitted no later than 30 days after notification of your SAP determination. Incomplete or late appeals may jeopardize the reviewing of the appeal in a time frame that would allow disbursement of financial aid if the appeal is approved.

#### **D. SAP Probation:**

- A student will be placed on financial aid SAP probation for the term if a SAP appeal is approved. The student is eligible for financial aid while on probation. Failure to attain the required % of P's (Passed courses) and/or cumulative completed credits percentage at the end of the term will result in an adverse SAP determination and the student will not be eligible for financial aid for the following term. If the student does not attain the required % of P's (Passed courses) and/or cumulative completed credits percentage, but successfully follows the academic plan submitted with the SAP appeal, the student may submit a follow-up appeal showing they have met the terms of the academic plan. If granted the appeal, the probationary period will continue for the following term. Follow-up appeals will be evaluated closely and may result in denial if not fully substantiated. A student may be dismissed from the program, by vote of the core faculty, if they do not make Satisfactory Academic Progress for two consecutive terms.

#### **Readmittance Following Dismissal:**

- A student who does not complete an appeal or whose appeal is denied will be dismissed from the program. A student can apply to re-enter the program after 1 academic year. The decision to re-admit a dismissed student is by vote of the core faculty. If a student is granted readmittance they will be placed on academic probation for one term. The student must meet SAP and/or the conditions of an Academic Plan after the probationary term. If the student does not meet SAP and/or the conditions of an Academic Plan, they will be dismissed permanently.

#### **SAP Extensions:**

- A student may request an extension of the maximum attempted credits provision of this policy if they are enrolled in a dual degree program, seek a second degree, or change their degree. Requests will be evaluated on a case-by-case basis.



## E. Grading and Credit Definitions

As stated in the Academic Catalog, 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. A grade of P=Passing, a grade of NP= No Pass, a grade of NC= No Credit, a grade of W= Withdrawal (if after the add-drop period).

A student must have a minimum of 70% of Ps (passed courses) and positive narrative evaluations for all courses taken in each semester.

For those students who have requested a letter, those grades are calculated for SAP as follows:

A= Pass /GPA

4.0 B=

Pass/GPA 3.0

C= Pass/GPA 2.0

Any grade below a C= No Pass/GPA 0

A student with letter grades must have a minimum cumulative GPA of 2.0 to meet SAP requirements.

Attempted credits include grades of: P (Passing) and NC (No Credit), NP (No Pass), W (Withdrawal: if the withdrawal is earned after the designated Add-Drop period) and letter grades of A, B, C, D, F.

Earned (completed) credits include grades of: P, A, B, C.

If a student repeats a course, credits will be added to your attempted/earned credit totals each time you register. However, only the most recent grade received in the course will be used in the calculation of the student's cumulative academic evaluation or GPA.

Transfer credits accepted by Starr King will be included when calculating your cumulative completed credits percentage and maximum attempted credits, but not your cumulative academic evaluation or GPA.

Audit (V) credits are not considered either attempted or earned.

Federal regulations require us to include the original grade and number of credits for any class a student retroactively withdraws from beyond the add-drop period when calculating a student's SAP status. If the student has retroactively withdrawn from one or more courses, the academic evaluation and/or GPA used to determine whether SAP standards are met may differ from the official Starr King transcript, evaluation, or GPA.

## **Academic or Personal Dispute Policy**

This policy serves Starr King's commitment to build just and sustainable community by establishing procedures for resolving conflicts based on interpersonal interactions or academic processes. Faculty, staff, and students are charged with the responsibility of engaging in respectful communication rooted in values of empathy, curiosity, justice and inclusivity. If a student has an academic or personal dispute with another member of the Starr King community, they may seek resolution through the steps outlined below.

A **personal dispute** is defined as a dispute in which a student objects to the way they have been addressed or treated by another faculty, staff, or student in the context of their studies at or work for the school. Starr King will only involve itself in the resolution of personal disputes that occur within the learning or work environment and impinge upon its healthy functioning.

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 variable credit courses (e.g. SKILS and field education)
- e. a decision on a letter-grade for a course (if a letter grade had been requested)

This policy is not applicable in the case of serious violations otherwise stipulated by Starr King.

For the following, a complainant should notify school administrators immediately:

- Harassment or bullying
- Hazing
- Public nudity
- Throwing/ejecting objects
- Use or possession of firearms, pyrotechnics, or explosive objects
- Use or possession of illicit substances
- Sexual misconduct (notify Title IX Coordinator or Deputy Coordinator)

In the case of a **bias incident**, complainants are urged to follow the guidance for informal resolution and direct address, provided below, alongside filing an incident report.

### **Prohibition of Retaliation**

This policy prohibits retaliation against any person who reports a complaint, assists a complainant, or participates in the investigation or resolution of a dispute. Retaliation includes any acts of verbal abuse - such as threats, intimidation, or slander - or adverse actions

affecting one's employment or ability to participate in the educational program, or efforts to impede an investigation.

### **Informal Resolution and Direct Address**

Starr King intends to maintain a respectful and collegial learning environment that encourages the cooperative resolution of conflicts whenever possible. It is preferable the disputes are addressed informally through direct engagement between parties. Direct address may be superseded when such interaction may be reasonably considered to be threatening or unsafe. When you have a complaint against another community member, state your disagreement, concern or objection and state the resolution you feel would be appropriate. The other party must 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 reply in a timely manner to indicate whether you will accept and abide by their response, or whether you will pursue resolution through formal school processes.

### **Formal Resolution of Academic Disputes**

When a student objects to a course instructor's decision and direct address has failed to resolve the matter, the following steps should be taken:

#### **Consultation with Advisor**

Meet with 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.

#### **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.

### **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.**

## **Formal Resolution of Personal Disputes**

Formal resolution begins by consulting with a Starr King faculty or staff to seek advice. A student may contact their advisor, the Director of Spiritual Services, or the Dean of Students. This person will accompany the student in reflecting on how and why the dispute arose, what issues are at stake, what learning may be involved, and what next steps might be best.

If consultation does not achieve a resolution, a formal grievance may be filed with the Dean of Students. The grievance will consist of a written statement explaining the dispute and its impact on the student's involvement with Starr King, efforts undertaken to achieve resolution, and providing documentary evidence as needed (e.g, screenshots, witness statements). The Dean of Students will take all necessary measures to investigate the dispute, including collecting statements from the respondent and witnesses, separately interviewing the involved parties, and examining any documentation. The Dean of Students will consult with other administrators to determine a reasonable resolution in accordance with school policies and procedures. The Dean of Students will communicate a decision in writing to the complainant and the respondent.

If the complainant is not satisfied with the proposed resolution, they may present a formal written appeal to the President. The President will review all written materials and may request additional information or interviews. The President will prepare a written judgment that upholds the Dean of Students' decision, set it aside and make a new decision, or direct parties to take other actions to resolve the dispute. **The President will be the final adjudicator of personal disputes within the Starr King environment.**

## **Disputes with Starr King Administrators**

In the case of a personal or academic dispute with the Dean of Faculty or the Dean of Students, formal written complaints should be addressed to the President, following the steps provided above. In the case of a dispute with the President, formal written complaints should be addressed to the Chair of the Board of Trustees.

## **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 grounds for dismissal from the school. At the same time, different cultures have different understandings of plagiarism.

A great resource to help you understand and avoid plagiarism:

Plagiarism: What It Is and How to Recognize and Avoid It:

<https://wts.indiana.edu/writing-guides/plagiarism.html>

Starr King considers the use of AI programs such as ChatGPT to be an instance of plagiarism.

## **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.

## **Privacy Policy - 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 Social Change (MASC) degrees, the certificate programs in Unitarian Universalist Studies or Multireligious Studies, or The Chaplaincy Institute (ChI) certificate programs. Students will also include SKSM special students (i.e. SKSM Online, unclassified student).

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 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 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 Dean of Faculty's Office, the Dean of Students' 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 Dean of Students 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 of time that the records will not be amended; and he/she will be informed by the Dean of Students of his/her right to a formal hearing. Student requests for a formal hearing must be made in writing to the 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 Dean of Students. 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 statements with the education records 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 Social Change (MASC) degrees, the certificate programs in Unitarian Universalist Studies or Multireligious Studies, or The Chaplaincy Institute (ChI) certificate programs. Students will also include SKSM special students (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:

- 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 Temporary Supplement to Sexual Misconduct Policy**

**Overview:** This temporary policy supplement is an extension of the existing Title IX Sexual Misconduct Policy. It implements the Department of Education’s 2020 “Final Rule” for Title IX

regulations. If the Title IX Coordinator considers a report to be of a **very serious** asserted violation of the SKSM Sexual Misconduct Policy, use this temporary supplement along with the Policy.

**Very serious** reports are those that upon completion of the intake, the Title IX Coordinator believes that if true, the case reasonably may lead to sanctions of expulsion, suspension of matriculation or of co-curricular activities and/or a permanent adverse finding of sexual misconduct on record with SKSM.

**Notice:** Very serious reports require more detailed written notice. The Title IX Coordinator will provide written notice to the parties who are known, including a statement of the allegations and details known at the time, such as names of those involved, the alleged conduct, the date, time and location of the incident; a statement of the policies and standard of evidence that will apply; a statement that the Respondent is presumed not responsible for the alleged conduct until a final determination is made by the appointed fact-finder(s); and a reminder that both parties will have the opportunity to review the investigative report and evidence prior to the hearing and an opportunity to bring an advisor of their choice to the hearing. Both parties are sent a copy of the SKSM Sexual Misconduct Policy and this supplement.

**Live Hearing:** Very serious reports require a live hearing if the report is not resolved by an agreement that is approved by the Title IX Coordinator, unless the Complainant and the Respondent do not want a live hearing.

The hearing will take place in real-time, however, participants may be located in separate rooms using audio and/or video technology that allows simultaneous viewing and listening. The hearing fact-finder(s) shall decide who is allowed at the hearing and the order of the proceedings. SKSM may retain an external person to be the neutral fact-finder.

The live hearing is held by the fact-finder(s) who is appointed by the Title IX Coordinator and who is not otherwise involved in the case. The person will be appropriately trained. The fact-finder(s) will not have a conflict of interest or any bias for one side or the other.

All parties will receive 20 days or more notice of the date, time and location for the hearing, and a reminder of the equal opportunity for bringing an advisor/support person to the hearing.

At least ten (10) days before the hearing takes place, both the Complainant and the Respondent will have equal opportunity to review the investigative file subject to any parameters set by the Title IX Coordinator. This information will also be available at the hearing.

Each party's advisor will be permitted an opportunity to ask the other party and any witness who testifies, relevant questions and follow-up questions, including those challenging credibility, but only upon the advance approval by the fact-finder(s), and subject to their guidelines, if any. Direct questioning of any witness by a party is not permitted. If a party does not have an advisor, they may inform the Title IX Coordinator in advance of the hearing, who will determine how to proceed. The fact-finder(s) will decide questions of relevance at the

hearing.

Complainants and Respondents will be treated equitably. All relevant evidence at the hearing and in the hearing file will be objectively evaluated, including both inculpatory and exculpatory evidence. A determination will not be based on a party's status as a Complainant, a Respondent, or a witness, or any preconceived notions or biases.

Within ten (10) business days of the live hearing, with extension as permitted by the Title IX Coordinator, the fact-finder(s) will provide a written determination to the Title IX Coordinator of whether or not the Respondent is found responsible under this Policy and may also include a recommendation for sanctions or remedies.

The Title IX Coordinator will thereafter send the parties (simultaneously) a written Outcome Letter as stated in the SKSM Sexual Misconduct Policy. The range of possible disciplinary sanctions or remedies that may follow a determination of responsibility are stated in the SKSM Sexual Misconduct Policy.

**Records:** An audio or audiovisual recording or transcript of the live hearing will be created. The Title IX Coordinator will receive and retain records of the case including the interim and the supportive measures, if any. If no such measures were provided, SKSM will document the reasons why. The Office of the Title IX Coordinator will also maintain materials used to train any staff of SKSM who are appointed to serve as investigator(s), fact-finder(s) or in any other role related to this Policy. Requests for inspection of such records may be directed to the designated Title IX Coordinator.

## **Standing Sexual Misconduct Policy**

### **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.

### 1.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.

#### (A) 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

414 13<sup>th</sup> St.

Suite 700

Oakland, CA 94612

[cschelin@sksm.edu](mailto:cschelin@sksm.edu)

## **Title IX Deputy Coordinator at SKSM**

Rev. Dr. Meg Richardson, Associate Dean of Faculty

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Suite 700

Oakland, CA 94612

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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:

- a. By force or threat of force;
- b. Without effective consent; or
- c. 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:

- a. Causing or attempting to cause another individual to become drunk, drugged or

- otherwise incapacitated with the intent of engaging in a sexual behavior;
  - b. 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;
  - c. 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.);
  - d. Exposing one's genitals in non-consensual circumstances or inducing someone to expose their genitals;
  - e. Knowingly transmitting a sexually transmitted disease or virus to another individual without his or her knowledge; or
  - f. 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:

- a. Physical conduct: unwanted touching, blocking normal movement, or interfering with studies or work;
- b. Verbal conduct: epithets, derogatory comments, slurs, or humor of a sexual nature;
- c. Visual conduct: leering, making sexual gestures, displaying suggestive objects or pictures, cartoon posters in a public space or forum;
- d. 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.IV. 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:

- 1. The Complainant was asleep or unconscious.
- 2. 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.
- 3. The Complainant was unable to communicate due to a mental or physical condition.

1.2 **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.

1.3 **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.

- 1.4 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.
- 1.5 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.
- 1.6 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.
- 1.7 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.
- 1.8 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.
- 1.9 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.
- 1.10 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.

## **1.V. 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 becomes 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: 911
- City of Oakland Police Department: Emergency (510) 238-3455 or Non- Emergency (510) 777-3333
- 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 disclose 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 one of Title IX Coordinators
- Or by submitting a report using the online reporting form available through SKSM's webpage, and available at this link:

<https://www.sksm.edu/community/policies-compliance-statements/sexual-misconduct->

- **Title IX Coordinator**

Rev. Dr. Christopher Schelin, Dean of Students [cschelin@sksm.edu](mailto:cschelin@sksm.edu)

**Deputy Title IX Coordinator**

Rev. Dr. Meg Richardson, Associate Dean of Faculty [mrichardson@sksm.edu](mailto:mrichardson@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 notify the student if it does so, on a case-by-case basis.

**1.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.

**1.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.

**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.G. Possible Disclosure by SKSM of Information Pertaining to Reports of 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 disclose 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).

### 1.VI. **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.

#### 1.2 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.

### 1.3 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.

### 1.4 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.

## 1.5 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.VII. 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 days of the intake. However, depending on the complexity of the case, additional time may be needed to complete the investigation.

#### 1.VIII. 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.IX. 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?

#### 1.X. 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.

#### 1.XI. 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.

#### 1.XII. 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.XIII. 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 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.

#### 1.XIV. 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 Oakland Police Department: Emergency (510) 777-3211
- Alameda Health System – Medical counseling for victims of sexual assault and domestic violence at Highland Hospital, Oakland, and other locations. Visit <http://alamedahealthsystem.org/services> and select “Medical Counseling” in the alphabetical menu. Highland Hospital 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.

**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, [cschelin@sksm.edu](mailto:cschelin@sksm.edu)
- Deputy Title IX Coordinator: Rev. Dr. Meg Richardson, [mrichardson@sksm.edu](mailto:mrichardson@sksm.edu)

SKSM does not maintain an on-campus counseling center. Services available in the area include:

- 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: <https://acphd-web-media.s3-us-west-2.amazonaws.com/media/resource-guides/docs/domestic-violence.pdf>
- Resource List at the Alameda County Family Justice Center: [http://www.acfjc.org/GET\\_help](http://www.acfjc.org/GET_help)

## Policy for Reporting Incidents of Bias

Starr King School for the Ministry's mission is defined by our ECO commitment: Educating to Counter Oppressions and Build Just and Sustainable Communities. According to our ECO statement, 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.

Therefore, Starr King aims to cultivate safe and welcoming environments – on campus, online, and anywhere else we meet one another – in which all may thrive and co-create beloved community.

## What is a Bias Incident?

A bias incident is a behavior or action that is motivated in part or in whole by bias or prejudice and which targets an individual or group based on one or more held identities. Bias incidents may include the following behaviors, among others:

- Identity-based slurs (e.g., racial epithets, sexist comments)
- Display of hate symbols
- Cultural appropriation
- Microaggressions
- Expression of stereotypes
- Offensive terminology
- Bullying

Bias is a natural human trait that must be named and engaged on the path of countering oppression. No person is free of biases, which are often unconscious or not perceived as disrespectful. The purpose of reporting bias incidents is not primarily punitive, but restorative. Addressing such incidents enhances our capacities for self-awareness, mutual understanding, reconciliation, and collaboration, thereby enabling us to fulfill our callings as religious and social-change leaders more skillfully and compassionately.

### **Reporting a Bias Incident**

Any involved party who experiences or witnesses a bias incident may complete the [Bias Incident Report Form](#). This form is for all faculty, staff, and students of Starr King, as well as any other participants in activities led by the school.

The form can be filed for incidents that the involved party considers resolved as well as those for which the school should take action. In the case of the former, the report provides school leadership with helpful information for improving the SKSM community climate.

Whenever it is safe to do so, rather than dangerous or traumatizing, recipients or bystanders of a bias incident are encouraged to confront the problem through direct address with the alleged perpetrator.

Please make the report as complete and accurate as possible and provide supporting documentation or other evidence. Evidence may be preserved and presented in various forms, including, e.g., photographs, videos, screenshots, original documents, etc.

All information contained within your report will become a part of SKSM's administrative records. Starr King will maintain privacy and confidentiality as much as possible, sharing information only with those who have a legitimate or legal need of access. When material is shared with persons outside of SKSM administration and the Bias Incident Response Team, it will be redacted as needed to maintain the privacy of educational records in adherence to the Family Educational Rights and Privacy Act (FERPA). The school will make every effort to protect against conflicts of interest as well as acts of retaliation.

### **Responding to a Bias Incident**

Starr King will evaluate and address each report in a prompt, fair, and thorough manner. Once submitted, the report will be routed to the members of our Bias Incident Response Team. Any member of the Team found to be involved in a bias incident will be automatically recused. The

Team will review reports and documentation, coordinate support services, recommend reparative or disciplinary actions, make necessary referrals, and confer with leadership about any public communications. Reporters will be directly notified of the final outcome(s), barring any material that is protected by FERPA or other legal or ethical obligations to maintain confidentiality.

The advisory body known as Team ECO, made up of staff, faculty, and student members, also currently serves as the Bias Incident Response Team.

### **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 weaken 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 Starr King 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 includes any method of initiation or pre-initiation into a student organization or student body, or any pastime or amusement engaged in with respect to these organizations which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school, community college, college, university, or any other educational institution in this state. The term "hazing" does not include customary athletic events or other similar contests or competitions."
- "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 pocketknives 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 Oakland. All items will be confiscated and/or destroyed.

### **Policy on Drug-Free Campus and Workplace**

Starr King School for the Ministry requires that its campus, programs, and services be free from the unlawful manufacture, distribution, dispensing, possession, or use of alcohol or controlled substances as defined in the Controlled Substances Act, 21 USC Sec. 812 and 21 CFR Sec. 1308. Abuse of alcohol by students, employees, and guests of Starr King is also prohibited.

This policy provides notification of the following: school standards of conduct, legal and disciplinary sanctions, health risks for drug use and alcohol abuse, and resources for harm reduction, treatment, and rehabilitation. It is written to be compliant with Part 86 of the EDGAR (Education Department General Administrative Regulations) Act.

Starr King's compliance with federal and state law should not be interpreted as the prohibition of employees or students from the right to advocate for the legalization of substances that may be medically beneficial or serve a function in religious ceremony and spiritual practice.

### **Definitions**

Alcohol: Any beverage containing not less than 0.5% alcohol by weight.

Controlled Substance: An illicit drug or chemical as defined by federal and/or state law.

Alcohol Abuse: The underage consumption of alcohol or the consumption of alcohol to a degree that impairs work performance, scholarly activity, engagement in SKSM programs and services, and/or generates the risk or result of injury or property damage.

### **Health Risks**

Alcohol abuse and illicit drug usage may cause impaired judgment, coordination, memory, and other mental functions, increase the incidence of aggressive and violent behavior, and result in

physical harm and death. Repeated use of alcohol and drugs can lead to addictive dependence and permanent damage to vital organs.

### **Summary of Legal and Disciplinary Sanctions**

Persons engaged in unlawful activity are subject to misdemeanor and/or felony violations that may result in fines and/or imprisonment under penalties determined by federal and state law. Federal and state regulations, as well as federal penalties for possession and drug trafficking, are listed below.

SKSM will respond compassionately to students and employees suffering from alcohol abuse or drug addiction and will prioritize therapeutic and restorative measures.

However, the school reserves the right to impose sanctions, such as suspensions or leaves of absence, up to and including the dismissal of an employee or expulsion of a student.

Any employee engaged in the abuse of alcohol or unlawful possession, use, or distribution of illicit drugs while on SKSM or GTU member school premises, or while engaging in SKSM-sponsored programs or services, is subject to sanctions. Appropriate responses to employee violations of this policy are assessed and determined by the President. Any employee involved in such illegal activity is subject to legal sanctions under local, State, and Federal law. 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.

Any student engaged in the abuse of alcohol or unlawful possession, use, or distribution of illicit drugs while on SKSM or GTU member school premises, or while engaging in SKSM-sponsored programs or services, is subject to sanctions. SKSM will assess the appropriate response to student violations of this policy via a deliberative process involving the student's academic advisor, the Dean of Students, the Dean of Faculty, and the President. Any student involved in unlawful activity is also subject to legal sanctions under local, State, and Federal law.

### **Treatment 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](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](http://www.berkeleyneed.org).

National harm reduction resources can be found at: <http://harmreduction.org/connect-locally/>

### **Legal Statutes and Sanctions**

In this section, SKSM identifies pertinent statutes and sanctions defined by federal law as well as by California state law and Oakland city ordinance. SKSM employees and students will be subject to statutes and sanctions for the jurisdictions where they reside or where other school-sponsored programs and activities may take place (e.g., immersion trips, events at the UUA General Assembly, etc.).

#### **City of Oakland**

Alcoholic Beverages and Other Drugs: Code of Ordinances

The City of Oakland uses the California penal code to enforce the statutes relating to both drug and alcohol laws.

#### **State of California**

The statutes and sanctions pertaining to the unlawful possession, use, or distribution of illicit drugs and alcohol:

647(f) Found in a public place, anyone under the influence of intoxicating liquor, any drug, controlled substance, toluene, or any combination of the above and this person is unable to care for them self or the safety of others, or if they obstruct or prevent others from the use of the street or sidewalk or other public way. They are considered drunk in public and subject to arrest.

Drugs: A controlled substance is any Prescription drugs, prescribed by a Doctor or Pharmacist.

11350 H&S Controlled substance. Possession of a designated controlled substance, drug,

narcotic drug without a prescription.

11351 H&S Possession or the purchase for sale of a controlled substance, narcotic drug.

11352.1 H&S Possession of cocaine base for sale, i.e. rock/crack cocaine.

11352 H&S Transportation, sales, give away of, any designated controlled substance. 11357 H&S

Unauthorized possession of Marijuana.

11357.5 H&S unauthorized dispensing, distributing or administering, possession for sale of any synthetic cannabinoid compound or derivative.

11358 H&S Unauthorized cultivation, harvesting or processing of marijuana. 11359

H&S Possession for sales of marijuana.

1136.0 H&S Transportation for sales, import or gave away marijuana.

11362.7 H&S (Definition) describes the use of medical marijuana cards. (An attending physician certified by The Medical Board of California can prescribe medical marijuana to their patient.)

11362.71-11362.9 H&S Describes the issued fees for the medical marijuana card, all forms of transportation of the marijuana, cost of the card and the penalties for the misuse of the card and so forth.

11364 H&S Opium pipes or other instruments for injecting or smoking a controlled substance, (Heroin, Hashish, Cocaine or Marijuana).

11377-11382.5 H&S is the punishment for possession of the controlled substance and narcotics.

11378.5 H&S Punishment for the possession of Phencyclidine, (PCP) is a felony.

## **Federal Laws**

### **A. Federal Penalties and Sanctions for Illegal Possession of a Controlled Substance**

#### **1. Penalty for Simple Possession (See 21 U.S.C. 844[A].)**

**First conviction:** Up to one year imprisonment and fined at least \$1,000 but not more than \$100,000 or both.

**After 1 prior drug conviction:** At least 15 days in prison, not to exceed two years, and fined at least \$2,500 but not more than \$250,000 or both.

**After 2 or more prior drug convictions:** At least 90 days in prison, not to exceed three years and fined at least \$5,000 but not more than \$250,000 or both.

**Special sentencing provisions for possession of crack cocaine:** Mandatory at least five years in prison, not to exceed 20 years and fined up to \$250,000 or both, if: a. First conviction and the amount of crack possessed exceeds five grams; b. Second crack conviction and the amount of crack possessed exceeds three grams; c. Third or

subsequent crack conviction and the amount of crack possessed exceeds one gram.

2. Criminal Forfeitures (See 21 U.S.C. 853[a][2] and 881[a][7].)

Forfeiture of personal and real property used to possess or to facilitate possession of a controlled substance if that offense is punishable by more than one-year imprisonment. (See special sentencing provisions regarding crack.)

3. Forfeitures (See 21 U.S.C. 881[a][4].)

Forfeiture of vehicles, boats, aircraft, or any other conveyance used to transport or conceal a controlled substance.

4. Civil Penalties for Possession of Small Amounts of Certain Controlled Substances

(See 21 U.S.C. 844a.)

Civil fine up to \$10,000 (pending adoption of final regulations).

5. Denial of Federal Benefits to Drug Traffickers and Possessors (See 21 U.S.C. 853a.)

Denial of federal benefits, such as student loans, grants, contracts, and professional and commercial licenses up to one year for first offense, up to five years for second and subsequent offenses.

6. Miscellaneous Revocation of certain federal licenses and benefits, e.g., pilot licenses, public housing tenancy, etc., are vested within the authorities of individual federal agencies.

B. Federal Trafficking Penalties

Controlled Dangerous Substances are classified into five different schedules (I–V):

Schedule I

- Opiates (Dimepheptanol, Hydroxypethidine, Normethadone)
- Narcotics (Acetylcodone, Bensylmorphine, Heroin, Morphine, Nicocodeine)
- Hallucinogenic (LSD, Marijuana, Mescaline, Peyote, Psilocybin)

Schedule II

- Oxycodone (Percodan)
- Fentanyl (Sublimaze)
- Methadone (Dolophine)
- Meperidine (Demerol)

Schedule III

- Amphetamine (Biphetamine)
- Phenmetrazine
- Glutethimide (Doriden)
- Phencyclidine

#### Schedule IV

- Barbitol
- Meprobamate (Equanil, Miltown)
- Chloral hydrate
- Phenobarbital (Donnatal, Bellergal)

#### Schedule V

- Codeine
- Codeine Phosphate (Robitussin)
- Diphenoxylate (Lomotil)

#### Trafficking Penalties for Schedules I-V (except Marijuana)

For the substances/schedules and amounts:

##### **Cocaine (Schedule II):** 500-4999 g mixture

- Cocaine Base (Schedule II): 28-279 g mixture
- Fentanyl (Schedule IV): 40-399 g mixture
- Fentanyl Analogue (Schedule I): 10-99 g mixture
- Heroin (Schedule I): 100-999 g mixture
- LSD (Schedule I): 1-9 g mixture
- Methamphetamine (Schedule II): 5-49 g pure or 50-499 g mixture
- PCP (Schedule II): 10-99 g pure or 100-999 gm mixture

The penalties are:

- **First Offense:** Not less than 5 years, and not more than 40 years. If death or serious injury, not less than 20 years or more than life. Fine of not more than \$5 million if an individual, \$25 million if not an individual.
- **Second Offense:** Not less than 10 years, and not more than life. If death or serious injury, life imprisonment. Fine of not more than \$8 million if an individual, \$50 million if not an individual.

For the substances/schedules and larger amounts:

- Cocaine (Schedule II): 5 kgs or more mixture
- Cocaine Base (Schedule II): 280 g or more mixture
- Fentanyl (Schedule IV): 400 g or more mixture
- Fentanyl Analogue (Schedule I): 100 g or more mixture
- Heroin (Schedule I): 1 kg or more mixture
- LSD (Schedule I): 10 g or more mixture
- Methamphetamine (Schedule II): 50 g more pure or 500 g or more mixture
- PCP (Schedule II): 100 g or more pure or 1 kg or more mixture

The penalties are:

- **First Offense:** Not less than 10 years, and not more than life. If death or serious injury, not less than 20 years, or more than life. Fine of not more than \$10 million if an individual, \$50 million if not an individual
- **Second Offense:** Not less than 20 years, and not more than life. If death or serious injury, life imprisonment. Fine of not more than \$20 million if an individual, \$75 million if not an individual.
- **2 or More Prior Offenses:** Life imprisonment. Fine of not more than \$20 million if an individual, \$75 million if not an individual.

For the substances/schedules and amounts:

- Other Schedule I and II Substances (and any substance product containing Gamma Hydroxybutyric Acid): any amount
- Flunitrazepam (Schedule I): 1 g

The penalties are:

- **First Offense:** Not more than 20 years. If death or serious injury, not less than 20 years, or more than life. Fine \$1 million if an individual, \$5 million if not an individual.
- **Second Offense:** Not more than 30 years. If death or serious injury, not less than life. Fine \$2 million if an individual, \$10 million if not an individual.

For **Other Schedule III Substances** in any amount, the penalties are:

- **First Offense:** Not more than 10 years. If death or serious bodily injury, not more than 15 years. Fine not more than \$500,000 if an individual, \$2.5 million if not an individual.
- **Second Offense:** Not more than 20 years. If death or serious bodily injury, not more than 30 years. Fine not more than \$1 million if an individual, \$5 million if not an individual.

For **Other Schedule IV Substances** (except for 1 g or more of Flunitrazepam) in any amount, the penalties are:

- **First Offense:** Not more than 5 years. Fine not more than \$250,000 if an individual, \$1 million if not an individual.
- **Second Offense:** Not more than 10 years. Fine not more than \$500,000 if an individual, \$2 million if not an individual.

For **All Schedule V Substances** in any amount, the penalties are:

- **First Offense:** Not more than 1 year. Fine not more than \$100,000 if an individual, \$250,000 if not an individual.
- **Second Offense:** Not more than 4 years. Fine not more than \$200,000 if an individual, \$500,000 if not an individual.

## 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 (MASC)
- 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](http://www.ats.edu)



## Academic Calendar 2024-2025

### Summer 2024

May 31	Summer Term 2024 Begins Populi Open to Students for Summer 2024 Spring 2024 Grades Due Spring 2024 Incomplete Work Due
June 3	Summer Term 2024 Begins Add/Drop for CPE/Fieldwork and Beginner's Meditation (Ends After 1 <sup>st</sup> Class Meeting)
June 6	Summer 2024 Financial Aid Start Date
June 19	Juneteenth Day: Academic and Administrative Holiday / School Closed
June 19-23	UU Polity Course at General Assembly 2024
June 21	Grades Due Spring 2024 Incompletes
June 30	Final Day to Add In-Person Symposium
July 4	Independence Day: Administrative Holiday/ Offices Closed
August 2-23	Summer 2024 Intensives
August 2	Student Add/Drop for Active Imagination for Chaplaincy (Ends After 1 <sup>st</sup> Class Meeting)
August 5	Add/Drop for UU Ministerial Leadership (Ends After 1 <sup>st</sup> Class Meeting)
August 12	Add/Drop for Multireligious Core Intensive (Ends After 1 <sup>st</sup> Class Meeting)
August 22-23	Fall 2024 Orientation and Threshold Ceremony
August 23	Last Day of Summer Intensives
August 26	Summer Financial Aid Ends Summer Term 2024 Ends
August 26-28	Symposium

### Fall 2024

August 30	Fall Term 2024 Begins
September 2	Labor Day: Administrative Holiday / School Closed
September 3	Instruction Begins for Fall 2024
September 13	Summer 2024 Grades Due Fall 2024 SKIL Forms Due LOA, Program Extension Due Summer 2024 Incomplete Work Due
September 20	End of Student Drop/Add Period for Fall Courses Hilda Mason Applications for 2025-2026 Due Petitions to Graduate in December 2024 Due
Sept 30-Oct 17	Midterm Course Evaluations – Fall 2024
October 4	Summer 2024 Incompletes Grades Due
October 11	Yom Kippur (begins at sundown) / School Closed
October 17	Fall 2024 Midterm Course Evaluation Ends 12pm PT
October 21-25	Reading Week: No courses / School Closed
October 30	Institutional Tuition Scholarship Application Deadline for Spring 2025
November 4-15	Early Registration for Intersession 2025 and Spring 2025
November 15	Early Registration for Intersession 2025 and Spring 2025 Ends
November 27	Last Day for Change of Enrollments
November 28-29	Thanksgiving: Academic and Administrative Holiday / School Closed
December 4	Fall 2024 Petitions for Incompletes Due
December 9	Last Day of Fall 2024 Courses
December 10-13	Study Week / Make Up Week

December 16 Fall Term 2024 Ends  
Dec. 23 - Jan. 3 Administrative Holiday / School Closed

### **Intersession 2025**

January 6 Intersession 2025 Courses Open to Students in Populi  
Intersession Term 2025 Begins  
Student Add/Drop for CPE/Fieldwork and Beginner's Meditation Workshop (Ends After 1st Class Meeting)  
Fall 2024 Incomplete Work Due  
Fall 2024 Grades Due

January 6-10 January Intersession 2025 General Registration

January 6-24 Intersession 2025 Instruction

January 10 Intersession 2025 General Registration Ends

January 13 Add/Drop for Multireligious Core Intensive (Ends After 1<sup>st</sup> Class Meeting)

January 13-24 Spring 2025 General Registration

January 16-17 Spring 2025 Orientation and Threshold Ceremony

January 17 Intersession 2025 Petitions for Incompletes due the final day of the Intensive

January 20 MLK Day: Academic and Administrative Holiday / School Closed

January 21 Student Add/Drop for Advanced Preaching (Ends After 1<sup>st</sup> Class Meeting)

January 24 Last Day of Intersession 2025 Courses  
General Registration for Spring 2025 Ends  
Fall 2024 Incomplete Grades Due

### **Spring 2025**

January 24 Spring Term 2025 Begins  
Spring 2025 Courses Open to Students in Populi

January 27 Instruction Begins for Spring 2025

Jan. 27 - Feb. 7 Late Registration for Spring 2025

February 7 Student Add/Drop Period for Spring 2025 Ends  
Spring 2025 SKIL Forms Due  
LOA, Program Extensions Due

February 14 Intersession 2025 Grades Due  
Intersession 2025 Incomplete Work Due  
Petitions to Graduate in May 2025 Due

February 17 Presidents' Day: Academic and Administrative Holiday / School Closed

Feb. 24-March 13 Spring 2025 Midterm Course Evaluations

March 7 Intersession 2025 Incompletes Grades Due

March 13 Spring 2025 Midterm Course Evaluation Ends 12pm PT

March 17-21 Reading Week: No courses / School Closed

March 31 Eid al-Fitr (starts at sundown on the 9<sup>th</sup>) / School Closed  
Institutional Tuition Scholarship Application Deadline for 2024/2025 (Returning Students)

April 2 Last Day for Change in Enrollment for Spring 2025

April 14-25 Early Registration for Summer 2025 and Fall 2025

April 18 Good Friday: Academic and Administrative Holiday / School Closed

April 25 Early Registration for Summer 2025 and Fall 2025 Ends

April 30 Petitions for Incompletes for Spring 2025 Due

May 5 Last Day of Spring 2025 Courses

May 6-9 Study Week / Make Up Week

May 8 SKSM Commencement

May 12 Spring Term 2025 Ends

May 26 Memorial Day: Academic and Administrative Holiday / School Closed

May 29 Final Institutional Tuition Scholarship Application Deadline for 2024/2025 (Incoming Students)  
May 30 Spring 2025 Grades Due  
May 30 Spring 2025 Incomplete Work Due

**Summer 2025**

June 2 Summer Term 2025 Begins  
June 2-13 Summer 2025 General Registration  
June 13 Summer 2025 General Registration Ends  
June 16 Juneteenth Day: Academic and Administrative Holiday / School Closed  
June 18-22 UU Polity Course at General Assembly 2025  
June 20 Spring 2025 Incompletes Grades Due  
July 4 Independence Day: Academic and Administrative Holiday / School Closed

## 2024-2025 COURSES

<https://www.sksm.edu/academics/course-schedule>

### SUMMER 2024

#### EL-4250 COMMUNITY FIELD WORK

Rev. Dr. Christopher Schelin

Field work describes an involvement in community work for up to 20 hours a week with the ongoing support of a mentor. Community Field Work includes work in gender, racial and economic justice, queer activism, disability advocacy, immigration issues, environmental responsibility, civil liberties protection, HIV response, youth at risk, peace building, participating in a fundraising campaign for a non for profit or grassroots organization, chaplaincy, teaching and more. Open to all degree students. Max. enrollment 15. Auditors excluded. Relevance for specific SKSM thresholds and MFC competencies varies according to the nature of a student's field experience. Prerequisite: ECO Core course.

#### EL-4350 CONGREGATIONAL FIELD WORK

Rev. Dr. Tera Landers

Congregational field work grounds a student in a people and a place, and it is a crucial component of ministerial formation and development. Field work connects what is learned in the classroom with the practical ministry of congregational life. Through theological reflection undertaken with an on-site mentor, a Starr King professor, as well as self-reflection, the student will further craft their personal thea/ology of ministry. During the semester, the student will analyze and reflect on the skills they are practicing at their field placement through these four elements of formation: personal faith journey, educating to counter oppressions, ethical issues that arise in field work, cultivating spiritual practice. Prerequisite: ECO Core This course is for M.Div. students. Depending on the focus of the field work, this class may meet one or

more of the Starr King Thresholds.

#### HM-1000 HILDA MASON FELLOWSHIP

J. Tyson Casey

This zero-credit asynchronous course compiles various resources for the Hilda Mason Fellowship (HMF), intending to provide a container for students considering this teaching opportunity.

#### LC-1000 SKSM SYMPOSIUM (IN PERSON IN CALIFORNIA)

Rev. Dr. Christopher Schelin

This urban retreat is an annual gathering of entire student body, faculty, staff, trustees, and friends for a day of learning, ritual, celebration, food, music, community-building, and service.

#### LC-1000 SKSM SYMPOSIUM (ONLINE)

Rev. Dr. Christopher Schelin

This retreat is an annual gathering of entire student body, faculty, staff, trustees, and friends for a day of learning, ritual, celebration, food, music, community-building and service. Open to all students; required for M.Div and MASC students. Relevance for specific SKSM thresholds and MFC competencies varies according to the year's theme and content of each Symposium.

#### LCEL-4000 UU POLITY

Rev. Dr. Meg Richardson

The Polity Intensive Class will happen June 19 - 23 synchronous online for the Unitarian Universalist Association's General Assembly. Students will discover the mechanics of governance by observing Unitarian Universalist polity in action. The General Assembly theme this year, ""Love Unites, Stories Ignite"" will guide our interpretation of this moment in Unitarian Universalist polity:

rooted in justice, healing from White Supremacy Culture, and courage to co-create a radical and inclusive future. General Assembly will be a laboratory for our lived faith as it becomes bylaws: through these reflections, we will develop strategies to translate our Principles and Purposes into action, to become more effective religious leaders, as well as resources for our congregations and communities. For Unitarian Universalists, democracy is in the details. Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 4. History of Dissenting Traditions and MFC Competency: 6 Serves the larger UU Faith.

#### LCPC-1100 BEGINNER'S MEDITATION WORKSHOP

Dr. Som Pourfarzaneh

This online synchronous course will introduce basic meditation techniques with an emphasis on self-care. Participants will learn foundational elements of sitting meditation, including correct posture and body alignment, followed by methods for progressive relaxation and mindfulness of the breath. The series will also offer tools for setting up a daily practice and a brief introduction to moving meditation. Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 5. Spiritual Practice and Care of the Soul 8. Embodied Wisdom and Beauty and MFC: 3. Spiritual Development for Self and Others

#### LCTC-1401 MULTI-RELIGIOUS INTENSIVE

Dr. Som Pourfarzaneh

This online synchronous course will present a framework for the practice and understanding of multi-religiosity, in a collaborative and pluralist environment. It will draw upon contemporary texts and guest lectures representing a diversity of faith traditions to provide an integrative context for understanding religious identity as non-binary and multifaceted. Students will be encouraged to participate in multi-spiritual practice and share their own multi-religious experiences and rituals to foster discussion about non-binary religious identity from a

variety of perspectives. Required for the M.Div. and/or MASC. Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 2. Prophetic Witness and Work 4. History of Dissenting Traditions and the Theological Quest 6. Theology in Culture and Context 7. Educating for Wholeness and Liberation and MFC: 1. Worship and Rites of Passage 3. Spiritual Development for Self and Others 7. Leads the faith into the future.

#### PC-4000 CLINICAL PASTORAL EDUCATION

Rev. Dr. Christoher Schelin

This course is for Starr King students engaged in part-time or full-time Clinical Pastoral Education.

Participate in ministry to persons in crisis and engage in individual and group reflection. Didactic sessions draw together theoretical material from theology, the behavioral sciences, and pastoral care. Students learn to integrate theological understanding and knowledge of behavioral science with pastoral functioning. Upon completion, a written evaluation from the program supervisor will be placed in the student's permanent file. Open to all degree students. Relates to SKSM Threshold 5. Spiritual Practice and Care of the Soul and MFC Competency 2. Pastoral Care and Presence.

#### PCEL-1300 ACTIVE IMAGINATION FOR CHAPLAINS

Kelly Ann Nelson

"Active imagination," a term developed by psychoanalyst C. G. Jung, is a way in which the imaginal realm may be engaged with deliberately in an attempt to access and integrate deeper self-understanding. This three unit online synchronous seminar will explore active imagination through a post-colonial, multi-religious, and Education to Counter Oppression (ECO) lens, broadening the scope of the discipline while students' simultaneously develop their own practice to carry with them into their ministry as a tool for sustaining the Self a challenging profession. Grounded by carefully selected reading and media, the class is appropriate for both MDiv and MASC students but

will have an emphasis on the role of the chaplain and bring in elements of pastoral care. This course relates to SKSM Thresholds Five: Spiritual Practice and Care for the Soul, Seven: Educating for Wholeness and Liberation, and Eight: Embodied Wisdom and Beauty. Ministerial Fellowship Competencies Three: Spiritual Development for Self.

#### TCEL-2100 UU MINISTERIAL LEADERSHIP CORE INTENSIVE

Rev. Rosemary Bray McNatt

Rev. Dr. Tera Landers

This CORE intensive course is co-taught by Rev. Rosemary Bray McNatt and Rev. Tera Landers and focuses on the theological foundations and habits of mind necessary to be a self-defined leader among Unitarian Universalists, either in congregations or in other UU settings. Students will have the opportunity to test their current skills in a series of real-world challenges likely to be faced in parish or community settings. The goal is to allow student the chance to confront possible issues while the stakes are low. Role playing, small group work and reflection papers will be required. This is a required course for the M.Div. program. Relates to SKSM Thresholds: 1. Life in Religious Community and Interfaith Engagement 5. Spiritual Practice and Care of the Soul and MFC: 2. Pastoral Care and Presence 5. Administration 7. Leads the faith into the future. ECO course is required.

#### FALL 2024

##### AR-4300 TRANSFORMATIVE RITUAL CRAFT

Taya Mâ Shere

Transformative Ritual Craft is an exploration into the art and technology of ritual craft. This synchronous online course supports students in developing a nuanced understanding of successful ritual structures and empowers students in cultivating skills to create and guide ritual. The course itself is a ritual immersion, with each class meeting structured

as a ritual experience. Students are encouraged to deepen their own ritual practices, to experience rituals in contexts new to them and to craft and guide ritual for community. Students will identify their strengths and edges in ritual craft and leadership and will receive structured support in enhancing their existing ritual strengths and in nurturing arenas in which they seek additional growth and experience. MDiv and MASC students. SKSM Thresholds 1. Life in Religious Community and Interfaith Development 3. Prophetic Witness and Work 5. Spiritual Practice and Care of the Soul 8. Embodied Wisdom and Beauty and MFC: 1. Worship and Rites of Passage and 7. Leads the Faith into the Future.

##### ECO-1000 ECO CORE

Dr. Shannon Frediani

Educating to "Create Just and Sustainable Communities that Counter Oppressions" ("ECO") is a core goal of Starr King's M.Div. and M.A.S.C. degree programs. In this required synchronous online core course, M.Div. and M.A.S.C. students work together to form a framework for counter-oppressive spiritual leadership. We will ask: how can spirituality, ministry, and religious activism respond to the multiple and intersecting realities of injustice, suffering, and oppression in our lives and our world? What models of justice and sustainable community invite our commitment? Drawing on Unitarian Universalist and multi-religious sources, we will explore how in the midst of a world marked by tragedy, sorrow, and injustice there remain abiding resources of beauty and grace that nourish resistance, offer healing and call us to accountability and community building. Reflection essays and final project. Relates to Thresholds: 2) Prophetic Witness and Work, 5) Spiritual Practice and Care of the Soul, 7) Educating for Wholeness and Liberation, 8) Embodied Wisdom and Beauty, as well as MFC: 4) Social Justice in the Public Square.

#### EL-2200 ADULT FAITH DEVELOPMENT

Rev. Dr. Sheri Prud'homme

This online synchronous course provides an overview of the theory and practice of adult faith formation in progressive churches, especially Unitarian Universalist congregations. Topics include adult learning theories, including culture and context in the theory and practice of adult learning; frameworks for understanding the congregation as a multi-generational, liberatory, learning community; and the power of education and spiritual growth to address injustice and foster the wholeness and liberation of people, their communities and environment. The second half of the course will be conducted as a seminar with students researching existing approaches to adult and multigenerational faith development and making constructive proposals for best practices in congregations. The course is suited to MDiv, MASC, and certificate students. SKSM thresholds: 7. Educating for Wholeness & Liberation and MFC competencies: 3. Spiritual Development for Self and Others.

#### EL-4200 COMMUNITY INTERNSHIP

Rev. Dr. Christopher Schelin

Community Internships involve engagement at a field site from 16 to 40 hours a week, under weekly supervision at the site and the support of the SKSM Community Intern Reflection class. Community Internships include a variety of settings, such as supervised placements in a non-profit service agency or grassroots organization, hospice work, chaplaincy, teaching and more. They can also entail creating new projects such as starting a new organization or planning a conference. Those who register for this course should also register for Community Intern Integrative Reflection Fall. Open to all degree students; requirement for MASC. Relevance for specific SKSM thresholds and MFC competencies varies according to the nature of a student's field experience. Prerequisite: ECO Core Course

#### EL-4202 COMMUNITY INTERN REFLECTION

J. Tyson Casey

This SYNCHRONOUS ONLINE course is a peer group seminar for interns doing fieldwork in community field sites. It offers theological reflection, linking the experience in the internship to the student's broad educational and vocational goals (praxis). The class is designed for students to assess their personal progress, gather support from peers and the instructor, integrate their internship experience into their degree program, and deepen theological practices to sustain religious leadership in community ministry. Students gather multi-religious sources of wisdom and inspiration, which serve as touchstones for group spiritual reflection. The course includes a required live web-based video seminar approximately twice a month, as well as weekly online discussion postings that support the seminar sessions. Required for MDiv/ MASC students enrolled in credit for community internship during the same semester. Fulfills thresholds based on personal learning goals. ECO CORE COURSE IS A PREREQUISITE.

#### EL-4250 COMMUNITY FIELD WORK

Rev. Dr. Christopher Schelin

Field work describes an involvement in community work for up to 20 hours a week with the ongoing support of a mentor. Community Field Work includes work in gender, racial and economic justice, queer activism, disability advocacy, immigration issues, environmental responsibility, civil liberties protection, HIV response, youth at risk, peace building, participating in a fundraising campaign for a non for profit or grassroots organization, chaplaincy, teaching and more. Open to all degree students.

#### EL-4300 CONGREGATIONAL INTERNSHIP

Rev. Dr. Tera Landers

Congregational Internship is where the student practices the skills of ministry under the direct supervision of a teaching minister in Full Fellowship (for UU students). During internship, the student

more fully develops their pastoral voice within the ongoing life of a congregation. The internship blends call with community, as the student clarifies their sense of vocation throughout the year. An internship needs to offer the student ample opportunities to engage in all aspects of congregational ministry: preaching and worship leading, presiding over rites of passage, offering pastoral care, teaching all ages, honing administration skills, and leading prophetic witness. Through all these practices, it is expected the student will use a framework of educating to counter oppressions as well as ground the practices in the sacred texts and histories/dissenting traditions of that particular faith community. Students should register for the concurrent course "Congregational Intern Reflection." This course is for M.Div. students. This class may meet one or more of the Starr King Thresholds.

#### EL-4302 CONGREGATIONAL INTERN REFLECTION

Rev. Dr. Tera Landers

Congregational Intern Reflection offers a circle of continued learning and collegial support, which is central to maintaining healthy ethics and boundaries as religious leaders. In this course we will discuss all aspects of the arts of ministry, the ways ministerial call is strengthening and deepening, and ongoing personal spiritual practice. Students will reflect on how they are educating to counter oppressions, cultivating multi-religious perspectives, and creating just and sustainable communities within their internship sites. Students will connect their learning goals to UUA Ministerial Fellowship requirements. Special guest minister presenters will offer their own perspectives on ministry. This course is for M.Div. students. This class meets Starr King Thresholds 1. Life in Religious Community and Interfaith Engagement 5. Spiritual Practice and Care of the Soul 6. Thea/ology in Culture and Context

#### EL-4350 CONGREGATIONAL FIELDWORK

Rev. Dr. Tera Landers

Congregational field work grounds a student in a

people and a place, and it is a crucial component of ministerial formation and development. Field work connects what is learned in the classroom with the practical ministry of congregational life. Through theological reflection undertaken with an on-site mentor, a Starr King professor, as well as self-reflection, the student will further craft their personal thea/ology of ministry. During the semester, the student will analyze and reflect on the skills they are practicing at their field placement through these four elements of formation: personal faith journey, educating to counter oppressions, ethical issues that arise in field work, cultivating spiritual practice. Prerequisite: ECO Core This course is for M.Div. students. Depending on the focus of the field work, this class may meet one or more of the Starr King Thresholds.

#### HRST-2100 INTRODUCTION TO HINDUISM

Dr. Pravina Rodrigues

This course will introduce Hinduism, the world's third largest faith with about a billion adherents, and a five-thousand year history in a way that is accessible to students through a multi-disciplinary study of the Hindu world. We will explore the Hindu experience of the sacred through a religious lens with particular attention to principal doctrines, ethics, and elements of praxis. The religious significance of sacred art, ritual, symbol-systems, music, dance, and contemplative practice will be examined through audio-visual presentations and visits to Hindu places of worship. The course will use a lecture & discussion format. Requirements include reflections on readings, one short essay, and a seminar paper. The course is appropriate for students in MA, M.Div., and MTS programs. Doctoral students may take the course with additional research and writing. The course requires summations or reflections on readings & a term paper. The class may attend liturgical music events and visit a contemplative center, or house of worship. Relates to 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 and MFC: 1. Spiritual Development for Self and Others 2. Social Justice in the Public Square 4. Serves the larger UU Faith 5. Leads the faith into the future

#### HTTC-4000 UU THEOLOGIES

Rev. Dr. Meg Richardson

The purpose of this asynchronous course is to introduce the student to the distinctive theological heritage and theological perspectives present within Unitarian Universalist traditions and congregations, and to equip students to begin to think and write theologically in the context of post-modern religious communities. Especially oriented to students who identify as Unitarian Universalists, this course will encourage participants to form a practice of engaged theological thinking within the context of Unitarian Universalism's particular perspectives, resources, limits, and possibilities. Appropriate for MDiv, MASC, and certificate students. SKSM Thresholds 4. History of Dissenting Traditions & Thea/ological Quest, and 6. Thea/ology in Culture & Context. MFC Competencies: 1. Worship and Rites of Passage.

#### ITA-1000 INITIAL THRESHOLD ASSESSMENT

SKSM Faculty

Zero credit course to be taken in the student's first term, when they complete the Initial Threshold Assessment with their advisor.

#### LCPC-4100 ADVANCED TOPICS IN MEDITATION

Dr. Som Pourfarzaneh

This online synchronous course will build upon the basic foundations of meditation and introduce methods for developing concentration, encouraging self-care, and taking one's practice into the workplace to be of best benefit to one's self and others. The series will offer tools for strengthening an existing daily practice and resources for further

learning and discovery. Prerequisites: Beginner's Meditation Workshop (or equivalent). Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 5. Spiritual Practice and Care of the Soul 8. Embodied Wisdom and Beauty and MFC: 3. Spiritual Development for Self and Others

#### LCPC-4500 ADV TOPICS IN SPIRITUAL PRACTICES/DEPTH PSYCHOLOGY

Rev. Dr. Pamela Hancock

This online synchronous course is a peer group seminar for students seeking deeper engagement with specific spiritual practices (such as a deep dive into a particular method of interest) or Depth Psychological topics (such as Active Imagination or shadow work). Opportunities for collaborative learning arcs and outcomes are available. Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 5. Spiritual Practice and Care of the Soul and MFC: 2. Pastoral Care and Presence. Prerequisite: ECO Core and Spiritual Practices or Depth Psychology.

#### LCPW-2200 LEADERSHIP ALONG THE WAY

J. Tyson Casey

The rationale for this course is to develop one's own life-regenerating leadership along the long arc of social change and transformation that existed before our time and will continue after us. We will explore ways of engaging and directing energy within an ecosystem so as to encourage diversity and distribution of leadership. This includes rediscovering our agency in challenging environments while leading in a way that honors the leadership present in any given moment, as well as the leadership that preceded and will follow such moments. MDiv. and MASC students. Relates to SKSM Thresholds: 1. Life in Religious Community and Interfaith Engagement 3. Sacred Text and Interpretation 5. Spiritual Practice and Care of the Soul 7. Educating for Wholeness and Liberation, and MFC Comps: 3. Spiritual Development for Self and Others 5. Administration, 7. Leads the faith into the future. RECOMMENDED

PREREQUISITE: ECO CORE COURSE.

LCTC-1200 PATHS FOR LIBERATION: AN  
INTRODUCTION TO BUDDHISM

J. Tyson Casey

The rationale for this online synchronous course is to introduce some of the core teachings of the Buddha, by entering through perspectives and practices within the three most prevalent paths of Buddhism—Theravada, Mahayana, and Vajrayana. These paths provide initial openings into the endless gates of the living Dharma that can include additional lineages of praxis. The course will consider some of the historical and cultural movements, adaptations, actions, and distinct positionalities that arose in relationship with the teachings of the Buddha and the innumerable lineages that followed. By studying, discussing, and applying the wisdom and practices of different paths and approaches to Buddhism throughout the term, students can gain greater insights into their own positionalities and expand their embodiment of the core teachings. MDiv. and MASC students. Relates to SKSM Thresholds 1. Life in Religious Community and Interfaith Engagement, 3. Sacred Text and Interpretation, 5. Spiritual Practice and Care of the Soul, 6. Theology in Culture and Context and MFC Comps 2. Pastoral Care and Presence, 3. Spiritual Development for Self and Others.

P2G-2000 PETITION TO GRADUATE

SKSM Faculty

Zero credit course to be taken the semester the student plans to graduate.

PC-1100 INTRODUCTION TO PASTORAL  
COUNSELING

Rev. Shane Nelson

This asynchronous online pastoral counseling course will introduce students to culturally responsive counseling practices and foster multicultural awareness. Students will examine societal and

institutional structures of power and privilege, and will become more aware of the biases, prejudices, and microaggressions that are detrimental to the growth of the human spirit. Students will study major counseling theories and will practice basic helping skills centered on Person-Centered (Rogerian) counseling and Bowen Family Systems Theory. Contextual pastoral elements will be included, especially in the use of Bowen Family Systems as applied to congregational contexts. Meets Thresholds: 5. Spiritual Practice and Care of the Soul, 2. Prophetic Witness Meets MFC Competencies: 2. Pastoral Care and Presence, 4. Social Justice in the Public Square

PC-1210 CHAPLAINCY FORMATION - STAGE 1

Rev. Dr. Pamela Hancock

This synchronous online course is required for all students in the Chaplaincy concentration at SKSM. Taken every semester for 6 semesters if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation in preparation for ordination and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. Depending on where you are at in the program will determine the content you will be studying. Relates to Threshold: 5. Spiritual Practice and Care of the Soul. Prerequisite: Chaplaincy Concentration

PC-1220 CHAPLAINCY FORMATION - STAGE 2

Rev. Dr. Pamela Hancock

Chaplaincy concentration at SKSM. Taken every semester, for 6 semester if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future

service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. Depending on where you are at in the program will determine the content you will be studying. Prerequisite: Chaplaincy Concentration

#### PC-1230 CHAPLAINCY FORMATION - STAGE 3

Rev. Dr. Pamela Hancock

Chaplaincy concentration at SKSM. Taken every semester, for 6 semester if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. In this third stage of work: you will focus on, in the first half of the semester, learning about the different types of systems, and the organizational culture of the environments in which Chaplains are employed. Prerequisite: Chaplaincy Concentration

#### PC-1240 CHAPLAINCY FORMATION - STAGE 4

Rev. Dr. Pamela Hancock

Chaplaincy concentration at SKSM. Taken every semester, for 6 semester if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements

of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. Prerequisite: Chaplaincy Concentration

#### PC-1250 CHAPLAINCY FORMATION - STAGE 5

Rev. Dr. Pamela Hancock

This synchronous online course (once per month in ZOOM, for 4 meetings total per semester) is required for all students in the Chaplaincy concentration at SKSM. Taken every semester, for 6 semesters if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. Prerequisite: Chaplaincy Concentration

#### PC-1260 CHAPLAINCY FORMATION - STAGE 6

Rev. Dr. Pamela Hancock

This synchronous online course (once per month in ZOOM, for 4 meetings total per semester) is required for all students in the Chaplaincy concentration at SKSM. Taken every semester, for 6 semesters if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. Prerequisite:

## Chaplaincy Concentration

### PC-4000 CLINICAL PASTORAL EDUCATION

Rev. Dr. Christoher Schelin

This course is for Starr King students engaged in part-time or full-time Clinical Pastoral Education.

Participate in ministry to persons in crisis and engage in individual and group reflection. Didactic sessions draw together theoretical material from theology, the behavioral sciences, and pastoral care. Students learn to integrate theological understanding and knowledge of behavioral science with pastoral functioning. Upon completion, a written evaluation from the program supervisor will be placed in the student's permanent file. Open to all degree students. Relates to SKSM Threshold 5. Spiritual Practice and Care of the Soul and MFC Competency 2. Pastoral Care and Presence.

### PCLC-1000 DEEP LISTENING FOR ALL FORMS OF MINISTRY

Rev. Dr. Pamela Hancock

This synchronous online course will consist of Zoom class every other week and online work in Populi every other week. Students will be evaluated on postings, participation and a final paper. In this course students will explore, develop and/or deepen their ability to utilize Deep Listening (also called Active Listening) to strengthen their capacity to provide parishioners, clients, patients, etc., with authentic spiritual care. The class will be experiential and multi-religious, drawing on the wisdom of experts in the field—both psychological and spiritual. Deep Listening is one of the most important tools in the “toolbox” of anyone in a helping profession, and the cultivation of this practice will be useful in the spiritual, professional and personal life of the practitioner. MDiv and MASC students. SKSM Thresholds: Life in Religious Community (1), and Spiritual Practice & Care of the Soul (5). MFC: Pastoral Care & Presence (2) and MFC: (2) Pastoral Care and Presence.

### PORCON-3000 MID-DEGREE PORTFOLIO CONFERENCE

SKSM Faculty

Zero credit course to be taken in the term the student plans to complete the Portfolio Conference.

### PWLC-5300 MASC PROJECT

Rev. Dr. Gabriella Lettini

For SKSM Master of Arts in Social Change (MASC) students only. MASC students may split this course over two semesters or sign up for it during their last semester. This final project can take a variety of forms and should be representative of the student's learning and creative work in the MASC degree. The student will work independently under faculty supervision. Projects include research thesis, public presentations, designing and implementing educational curricula, organizing local/national conferences and special events, multimedia art-work, writing a book and more. Fulfills Threshold 2. Prophetic Witness and Work. ECO Core Course is a prerequisite.

### TCEL-4010 21ST CENTURY ECO-HUMANISM & ECO-NATURALISM

Dr. Yvonne Garrett

This online synchronous course aims to serve as a space for investigation and exploration of Humanism and Naturalism and how they have evolved in the 21st Century into what can be called Eco-Humanism and Eco-Naturalism. Particular emphasis will be placed on how Eco-supports social justice activism(s) and intersectional, multi-cultural justice work. Too often, white theists and non-theists rest in their own privilege. The continuing relevance of liberal religion depends on an ability to acknowledge weakness, failings, and doing the hard work of de-centering whiteness. While there will be some exploration of the ways in which Humanism and Naturalism have informed Unitarian Universalism, the aim is to have a broader and more inclusive focus. Questions approached will include: What is the history of Humanism? Of Naturalism? How has each been

complicit in structures of white supremacy? How are they related? How do they differ? What are some of the untold stories of each? How have they evolved into Eco-Humanism and Eco-Naturalism? How does each inform current social justice activism in the United States? What is the history of Black Humanism? How might we see Eco-Humanism supporting counter oppressive cross-generational community activism and the work of Movement Chaplaincy/Ministry? How does Eco-Naturalism support Environmental and Gender activism? How might both theologies serve to open doors and build bridges between the secular social justice community and liberal religious institutions (including UU)? The hope is that by exploring these and other questions, we can come to a better understanding of these foundational and ever-evolving theologies, reclaiming them as counter oppressive and liberationist for the 21st Century. Prerequisite: ECO or equivalent. SKSM Thresholds: (1) Life in Religious Community and Interfaith Engagement, (3) Sacred Text and Interpretation, (4) History of Dissenting Traditions and the Thea/ological Quest, (5) Spiritual Practice & Care of the Soul (6) Thea/ology in culture and Context MFC Competencies: (1) Worship & Rites of Passage (3) Spiritual Development for Self and Others (6) Serves the Larger UU Faith (7) Leads the Faith into the Future

#### TCEL-4020 ENTREPRENEURIAL MINISTRY: AN EMERGING MODEL OF SPIRITUAL LEADERSHIP

Rev. Dr. Matta Ghaly

Many religious professionals are turning towards entrepreneurial ministry to activate and sustain their vocations amidst the decline of mainline religious institutions. Others feel a strong call to spiritual leadership but sense layers of misalignment with established spiritual communities. This online synchronous course is intended for those who wish to explore entrepreneurial ministry as an emerging model for engaging in spiritual leadership. During lectures and discussions, students will explore the

historical and thea/ological foundations of entrepreneurial ministry as they reflect on their calling, offering, brand, and niche. They will also define their personal and professional goals; learn basic marketing, sales, and contracting; and co-organize an entrepreneurial network of support and accountability. Throughout the course, students will be encouraged to explore and confront their professional anxieties, self-limiting beliefs, and unconscious financial attitudes. MDiv, MASC, and Certificate students. UUA Ministerial Fellowship Competencies: 5) Administration, 6) Serves the larger UU Faith, and 7) Leads the faith into the future. Starr King Thresholds: 4) Life in Religious Community and Interfaith Engagement, 5) Spiritual Practice and the Care of Souls, 6) Thea/ology in Culture and Context, and 7) Educating for Wholeness and Liberation.

#### TCLC-4000 QUEER STUDIES: MULTI-RELIGIOUS PERSPECTIVES

Dr. Hugo Cordova Quero

In an increasingly changing and globalized world, the intersection of religious and queer studies is vital for understanding the construction of identities. This asynchronous online course is designed to introduce you to the place given to gender, sexuality, sexual orientation, the sexual division of labor, gender role expectations, race, and ethnicity within world religions' theo(ideo)/logical discourses. Drawing from an interdisciplinary approach you will develop a self-critical perspective on the way that sacred texts and dogmatic corpus influence the lives and spiritual practices of queer individuals and communities. Together we will explore the mutual constitution of queerness and subjectivity of religious experiences and their social and political implications towards the deconstruction of stereotypes, power dynamics, and marginalization. The target audience is both MDiv and MASC students. The course fulfills the following thresholds: 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; 6. Thea/ology in Culture and Context; and 7. Educating for Wholeness and Liberation. The course also complies with the following MFCs: 1. Worship and Rites of Passage; 3. Spiritual Development for Self and Others; 4. Social Justice in the Public Square; 6. Administration; and 7. Leads the faith into the future.

#### TCPW-1000 INTRODUCTION TO ISLAM

Dr. Som Pourfarzaneh

This online synchronous course will give an introduction to the Islamic tradition in its religious, historical, and cultural contexts, paying particular attention to the diversity of expressions of Islam within each of these categories. The course will discuss the theological foundations of the tradition, the history of its development, and different expressions of its praxis that have evolved out of Muslim cultures and societies. It will also present contemporary issues related to Islam and Muslims, particularly in their representation throughout different types of media. Relates to SKSM Threshold: 1. Life in Religious Community and Interfaith Engagement 3. Sacred Text and Interpretation 4. History of Dissenting Traditions and the Theological Quest 6. Theology in Culture and Context and MFC: 1. Worship and Rites of Passage 4. Social Justice in the Public Square.

#### TCPW-4600 ECO-THEOLOGIES

Rev. Dr. Sheri Prud'homme

As theologians have responded to the injustices and harm of human-made ecological crises, climate catastrophes, and social inequities, a variety of critical and constructive theologies have emerged. The theologians studied in this course are rooted in Protestant, Catholic, and Jewish traditions, with an emphasis on ecofeminist, ecowomanist, queer ecotheologies, and Native American theologies. This course will be conducted in a seminar style. We will all be researchers, teachers, and learners together. Each student will research one current ecological justice issue as a conversation partner for the

theologies we will study. We will also inquire about the implications of these theological projects for liturgical practices, congregational mission, and the students' own constructive theological work where applicable. This course addresses Threshold Six: Thea/ology in Culture & Context and Threshold Two: Prophetic Witness & Work as well as Ministerial Fellowship Competencies: 1. Worship and Rites of Passage 4. Social Justice in the Public Square and 7. Leads the Faith into the Future. Appropriate for MDiv and MASC students.

#### TIAR-4000 INTRODUCTION TO PREACHING IN A CROSS-CULTURAL CONTEXT

Rev. Leslie Takahashi

This non-lectionary, thematic online synchronous preaching course embraces counter oppressive ministry through worship and the arts. Hands on learning will combine the sharing and peer review of brief homilies with exercises aimed at identifying your authentic preaching voice. Each student will also deliver two full-length sermons in class. Questions of how to make our worship services more relevant in today's culturally shifting world will be explored through thea/ological study of homiletics through a liberatory lens and an engagement with issues of cultural appropriation and misappropriation in Unitarian Universalist liturgical practice. Students from all traditions welcome. Starr King thresholds: 1. Life in Religious Community and Interfaith Engagement 2. Prophetic Witness and Work 6. Theology in Culture and Context 7. Educating for Wholeness and Liberation and MFC Competency 1. Worship and Rites of Passage. This course is designed for MDiv and MASC students and will be evaluated based on sermons and class participation. Pre-requisites: ECO Core or equivalent.

#### TIHT-1100 INTRO TO HEBREW BIBLE

Dr. Eric Harvey

The Hebrew Bible, called the Tanakh in Judaism and Old Testament in Christianity, is a diverse anthology of texts including narrative, law, prophetic poetry,

and wisdom literature. Its many voices convey different messages, often disagreeing with one another and with other voices now lost to time. It has no single, “correct” meaning, but has always meant many things—to the people who wrote and compiled it as well as those who have continued to interpret and apply it. This course will explore the interpretation of Hebrew biblical texts in their ancient social, literary, and historical contexts as well as their reception in later periods. By surveying a wide range of questions, interpretations, and translations, students will discover the diversity of traditions it has generated. Liberatory and anti-oppressive readings will be emphasized, showing how intersectional feminist, postcolonial, and queer methodologies provide alternatives to readings that justify violence as the will of God. This course falls primarily within the following SKSM Thresholds: 2) Prophetic Witness & Work 3) Sacred Text and Interpretation and 4) History of Dissenting Traditions and Thea/ological Quest.

#### UU-1000 OPT-IN UU CONCENTRATION

Rev. Dr. Meg Richardson

A zero credit "course" for students to enroll in if they want to opt-in to the UU Concentration.

#### WEAV-1000 WEAV TRAINING FOR UU CONGREGATIONS

Dr. Shannon Frediani

Educating to “Create Just and Sustainable Communities that Counter Oppressions”(ECO is a core goal of Starr King's M.Div. and M.A.S.C. degree programs. In the ECO Core course SKSM M.Div. and M.A.S.C. students work together to form a framework for counter-oppressive spiritual leadership. It has been noted by SKSM alumni serving in congregations that a similar course is needed for UU congregations. WEAV is the curriculum designed for UU congregations for building spiritual community that involves counter-oppressive spiritual engagement.

It incorporates 1) education of systemic injustice, 2)

resilience and self-care practices, as well as 3) restorative process for mending and revitalizing spiritual community when and where harm has occurred.

We will ask:

Who are UU's and What is it to be UU?

What is Embodied UU?

What is the Advocacy of UU?

What is the UU Vision?

With two rounds of exploring W, E, A, and V while learning restorative practices participants learn how UU congregations can respond to the multiple and intersecting realities of injustice, suffering, and oppression in our lives and our world. What models of justice organizing and sustainable community invite our commitment? Drawing on the wisdom of SKSM alumni and educational, restorative, and Small Group Ministry processes, WEAV prepares UU congregants for deeper engagement to be bridges from the realities of UU towards the ideals of UU. Relates to SKSM Thresholds: 2) Prophetic Witness and Work, 5) Spiritual Practice and Care of the Soul, 7) Educating for Wholeness and Liberation, 8) Embodied Wisdom and Beauty, as well as MFC 4) Social Justice in the Public Square. This course has a special focus on deepening UU resilience practices, identity and vision, and embodied justice and advocacy work through a restorative framework.

#### INTERSESSION 2025

##### EL-4250 COMMUNITY FIELD WORK

Rev. Dr. Christopher Schelin

Field work describes an involvement in community work for up to 20 hours a week with the ongoing support of a mentor. Community Field Work includes work in gender, racial and economic justice, queer activism, disability advocacy, immigration issues, environmental responsibility, civil liberties protection, HIV response, youth at risk, peace building, participating in a fundraising campaign for a non for profit or grassroots organization, chaplaincy, teaching and more. Open to all degree students.

Max. enrollment 15. Auditors excluded.  
Relevance for specific SKSM thresholds and MFC competencies varies according to the nature of a student's field experience. Prerequisite: ECO Core course.

#### EL-4350 CONGREGATIONAL FIELDWORK

Rev. Dr. Tera Landers

Congregational field work grounds a student in a people and a place, and it is a crucial component of ministerial formation and development. Field work connects what is learned in the classroom with the practical ministry of congregational life. Through theological reflection undertaken with an on-site mentor, a Starr King professor, as well as self-reflection, the student will further craft their personal thea/ology of ministry. During the semester, the student will analyze and reflect on the skills they are practicing at their field placement through these four elements of formation: personal faith journey, educating to counter oppressions, ethical issues that arise in field work, cultivating spiritual practice. Prerequisite: ECO Core  
This course is for M.Div. students. Depending on the focus of the field work, this class may meet one or more of the Starr King Thresholds.

#### LCPC-1100 BEGINNER'S MEDITATION WORKSHOP

Dr. Som Pourfarzaneh

This online synchronous course will introduce basic meditation techniques with an emphasis on self-care. Participants will learn foundational elements of sitting meditation, including correct posture and body alignment, followed by methods for progressive relaxation and mindfulness of the breath. The series will also offer tools for setting up a daily practice and a brief introduction to moving meditation. Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 5. Spiritual Practice and Care of the Soul 8. Embodied Wisdom and Beauty and MFC: 3. Spiritual Development for Self and Others

#### LCPC-2000 AN INTRODUCTION TO CLIMATE CHANGE CHAPLAINCY

Rabbi Ora Nitkin-Kaner

In this combined synchronous and asynchronous online intensive, students will learn about the mental, emotional, and spiritual impacts of climate change; develop an understanding of climate emotions, particularly climate grief and anxiety; reflect on how climate change is transforming the chaplain's role and response; and begin thinking about how to provide culturally competent climate pastoral care that is a reflection of their identities and capacities. Evaluations will be based on written reflections and how students help create a vibrant and caring learning community. Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 5. Spiritual Practice and Care of the Soul and MFC: 2. Pastoral Care and Presence, 3. Spiritual Development for Self and Others, 4. Social Justice in the Public Square and 7. Leads the Faith into the Future.

#### LCPW-1100 SOLVING PROBLEMS IN CONGREGATIONAL MINISTRIES

Rev. John Buehrens

This online synchronous course is designed to prepare you for the most common needs of congregational ministries. In advance of this course students will be asked not only to do assigned reading on each topic, but also to arrange interviews with current practitioners of UU or liberal congregational ministry. Much of the course will involve case studies. Topics covered will include expectations of ministry in congregations of differing sizes and contexts; the tasks of ministry and time management; congregational governance and ministry; mission, vision, and covenant (issues in purpose, program, and accountability); fundraising (moving from fear to fostering a culture of abundance); budgets and the nurturance of strategic thinking; staffing (effective supervision and processes for making changes); membership growth and pastoral care (nurturing a culture of welcome



and mutual concern); conflict identification and management; issues in community engagement and social justice; safety and security practices. Fulfills Thresholds: 1. Life in Religious Community, 2. Prophetic Witness and MFC competencies: 5. Administration and 4. Social Justice.

#### LCTC-1404 MULTI-RELIGIOUS INTENSIVE

Taya Mâ Shere

Amidst the Blessing of the Ancestors weaves teachings on organic multireligiosity from Ibrahim Baba (Dr. Ibrahim Farajaje') with practices of ancestor reverence and healing. According to Ibrahim Baba, organic multireligiosity interrupts practices of considering religions as monolithic, rigidly-separated traditions in conflict with one another [and] rather understands them as having complex and constantly-morphing relationships in successive generations and in ever-widening geographical and cultural contexts. This online synchronous intensive focuses on embodying multireligiosity in personal practice, tending multireligiosity in spiritual leadership and public worship, and engaging multireligiosity toward countering oppression and cultural (mis)appropriation. The intensive also engages embodied practice around ancestor reverence and healing – in spiritual lineage and family / blood lineage – as a way of anchoring multireligious expression, countering oppression, and aligning to blessing. Each day of the intensive combines conceptual exploration of multireligiosity, embodied practice of counter-oppressive devotion and tending work in ancestral lineage ritual and repair.

Required for the M.Div. and/or MASC. Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 2. Prophetic Witness and Work 4. History of Dissenting Traditions and the Theological Quest 5. Spiritual Practice and Care of the Soul 6. Theology in Culture and Context 7. Educating for Wholeness and Liberation 8. Embodied Wisdom and Beauty and MFC: 1. Worship and Rites of Passage 3. Spiritual Development for Self and

Others 4. Social Justice in the Public Square.

#### PC-4000 CLINICAL PASTORAL EDUCATION

Rev. Dr. Christoher Schelin

This course is for Starr King students engaged in part-time or full-time Clinical Pastoral Education. Participate in ministry to persons in crisis and engage in individual and group reflection. Didactic sessions draw together theoretical material from theology, the behavioral sciences, and pastoral care. Students learn to integrate theological understanding and knowledge of behavioral science with pastoral functioning. Upon completion, a written evaluation from the program supervisor will be placed in the student's permanent file. Open to all degree students. Relates to SKSM Threshold 5. Spiritual Practice and Care of the Soul and MFC Competency 2. Pastoral Care and Presence.

#### PCEL-1400: SPIRITUAL COUNSELING IN ADDICTION & RECOVERY

This week-long synchronous online intensive will approach the subject of spiritual counseling in addiction and how to apply different modalities to individuals suffering from substance abuse or addictive disorders. Student will discuss different philosophical approaches and principles that align with addiction treatment, including: holistic vs. 12-step model, discussing grief and loss, exploring identity through personality test application, implementing ritual and ceremony, and seeking purpose and meaning. The goal is to educate and enhance the application of current ideals to the consistently saturated substance-abuse treatment field. Students will be given opportunities to deepen their knowledge and insight by developing familiarity and closeness with the subject so as to consider this as an avenue for future counseling. Relates to Thresholds: 5. Spiritual Practice and Care of the Soul, 7. Educating for Wholeness and Liberation and MFC: 2. Pastoral Care and Presence, 3. Spiritual Development for Self and Others, 4. Social Justice in the Public Square.

## SPRING 2025

### ECO-1000 ECO CORE

Dr. Shannon Frediani

Educating to "Create Just and Sustainable Communities that Counter Oppressions" ("ECO") is a core goal of Starr King's M.Div. and M.A.S.C. degree programs. In this required synchronous online core course, M.Div. and M.A.S.C. students work together to form a framework for counter-oppressive spiritual leadership. We will ask: how can spirituality, ministry, and religious activism respond to the multiple and intersecting realities of injustice, suffering, and oppression in our lives and our world? What models of justice and sustainable community invite our commitment? Drawing on Unitarian Universalist and multi-religious sources, we will explore how in the midst of a world marked by tragedy, sorrow, and injustice there remain abiding resources of beauty and grace that nourish resistance, offer healing and call us to accountability and community building. Reflection essays and final project. Relates to Thresholds: 2) Prophetic Witness and Work, 5) Spiritual Practice and Care of the Soul, 7) Educating for Wholeness and Liberation, 8) Embodied Wisdom and Beauty, as well as MFC: 4) Social Justice in the Public Square.

### EL-3300 LEARNING TO TEACH: DEVELOPING AN ECO PEDAGOGY

J. Tyson Casey

This seminar style three-credit course will provide students with a facilitated space to engage various approaches to and modalities for educating to counter oppression and create just and sustainable communities (ECO) in a multireligious, spiritually grounded context. Different SKSM faculty offer synchronous and/or asynchronous weekly lessons and experiences that demonstrate the school's educational philosophy in action, within an integrated curricular container. In addition to exploring diverse pedagogical approaches to guiding groups, students practice designing and delivering

curriculum aligned with ECO instruction in a peer and faculty supported learning environment. Students interested in applying for a Hilda Mason Teaching Fellowship should take this course to prepare their proposal. MDiv and MASC students. Relates to SKSM Thresholds Threshold 7. Educating for Wholeness and Liberation and MFC 3. Spiritual Development for Self and Others, 7. Leads the Faith into the Future. PREREQUISITE: COMPLETION OF ECO CORE.

### EL-4200 COMMUNITY INTERNSHIP

Rev. Dr. Christopher Schelin

Community Internships involve engagement at a field site from 16 to 40 hours a week, under weekly supervision at the site and the support of the SKSM Community Intern Reflection class. Community Internships include a variety of settings, such as supervised placements in a non-profit service agency or grassroots organization, hospice work, chaplaincy, teaching and more. They can also entail creating new projects such as starting a new organization or planning a conference. Those who register for this course should also register for Community Intern Integrative Reflection Fall. Open to all degree students; requirement for MASC. Relevance for specific SKSM thresholds and MFC competencies varies according to the nature of a student's field experience. Prerequisite: ECO Core Course

### EL-4204 COMMUNITY INTERN REFLECTION

J. Tyson Casey

This course is a peer group seminar for interns doing fieldwork in community field sites. It offers thexlogical reflection, linking the experience in the internship to the student's broad educational and vocational goals (praxis). The class is designed for students to assess their personal progress, gather support from peers and the instructor, integrate their internship experience into their degree program, and deepen thexlogical practices to sustain religious leadership in community ministry. Students gather multi-religious sources of wisdom and inspiration, which serve as touchstones for group

spiritual reflection. Required for MDiv/ MASC students enrolled in credit for community internship during the same semester. Fulfills thresholds based on personal learning goals. ECO CORE PREREQUISITE. Relevance for specific SKSM thresholds and MFC competencies varies according to the nature of a student's field experience. Prerequisite: ECO Core course.

#### EL-4250 COMMUNITY FIELD WORK

Rev. Dr. Christopher Schelin

Field work describes an involvement in community work for up to 20 hours a week with the ongoing support of a mentor. Community Field Work includes work in gender, racial and economic justice, queer activism, disability advocacy, immigration issues, environmental responsibility, civil liberties protection, HIV response, youth at risk, peace building, participating in a fundraising campaign for a non for profit or grassroots organization, chaplaincy, teaching and more. Open to all degree students. Max. enrollment 15. Auditors excluded.

Relevance for specific SKSM thresholds and MFC competencies varies according to the nature of a student's field experience. Prerequisite: ECO Core course.

#### EL-4300 CONGREGATIONAL INTERNSHIP

Rev. Dr. Tera Landers

Congregational Internship is where the student practices the skills of ministry under the direct supervision of a teaching minister in Full Fellowship (for UU students). During internship, the student more fully develops their pastoral voice within the ongoing life of a congregation. The internship blends call with community, as the student clarifies their sense of vocation throughout the year. An internship needs to offer the student ample opportunities to engage in all aspects of congregational ministry: preaching and worship leading, presiding over rites of passage, offering pastoral care, teaching all ages, honing administration skills, and leading prophetic witness. Through all these practices, it is expected

the student will use a framework of educating to counter oppressions as well as ground the practices in the sacred texts and histories/dissenting traditions of that particular faith community. Students should register for the concurrent course "Congregational Intern Reflection." This course is for M.Div. students. This class may meet one or more of the Starr King Thresholds.

#### EL-4304 CONGREGATIONAL INTERN REFLECTION

Rev. Dr. Tera Landers

Congregational Intern Reflection offers a circle of continued learning and collegial support, which is central to maintaining healthy ethics and boundaries as religious leaders. In this course we will discuss all aspects of the arts of ministry, the ways ministerial call is strengthening and deepening, and ongoing personal spiritual practice. Students will reflect on how they are educating to counter oppressions, cultivating multi-religious perspectives, and creating just and sustainable communities within their internship sites. Students will connect their learning goals to UUA Ministerial Fellowship requirements. Special guest minister presenters will offer their own perspectives on ministry. This course is for M.Div. students. This class meets Starr King Thresholds 1. Life in Religious Community and Interfaith Engagement 5. Spiritual Practice and Care of the Soul 6. Thea/ology in Culture and Context

#### EL-4350 CONGREGATIONAL FIELD WORK

Rev. Dr. Tera Landers

Congregational field work grounds a student in a people and a place, and it is a crucial component of ministerial formation and development. Field work connects what is learned in the classroom with the practical ministry of congregational life. Through theological reflection undertaken with an on-site mentor, a Starr King professor, as well as self-reflection, the student will further craft their personal thea/ology of ministry. During the semester, the student will analyze and reflect on the skills they are practicing at their field placement

through these four elements of formation: personal faith journey, educating to counter oppressions, ethical issues that arise in field work, cultivating spiritual practice. This course is for MDiv students. Depending on the focus of the field work, this class may meet one or more of the Starr King Thresholds.

#### EL-5100 ADVANCED TOPICS IN RELIGIOUS EDUCATION AND FAITH FORMATION

Rev. Dr. Sheri Prud'homme

This seminar style course will be developed in collaboration with the research interests and ministry goals of the participants. Possible topics include but are not limited to multigenerational worship and congregation-wide learning, dismantling white supremacy and positive racial identity formation in multicultural congregations, alternatives to Sunday School, safer congregation policies and practices, using technology and virtual/distance methods in religious education and faith development programs. SKSM Thresholds Seven: Educating for Wholeness & Liberation and One: Life in Religious Community & Interfaith Engagement. MFC competencies 3 and others depending on students' project. Prerequisite: Introduction to Religious Education or Adult Faith Development or equivalent professional experience and training. Suitable for MASC, MDiv, and certificate students.

#### HT-4000 CHRISTIAN HISTORIES

Rev. Dr. Christopher Schelin

This ASYNCHRONOUS course will provide a historical survey of Christianity from the close of the New Testament period to the present with the goals of identifying diverse theological convictions and spiritual practices, attending to underrepresented and "heretical" perspectives, and analyzing the role of Christian faith(s) in justifying oppression or seeking liberation. Participants will discover the multifaceted texture of Christian expressions as this tradition has evolved in various sociocultural environments. Target audience is all degree program

students. Applicable to SKSM Threshold 4: History of Dissenting Traditions and MFC Competency 6: Serves the Larger UU Faith.

#### HTEL-4000 ADVANCED CRITICAL THEORIES

Dr. Hugo Cordova Quero

This interdisciplinary course is designed to equip students with a comprehensive suite of analytical tools, enabling them to navigate and comprehend the diverse realities elucidated by critical theories. It extensively explores multifaceted dimensions, including identity, gender, race/ethnicity, class, intersectionality, and the nuanced construction of meaning within the realm of faith. The course delves deeply into critical theories, systematically examining distinctive experiences related to faith, sexual orientation, nationality, and economic circumstances intricately interwoven into the fabric of daily life for individuals and communities across diverse contexts. The primary objective is to unravel the profound impact of these multifarious factors within the dynamic landscapes of faith-based communities and organizations. Through active engagement with critical theories, students cultivate a nuanced understanding of the intricate interplay between these elements. This, in turn, fosters a heightened awareness of the inherent complexities, facilitating a more enlightened and empathetic approach to the myriad challenges encountered within the intricate tapestry of faith-based contexts. MDiv and MASC.

This course relates to the following SKSM Thresholds: 2. Prophetic Witness and Work; 6. Thea/ology in Culture and Context; 7. Educating for Wholeness and Liberation and Ministerial Fellowship Competencies (MFC): 4. Social Justice in the Public Square; 6. Serves the larger UU Faith.

#### HTTC-4000 UU THEOLOGIES

Rev. Dr. Sheri Prud'homme

The purpose of this asynchronous course is to introduce the student to the distinctive theological heritage and theological perspectives present within Unitarian Universalist traditions and

congregations, and to equip students to begin to think and write theologically in the context of post-modern religious communities. Especially oriented to students who identify as Unitarian Universalists, this course will encourage participants to form a practice of engaged theological thinking within the context of Unitarian Universalism's particular perspectives, resources, limits, and possibilities. Appropriate for MDiv, MASC, and certificate students. SKSM Thresholds 4. History of Dissenting Traditions & Thea/ological Quest, and 6. Thea/ology in Culture & Context. MFC Competencies: 1. Worship and Rites of Passage. Previous UU History strongly recommended.

#### ITA-1000 INITIAL THRESHOLD ASSESSMENT

SKSM Faculty

Zero credit course to be taken in the student's first term, when they complete the Initial Threshold Assessment with their advisor.

#### LCPC-4100 ADVANCED TOPICS IN MEDITATION

Dr. Som Pourfarzaneh

This online synchronous course will build upon the basic foundations of meditation and introduce methods for developing concentration, encouraging self-care, and taking one's practice into the workplace to be of best benefit to one's self and others. The series will offer tools for strengthening an existing daily practice and resources for further learning and discovery. Prerequisites: Beginner's Meditation Workshop (or equivalent). Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 5. Spiritual Practice and Care of the Soul 8. Embodied Wisdom and Beauty and MFC: 3. Spiritual Development for Self and Others

#### LCPW-2300 TRANSFORMATIVE CONFLICT PRAXIS

Rev. Dr. Samantha Wilson

Community conflict and harm activates nervous systems, personal experiences, and cultural meaning-making and responses. This activation occurs within community and congregational

contexts that may not have the structures, skills, relationships, or imagination to respond effectively and creatively in ways that deepen relationships and transform unjust structures. Facilitators and strategists in conflict and harm situations are tasked with embodying the discernment, adaptivity, self-responsibility, and capacity to be part of tending individual and collective nervous systems – all while staying grounded in their own worth, dignity, and embodied resilience. This course integrates theology, theory, and practice from trauma-informed studies, liberation and community psychology, and restorative and transformative justice approaches to conflict engagement, harm, and healing in community systems. It invites participants to a rigorous personal engagement with what conflict transformation can mean for them: participants will expand their own capacities through direct engagement of healing-accountability approaches in their own lives and with fellow course participants as part of a community of praxis together. SKSM Thresholds: 1. Life in Religious Community and Interfaith Engagement, 2. Prophetic Witness and Work, 7. Work and Education for Wholeness and Liberation and MFC Competencies: 2. Pastoral Care and Presence, 3. Spiritual Development for Self and Others, 4. Social Justice in the Public Square, 7. Leads the Faith Into the Future. Prerequisites: ECO Core

#### LCPW-4000 POWER, ORGANIZATIONS, AND MOVEMENTS

J. Tyson Casey

The rationale of this synchronous, online course is to engage the interdependence of internal and collective power in contributing to organizations, movements, regeneration, and liberation. The course will explore specific approaches to social change through various perspectives of power, organization, and movement. This includes the phenomena that contribute to and are perpetuated by interlocking patterns of domination. Participants will have the opportunity to develop their connection to collective liberation by: studying power, organizations, and

movements; working with concrete tools and practices that deepen internal, interpersonal, and institutional relationships with power and social change; reflecting upon the wisdom of spiritual and secular sources; and collaborating in the equitable cultivation of community. MDiv and MASC students. Relates to SKSM Thresholds: 2. Prophetic Witness and Work 4. History of Dissenting Traditions and the Theological Quest 6. Theology in Culture and Context and MFC Comps: 3. Spiritual Development for Self and Others 5. Administration 7. Leads the faith into the future. PREREQUISITE: ECO CORE COURSE.

#### LCTC-4010 MULTI-RELIGIOUS DIALOGUE

Dr. Som Pourfarzaneh

This online synchronous course will present a framework for the practice of multi-religious dialogue, drawing upon contemporary texts and student experiences to understand interfaith engagement as non-binary and non-exclusive. Students will be encouraged to share their multi-religious perspectives to foster discussion about ways in which to engage in interfaith work among and between different traditions and understand dialogue from a variety of perspectives. Intended audience: all degree programs. Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 2. Prophetic Witness and Work 4. History of Dissenting Traditions and the Theological Quest 6. Theology in Culture and Context 7. Educating for Wholeness and Liberation 8. Embodied Wisdom and Beauty. Relates to MFC: 4. Social Justice in the Public Square 7. Leads the faith into the future.

#### OR-1000 ORIENTATION

This online asynchronous portal will provide general information about the school and introduce commonly used student resources before the term begins. Orientation is an opportunity to meet other students in the cohort, engage with faculty and staff and to ask questions. New students are required to register for this zero-credit course prior to attending

Orientation.

#### P2G-2000 PETITION TO GRADUATE

SKSM Faculty

Zero credit course to be taken the semester the student plans to graduate.

#### PC-1220 CHAPLAINCY FORMATION - STAGE 2

Rev. Dr. Pamela Hancock

Chaplaincy concentration at SKSM. Taken every semester, for 6 semester if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. Depending on where you are at in the program will determine the content you will be studying. Prerequisite: Chaplaincy Concentration

#### PC-1230 CHAPLAINCY FORMATION - STAGE 3

Rev. Dr. Pamela Hancock

Chaplaincy concentration at SKSM. Taken every semester, for 6 semester if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. In this third stage of work: you will focus on, in the first half of the semester, learning about the different types of

systems, and the organizational culture of the environments in which Chaplains are employed.  
Prerequisite: Chaplaincy Concentration

#### PC-1240 CHAPLAINCY FORMATION - STAGE 4

Rev. Dr. Pamela Hancock

Chaplaincy concentration at SKSM. Taken every semester, for 6 semester if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. Prerequisite: Chaplaincy Concentration

#### PC-1250 CHAPLAINCY FORMATION - STAGE 5

Rev. Dr. Pamela Hancock

This synchronous online course (once per month in ZOOM, for 4 meetings total per semester) is required for all students in the Chaplaincy concentration at SKSM. Taken every semester, for 6 semesters if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. Prerequisite: Chaplaincy Concentration

#### PC-1260 CHAPLAINCY FORMATION - STAGE 6

Rev. Dr. Pamela Hancock

This synchronous online course (once per month in

ZOOM, for 4 meetings total per semester) is required for all students in the Chaplaincy concentration at SKSM. Taken every semester, for 6 semesters if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. Prerequisite: Chaplaincy Concentration

#### PC-4000 CLINICAL PASTORAL EDUCATION

Rev. Dr. Christoher Schelin

This course is for Starr King students engaged in part-time or full-time Clinical Pastoral Education. Participate in ministry to persons in crisis and engage in individual and group reflection. Didactic sessions draw together theoretical material from theology, the behavioral sciences, and pastoral care. Students learn to integrate theological understanding and knowledge of behavioral science with pastoral functioning. Upon completion, a written evaluation from the program supervisor will be placed in the student's permanent file. Open to all degree students. Relates to SKSM Threshold 5. Spiritual Practice and Care of the Soul and MFC Competency 2. Pastoral Care and Presence

#### PCAR-1100 SPIRITUAL PRACTICES IN THESE TIMES

Dr. Pravina Rodrigues

In this asynchronous online course, students will explore, develop and/or deepen their spiritual practice and support others in doing the same. The class will be experiential and multi-religious, drawing on some of the wisdom and practices of Judaism, Christianity, Islam, Buddhism, and Earth-based traditions, as well as neuroscience, poetry, and Ecopsychology. Intended audience is MDiv and MASCS

students. Relates to Thresholds: 5. Spiritual Practice & Care of the Soul 8. Embodied Wisdom & Beauty. Relates to MFC Comp: 3: Encourages Spiritual Devotion for Self & Others.

#### PCLC-2200 Psychedelic Ministry Methods

Rev. Dr. Pamela Hancock

Psychedelic Ministry Methods will provide our Certificate in Psychedelic Justice and Companioning students with a framework for their future work. This course will focus on the entrepreneurship of our students and the development of new ministerial methods that are firmly rooted in their own spiritual/religious identity, personal practices that mentally/emotionally/spiritually sustain them, the needs of the community(ies) they want to serve (especially when it comes to BIPOC needs), and the skill set needed to facilitate group or individual sessions. This course will explore choosing and understanding the medicine each student desires to work with, as it is worthwhile to understand that not all medicines are for everyone. Students will consider the process by which they prepare for sessions, developing screening and suitability skills (including the creation of assessment paperwork), and cultivating a foundation through which each client/participant's innate capacity for healing is honored. With a trauma-informed and somatic lens, students will develop their own ceremonial set & setting, integrate meaning-making techniques into their work, and most importantly—develop an embodied integration process which will enable those they work with to receive the messages of the medicine even after the session(s) are complete. This course in no way promotes, condones, or facilitates illegal activity, and is strictly for educational purposes only. Please be aware that psychedelic substances still remain illegal in many countries.

Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 5. Spiritual Practice and Care of the Soul and MFC: 2. Pastoral Care and Presence.

#### PORCON-3000 MID-DEGREE PORTFOLIO CONFERENCE

SKSM Faculty

Zero credit course to be taken in the term the student plans to complete the Portfolio Conference. Must have completed or be enrolled ITA-1000 (Initial Threshold Assessment).

#### PWHT-2400: UU PROPHETIC WITNESS

Rev. Dr. Meg Richardson

This asynchronous online course will explore the history of Unitarian Universalist Prophetic Witness since the Merger in 1961, as expressed in activism and voted on by the annual Unitarian Universalist General Assembly. It will combine historical investigation of social justice actions and witness with deep analysis of Unitarian Universalist polity and how congregations transform affirmation into action. Students will trace the moral arc from 1961 justice issues like desegregation, disarmament, reproductive rights, migrant farmworkers, House UnAmerican Activities and capital punishment to those of the present, including Islamophobia, gun control and Black Lives Matter. Required texts will be drawn from the Ministerial Fellowship Committee's reading list and will include *The Arc of the Universe is Long*, *The Premise and the Promise*, *Prophetic Encounters*, and *Conrad Wright's Congregational Polity*. Students will be evaluated by demonstrated preparation, class participation on Populi, class presentations on VoiceThread on Populi and a final paper based on class presentations. For MDiv students. Relates to SKSM Thresholds: 2. Prophetic Witness and Work 4. History of Dissenting Traditions and the Theological Quest 6. Theology in Culture and Context and MFC Competencies: 4. Social Justice in the Public Square 6. Serves the larger UU Faith 7. Leads the faith into the future.

#### PWLC-5300 MASC PROJECT

Rev. Dr. Gabriella Lettini

For SKSM Master of Arts in Social Change (MASC) students only. MASC students may split this course



over two semesters or sign up for it during their last semester. This final project can take a variety of forms and should be representative of the student's learning and creative work in the MASC degree. The student will work independently under faculty supervision. Projects include research thesis, public presentations, designing and implementing educational curricula, organizing local/national conferences and special events, multimedia artwork, writing a book and more. Fulfills Threshold 2. Prophetic Witness and Work. ECO Core Course is a prerequisite.

**PWTC-3999: THEORIES AND PRACTICES OF JUSTICE**  
Rev. Dr. Gabriella Lettini

This asynchronous course with optional weekly discussion sessions will interrogate our understanding of justice. What theories, paradigms, and practices are we considering, where do they come from, and what is their history? Who do they benefit? What other paradigms and experiences exist within our and other communities and contexts? How do they affect our ability to imagine, ritualize, and co-create a better world? How do they understand human beings in the context of the world and other beings? In this advanced seminar in theo-ethics, we will critically examine the different ways that scholars and grassroots communities have defined and currently define and practice justice. We will engage with national and global scholarships and grassroots community realities. MDiv, and MASC students. Prerequisite: ECO Core. Primary Thresholds: 2. Prophetic Witness and Work, 6. Theology in Culture and Context and MFC Competencies: 7. Lead the Faith into the Future, 4. Social Justice in the Public Square. Requirements: introductory reflection, midterm and final papers/projects; Populi discussions, optional live discussion sessions.

**TCAR-4010 ADV TOPICS IN CREATING COUNTER-OPPRESSIVE CONTENT**  
Dr. Som Pourfarzaneh

This synchronous online course will present an overview of developing a counter-oppressive popular media and technology framework that includes films, TV shows, comic books, video games, music, weblogs, streaming services, social network platforms, and other forms of content. It will serve as a container for student work on creating and disseminating content that counters oppression in its various forms. Course format and evaluation: seminar, with final presentation and project that employs this media framework. Intended audience: all degree programs. Relates to Thresholds: 2. Prophetic Witness and Work, 6. Theology in Culture and Context 7. Educating for Wholeness and Liberation 8. Embodied Wisdom and Beauty. Relates to MFC: 4. Social Justice in the Public Square 7. Leads the Faith into the Future.

**UU-1000 OPT-IN UU CONCENTRATION**  
Rev. Dr. Meg Richardson

A zero credit "course" for students to enroll in if they want to opt-in to the UU Concentration.

**UUPC-2000 GROUP SPIRITUAL DIRECTION: ATTEND MOVEMENTS OF THE DIVINE IN YOUR SOUL**  
Pastor Jacqueline Duhart

This five-week online synchronous spiritual direction group is a requirement for seminarians in the Unitarian Universalist Concentration. We will focus on your spiritual/religious formation as a Unitarian Universalist spiritual leader seeking fellowship with the Unitarian Universalist Association. The group will invite you to notice how the Divine is moving in your life, to develop/nurture this relationship, to attend to what is taking form via prayer, mediation, service, art, education, to respond to the invitations/nudges/callings from the Divine, and to embody/make real the fruits of this relationship in your personal life and in your ministry. Requirements include a willingness to cultivate a spirit of open heartedness, to listen and hear, to personally share and to offer sincere and respectful reflections, to risk

being vulnerable, to be transformed/changed.

Applicable SKSM Threshold: Spiritual Practice and the Care of the Soul (5). MFC Competencies: Pastoral Care and Presence (2) and Spiritual Development for Self and Others (3). Prerequisite: UU Concentration

#### WEAV-1004 WEAV FIELDWORK

Dr. Shannon Frediani

The Fieldwork course is designed to support you as a community of leaders to incorporate learning from your own reflections on the process, joys, and challenges of facilitating and also to learn from other religious educators' and leaders' experiences.

Prerequisite: WEAV Training for UU Congregations

## US Title IV Documentation

### 1. Standard 3.2 on Academic Rigor

*While every school must demonstrate academic rigor, a Title IV school must document how it meets the [federal definition of a credit hour](#) (34 CFR §600.2). To verify that it does, the school must provide to the evaluation committee a sampling of syllabi that represent all types of courses, course lengths, degree programs, and delivery modalities.*

Starr King has an established policy that defines our credit hours in accordance with federal regulation. Courses are designed in adherence to this policy. Syllabi samples below represent synchronous and asynchronous online courses as well as the occasional hybrid course (UU Polity and Starr King Symposium).

DOCUMENTATION:

[SKSM Credit Hour Policy](#)

[Sampling of Syllabi](#)

### 2. Standard 3.11 on Educational Policies

*While every school must have and follow the policies described in this Standard, a Title IV school must also demonstrate it has and follows a [satisfactory academic progress](#) policy (see CFR §668.34). The school must document the policies stated in Standard 3.11, including a satisfactory academic progress policy, and provide evidence that it follows its stated practices.*

[Satisfactory Academic Progress](#)

Starr King has an operative Satisfactory Academic Progress (SAP) policy in accordance with federal regulations. Formal SAP reviews are conducted annually on the basis of students' cumulative grades and completions. The registrar generates a spreadsheet of SAP calculations from the Populi LMS and the Dean of Students oversees the process for notifying students and academic advisors, receiving appeals, and establishing final outcomes. The documentation below includes our current policy (also available in the Student Handbook and Academic Catalog), the cumulative SAP calculations for AY2022 and 2023, a SAP notification letter from June 2024, a SAP appeal determination from July 2023, and a SAP outcome with loss of financial aid from July 2022 (student names redacted in adherence to FERPA).

DOCUMENTATION:

[SKSM SAP Policy.pdf](#)

[2023SP.Cumulative SAP \(ATS\).xlsx](#)

[2024SP.Annual SAP Report \(ATS\).xlsx](#)

[Example SAP letter 6.24.pdf](#)

[Example SAP appeal determination 7.23.pdf](#)

[Example SAP outcome letter 7.22.pdf](#)

Other Policies

For all academic policies, please refer to the Student Handbook and the Academic Catalog, located in the appendices. Our adherence to a maximum of one semester per leave of absence for students is documented in the stipulations on the Leave of Absence Form. Populi tracks leave periods and the Registrar and Dean of Students communicate about student returns. Students who fail to return from a voluntary or administrative leave of absence are administratively withdrawn from the school (see example withdrawal notification below).

DOCUMENTATION:

[Leave of Absence Form](#)

[Example Withdrawal Letter 10.22.pdf](#)

**3. Standard 3.12 on Transfer of Credit Policy**

*While every school must have and follow an appropriate transfer of credit policy, a Title IV school must also document any articulation agreements for transfer of credits with other accredited schools or any contracts with non-accredited entities to provide up to one-fourth of a degree.*

The SKSM transfer credit policy is linked below and is also included in the Student Handbook and Academic Catalog.

DOCUMENTATION:

[Transfer Credit Policy](#)

#### 4. Standard 7.5 on Student Safety

*While every school must provide a safe environment for students, a Title IV school must also document that it meets the [Clery Act](#) disclosing campus crime statistics and security information through public posting of their annual security report due October 1 (see also the USDE's [campus security website](#)). If the school also has on-campus housing, the annual fire safety report must also be posted.*

As a fully online seminary, Starr King is now exempt from Clery Act reporting (see confirmation email from the Clery Help Desk below). Before Starr King received notice of our exemption, we completed the Clery campus security survey each year and provided public notice of our Campus Safety and Security report. For documentation of past compliance, we provide the security survey and the report announcement from 2022, the last year in which we submitted a Clery Act report.

DOCUMENTATION:

[Clery Act Exemption Email 9.23.pdf](#)

[Campus Safety and Security Survey 2022](#)

[Campus Safety Report Email 10.22.pdf](#)

#### 5. Standard 7.9 on Student Debt

*While every school must regularly review student educational debt and develop strategies as needed to reduce debt, a Title IV school must also provide its most recent [federal student loan cohort default rate](#) and its response to any excessive default rate.*

Starr King's most recent cohort default rate is provided below.

DOCUMENTATION:

[Cohort Default Rate SKSM 6.11.24.pdf](#)

#### 6. Standard 7.11 on Placement

*While every school must monitor placement rates, a Title IV school that uses those rates for marketing or recruitment purposes (excluding its public statement of educational effectiveness, per Standard 2.8) must document that those rates have been verified by an external entity.*

Starr King does not use placement rates for marketing or recruitment purposes.

DOCUMENTATION:

N/A

## 7. Standard 10.7 on Financial Aid Audits

*While every school must conduct an independent audit every year of its institutional finances, a Title IV school must also provide a copy of its most recent federal financial aid audit [for schools that exceed the \$750,000 minimum threshold] and its response to any findings. If the school has a [financial responsibility composite score](#) below 1.5, as determined by the US Department of Education (USDE), the school must provide a copy of that USDE letter and the school's response (e.g., posting a letter of credit, being subject to cash monitoring, etc.). Schools [on heightened cash monitoring \(HCM\)](#) are also required to submit a teach-out plan to the institutional accreditor serving as their Title IV gatekeeper. (Schools for which the Commission is gatekeeper should refer to *ATS Policies and Procedures III.L.1-2.*)*

Starr King conducts the federal financial aid audit, which is included in the single audit report prepared by Windes Tax Audit & Advisory Services. See pp. 25-40 of the 2023 audit document below.

The school was placed on HCM status by the USDE due to a late audit submission. ATS first issued notice to SKSM about the requirement to submit a teach-out plan in February, and then rescinded this requirement in a subsequent communication in June.

DOCUMENTATION:

[SKSM AUDIT Final 06.30.2023.pdf](#)

[\[COAATS\] Action Letter Feb 2024.pdf](#)

[\[COAATS\] Action Letter, June 2024.pdf](#)