CPL Handbook

Policies and Procedures for School of Theology Centers, Programs, and Lectures

Boston University School of Theology – Centers, Programs, and Lectures Committee – April 25, 2012

Table of Contents

Preamble ........................................................................................................................................... 1
Procedures and Policies for Lectures and Programs ........................................................................ 2
  Introduction ................................................................................................................................... 2
  Endowment Funds ....................................................................................................................... 2
  Procedures .................................................................................................................................. 3
dEnhancing Centers and Programs .................................................................................................. 3
  Introduction ................................................................................................................................ 3
  Center and Program Self-Studies and Reports .............................................................................. 4
  Considerations Related to Location within STH ....................................................................... 5
  Considerations Related to Enhancing Viability and Success ..................................................... 6
Appendix A ...................................................................................................................................... 8
  Funding Request Form ............................................................................................................... 8
  Funding Request Evaluation Form ............................................................................................. 9

Preamble

STH Faculty Handbook describes the role of the Centers, Programs, and Lectures Committee (CPLC) as follows: “Supports review of centers and other major programmatic initiatives of the School, evaluates funding requests in support of lectures and programmatic events, and assists the Deans in planning and coordinating lecture events of the School.”

The CPL Handbook expresses the CPLC’s view of how to discharge these responsibilities, is approved and endorsed by the STH faculty, and is made available to the STH faculty, to the leadership of STH Centers and Programs, and to STH administrators in order to facilitate efficient communication and to forge a common sense of purpose in relation to Centers, Programs, and Lectures.

This document was first formulated in the spring semester of 2012 and approved by the School of Theology Faculty in May 2012. The CPLC committee anticipates that the CPL Handbook will be periodically updated by the CPLC.
Procedures and Policies for Lectures and Programs

Introduction
The CPLC is charged with making decisions about expenditures for lectures and related programming initiatives within STH. Funds for these events are from special endowments gifted to STH and devoted to lectures and similar events. The CPLC receives faculty applications (paying attention to STH, DRTS, and University calendars), reviews applications in light of stated criteria, makes decisions about funding, and coordinates with STH administrators about disposition of funds. The CPL Handbook communicates the procedures and policies associated with the evaluation of applications for funding.

Endowment Funds
Several endowment accounts are compatible with the aim of funding lectures and similar programming events. The STH Dean rules at the beginning of each academic year which of these endowment accounts are available for lecture and programming funding. Two such funds will serve here as examples of the larger collection.

- **Samuel S. Stevens Lectureship:** “supports lectureships at STH.”
- **Charles R. Brown Fund:** “annual series of 5+ lectures (The Brown Lectures), concerning work and life in Christian Ministry. Lecturer may be clergyman from any Protestant denomination.” Rev. Charles Reynolds Brown was born in Bethany, West Virginia, on October 1, 1862. He took the A.B. (1883) and A.M. degrees (1886) from the University of Iowa before graduating with the S.T.B. from Boston University School of Theology in 1889. He was pastor of Wesley Chapel in Cincinnati, Ohio (1889-1892); pastor of Winthrop Congregational Church, Boston, Massachusetts (1892-1896); and pastor of the First Congregational Church of Oakland, California (1896-1910). He was Dean of Yale University Divinity School (1911-1928), as well as pastor of Yale University Church for twelve of those years. He served as Moderator of the National Council of Congregational Churches (1913-1915) and received honorary degrees from Yale University, Boston University, Mills College, Oberlin University, University of Vermont, and Wesleyan University. A superb preacher and an expert homiletician, he was author of a dozen books, including *The Social Message of the Modern Pulpit* (1906) and *The Art of Preaching* (1922). He died on November 29, 1950. Renowned as one of America’s foremost Protestant clergymen, his papers are preserved at Yale University Divinity School Library. He established the Charles R. Brown Fund through a bequest as an expression of gratitude to the School of Theology for its contribution to his student life and to his long ministry in both the Methodist and Congregational Churches.
Obviously the Stevens fund is more flexible than the Brown fund; in general, each endowment account has guidelines that reflect the intentions of the original donors. It is the responsibility of the CPLC to ensure that disbursements match the stated purpose of each fund.

**Procedures**

Faculty seeking funding for lectures and similar programming events apply to the CPLC using the “Funding Request” form (see Appendix A). All applications must be submitted electronically, following the instructions on the Funding Request form. Most of the information collected on this form is self-evident. A few items reflect the priorities of the CPLC and require further comment.

- The Funding Request form asks whether the proposed project is related to a Center or Program within STH. This is because the lecture funds are intended primarily to support new initiatives rather than programs that already have funding support through Centers or Programs. Applicants may petition for funding events related to Centers and Programs, but the granting of those petitions, on a case by case basis, will be an exception, not the rule.
- The Funding Request form asks whether the proposed project is suitable for continuing education units (CEUs). This reflects STH’s commitment to making events count as much as possible for continuing education and lifelong learning.
- The Funding Request form asks which STH faculty are involved in the proposed project. This reflects the high value placed on events that engage the interests of a variety of STH faculty.
- An application requires a Budget and a Project Description. The requirements for each item are stated on the Funding Request form.

The CPLC evaluates funding requests using the Funding Request Evaluation form (see Appendix A). The criteria used by the CPLC are also listed on the Funding Request application form. They are:

- Integration with STH mission and curriculum
- Promotion of academic excellence
- Depth and breadth of impact
- Support of life-long learning opportunities
- Contribution to diversity (theological, racial, cultural, religious, etc.)

The CPLC hopes to receive funding requests as early as possible, and in any event one month prior to the planned event. Applicants are notified of approved funding requests and the approval along with budget information conveyed to STH administrators for disbursement of funds.

**Enhancing Centers and Programs**

**Introduction**

The CPLC recognizes that STH Centers and Programs have varied functions, some more related to service; others to research; others to teaching. Moreover, Centers and Programs can be venues for new ideas and creative imagining; they can be liminal spaces that shape the mission of STH. The CPLC
recommends that self-studies and decanal reviews allow for flexibility in function, fitting criteria for excellence to the nature of each Center or Program.

The CPLC further recognizes that the success of STH Centers and Programs depends on the commitment and ingenuity of STH faculty members, and that paperwork and reporting requirements are a particularly burdensome aspect of running Centers and Programs. To facilitate the review of STH Centers and Programs without needlessly increasing this reporting burden, the CPLC presents considerations that it believes should be addressed in self-studies and in reports to STH Deans. The CPLC believes that incorporating these considerations can help Centers and Programs monitor their roles within the life of STH, discern how better to execute their distinctive missions in coordination with the enclosing mission of STH, and thereby to enhance their viability and success even as they support and extend the work of STH—all without having to fill out a lot of extra paperwork.

These “Review Considerations” are presented here in the form of organized sets of questions that the leaders of STH Centers and Programs are invited to answer in their self-study and reporting documents. There is no expectation that every question would be addressed but every hope that each type of consideration would be taken up in ways appropriate to each Center or Program. Reports from Centers and Programs are evaluated by STH Deans, are produced in a form and on a schedule negotiated with STH Deans as appropriate to the individual nature of each Center or Program, and may yield recommendations or instructions from STH Deans. Reports are not evaluated by the CPLC but they are shared with the CPLC because the CPLC is the natural venue for discussion of the challenges and accomplishments of STH Centers and Programs. In this way, the CPLC serves as an information clearinghouse and strategic think-tank for all STH Centers and Programs. It facilitates programmatic review without imposing another layer of oversight and reporting.

**Center and Program Self-Studies and Reports**

The CPLC acknowledges that STH Centers and Programs produce periodic self-studies and administrative reports guided by considerations distinctive to the mission of each Center or Program. The CPLC urges each Center or Program to consider its work from three additional perspectives.

First, it may be helpful to consider how someone not actively involved in a particular Center or Program, but well versed in the realities of such organizational ventures, might view its work. Such a person may well be able to imagine how a mission statement could be operationalized, as a basis for identifying ways in which the mission is in fact met more or less well. Accordingly, the CPLC encourages STH Centers and Programs to invite the participation of external reviewers in its self-studies and other reporting procedures, as appropriate.

Second, because the Centers and Programs under discussion exist within the ambit of STH, the CPLC believes it is important to ask in what ways and to what degree does the mission of a particular Center or Program attain standards we could consider common to all of them by virtue of their home within STH. With this in mind, the CPLC recommends that STH Centers and Programs address in their self-studies and administrative reports a series of external review considerations that reflect the concerns and constituencies of STH.
Third, STH seeks to enhance the wellbeing of STH Centers and Programs, as well as to benefit from their presence within STH. Therefore, the CPLC recommends that STH Centers and Programs address in their self-studies and administrative reports a series of considerations related to enhancing viability and success. Such considerations may well translate into practical strategies by means of which STH might more effectively support the work of its Centers and Programs.

**Considerations Related to Location within STH**

**Regarding the Mission of the School:** In what ways does a Center or Program match and promote the Mission of the School?

**Regarding the School:**

- In what ways does a Center or Program promote the visibility, enhance the appeal, and heighten the reputation of the School?
- How many students have applied to and/or matriculated at STH in part because of a particular Center or Program?
- How many candidates for faculty positions have, in search processes, mentioned the appeal of a Center or Program?
- How many alumni have noted awareness of and interest in the particular activities of a Center or Program?
- How many donors have expressed interest in and made contributions to the School in mind of the particular activities of a Center or Program?

**Regarding the support of faculty:**

- In what ways does a Center or Program contribute to the vocational objectives, the research and publication, teaching, and service of faculty?
- How many faculty members have benefited directly from the activity of the Center or Program in the past academic year?
- What are the concrete benefits in regard to research and publication?
- What are the concrete benefits in regard to teaching?
- What are the concrete benefits in regard to service?
- What are the concrete benefits in regard to one or another guild?

**Regarding the support of students:**

- In what ways does a Center or Program contribute to the vocational objectives of students?
- In what ways does it play a role in curricula in general, or course work in particular?
- Does it play a particular role in regard to particular courses, fields, or degree programs?
- In what ways does it play a role in facilitating students’ research and scholarship?
- In what ways does it play a role related to contextual education?
- In what ways does it play a role in formation—whether vocational, spiritual, or professional?

**Regarding Boston University:**

Boston University School of Theology | Enhancing Centers and Programs
• In what ways does a Center or Program contribute to the University?
• In what ways does it play a role in “One BU” (for example, by facilitating interdisciplinary research)?
• In what ways does it involve faculty or students from other units in the University?

Regarding “the Church” (especially the United Methodist Church, perhaps):

• In what ways does a Center or Program contribute to “the Church”?
• In what ways does it involve leadership in one or another denomination or faith group?
• In what ways does it address contemporary questions and problems facing the Church?

Regarding “the larger community”:

• In what ways does a Center or Program contribute to “the larger community”?
• In what ways does it involve the participation of members of the general public?
• In what ways does it address contemporary questions and problems in the world (e.g., violence, poverty, racism, interfaith relations, social justice)?

Considerations Related to Enhancing Viability and Success

Regarding Administration: In what concrete ways could STH Administration enhance the well-being and promote the mission of a Center or Program?

• What does STH administration currently do that it should continue doing?
• What does the STH administration currently do that it could amplify or intensify?
• What does the STH administration currently do that it could diminish or stop?
• What could the STH administration do that has not been done?

Regarding Faculty: In what concrete ways could STH faculty play a role that would enhance the well-being and promote the mission of a Center or Program?

• What does the STH faculty currently do that it should continue doing?
• What does the STH faculty currently do that it could amplify or intensify?
• What does the STH faculty currently do that it could diminish or stop?
• What could the STH faculty do that has not been done?

Regarding Students: In what concrete ways could STH students play a role that would enhance the well-being and promote the mission of a Center or Program?

• What do STH students currently do that it should continue doing?
• What do STH students currently do that they could amplify or intensify?
• What do STH students currently do that they could diminish or stop?
• What could STH students do that has not been done?
Appendix A

Funding Request Form

Boston University School of Theology
Centers, Programs, and Lectures Committee

Request for Funding Support

Date request submitted: ________________  Total amount of request: ________________

Faculty contact person for this funding request: ________________________________

Tentative dates of the project for which funding is requested: ________________________

Is this project related to a Center or Program within STH?   YES  NO

If YES please specify: ___________________________________________________________

Is this project suitable for offering CEUs (Continuing Education Units) to participants?  YES  NO

If YES please explain: __________________________________________________________

List any other STH faculty involved in the project (explain their roles in the project description):

__________________________________________________________________________

__________________________________________________________________________

In addition to this form, please include the following items with your funding request.

Budget: Attach a budget showing (i) total amount requested, (ii) itemized expenses (estimate where necessary) for this request, (iii) the total amount of funding for the entire event or project, and (iv) funding sources other than the STH Centers, Programs, and Lectures Committee, including amounts requested from each funding source and how much of each amount has already been secured.

Project Description: Attach a 1-2 page description of the project for which funds are being requested. Describe the roles of STH faculty in the project, explain the role of any invited experts, and attach current vita of any experts for whom you are seeking honoraria or who are relevant to evaluating the purpose and academic quality of the event for which funds are being requested. Because the committee considers the following criteria when evaluating funding requests, you may want to address them in relation to the proposed event: (i) integration with STH mission and curriculum, (ii) promotion of academic excellence, (iii) depth and breadth of impact, (iv) support of life-long learning opportunities, and (v) contribution to diversity (theologically, racially, culturally, religiously, etc.).

Submission Instructions: please submit all parts of your funding requests in a single email to Danielle Stecher (dstecher@bu.edu). Paper submissions will not be accepted. Incomplete submissions will not be considered.
Funding Request Evaluation Form

Boston University School of Theology
Centers, Programs, and Lectures Committee

Funding Request Evaluation Form
(for use by CPLC members)

Identify the funding request (date, amount, faculty contact): ________________________________

Recommendation:  APPROVE  REJECT  RESUBMIT WITH REVISIONS

Evaluator: ____________________________

Signature: ____________________________

Date: ________________________________

Criteria for Evaluation  Low  2  3  4  5

<table>
<thead>
<tr>
<th>Criteria for Evaluation</th>
<th>Low</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration with STH mission and curriculum</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotion of academic excellence</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth and breadth of impact</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support of life-long learning opportunities</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribution to diversity (theological, racial, cultural, religious, etc.)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total score:

Additional Comments: