


Best Practices of Strong and Effective Governing Boards

29 October, 2009

Seminario Nazareno de las Americas

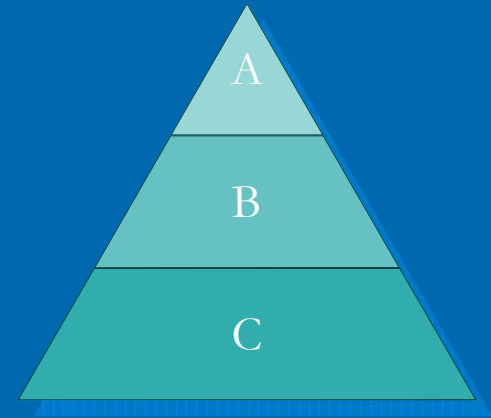
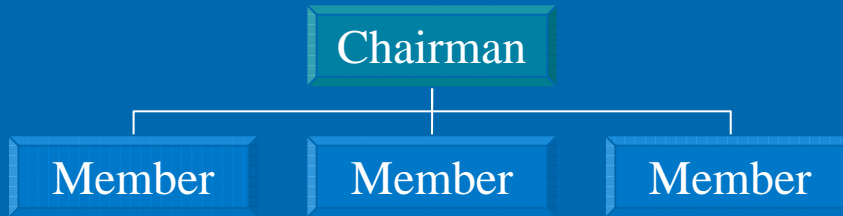
Board of Trustees

“For whom is the
Seminario Nazareno de las Americas
Board of Trustees
the Trustee?”

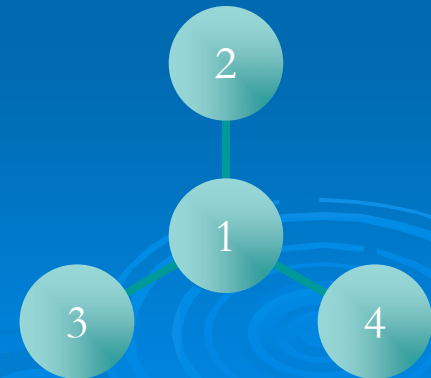
The background features several sets of concentric circles in a lighter shade of blue, resembling ripples in water, positioned in the lower right and bottom center areas of the slide.

“What *do* Board members do?”





1. Board members understand the role, purpose, and function of the Board (including committee structure).



PRINCIPLE:

FOCUS ON POLICY FORMULATION;

NOT POLICY IMPLEMENTATION.

1a. Board members, exercise their fiduciary responsibility for the *financial health* and *academic integrity* of the college and the *spiritual well being* of the students who study and the employees who work at **SENDAS** (in consultation with the Board of General Superintendents, as appropriate).

1b. Board members think and work in the three **modes** of governance:

Fiduciary: Stewardship of tangible assets. Overall assets. Overall policy. Deploy resources wisely. Ensure legal and financial integrity. Monitor results. Due diligence.

Fiduciary:

Strategic: Partner with the president and his senior staff. Design and modify strategic plans. Proactive and intentional in strategic planning. *Ensures* that a strategic plan is in place.

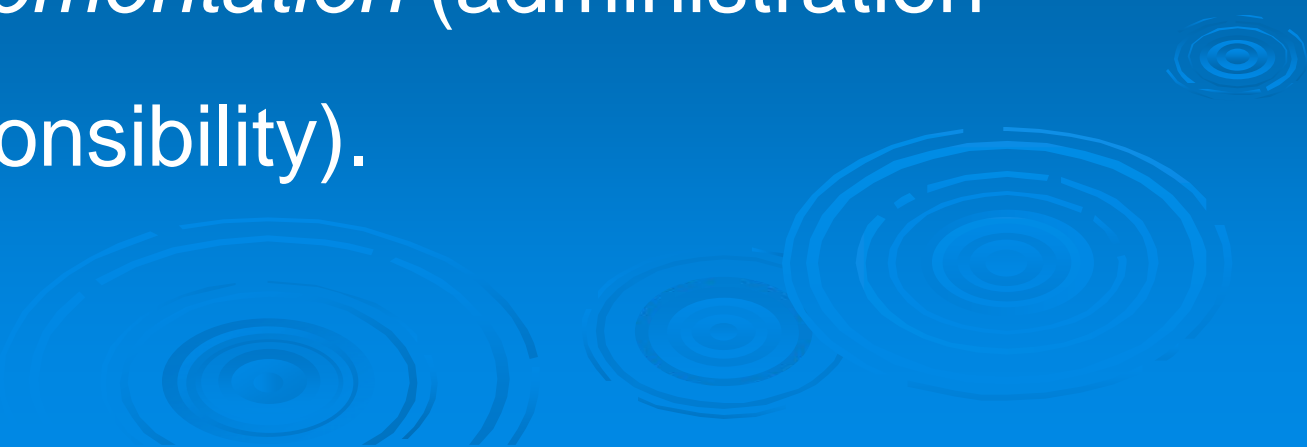
Fiduciary:

Strategic:

Representative: Challenges rooted in values, traditions and beliefs. Problems are framed taking into account the heritage of the Seminary.

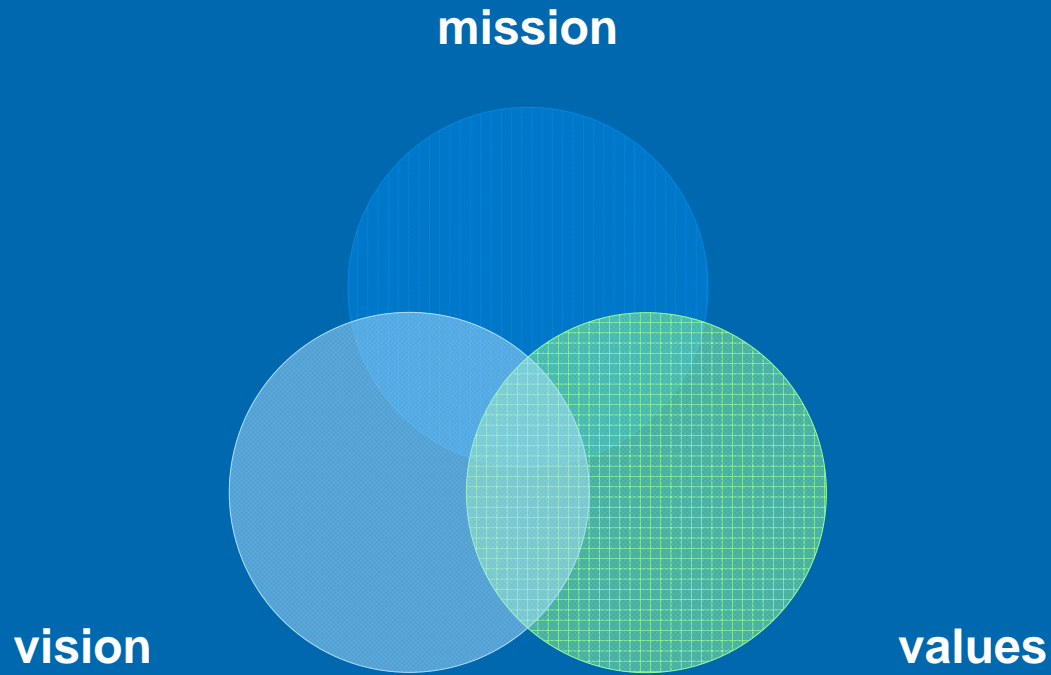
“How is the SENDAS ethos communicated through academic programs?” “Does our decisions violate the values of the Seminary?”

1c. Board members understand and embrace the difference between *policy formulation* (Board responsibility) and *policy implementation* (administration responsibility).



“NOSE IN; FINGERS OUT”

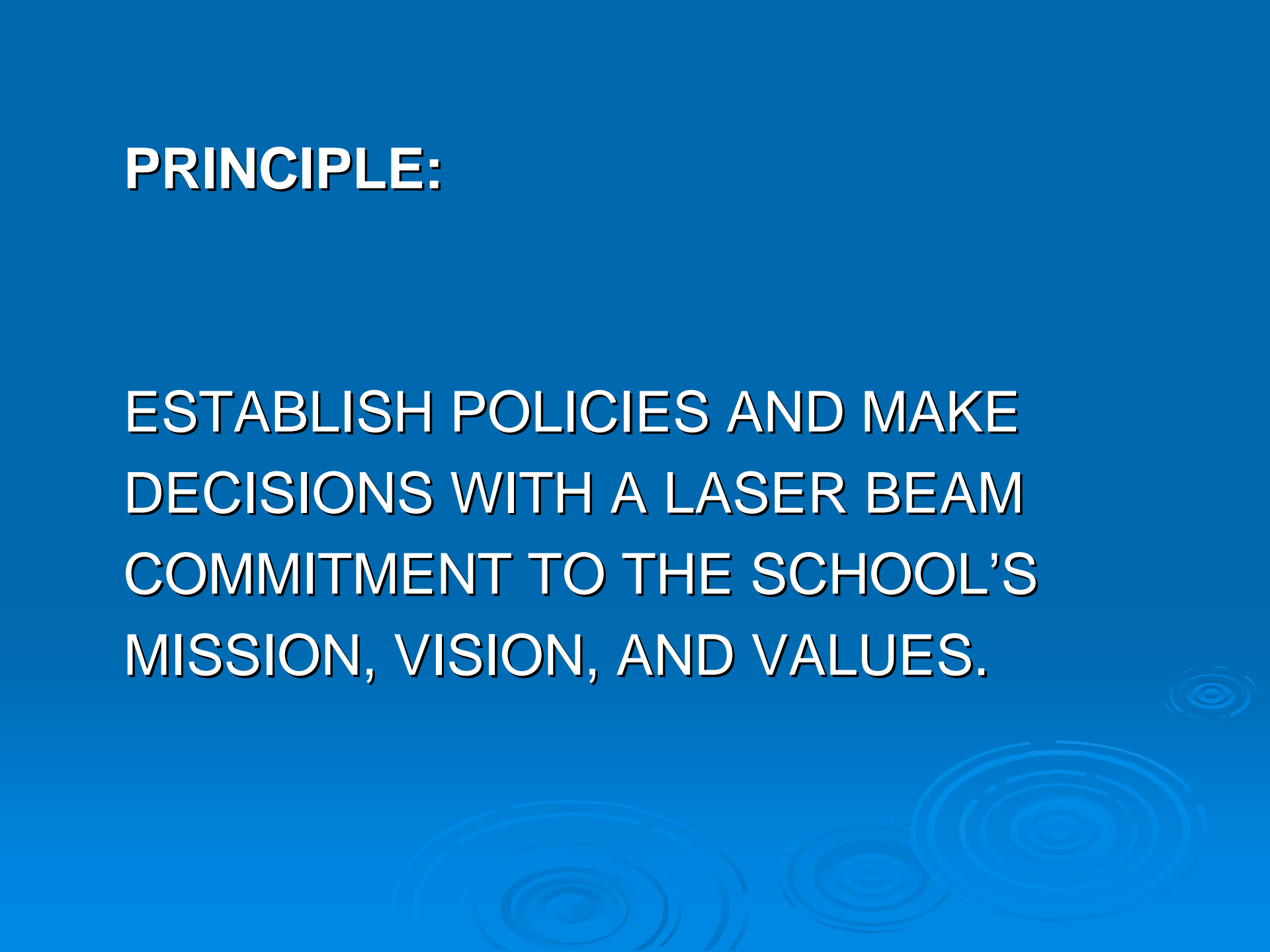




2. Board members know and communicate the school's mission, vision, and values.

PRINCIPLE:

ESTABLISH POLICIES AND MAKE DECISIONS WITH A LASER BEAM COMMITMENT TO THE SCHOOL'S MISSION, VISION, AND VALUES.



**Continually plan for the future
and focus on results in light of the
vision, mission, and values of the
Seminary.**

**One of the most important
responsibilities: connect vision,
mission, and values to results.**

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3. Board members ask the right questions...

- Who are we?
- Where are we?
- Where are we going?
- How will we get there?
- Why is it important to get there?
- How will we know when we get there?

PRINCIPLE:

FOCUS ON VALUE DEFINING,
FORWARD LOOKING AND
FACILITATING QUESTIONS;

ADDRESS THE LEGAL, PLANNING,
AND RESTORATIVE CONCERNS.

Questions asked by

National Education Boards and

Regional accrediting agencies:



“Does your school have a mission statement that is known, owned, and repeated?”

What is the filter through which every policy and decision is screened? Is there overwhelming evidence of the connection between mission, policies and programs?

**“Have you marshaled
the resources to fulfill
the mission?”**

Do we have an balanced operating budget that is mission driven? Are human and financial resources focused like a laser beam on mission critical personnel and programs?

**“Are you accomplishing
your mission?”**

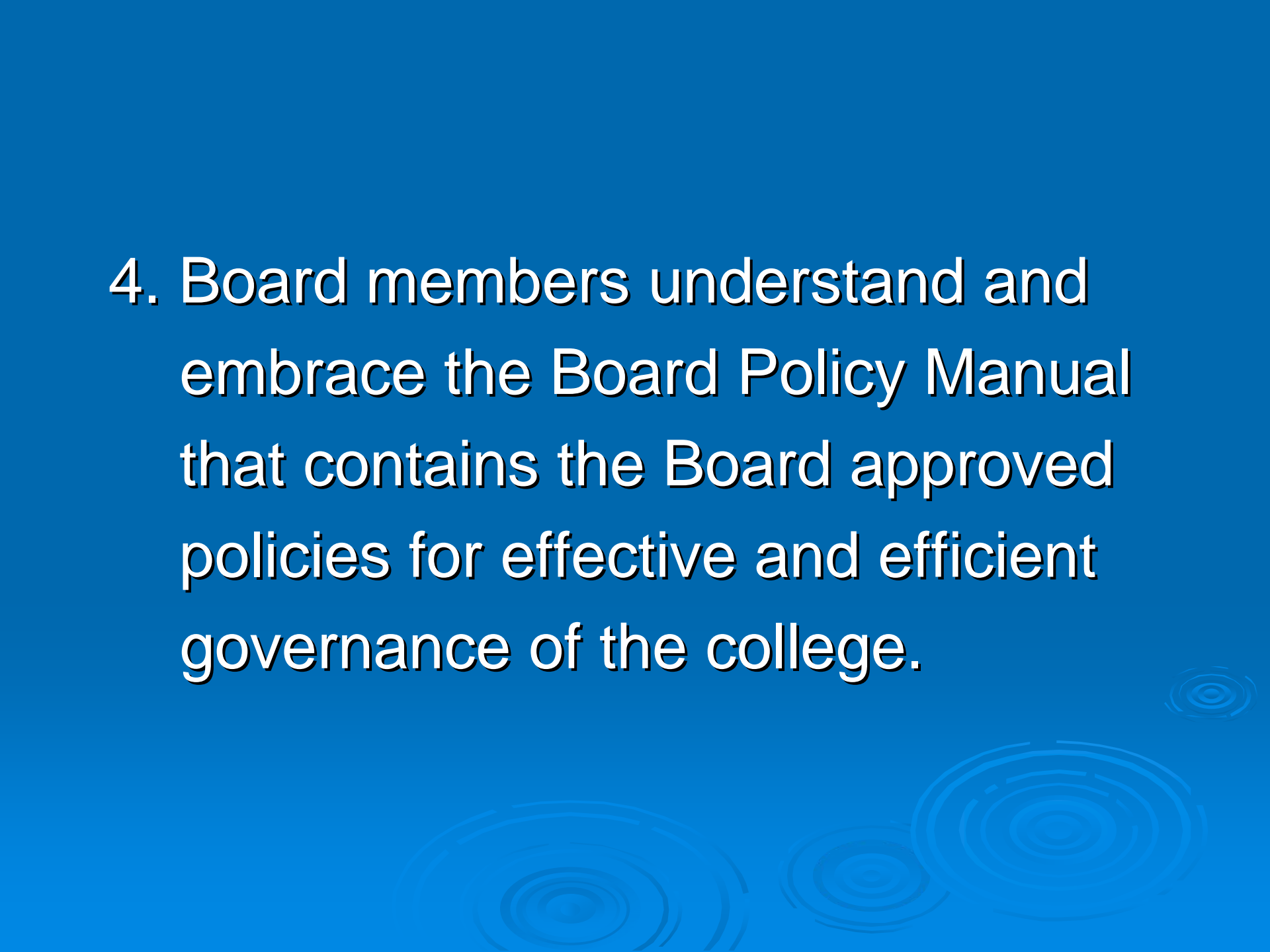
What is our product?

**What is the quality of students
we produce?**

**“Are you going to marshal
the resources to continue
fulfilling your mission?”**

**Do we have a plan to sustain and
develop the financial resources needed
by the school to fulfill its mission?**

4. Board members understand and embrace the Board Policy Manual that contains the Board approved policies for effective and efficient governance of the college.



PRINCIPLE:

BOARD POLICIES AND PROCEDURES ARE MAINTAINED IN AN UP TO DATE MANUAL THAT IS PROVIDED TO EVERY BOARD MEMBER.

TEMPLATE
MOUNT VERNON NAZARENE UNIVERSITY
2007
Board Policy Manual

“A forward looking, value-defining and facilitating Board”

Introduction

This Board Standing Policies Manual contains all the standing, or on-going, policies adopted by the Board of Trustees.

Reasons for Adoption. The reasons for adopting this evolving manual include:

1. Efficiency of having ALL on-going board policies in one place.
2. Ability to quickly orient new board members to current policies.
3. Elimination of redundant, or conflicting, policies over time.
4. Ease of reviewing current policy when considering new issues.
5. Clear, pro-active policies to guide the APNTS president.
6. Models an approach to governance that sister institutions may use

I. Ends toward which we are working—Mission, Vision, Values

This section defines why we exist, for whom we exist, what we intend to contribute to those for whom we exist, and the priorities we assign to the benefits we provide to them.

II. Board Governance Process

This section defines how the Board will go about doing its work of governing the organization.

III. Board/President Linkage

This section defines how the Board will delegate authority and responsibility to the president.

IV. Executive Parameters


This section defines the parameters/limitations within which the president will work in accomplishing the task assigned to him/her.

5. Board members relate to the school President and the constituency with one voice.



PRINCIPLE:

**VIGOROUSLY DISCUSS POLICY
OPTIONS AND MAKE DECISIONS
WITHIN THE BOARD MEETINGS,
AND COMMUNICATE BOARD ACTION
OUTSIDE THE BOARD MEETINGS
WITH UNIFIED SUPPORT.**

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Develop a synergistic board and
Seminary director partnership.

A good school leader, board chair
relationship is like a good marriage: It is
based on mutual respect, trust,
commitment, and effective communication.

Additional Board questions:

What should we be worrying about as a school?

What are we hearing that the school administration needs to hear?

What are we thinking or dreaming about the school?

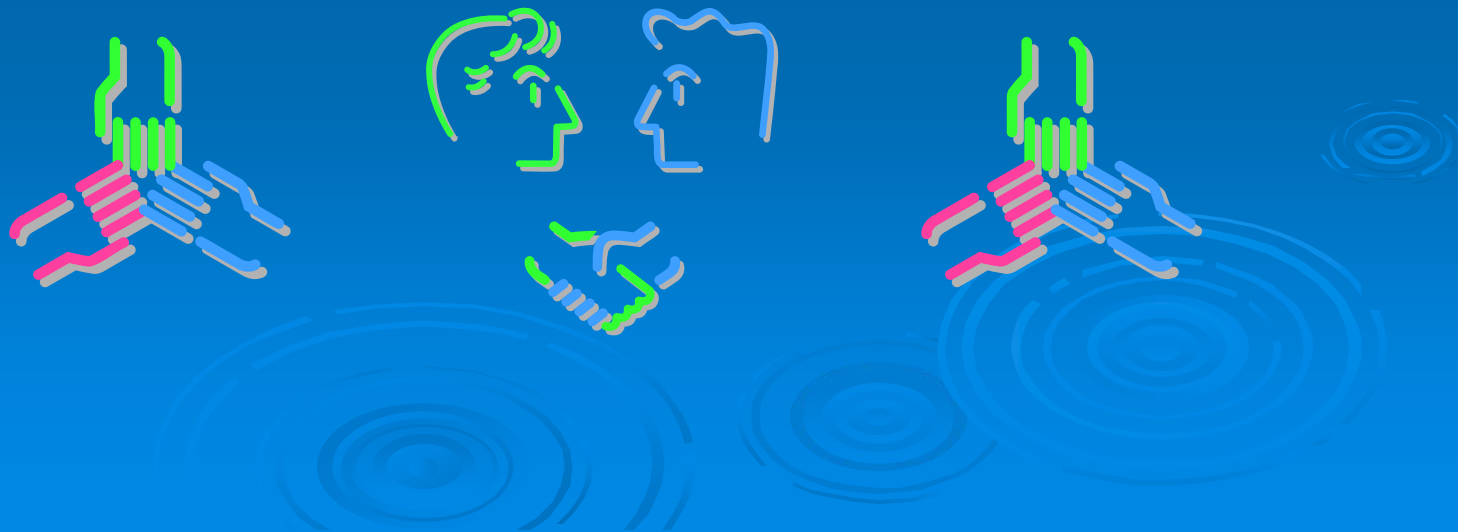
What are our concerns about school?

What ideas would we like the school administrators to consider?

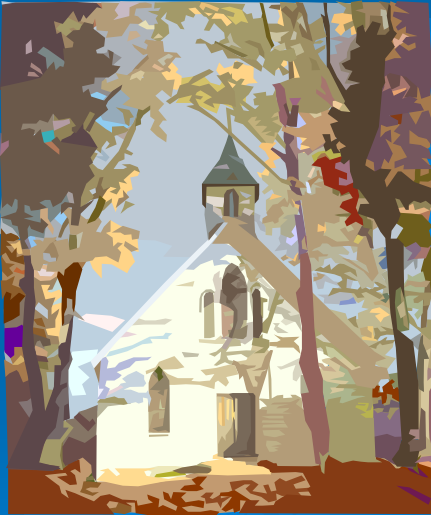
Board and school leadership need to work together to plan, set agendas and policies.

The Seminary leader needs to be involved in any board development process, and the board chair must be kept abreast of major developments in the Seminary's areas of responsibility.

Board members communicate with each other Christianly (Eph. 4:2), compassionately, respectfully, directly, and supportively.



6. Board members
listen to the constituency,

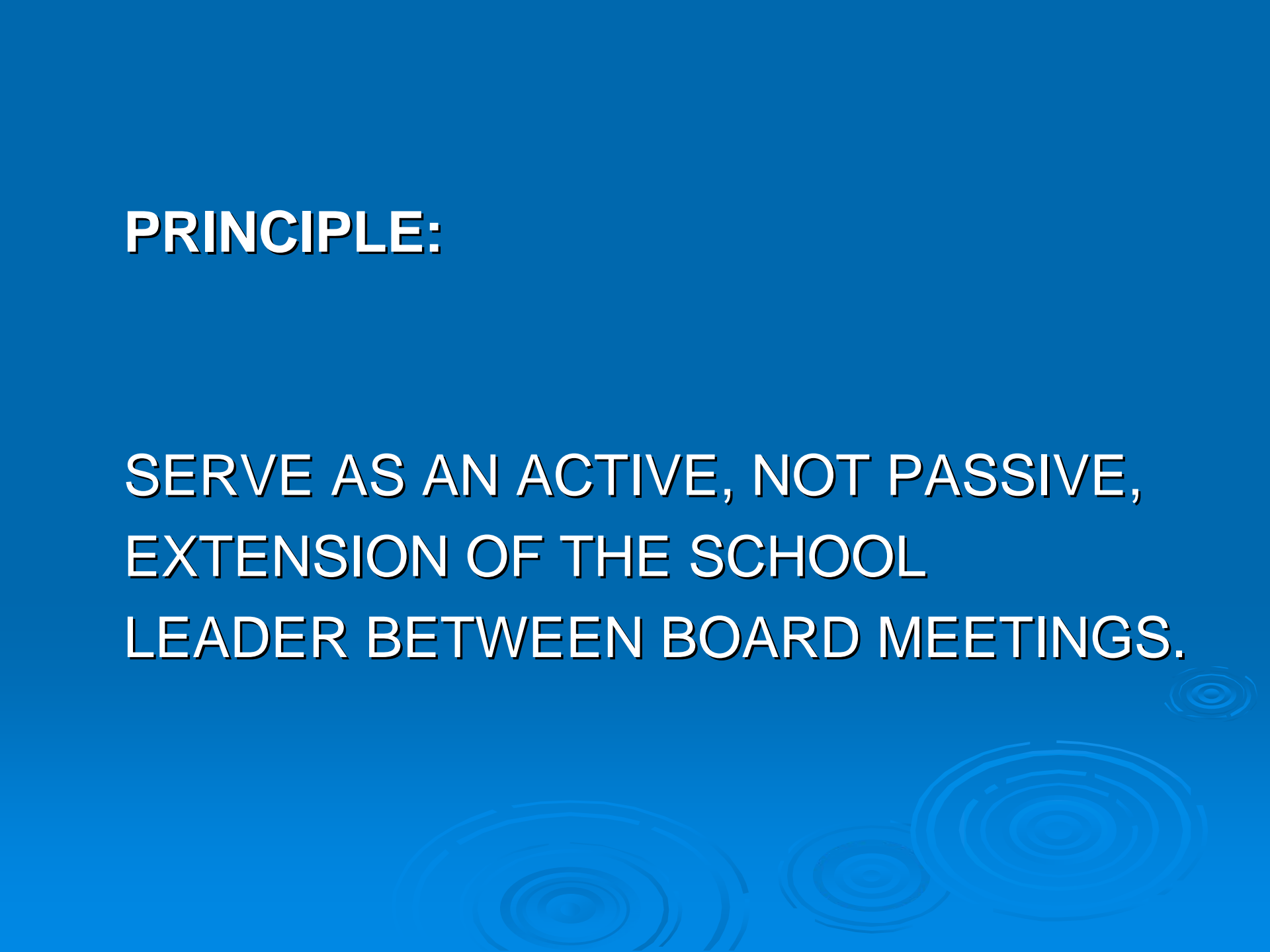


appreciate the heritage of
the school, and


model faith development
and spiritual formation.

PRINCIPLE:

**SERVE AS AN ACTIVE, NOT PASSIVE,
EXTENSION OF THE SCHOOL
LEADER BETWEEN BOARD MEETINGS.**



7. Board members
are outstanding
examples of
giving regularly and
sacrificially to
the school.



PRINCIPLE:

FINANCIAL DONORS LOOK FIRST TO BOARD MEMBERS FOR EVIDENCE OF THEIR CONSISTENT GIVING TO THE SEMINARY-INDIVIDUALLY AND COLLECTIVELY.

8. Board members develop new leaders throughout the denomination for increased responsibilities and commitment to the school.



PRINCIPLE:

REPRODUCE YOURSELF AS A
PASSIONATE ADVOCATE FOR THE
SEMINARY.



Use committees as a way to provide opportunities for emerging leaders to take on more responsibility.

Board leaders should intentionally mentor the next generation of leadership.

Nurture future leadership.

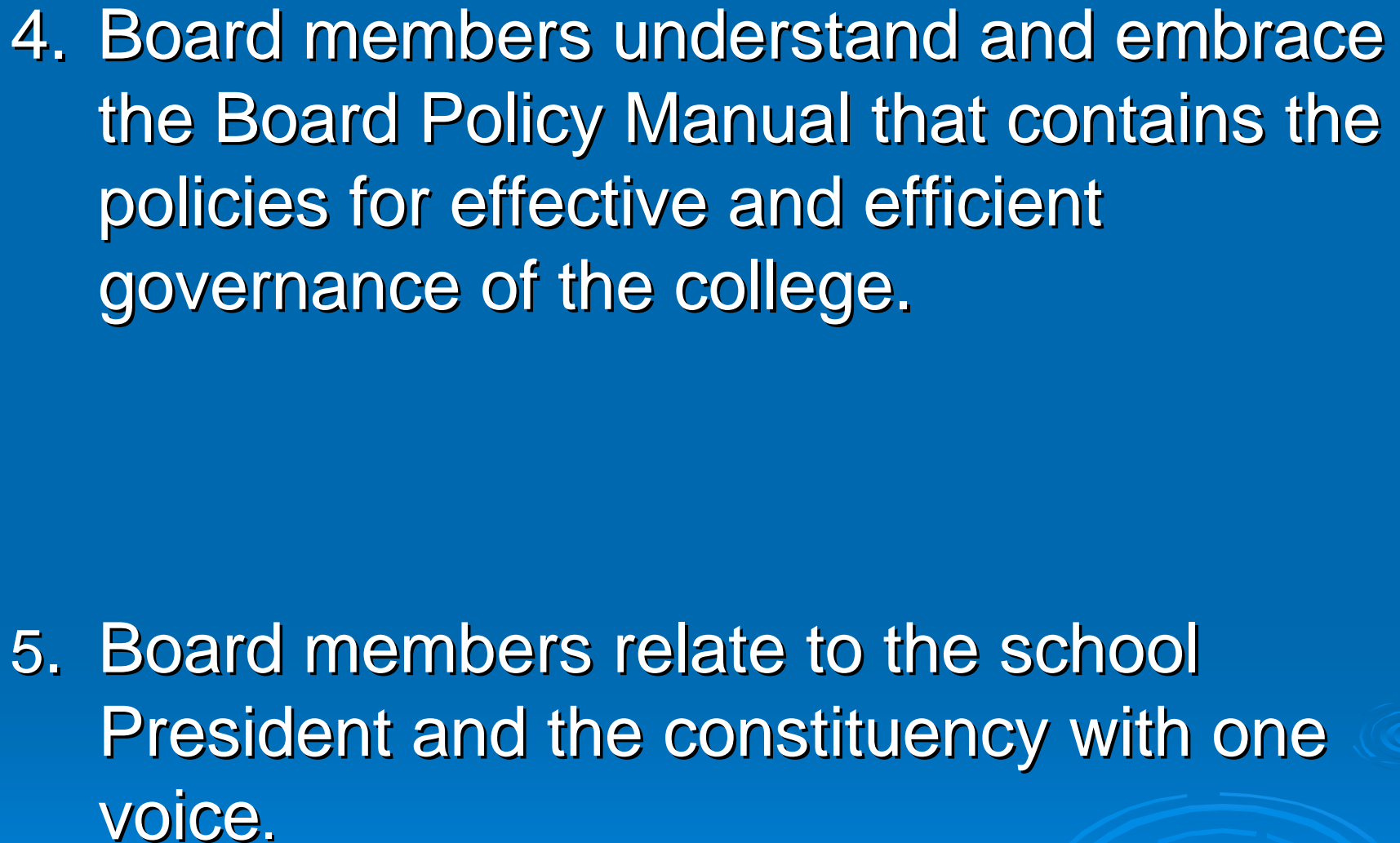
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Summary of characteristics...

1. Board members understand and embrace the role, purpose, and function of the Board (including structure).


- 1a. Board members exercise their fiduciary responsibility for the financial health, academic integrity and spiritual well-being of the institution, in conjunction with the World Mission Director and the Regional Director, as appropriate.
- 1b. Board members think and work in the three **modes** of governance.

- 1c. Board members understand and embrace the difference between policy formulation (Board responsibility) and policy implementation (administration responsibility).
2. Board members articulate the mission, vision and values of the school.
3. Board members ask the right questions.

4. Board members understand and embrace the Board Policy Manual that contains the policies for effective and efficient governance of the college.
 5. Board members relate to the school President and the constituency with one voice.
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- 5a. Board members relate to the school president Christianly (Ephesians 4:2), compassionately, respectfully, directly and supportively.
6. Board members listen to the constituency and friends, appreciate the heritage of the school, and model faith development and spiritual formation.

7. Board members are lead examples of giving regularly and sacrificially to the school.

 8. Board members development new leaders throughout the denomination for increased responsibilities and commitment to the school.
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