

California Graduate School of Theology



BOARD OF TRUSTEES HANDBOOK 2017-2018

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1. INTRODUCTION

1.1 Mission Statement

California Graduate School of Theology (hereafter referred to as Cal Grad) exists to bring glory to God through excellence in theological education centered on Christ, faithful to the Scriptures, and rooted in the historical-theological tradition, with the aim of equipping Christian Reformed leaders who serve the church and advance the kingdom of God throughout the world.

1.2 Board of Trustees Purpose and Objective Statement

The Board of Trustees, entrusted with the spiritual, academic and financial health of Cal Grad, will be accountable for the institution's understanding of the mission and monitoring how well the mission goals are being attained.

Institutional Objectives

1. Students will be prepared with a foundation for lifetime learning
2. Students will develop an understanding of a wide variety of academic disciplines, an ability to find and evaluate information related to various disciplines, and the ability to continue their education beyond their current degree program.
3. Students will be equipped with professional competence
4. Students will be confirmed in an understanding of the niche in which they fit for careers and other service
5. Students will become knowledgeable of God's inerrant Word, as well as basic presentation skills
6. Students will develop a deepened passion for spiritual growth by an increasing commitment to spiritual disciplines.
7. Students will develop the ability to articulate the Gospel, articulate principles of spiritual growth, and to explain why these are important to them personally.

1.3 Philosophy of Education

The Religious Character of Education

The Word of God indicates very explicitly that the education must be fundamentally religious.

In religion, there is no place for neutrality. Education is by logical necessity either Christian or non-Christian. Also, because there is no such human being as an irreligious person, since all persons fall into either the true-religion or false-religion category, we can now go on to assert that there is no such thing as an uneducated person. All men are educated, not only to greater or lesser degrees, but most significantly along either true or false lines.

Consequently, it becomes of great importance that we distinguish between Christian and non-Christian, between true and false (pseudo- or mis-) education rather than between the educated and the uneducated.

The Christian accepts Christ's claim that He is the Truth. All those understandings and all those relationships, finally, must be focused on Him if they are to be true. Any process, any growth, and any development which takes place apart from the Truth is false. Any education which is not Christian is ultimately not education. It is pseudo- or mis-education. All education, then, is religious, but not all religion is Christianity.

Theology must be central to the educational ministry of the church if the ministry is to be true: Bibliology, the doctrine of God, Christology, Pneumatology, Anthropology, Soteriology, Ecclesiology and Eschatology.

The Unity of Education

The soul is a unit and education is a unitary process, aiming at the development of man's essential nature into a harmonious life, full and rich and beautiful.

It is utter folly to think that you can inform the intellect without giving direction to the will, that you store the head with knowledge without affecting the emotions, the inclinations, the desires, and the aspirations of the heart. The training of the head and of the heart go together, and in both the fundamental fact that the student is the image-bearer of God must be a determining factor.

Curriculum in theological education should be comprehensive in dealing with the whole counsel of God.

Education is Covenantal

Life is covenantal from the very beginning. God made a covenant with Adam. But man

became a covenant breaker. We are all covenant breakers in that we "fall short of the glory of God."

But in Christ God has established a new covenant. In distinction from the first covenant, a covenant of works, it is a covenant of grace. In Christ God is reconstructing the human race. A new racial continuity is established; that of the redeemed. The redeemed, they who accept Jesus Christ as Savior and Lord, are one in Him, who is the Head of the new covenant. To the redeemed and their children is the promise, "I will establish my covenant between me and thee and thy seed after thee throughout their generations for an everlasting covenant, to be a God unto thee and thy seed after thee." Likewise, "For to you is the promise, and to your children, and to all that are afar off, even as many as the Lord our God shall call unto him." In all covenants, however, there are contained two parts. In this case the promise of God and the obligation that promise brings with it constitute these parts. The obligation is the life of the new obedience, namely, that we cleave to this one God, Father, Son, and Holy Spirit; that we trust in him, and love him with all our heart, with all our soul, with all our mind, and with all our strength; that we forsake the world, crucify our old nature, and walk in a godly life.

Christ is the Master Teacher.

God is the first and great Educator. God's revelation is the content of our teaching (truth, salvation and the will of God.) Jesus was the quintessential Teacher. Jesus was both rabbinic and nonrabbinic. He brought a new paradigm to the rabbinic tradition. Jesus taught using new and distinctive instructional content and methodology in a multicultural setting. He provides the teaching template, the paragon of pedagogy. He was the ultimate authority and the prototype for teaching though He never discussed the subject.

Education is an essential part of Christ's Great Commission to disciple the nations. Pauline epistles are in agreement with the teaching in the gospels. Pastoring is never separated from teaching. Pastor and teacher (Eph. 4:11) is one and the same office.

1.4 Ethical and Moral Values Statement

As a Christian higher education institution, character is very important at CAL GRAD. As the Lord Jesus taught, character is more than a list of rules. Character is achieved when the reason for rules is written on our hearts. Therefore, our aspiration is that all who study or work at CAL GRAD will be so motivated to be people of character that a list of rules would be unnecessary. However, we do list a few essential rules:

- Whether we are students or employees, we will treat each other with respect, striving for harmonious relationships
- Whether we are students or employees, we will do our work with integrity (e.g., plagiarism will be avoided, school property will not be misused or used for personal benefit)
- Whether we are students or employees, laws will be obeyed.
- Faculty, staff of Cal Grad are committed to providing quality service and teaching to students and community in a responsive and caring manner
- We all embrace difference, treating others the way they want to be treated

1.5 Statement of Faith (Christian Biblical Foundations Statement)

Cal Grad adheres to the ancient statements of faith (the Apostles' Creed, the Nicene Creed, and the Creed of Chalcedon) and affirms the historic Christian faith as expressed in the five solas of the Reformation and the consensus of the historic Reformed confessions (Westminster Standards and Three Forms of Unity).

The Bible:

The Bible, in its entirety, is the infallible, inerrant, and inspired Word of God; it is divine revelation that carries the full weight of God's authority and to which we are obliged to submit.

The Trinity:

Within the Godhead there is a unity of three distinct yet fully divine persons, the Father, the Son, and the Holy Spirit; these three are one true, eternal God, the same in substance, equal in power and glory.

God:

God is a Spirit, infinite, eternal, and unchangeable in His being, wisdom, power, holiness, justice, goodness, and truth. God is fully omniscient, omnipotent, and omnipresent, not given to learning or "openness."

Jesus Christ:

Jesus Christ is truly God and truly man, having two natures inseparably united in one divine person without confusion, mixture, separation, or division. Each nature retains its own attributes. In the incarnation, Jesus was born of the Virgin Mary, lived a perfect life among us, was crucified, dead, and buried, rose on the third day, ascended to heaven, and will come again in glory and judgment. He is the only Mediator between God and man.

The Holy Spirit:

The Holy Spirit is of one substance with the Father and the Son. He eternally proceeds from the Father and the Son, and He dwells in the hearts of believers, effecting their regeneration monergistically and operating in their sanctification synergistically.

Creation:

God, by the word of His power, created from nothing the heavens and the earth and all that is in them. He further preserves and governs all His creatures and all their actions according to His most holy, wise, and powerful providence.

Man:

After God made the other creatures, He created man, both male and female, in His own image, but because Adam sinned and woefully fell in his responsibility, he and his posterity entered into a state of moral corruption and moral inability and became estranged from their Creator, thus deserving death as the punishment for sin.

Atonement:

Because all have sinned, atonement must be made in order for man to be reconciled to God. Jesus Christ made a complete atonement for His people through His substitutionary atoning death on the cross. He imputes His righteousness to all believers securing us full redemption for all who repent of their sin and trust in Him alone for salvation.

The Law:

The moral law perfectly reflects the unchangeable character of God and forever binds all people, believers as well as unbelievers.

The Church:

Christ has established a visible church, which is called to live in the power of the Holy Spirit under the regulation of the authority of Holy Scripture, preaching the gospel of Christ, administering the sacraments, and exercising discipline.

Christianity and Culture:

Cal Grad supports the work of Christian organizations and institutions that confess the final authority of Scripture and lordship of Jesus Christ, and are committed to the implementation of the social and cultural implications of God's commandments for the well-being of man and his environment. Cal Grad especially supports those organizations that condemn the murder of defenseless human beings at the earliest stages of their development and that reject unbiblical definitions of gender, sexuality, and marriage.

Satan:

Satan is the evil accuser who slanders God to man and man to God. He is the tempter of men who continually solicits men to sin. He is to be resisted by submitting to God. Satan's final destiny is that of a conquered enemy who now abides under a perpetual curse, whereby he is finally to be cast alive into the lake of fire. There he is to be tormented forever, along with all who refuse repentance and faith in Jesus Christ.

The Last Things:

The bodies of men, after death, return to dust, and see corruption: but their souls, which neither die or sleep, having an immortal subsistence, immediately return to God who gave them; the souls of the righteous, being then made perfect in holiness, are received into the highest heavens, where they behold the face of God, in light and glory, waiting for the full redemption of their bodies. And the souls of the wicked are cast into hell, where they remain in torments and utter darkness, reserved to the judgment of the great day. Beside these two place, for souls separated from their bodies, the Scripture acknowledges none.

1.6 Shared Governance

The Cal Grad's Board of Trustees performs its role within the principles of shared governance – specifically how authority is differentiated among the Board, the President and his administration, and the faculty. The Board delegates some responsibilities to the President/administration and some to the faculty. In addition to their own assigned roles, the administration and the faculty have significant advisory roles for the Board of Trustees and the relevant committees. All of these roles must operate at full strength to assure that Cal Grad can fulfill its mission.

1.7 The Role of the Board of Trustees

The role of the Board of Trustees consists of three interrelated elements: strategic planning, key appointment, and financial management. These three elements of governance are essential to fulfilling the Cal Grad's mission.

Strategic planning

The Board reviews and approves the institution's strategic plan, which include

long-range objectives and near-term practical steps for its various units that fit within the framework of the overall mission and goals of the institution.

Key appointment

The Board appoints and regularly evaluates the President of the institution; the President consults with the Board on the appointment and dismissal of officers of the institution.

Financial management

The Board exercises governance by retaining control of the capital assets of the institution; it is the only authority that can make fundamental changes in the institution's assets. The Board maintains a strong commitment to the acquisition of financial and physical resources for the institution and establishes policies to foster fundraising and investment programs for the benefit of the institution.

1.8 The Composition of the Board of Trustees

The Board of Trustees consists of five members including the President/CEO. All Board members, except the President serve, are elected at a regular meeting of the full Board and served for a period of two years. In selecting members, attempts are to be made to have an appropriate balance of professional skills (e.g., skills in finance, law, fundraising, education, administration, ministry).

1.9 Qualifications

- Board members are selected who personify the mission, faith and values of the school. They are expected to maintain a vibrant personal relationship with Jesus Christ. To continue in service as a Trustee, each Board member will annually affirm their personal belief in the College's statement of faith.
- A board member may not be selected who would have the appearance of personal interest in decisions to be made. He or she cannot be a vendor that the school hires, an employee, or an immediate relative of any administrator or other board

member.

- Potential members must have demonstrated their commitment to the school by being a donor or record (i.e., having given at least one donation to the school, but hopefully a history of giving).

1.10 Selection

Nominations for board membership may be submitted to the board chair. When an opening occurs, potential candidates will be presented to the entire board for a vote. To be approved, nominees must be elected to the board by majority vote. In selecting members, it is important to have an appropriate balance of professional skills (e.g., skills in finance, law, fundraising, education, administration, ministry).

2. RESPONSIBILITIES OF BOARD MEMBERS

2.1 Serving as a Board Member

Each Board member is expected to

- Commit to the institution's mission and affirm its doctrinal statement.
- Remember in prayer the ministry and personnel of the institution.
- Regularly attend Board meetings and work on committees.
- Engage in strategic planning and maintain forward thinking about the long-term performance of the institution.
- Regularly review and approve the institutional mission, objectives, and Christian philosophy of education.
- Contribute to annual fund and other development efforts according to means.
- Assist in fund-raising by making introductions and accompanying the President or Board chair on solicitation visits.
- Perform self-evaluation on a continuing basis and provide feedback to Board chair and others in regard to Board performance.
- Participate in the life of the institution community both on and off campus.
- Serve as a conduit between the institution and the larger community, sharing information about the institution with individuals, churches, and organizations.

2.2 Board Meetings

At present, the Cal Grad's Board of Trustees meets twice a year, usually in February and August. Special meetings may be called by the Board chair, the President, or a majority of Board members.

The order of business for all meetings of the Board shall be:

- Roll call of Board members
- Approval of minutes of previous meeting
- Reports and recommendations of committees

- Reports and recommendations of the President
- Unfinished business
- New business
- Adjournment

2.3 Working on Committee Tasks

As *chair*, a committee member will liaison with the appropriate staff or faculty person assigned to the committee. Regular exchanges should occur for the chair to stay current. The chair is also responsible for creating the committee meeting agendas in cooperation with the assigned liaison. Chairs will communicate with and assign tasks to committee members. Chairs will present reports to the Board and actions requested of the Board at each meeting. Chairs also serve on the executive committee and are responsible for participating in those meetings when called upon.

As members of a committee, Board members will inform themselves of the workings of their committee and stay current with trends and needs of the area in which they are serving. Committee members will become familiar with faculty and staff who function in their area and will seek out resources for optimal decision-making. Members will participate in each committee meeting and perform assigned tasks between meetings.

2.4 Communication within Cal Grad Community

Board meetings are open to observation by faculty, staff, and students except during executive sessions. Administrators are given voice but not vote. Other Cal Grad community members may be present but do not participate in discussions unless asked by Board members.

Sensitive discussion may call for an executive session in which only Board members participate. Other Cal Grad community members will vacate the meeting. A Board member may call for an executive session for any discussion, in consultation with the Board chair.

Board members are encouraged to engage in the Cal Grad community while on campus and participate fully with faculty, staff, and students. Time with community members is well spent listening to others' experiences and learning about life at Cal Grad. Such time informs decision-making when action is needed. Assuring community members that you hear their needs and concerns is integral to the work of a Board member.

2.5 Conflict of Interest

Cal Grad is committed to avoiding any actual or potential conflicts between the interests of the institution and any personal interest a Board member or officer may have. Generally, conflicts arise when: (a) a Board member or officer has an existing or potential financial or other interest which impairs, or might appear to impair, his or her independence or objectivity in serving the institution; or (b) the Board member or officer might derive, or appear to derive, a financial or other material benefit from confidential information learned in the course of his or her employment or Board service.

The Board provides the following guidelines to its members with regard to the appropriate disclosure and management of any potential conflict of interest.

- A Board member will not take any action regarding the hiring, promotion or other employment action involving a member of the Board member's family.
- A Board member will promptly disclose any financial interest which the Board member or a member of the Board member's immediate family, may have in any business or enterprise which conducts business with California Graduate School of Theology.
- A Board member will promptly disclose facts or situations which the Board member recognizes may create a potential conflict of interest.
- A Board member having a duty to disclose any potential conflict of interest will make such disclosure to the chair of the Board of Trustees, or in the event the chair has a potential conflict of interest, disclosure will be made to the secretary of the Board of Trustees. The chair or the secretary, as appropriate, shall bring the potential conflict of interest to the Board for consideration.
- The Board may request and consider any information it determines is necessary and relevant to evaluate the potential conflict of interest, including requesting the Board member who has disclosed the potential conflict of interest meet with the Board. The committee may take such action as it deems appropriate to resolve any

potential conflict of interest, including but not limited to requiring no action, requiring a Board member to recuse himself or herself, prohibiting a transaction or relationship, or otherwise managing the conflict. The deliberations of the Board with regard to any potential conflict of interest shall be kept confidential to the fullest extent permitted by law.

3. BOARD OFFICERS AND COMMITTEES

3.1 Officers of the Board

The elected officers of the Cal Grad's Board of Trustees are: a chair, a secretary, and a treasurer. The President of the institution shall serve as the chief executive officer of the corporation.

Chair

The chair shall call and preside at all regular and special meetings of the Board, shall be an ex-officio member of all committees of the Board, and shall perform such other duties and exercise such other powers as usually pertain to the office. In selecting a chair, the following should be considered:

- Leadership ability
- Philosophy and judgment
- Past performance as a Director
- Willingness to serve and commit the required time

The chair is the Board's leader in carrying out its policy role. Duties include:

- Provide policy leadership separate from the administration
- Serve as the liaison between the Board and the President
- Act as presiding officer of the Board
- Act as chair of the executive committee of the Board
- Appoint the chair and members of all standing committees
- Monitor and evaluate the work of each of the Board committees
- Represent the institution in public relations matters where its policy is concerned

Secretary

The secretary shall produce and keep and disseminate a true and accurate record

of all proceedings of the Board, perform such other duties as usually pertain to the office, and in the absence of the chairperson, shall perform all the duties and exercise all powers of that office.

Treasurer

The treasurer shall be responsible for the proper custody of all corporate funds, for making certain that proper books of account setting forth all corporate receipts, disbursements, and assets are kept, and for making certain that all corporate funds are deposited in such banks and other depositories as the Board shall designate. The treasurer shall also perform such other duties as may be directed by the Board.

President

The President shall be the chief executive officer of the corporation and shall have general management of the business of the corporation. The President in general shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time. The primary liaison with the President is through the chair of the Board. The principles governing the Board's relationship with the President include the following:

- The Board requires the President to develop appropriate policy directions for Board consideration to enable the Board to establish major policies.
- The Board looks to the President to carry out all of its policy directives.
- The Board requires the President to provide suitable reports to the Board so that it may judge the results of its policies and how effectively they have been carried out.

3.2 Committees of the Board

The Board may establish committees to help the Board to be effective and efficient. A Board member chairs a Board committee while a relevant institution administrator serves as secretary to the committee. The membership is composed of Board members and other individuals from within or without the institution as appointed by the Board.

The responsibility of Board committees is to expedite the work of the Board by

- Reviewing matters on the Board agenda in detail;
- Making certain that each agenda is clearly understood by the Trustees; and
- Making thoughtful recommendations to the Board.

The committees and their assignments are as follows.

Executive committee

The Board's executive committee has the authority to act for the Board on all matters prior to the next Board meeting, so long as the Board has not reserved to itself the sole authority to act on a given issue.

Planning committee

The Board's planning committee collaborates with the administration to determine strategic priorities and monitor strategic actions.

Academic committee

The Board's academic committee develops those policies pertaining to personnel, programs and degrees, and educational effectiveness assessment.

Finance committee

The role of the finance committee is primarily to provide financial oversight for the school. In cooperation with the administration, the finance committee engages in an annualized budgeting process; determines long-term financial goals including the financial implications of the long-term strategic plan; and presents financial reports to the full Board.

4. BOARD DEVELOPMENT AND ASSESSMENT

4.1 Board Education and Development

The CGSOT Board of Trustees recognizes that it brings a variety of gifts and abilities to its task, but that at the same time it continues to seek opportunities to learn more about its task and the mission of California Graduate School of Theology. The Board makes use of regular opportunities to explore what makes the mission of the institution successful as well as to be enriched by the faculty and staff of the institution. The Board is a group that is always changing its membership, and therefore is in need of ongoing education and development.

Board training begins with an orientation of new members that is provided by the president and board chair. The program is designed to assist new directors in understanding:

- Cal Grad history, mission, and objectives
- Shared governance and organization, directors' roles and responsibilities
- Accreditation, academic programs, budget, and enrollment trends.

4.2 Assessment Responsibilities

Annually all Board members conduct a self-assessment in order to reflect on their level of involvement and support in the work of the Board. The assessment instruments incorporate the following:

- Mission, planning, and policy: review of the institutional mission, an effective planning process, review and revision of policies.
- Board-President relations: a collaborative relationship with the President, clear expectations for the President, delegation of authority to the President, evaluation of the President's performance.
- Board leadership: the fiduciary role and financial stability, maintenance of facilities, integrity and conflict of interest, Board meeting procedures.

- Board development: new member orientation, Board members training activities, individual member evaluation.

Evaluation of the President's leadership and performance is an ongoing responsibility of the Board. Annual reviews of the President's leadership and performance are conducted by the Board and initiated by the Board chair. More thorough performance evaluations of the President are conducted at least every three years. A part of the President's evaluation includes consideration of the achievement of institutional goals and objectives.

APPENDIX: BOARD OF TRUSTEES-SELF EVALUATIONS

Board Member Evaluation

(Format 1 for Individuals)

Each board member will complete a self-evaluation, as well as being evaluated by the Personnel Committee and/or other evaluators.

The completed forms are to be emailed to the Director of Institutional Effectiveness for compilation and analysis.

Name of Member Being Evaluated:			
	Always	Sometimes	Rarely
<i>Participation</i>			
1. Attends all board meetings			
2. Actively participates during meetings (Were his or her comments and questions helpful to the meetings' goals?)			
3. Prepares well for meetings (Does the member seem to study meeting materials before meetings.)			
4. Committee Attendance & Participation – Comments:			
5. Other Volunteer Assignments – Comments:			
<i>Public Relations: Serving as Ambassador</i>			
6. Helps with Student Recruitment (e.g. making announcements at church, passing out course schedule brochures at a meeting) – Comments:			
7. Cultivates Participation Of Advisory Board Members– Comments:			
8. Brings People to School Events (e.g. Fundraising Dinner, Concert) – Comments:			

9. Cultivates Goodwill for the School Among Influential Friends (e.g. inviting them to serve on board of advisors, asking them to volunteer on a school project) – Comments:			
10. Presents a Unified and Loyal Image before Outsiders (e.g., is the member loyal to board decisions even when disagreeing with them? Outside of board meetings, does the board member criticize other board members, board decisions, or the school?)			
<i>Financial Support</i>			
11. Makes Personal Donations to the School (Note: The committee will list personal donations for all board members, and then rank order the list. Does this person’s personal contributions fall in the top third of the list [above average], middle third of the list [average], or bottom third of the list [below average]?).			
12. Participates in Donor Prospect Identification, Cultivation and Solicitation – Comments:			
13. Introduces the president or other fundraising officer to friends who might make donations?			
14. Actively raises money from other individuals or organizations? – Comments:			
<i>Other Contributions to the Work of the School</i>			
15. Is Knowledgeable of our School			
16. Is Knowledgeable of Educational Institutions (e.g., accreditation, educational administration, instruction)			
17. Is Able to Understand Financial Statements			
18. Is Able to Volunteer Services that are Especially Useful to our School (e.g. legal advice, construction advice, property management advice)			

Board & Member Evaluation

(Format 2 for Group Functioning and Individuals)

Do we know how well we are doing as a Board?

** Please – rate each question on a scale of 1 to 10 (10 being strongest agreement). Give the first rating for the board as a whole, and the second rating to oneself as a board member.

1. The Board's Responsibility

- A) We/I fulfill our responsibility exceptionally well to be stewards of the mission and policies.
_____ Board Rating _____ Personal rating
- B) We/I periodically review our work in light of the Duties and Responsibilities of Board Members as described in the Board Handbook.
_____ Board Rating _____ Personal rating
- C) We/I are encouraged to bring agenda items to the Chair or President.
_____ Board Rating _____ Personal rating

2. Setting Policy

- A) We/I hold ourselves accountable to deal only with policy issues rather than administration.
_____ Board Rating _____ Personal rating
- B) We/I always use policy manuals (e.g., Board Handbook, Administration Handbook) as clear guides for College governance and administration.
_____ Board Rating _____ Personal rating
- C) We/I regularly review the Board Handbook.
_____ Board Rating _____ Personal rating

3. Spiritual Life

- A) We/I annually subscribe to the statement of faith and mission of the College.
_____ Board Rating _____ Personal rating
- B) We/I regularly pray for the College.
_____ Board Rating _____ Personal rating
- C) We /I represent the ideals of the College in our personal lives.
_____ Board Rating _____ Personal rating

4. Effectiveness of Meetings

- A) We have a spirit in the meetings that encourages open dialog.
_____ Board Rating
- B) We have a spirit in the meetings that encourages and builds consensus.
_____ Board Rating
- C) We use the meeting time well, including Executive Sessions with and without the President.
_____ Board Rating
- D) We use our Board Committees effectively.
_____ Board Rating

5. Board Members Role Outside of Meetings

- A) We /I speak with one voice following the meeting.
_____ Board Rating _____ Personal rating
- B) We /I encourage each board member to find a role of significance as a volunteer.
_____ Board Rating _____ Personal rating
- C) We /I each make financial gifts to the College a priority in our personal stewardship.
_____ Board Rating _____ Personal rating

6. Information and Understanding

- A) We /I always stay informed about the College in areas that are of highest importance.
_____ Board Rating _____ Personal rating
- B) We /I have an accurate understanding of the College and of higher education issues so we/I can make good decisions.
_____ Board Rating _____ Personal rating
- C) New Board members have support to get “up to speed” in understanding the College.
_____ Board Rating _____ Personal rating

7. Board Member Selection

- A) We have the right mix of backgrounds, expertise and perspectives among the members?
_____ Board Rating

(Comment: _____)

- B) We /I encourage members to evaluate their service before they are reelected for another term.

_____ Board Rating _____ Personal rating

C) I/We attend every board meeting.

_____ Board Rating _____ Personal rating

8. Relationship with the President

A) We /I clearly and freely communicate with the President.

_____ Board Rating _____ Personal rating

B) We assure the President and Board are in agreement regarding the College's priorities.

_____ Board Rating _____ Personal rating

C) The President is effective in implementing the policies of the Board.

_____ President's Rating

Comment: _____

9. Diversity

A) We/I keep concerns of the student body's ethnic or racial diversity in proper perspective as we set policy.

_____ Board Rating _____ Personal rating

B) We are doing an outstanding job overall in the area of racial diversity as a college

_____ Board Rating

C) The diversity of the board accurately reflects the diversity of the College's constituents

_____ Board Rating

10. Executive Committee

A) We /I trust the Executive Committee to function fully for the Board between regularly scheduled meetings.

_____ Board Rating _____ Personal rating

B) The Board members of the Executive Committee include the right mix of interests and expertise to function effectively on behalf of the Board?

_____ Board Rating

C) The activities of the Executive Committee get reported properly and quickly to the Board.

_____ Board Rating

11. Overall Review

A) This board rates well in its effectiveness compared to other boards I have seen or on which I have served.

_____ Board Rating _____ Personal rating

B) I enjoy serving on this board.

_____ Personal Rating

C) The board is making a significant difference in the work of the college.

_____ Board Rating

OPTIONAL

Comments:

Board and Committee Satisfaction Evaluation

Name:

Committee:

Rating 1-5	
	I look forward to our well-run and fruitful board meetings
	I find the materials sent to me before each board meeting to be useful and appropriate in length (i.e., not too long, not too short)
	I look forward to committee meetings
	I am serving on a committee where I am able to best use my gifts
	I believe our committee is accomplishing something that is important to God

What do you like about serving on your committee?

What would you like to change about this committee?

Would you like to discuss the possibility of serving on a different committee? Which one?

What do you like about serving on the board?

What would you like to change about the board? How could our board be improved?

What would you like to change about the school?

Chair of the Board Evaluation

Each member of the board will complete this form and send it to the Director of Institutional Effectiveness. The chairman will also complete this as a self-evaluation so that the Director of Institutional Effectiveness can compare the self-evaluation with the average scores of the entire board. When you complete the form, email it to Dagron@Accreditation101.com.

Strongly Agree	Agree	Somewhat Agree & Disagree	Disagree	Strongly Disagree	
					1. Can clearly articulate the mission, values, and strategic direction of the institution
					2. Clearly understands the differences in roles of board members, administration, and faculty
					3. Runs efficient and effective board meetings
					4. Commits adequate time and energy to the position
					5. Strives to achieve a defined sets of goals
					6. Demonstrates consensus-building and conflict-resolution skills
					7. Maintains a close, warm, and effective relationship with the president
					8. Demonstrates appropriate partnership with the president



**CALIFORNIA GRADUATE SCHOOL OF
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