



BEULAH HEIGHTS

UNIVERSITY

Board of Trustees
Manual

Table of Contents

Introduction	1
Finding Your Way	
Setting Policy	2
Mission	4
Vision	
Core Values	
Biblical Inerrancy	
Integrity	
Global Missions	
Dedicated Servanthood	5
Diversity	
Statement of Faith	5
God	
The Human Race	
Jesus Christ	
Salvation	
The Holy Spirit	
God's Written Word	
The Church	
The Future	
Working with the President	7
Communicating	
Planning	
Organizing	
Staffing	
Leading	
Controlling	
Managing Crisis	
Evaluating the President	8
The Board and Finances	9
Establishing Financial Policies	
Delegating Implementation to the President	
Monitoring Outcomes	

Fund Raising	
Donor Cultivation	11
Annual Campaigns	
Capital Campaigns	
Major Gifts	
Planned Giving	
Board Meetings	12
The Role of Board Committees	14
Committees of the Board of Trustees	15
Board Absentee Policy	16
Strategic Planning	
Job Description – Board Member	18
Giving and Getting	19
Questions	20
Board Committee Report	21
Board Self-Evaluation Form	22

INTRODUCTION

Beulah Heights University is engaged in the exciting and challenging task of providing training for men and women who are active in the work of the Lord and who want to prepare themselves to fulfill God's call. Serving as a member of the Board of Trustees of such an institution as ours is an awesome responsibility. What the Board does directly affects the ongoing effectiveness of that training and sets direction for the years to come.

Your fellow board members are all dedicated Christians who share with you the ardent desire to serve in accomplishing the mission of Beulah Heights University. Together you can bless the school, its faculty and staff, and the students, and through them the whole Body of Christ.

This brief manual has been prepared to help you. It will tell you what you need to know about BHU, and will provide guidelines for the functioning of the Board and the part you will play individually.

There are five major areas of responsibility of the Board:

1. To set policy for the University
2. To support the President of the University
3. To see that the University has adequate financial resources and that they are being used appropriately
4. To participate in Board committee meetings
5. To approve a strategic plan to help the University stay true to its vision. This manual outlines and explains each of these areas

FINDING YOUR WAY

You have been chosen to serve on the Board because the Board felt you could help make Beulah Heights University all God intended it to be. Your background, your gifts, your skills and your experience are assets which you bring to the task.

To maximize your participation, it is essential that you understand the University, your fellow board members and the part you are expected to play. Your orientation will include a tour of the campus and a meeting with the President of the University. Together you will discuss the mission statement of the University, the by-laws and board policies. The President will explain to you the educational philosophy of the University and the programs offered. You will be encouraged to acquaint yourself with the Catalog.

In addition to this manual and the Catalog, you will be given a copy of board minutes for the past year, the annual report and auditor's report for the last three years, the current budget and financial reports, a copy of the long-range plan and the goals for the year. You will also be given a copy of the Operations Manual to help you understand how the University functions. In the course of orientation you will meet members of the faculty and staff

You will receive a list of fellow board members with addresses, telephone numbers, email addresses, indicating board officers, a list of committees showing committee makeup and chairs, and a calendar of meetings for the year.

You will be asked what is the best time and way to contact you and what are the best times for meetings for you. It is important that you understand your role so feel free to ask questions. The orientation you receive at this point is only the beginning of the process of learning about BHU. In the days following your initial orientation, you will think of many other questions you would like to ask. Please do. You can address your questions to either the President or the Chairman who will be happy to help you.

SETTING POLICY

Of all the things the Board does, the most significant is policy-making. It is important that the Board distinguish between decisions involving policy and decisions involving management. Policy decisions are the responsibility of the Board and management decisions the responsibility of the President. The way in which the Board does its job is by establishing policy, directing the President to carry out the policy and overseeing how the policy is carried out and the subsequent results.

For example, the Board approves the annual budget. The President then spends the budgeted funds within the framed guidelines. By examining the financial statements, the Board monitors the way in which the budget has been implemented.

If a decision determines programs, procedures or services it is in the province of the Board. Any decision required by law or accrediting agency is the responsibility of the Board.

On the other hand, a decision involving an individual student or staff member, or the efficiency of a particular department or program is the responsibility of the President. Some decisions should be made only by the Board. Other decisions are completely the responsibility of the President. Still other decisions might require joint action, with the President seeking prior approval of the Board in some circumstances or informing the Board after the fact in others.

The Board sets policy in a number of ways. The Board:

1. Adopts and revises the by-laws.
2. Spells out the mission of the University.
3. Approves long-range plans in order to fulfill the University's mission.
4. Selects and hires the President who will carry out the will of the Board.
5. Finds and elects new board members.
6. Approves changes in objectives and programs.
7. Adopts the budget and authorizes capital expenditures.
8. Authorizes the acquisition and disposal of assets.
9. Establishes the controls necessary to protect the rights and interests of donors, the constituency, the staff, the faculty, the alumni and the students.
10. Ensures that the necessary resources are available to function effectively.
11. Monitors the University's business, academic and spiritual affairs.
12. Interprets to the public the purposes and program of the University.

Trustees are legal custodians of the property, and exercise control over major physical changes and developments. Through the administration, the Board is responsible for the maintenance of the physical plant, for managing the resources of the University, for authorizing the budget and cultivating new sources of income. It is their legal duty to carry out the mission of the school.

One important way to make sure that the Board keeps focused in its deliberations is to continually refer to the University's mission statement. This focus will insure that the Board concentrates on its major function of setting policy. Reviewing the mission, vision, core values and statement of faith before each major decision will guarantee that everything the University does relates to its mission.

MISSION

The mission of Beulah Heights University is to develop relevant Christian leaders for the ministry and marketplace-leaders who are molded by the Word of God, are change agents impassioned to do God's will, and are characterized by godly lives, servant hearts, transformed minds, and skilled communication.

VISION

The vision of Beulah Heights University is expressed in the ARC of Ministry. The ARC represents Academic Excellence-the pursuit of excellence in educational standards, Resource Center--offering varied resources to those leaders BHU develops, and Change Agent-provoking change in all the lives BHU encounters.

CORE VALUES

The core values of Beulah Heights University are foundational beliefs inherent in its operation as a college and a Christian institution. The core values compel BHU to measure every action against its values for a standard of ethics in its daily operation.

Biblical Inerrancy

Beulah Heights University seeks to bring every aspect of personal and corporate life under the functional authority of the inenant Word of God by obeying its commands, applying its principles, and refraining from dogmatism where the Bible is silent. BHU is prepared to stand on biblical inerrancy against the opposing tide of compromising norms and peer pressure (2 Timothy 3:16).

Integrity

Beulah Heights University seeks to live, teach and promote lives filled with godly choices in the face of temptation and ethical compromise. Consistent growth toward Christ like attitudes and demonstrated behavior with the context of responsible church membership and involvement are all a part of integrity. BHU affirms the necessity of yielding to the Lordship of Jesus Christ as the unconditional Lord of life (Romans 12:2).

Global Missions

Beulah Heights University is committed to implementing Christ's mandate to fulfill the Great Commission by stimulating and training Christians for evangelistic church planting and supporting ministries through global evangelization (Matthew 28:19).

Dedicated Servanthood

Beulah Heights University is dedicated to training Christian leaders whose lives reflect the conviction that both individual and corporate prayer is essential in the pursuit of God's purposes for holy living and fruitful ministry. BHU further seeks to cultivate an understanding of and commitment to worship and giving as a vital response of the believer to God. BHU desires to be a community marked by joyful reliance upon God for material provision, victory over sin, growth in Christ-likeness, and fruitful service to God and others (Matthew 25:21).

Diversity

Beulah Heights University is committed to embracing and empowering multicultural Christian communities without regard to ethnicity, socioeconomic status, gender, nationality, or handicap. BHU develops Christian leaders to impact the world (1 Corinthians 9:22).

STATEMENT OF FAITH

God

There is one God who exists eternally in three persons: Father, Son, and Holy Spirit. God is the almighty Creator, Savior and Judge who governs all things according to His sovereign will and is accomplishing His purposes in creation and in the Church to His glory.

The Human Race

Humanity is the climax of God's earthly creation, bearing His image, designed for relationship with Him, and being the object of His redeeming love. All people have sinned. This result is guilt, death, and alienation from God as well as the defacing of every aspect of human nature. People are unable to save themselves from sin's penalty and power and from Satan's dominion.

Jesus Christ

Jesus, both fully God and fully man, entered history as Savior of the world. He was conceived of the Holy Spirit, born of a virgin, and lived an exemplary, sinless life in perfect submission to the father and in loving relationships with others. He died on a cross, rose bodily, and ascended to heaven where He is advocate for His people and is exalted as Lord of all.

Salvation

Christ's sacrificial death, in which He bore the punishment due to sinners, is the only and all-sufficient basis of God's provision of salvation for all people of every culture and age, expressing His love and satisfying His justice. By God's grace the repentant sinner, through trusting alone in the Lord Jesus Christ as Savior, is put right with God, adopted by the Father into His family and receives eternal life.

The Holy Spirit

The Holy Spirit makes the work of Christ effective to sinners, giving spiritual life and placing them into the church. He indwells all believers, empowers them to love, serve, witness, and obey God, equips them with gifts, and transforms them to be increasingly like Christ.

God's Written Word

The Bible, consisting of the Old and New Testaments, is God's written word, revealing for all people His character and purposes. It is the final authority in all matters relating to belief and behavior. The Holy Spirit moved the human authors of the Bible so that what they wrote is inspired, fully reliable, and without error in all it affirms.

The Church

The Universal church is made up of all who have been born of the Spirit. It finds local expression in communities of believers called by God to worship, fellowship, proclaim the Gospel, and make disciples among all people, reflect God's character, engage in works of compassion, contend for truth and justice, and celebrate baptism and communion.

The Future

The Lord Jesus Christ will visibly return to the earth in glory and accomplish the final triumph over evil. God will make everything new. The dead will be raised and judged. Unbelievers will suffer eternal punishment in separation from God; believers will enter into a life of eternal joy in fellowship with God, glorifying Him forever.

Any attending student who finds his or her doctrine not in agreement with that of the college is requested to refrain from promulgating those doctrinal differences while on the campus of Beulah Heights University in order to avoid strife within the body of believers.

To be effective in setting policy, the Board must see itself as a team. Members are not competing with one another to see who can "win." Rather, they are on the same side in facing the opportunities and threats that the University encounters. This does not mean that everyone on the Board will be in agreement on every decision. It is important that every board member have individual informed opinions on every issue and that each member is free to express his or her own ideas and opinions. Out of this free expression will arise worthy decisions. Once the Board comes to a decision, however, it is time to lay aside the differences and unite to support and honor the decision.

Adding new members changes the nature of the Board. The chemistry between members is altered and new possibilities and challenges emerge.

If handled properly this can be a source of renewal and fresh motivation for the whole Board. Current board members must expect change and new members must be encouraged to find an effective place within the existing framework of established policies.

Board members must be careful to avoid any conflict of interest. The purpose of the Conflict of Interest policy is to protect the Beulah Heights University interest when contemplating entering into a transaction or arrangement that might benefit the private interest of a trustee, officer, or principal administrator of the college.

1. **Interested person** - Any trustee, officer, or member of a committee with board delegated powers, who knowingly has a direct or indirect financial interest, as defined below, or an immediate family member of the same.
2. **Financial interest** - A person has a financial interest if the person has, directly or indirectly, through business, investment, or a family.
3. **Duty to disclose** - In connection with any actual or possible conflicts of interest, an interested person must disclose all material facts of his or her financial interest to trustees and members of committees with board delegated powers considering the proposed transaction or arrangement.

WORKING WITH THE PRESIDENT

As described above, it is through the President that the Board carries out the program and exercises its control. He is the sole official channel of communication between the staff and the board.

In order to understand how the Board relates to the President and the President to the Board, it is important to understand the President's responsibilities which include the following:

1. **Communicating.** He communicates the desires of the Board to the faculty and staff and expresses the concerns and needs of the faculty and staff to the Board.
2. **Planning.** The board approves long-range plans, but the President must make short-term plans for maintaining the current budget and meeting the current year's objectives.
3. **Organizing.** In order to do his job, the President organizes an internal structure, defining positions and systems. For him/ her to be effective, this internal organization must be his responsibility.

4. **Staffing.** On the basis of the structure he/she has developed, the President hires and terminates staff. Inherent in this is his/her responsibility to evaluate personnel. The Board hires and supervises only one staff member: the President. The Board evaluates the President by the performance of the entire institution.
5. **Leading.** The President motivates, leads, inspires and directs the staff, ensuring that everyone's job is accomplished and that each staff member understands his/her role and responsibility. It is through the President that the Board leads and directs the University.
6. **Controlling.** Once the Board has set the budget, it is the responsibility of the President to see that the budget is kept. He measures and directs the actions of the staff members to insure that the will of the board as expressed and the budget and is being carried out.
7. **Managing Crisis.** When a crisis occurs, it is the responsibility of the President to deal with it. A time of crisis is an inappropriate occasion for new policies.

EVALUATING THE PRESIDENT

Because the Board hires the President to carry out its will, it is necessary to evaluate his performance. An annual evaluation of the President is an excellent way for the Board to understand what is happening at the University and an opportunity to give feedback and guidance.

This annual evaluation is concerned with such things as the measurable progress toward reaching the University's long-term goals, the extent of constituency support for the University, the financial health of the university, the quality of the information provided to the Board, the quality of the President's recommendations to the Board, success in achieving the goals set in the previous evaluation and the extent to which the President is operating within his job description.

The purpose of this evaluation is not to find fault, but to enhance the President's performance. It is a way for the Board and president to discuss how BHU can operate more efficiently and effectively.

It is better not to include staff members in the process of evaluating the President. Often they will not understand the President's job and rate him on the basis of personality or other extraneous criteria rather than job performance.

The evaluation should concentrate on those areas of the President's performance which reflect the priorities of the University. Some of his duties are more important to the success of the University than others.

The dialogue involved in the evaluation will reinforce strengths and improve weaknesses, through the communication that ensues. It is a way of insuring the Board and President are on the same page and that their priorities are shared priorities.

The evaluation is of the president's professional performance, not an assessment of him as a person. The desired outcome is the enhancement of BHU.

To insure that the evaluation results in clear measurable goals, you as a board and the President both need to be able to understand whether or not problems are being effectively addressed.

THE BOARD AND FINANCES

The purpose of sound business management in an institution such as Beulah Heights University is to:

1. Achieve the University's educational objectives. Business management and financial resources are not ends in themselves; they must always be subservient to the spiritual and human values inherent in the University's objectives.
2. Present a Christian testimony by applying the higher standards of Christian ethics in all business practice. This means, among other things, honoring contracts; meeting financial obligations promptly; keeping faith with donors by using gifts strictly in accordance with the purposes for which they are given; maintaining unimpaired credit; excluding the profit motive; and assuming due responsibility for the welfare of personnel.
3. Foster and maintain the confidence of the supporting public. In addition to the factors listed above, confidence is strengthened by issuing financial statements to constituents, by honest and conservative claims of achievement, and by having periodic audits by a Certified Public Accountant.
4. Preserve the integrity and stability of the institution. Integrity of the University is safeguarded by maintaining substantial equity in the property, by limiting indebtedness to a conservative level, by prudent investment policies, and by operating according to a sound budget. Funds are safeguarded by efficient accounting and approved methods of control.

The Board has four important responsibilities regarding the finances of the University: setting financial policy, delegating implementation of financial policies to the President, monitoring financial outcomes, and participating in fund raising.

1. **Establishing Financial Policies.** The Board defines the University's mission establishes goals, and approves a budget to make it possible to reach those goals. It is then the responsibility of the administration for spending the money in keeping with the direction that has been set by the budget.
2. **Delegating Implementation to the President.** The President suggests spending recommendations to the Board and his recommendations are important information, but it is the Board who decides how the money is to be spent. Then the President spends the budgeted money to operate the programs and services the Board has approved.
3. **Monitoring Outcomes.** The Board measures the results of the President's spending. The Board needs to know if the budget is on target as to planned expenses and revenues, if there is sufficient money on hand to pay expenses, and if there will be income to meet future obligations. You will need financial statements showing revenues, expenses and year-to-date variances. You may wish to see a financial narrative explaining variances or charts and graphs to clarify financial information. You will want a financial review of each program. You may ask for a projection as to how the University will end the fiscal year, or an analysis of future trends and projected revenue and expenses. You will receive the external financial audit. The Board will determine what financial information is needed.
4. **Fund Raising.** Revenue from student fees covers only a part of the cost of operation of the University. This is true of every successful institution of higher learning. Thus the cultivation of financial resources becomes a vital concern to the members of the Board. In this, the leadership of the President is crucial, but the responsibility for raising the necessary funds is primarily that of the Board. Individually and collectively board members must accept this responsibility.

Few people enjoy asking for money, but this is one of your most important responsibilities. Fund raising begins with board members. The giving of the board members shows other supporters and members of the Beulah Heights community that the board members believe in the University and what it is accomplishing. The personal donations of board members are a powerful motivator for others to contribute their financial support.

One of the things that cause us to fear asking people for money for the University is the hard questions prospective donors can ask.

At the end of the manual is a list of questions you may encounter. If the board and the President go over these questions together, you will all be well prepared.

Fund raising efforts should be a balance of donor cultivation, annual and capital campaigns, major gifts and planned gifts. The following is an overview of each of these efforts:

- **Donor Cultivation** may include special events to raise money for operational expenses, promotional efforts to encourage contributions, the development of an annotated donor list indicating the size and type of contribution, the creation and maintenance of a prospective donor list, efforts to encourage one-time donors to become regular contributors and efforts to encourage regular contributors to increase the size of their gifts.
- **Annual Campaigns** raise money to meet yearly operating expenses. Board members, faculty members, staff members, students, alumni, and past and potential donors are all contacted soliciting their financial participation.
- **Capital Campaigns** raise funds for special purchases. These expenses are usually separate from normal operating expenses and pay for new buildings and major remodeling.
- **Major Gifts** are contributions that exceed the annual fund raising project's average gift. Such gifts may make it possible to reach certain goals more quickly, provide funding for desired services and increase the financial stability of the University. Very often it is regular donors who become major donors. One warning about major gifts is that they come with 'strings' attached, which may not be in keeping with the University's goals or would divert the school from its primary objectives. Such gifts should not be accepted.
- **Planned Giving** is a way of creating options for donors who want to make a lasting contribution to the University. Planned giving may be a major donation spread over time to support a specific project, or a bequest through a will in the form of cash, real estate, securities or a charitable trust. In order to maximize the effect of planned gifts, Beulah Heights University has set up an endowment fund. The intent is to invest the fund in such a way that principal is never accessed and that the income earned by the funds be used for the purpose stipulated by the donor. Such purposes might be the endowing of a professorial chair, enhancing the salary structure of the staff, book purchases for the library, or covering general operating expenses.

Board members can be stronger at raising funds than anyone else. You are a part of the Board of Trustees of Beulah Heights University because you believe in what the University is doing.

Your knowledge and commitment can translate into enthusiasm and effectiveness in helping to get the resources the University needs to carry out its mission. As a volunteer serving the University you are more credible than any paid fund raiser or even the President!

You have contacts and knowledge that no other member of the Board can bring to this process. You can discover others who share your conviction that Beulah Heights is meeting an important need. Through your personal and professional connections you can help find the resources the University needs. You are better able to present Beulah Heights and its vision to these acquaintances that anyone else can. One way you can do this is to bring your friends and associates to see the University. A first-hand glimpse of the is happening at BHU may motivate them to become involved as donors.

Your colleagues may be able to put you in touch with others who will be willing to help. Make it your business to come to every board meeting with a list of donor prospects, indicating how much you think they might give and whether you will contact them or wish someone else to get in touch with them.

One of the very best sources of outside financial help for the University is from foundation grants. There are thousands of foundations who need to give away money! Each foundation has its own priorities and gears its giving accordingly. The Board can find those foundations whose criteria for targeting their giving match Beulah Heights University. Between themselves, board members can find resource persons familiar with grant proposals.

BOARD MEETINGS

Attendance at board meetings is crucial to the successful functioning of the board. There are only two regular board meetings per year and the dates for these meetings are set far in advance so it is possible to plan to be at every meeting. The only way you can maximize your impact as a board member is by attending the meetings.

The more thorough the preparation ahead of time the better the board meeting will be. The Chairman and the President will both endeavor to insure that you understand the issues which the Board intends to address at the meeting. The more questions addressed before the meeting the more expeditiously the Board can deal with the business at hand.

What to expect at a board meeting:

1. **The chairman calls the meeting to order on time.**
2. **Attendance is taken.** By noting in the minutes who is absent and who is present the presence of a quorum is established.
3. **Visitors are recognized.** It is important that the role of staff members or others who are there by invitation be clear from the start. It should include a description of each item to be discussed, an indication of whether the item is for discussion only or if it will require a vote, and an estimate of the time to be devoted to the item.
4. **The agenda is approved.** The agenda should be accepted before the meeting. It is the plan for what is to happen.
5. **The minutes of the previous meeting are approved.** Minutes are the official record of board actions. Board members should have read the minutes carefully before coming to the meeting to insure that this record is accurate.

Minutes should be corrected before approving them. Special attention needs to be given to the accurate recording of motions.

6. **The financial report is presented.** Most of the remaining time of the meeting depends on the financial condition of the University, so the financial report should be given early in the meeting. Reports are for purposes of information. Any action they require should be handled under new business. The reason for this is that it is important that the Board have the entire picture before action is taken on any specific piece.
7. **Committee reports are given.** Committees are acting on behalf of the entire Board and as part of their accountability report their activities to the Board.
8. **The President gives his report.** The President's report is received like any other report. The issues he raises are handled under new business.
9. **Unfinished business is considered.** For the most part, this unfinished business will consist of tabled motions or discussion interrupted by adjournment at the previous meeting.
10. **New business is considered.** New motions are presented in response to member requests and the issues raised by the reports which have been presented.

11. **Announcements are made.** The business of the Board is completed. Anything at this point is purely informational and does not require action. Announcements cover future board meetings and activities.
12. **Adjournment.** If all board business is complete a motion to adjourn is not necessary. The chairman declares the meeting adjourned. If the agenda has not been covered completely, a motion to adjourn is necessary.

To the extent possible it is best to write out motions before the meeting. Ask the President or another board member to help you write a motion that is clear, specific and operable. Make sure that any motion you make is recorded as you intended it. If you do not understand a motion that has been made, ask questions before the vote.

What is puzzling you may be puzzling others also. All these questions take time, but they may save a lot more than time later on. Clarification of a motion can help ensure that board actions are purposeful and appropriate. Resist the temptation to leave a question unasked.

The Role of Board Committees:

Board committees can save the Board a lot of time. Rather than pretending expertise in every area, the Board can delegate areas of expertise to appropriate committees.

Instead of the board studying every opinion for every decision, committees can look at options and recommend action to the whole Board. Everyone works less, but more work gets accomplished.

Board members can read committee reports before the meeting, get their questions answered and come to the meeting prepared to vote.

When the Board has decided what committees it needs, it can choose appropriate members for each one. It is best that all ad hoc and standing committees be retired each year. Committees which have served their purpose can be eliminated. Members can be nominated to the standing committees and ad hoc committees reconstituted as needed. Particularly knowledgeable committee members can be re-nominated, although it is advisable that assignments be rotated to ensure new visioning and ideas.

A consent agenda is another way to save the Board's time. Routine items on the agenda can be grouped. The chairman need only ask for a motion and a second to approve everything in this item. Discussion is not allowed and the Board moves on to the next section of the agenda.

Before the agenda is approved, any member may ask that a specific item be removed from the consent agenda and placed on the regular agenda. All necessary information concerning consent items would have been given to board members in advance.

COMMITTEES OF THE BOARD OF TRUSTEES

1. Board members are appointed to committees by the Chairperson of the Board. Board Members will serve on committees for a term of three years.
 - A. **Executive Committee** - as stated in Bylaws, Article VI, and Section 8 this committee shall interview and recommend new members to the board based on the qualification guidelines for approval of board members. They shall also provide an orientation for each new board member. This committee shall also review board policies and all institutional policies that need annual review and make recommendations to the board accordingly.
 - B. **Finance, Budget & Investment Committee** - The Finance, Budget & Investment committee shall approve and monitor financial plan and budget in cooperation with the President and Vice President for Finance.
 - C. **Planning and Development Committee** - The Planning and Development Committee shall work with the Board and President to set goals for development of resources to carry out the mission of the university.
 - D. **Educational Programs Committee** – This committee shall recommend substantive changes such as additional majors, additional degrees, promotion of all faculty in academic rank and/or position as recommended by the President and Dean of Academic Affairs, recommend the ratification of the employment of all new faculty members to the board, provide the board with information regarding changes and trends taking place in higher education that will impact or benefit our institution and any other duties assigned by the Board of Trustees.
2. The Chairman of each committee shall be responsible to present at the February meeting of the Board of Trustees a report of progress and their work in developing that facet of the University program. Board members may serve on more than one committee as directed by the board.

BOARD ABSENTEE POLICY

BHU has two scheduled Board meetings per year. All Board members are expected to attend. Any member, who absents himself/herself from three (3) consecutive regularly scheduled meetings, may be approached by the Chairman of the Board of Trustees to ascertain level of interest and support. Pursuant to the report of the Chairman to the Board of Trustees, such a member may be asked to resign or be removed by an official action of the Board of Trustees.

STRATEGIC PLANNING

Strategic planning is the responsibility of the Board, perhaps one of its most important functions. Effective strategic planning takes time, forethought, organization, and commitment to a long-term process. It must be a team effort, including the President and members of the faculty and staff in addition to the Board.

Strategic planning for the University is an ongoing process which is cyclical. The University is not a static institution but lives in the midst of a shifting environment. The Beulah Heights planning process is laid out for you in a separate document. It includes reviewing the mission of the University.

Planning starts by **defining mission**, in the light of the mandates imposed by government laws and regulation, the stipulations of accrediting bodies, and the expectations of the sponsoring denominations and the churches that send us our students, indicating what we are required to do, what we are forbidden to do and what we are allowed to do.

Another crucial aspect of defining mission is understanding the values of the University, in terms of the results we are working towards, the methods we believe most appropriate to achieve the results and the characteristics we believe should typify the University, its staff and its students.

From this defined mission can come a clear strategic vision, leading to an evaluation of the current status of the University including: 1. the strengths and weaknesses of the available resources, present strategy and the results of outcomes assessments; and 2. the opportunities and threats posed by the external environments of church and society, the particular student population we wish to serve, and other institutions with parallel goals.

The major issues the University must address are revealed by this planning process. Ansoff has defined major issues as: "forthcoming developments, either inside or outside the organization, which are likely to have an important impact on the ability of the enterprise to meet its objective" (quoted by Guy Saffold in *Strategic Planning for Christian Organizations*, pp. 183-184).

In response to these major issues, the Board approves the strategic initiatives necessary to take advantage of God-given opportunities and cope with difficulties before they arise. To attempt to function without such strategic planning consigns the University to reacting to situations as they occur rather than proactively fulfilling its mission.

Strategic planning is not an end in itself. It sets direction for the future through a broad philosophical statement. It is operational planning that makes it possible for this vision to become a reality. It is here that money, time and resources are allocated to achieve the goal, because operational planning is concerned with what we must do rather than where we are going. An operational plan is an action plan, with detailed lists of actions needed to reach specific goals.

The secret to success of an operational plan is results management. First, results must be measured. Then, progress must be reported to management. Next, the plan must provide for connective action. Finally, there must be personal accountability.

Gary Saffold writes that: "strategic planning is a tool to link strategic thinking to strategic action: insightful, Spirit-directed, creative thought linked with purposeful, godly activity in service of a vision for ministry" (*Strategic Planning for Christian Organizations*, p. 221).

JOB DESCRIPTION - BOARD MEMBER

Job title: Member, Board of Trustees

Reports to: Board Chairman

Term:

Purpose: To serve as a voting member of the Board; to approve a strategic plan for the University; to develop policies, procedures and regulations; to hire, supervise and evaluate the President; to monitor the finances of the University; and to represent the University.

Expected participation: To attend regularly scheduled board meetings; to attend standing committee meetings; participate in ad hoc committee meetings as appointed; to attend board functions; to financially support the institution; actively engage in fund raising, and represent the University as requested by the Chairnan.

Member's signature _____ Date _____

President's signature _____ Date _____

GIVING AND GETTING

Board member's name _____

My personal giving goal:

I personally pledge \$ _____ to Beulah Heights University to support our fund raising objective.

I prefer to make:

One yearly payment of \$ _____

Quarterly payments of \$ _____

Monthly payments of \$ _____

Weekly payments of \$ _____

(Each board member should give what he or she can. Some board members will be able to give more than others. No matter what the amount you can give, it is important to set a giving example.)

My goal for getting donations:

As a board member I will personally raise \$ _____ from outside sources, including support from the business community.

I will solicit \$ _____ for our special fund raising effort

I will assist in building our donor list by submitting the names of _____ potential new donors.

I agree to participate in other fund raising activities as needed. I accept this commitment as part of my responsibilities as a board member.

Board Member's signature

Date

QUESTIONS

A major concern of board members concerning soliciting funds is not knowing the answers to the questions which may come up about the project or campaign in which the University is involved. Ensure when fund raising you can answer the following questions.

1. Why are you having this campaign (project) now?
2. How much money are you trying to raise?
3. I can't afford to give right now.
4. What happens if all the funds are not raised?
5. What is the importance of having a school like Beulah Heights University?
6. Why does the University need this new facility?
7. Is Beulah Heights duplicating what other institutions are already doing or doing better?
8. Why are you expanding your facilities?
9. How will you sustain the new facilities and programs that result from the capital campaign?
10. What is the difference between an annual campaign and a capital campaign, and does one affect the other?
11. May I specify what my pledge can be used to support?
12. Over what time period can I make my pledge?
13. I have too many other commitments.
14. What methods can I submit payment?
15. Are there ways to honor loved ones and friends?
16. What is an endowment?
17. I am very busy now and don't have time to meet.

BOARD COMMITTEE REPORT

Committee _____ Date _____

Members attending:

Type of committee report:

Reporting/updating

Recommending board action

Recommending policy changes

Brief statement of committee issue/area reporting:

Brief background information and possible impact of issue:

Recommendation, in the form of a motion, to be acted upon by the whole board:

Board Self-Evaluation Form

Name: _____ Date: _____

Evaluation of the Board is an important part of the growth and the development of the college. We ask that each Board Member please take a moment to participate in this self-evaluation. Please circle the appropriate response according to the following scale: 4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 – Strongly Disagree

1. I receive appropriate financial reports in a timely manner.
4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 – Strongly Disagree
2. I am frequently involved in the establishment of financial priorities.
4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 – Strongly Disagree
3. I am aware of the current Strategic Plan.
4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 – Strongly Disagree
4. I am frequently involved in the establishment of policies.
4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 – Strongly Disagree
5. I am aware of an official document that lists the duties and responsibilities of the Board.
4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 – Strongly Disagree
6. I am frequently supplied with accurate information regarding the financial condition and stability of the institution.
4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 – Strongly Disagree
7. No external groups or organizations external to the Board place undue pressure on decision-making within the Board.
4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 – Strongly Disagree
8. I am familiar with faculty and employment policies.
4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 – Strongly Disagree
9. I am aware of and fully support the mission and vision of the institution.
4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 – Strongly Disagree
10. I financially support the institution and actively engage in fund raising.
4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 – Strongly Disagree



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Beulah Heights University is a member of the **Transnational Association of Christian Colleges and Schools (TRACS)** [15935 Forest Road, VA 24551; Telephone: (434).525-9539; e-mail: info@tracs.org] **having been awarded Reaffirmation II of its Accredited Status as a Category IV institution** by the TRACS' Accreditation Commission on April 4, 2012. **This status is effective for a period of ten years.** TRACS is recognized by the United States Department of Education, the Council for Higher Education Accreditation and International Network for Quality Assurance Agencies in Higher Education (INQAAHE). Beulah Heights University is also a member of the **Association for Biblical Higher Education (ABHE)** [5850 T.G. Lee Blvd., Ste. 130, Orlando, FL 32822; Telephone: (407).207-0808; email: info@abhe.org] **having been awarded Reaffirmation of its Accredited Status as a Category IV institution** by the ABHE's Accreditation Commission on February 20, 2012. **This status is effective for a period of ten years.** The Association for Biblical Higher Education is recognized by United States Department of Education, the Council for Higher Education Accreditation and is a part of a global network that relates to regional or continental higher educational agencies through the International Council for Evangelical Theological Education.