



**Inter-American  
Division**

8100 SW 117th Avenue  
Miami, Florida 33183

First Edition  
May 2012

# *Guide of*



## **STANDARD**

operating procedures onboard the institution.

In search of

## **EXCELLENCE**

in the government and administrative  
management in the institutions of higher  
education of the Inter-American Division.

*Dr. Myrna Costa*  
*IAD Vicepresident*

*Collaborators:*

Dr. Gamaliel Flórez, IAD Education Director, and  
Presidents and Vicepresidents of higher education institutions  
in the Inter-American Division

**INTER-AMERICAN DIVISION  
8100 SW 117th Avenue  
Miami, FL 33183**

# **GUIDE OF BEST PRACTICES**

## **STANDARD OPERATING PROCEDURES ONBOARD THE INSTITUTION**

*IN SEARCH OF EXCELLENCE, IN THE GOVERNMENT  
AND ADMINISTRATIVE MANAGEMENT,  
IN THE INSTITUTIONS OF HIGHER EDUCATION  
OF THE INTER-AMERICAN DIVISION*

Dr. Myrna Costa, Vicepresident IAD

*Direct Collaborators:*

Dr. Gamaliel Flórez, Director of Education IAD  
Dr. Ismael Castillo, President, Montemorelos University  
Dr. Juan A. Díaz, President, Colombia Adventist University  
Dr. Feliberto Martínez, President, Dominican Adventist University

*Other Collaborators:*

*IAD University Presidents  
IAD University Vicepresidents*

*IAD Executive Committee*

**MAY 2012**

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# FOREWORD

## BEST PRACTICES

*In search of excellence, in the government and administrative management,  
in the institutions of higher education of the Inter-American Division.*

At the center of searching for best practices in the governance and administration of institutions of higher learning in the Inter-American Division, a challenge was drawn. The IAD Executive Committee voted to create an Evaluation Committee unique for each evaluation visit that would assess the government and administrative management of each of the IAD higher education institutions. This Committee needed appropriate tools to accomplish the task at hand. Therefore, the *Guide for Best Practices* as well as the *Findings Report* were created. We are deeply grateful to Dr. Myrna Costa, IAD Vice President for her leading role in fulfilling the IAD Executive Committee's vote. We are also grateful to Dr. Gamaliel Flórez, IAD Director of Education and all IAD University Presidents and Vice Presidents for their participation and contribution.

The Inter-American Division is pleased to share the first edition of the "*Guide*" and "*Findings*" with the educators and administrators of the Seventh-day Adventist Church worldwide educational system. We are certain that other editions will follow, once it is utilized in the evaluation of the board governance and the administrative management of our institutions. We will share future editions as they become available. We also welcome any suggestions and recommendations for incorporation in future editions. Please feel free to adapt these documents and utilize them with your institutions of higher learning, with the understanding that the Inter-American Division is pleased to share them in hope of strengthening Adventist education.

We are certain that the "*Guide*" and its content will complement the evaluation that is presently conducted by the General Conference Education Department as well as by other accrediting agencies as it covers, in a hands-on and practical way, the details of board governance and the day-to-day administrative management of higher education institutions. The "*Findings*" document makes it easy for the evaluation to be recorded and allows for the recommendations to be clearly documented. It provides for the institution to read and respond to the findings and for the institution's response to be accepted or asked for more evidence. We are convinced that these documents will prove beneficial in finding the excellence we all seek in the government and in the administrative management of institutions of higher education throughout the Adventist educational system.

May the Lord continue to bless and guide educational leaders in Inter-America!

Dr. Israel Leito, President  
Inter-American Division

## ACKNOWLEDGEMENT

We make use of the occasion to thank God for the opportunity that He grants us to labor for the Seventh Day Adventist Church and especially for His educational system. In a special way and as educators, we earnestly give thanks to Pastor Israel Leito, President of the Inter-American Division (IAD) and the IAD administrators for the unconditional support to Adventist education. To all the members of the IAD Board of Directors, we also express gratitude for supporting the Adventist educational Institutions as an effective means, along with the evangelistic effort of the Seventh Day Adventist Church, to reach souls and direct them to the Kingdom of God.

It should be noted in a special way, that the Presidents, as well as the Vicepresidents of the IAD tertiary institutions, contributed to the content of this document, for which we are infinitely grateful. Their contribution was made possible in active participation during the seminar focusing on leadership, the government, and the administrative management of universities carried out in Costa Rica during the Education Summit of the IAD Department of Education on March 2-4, 2011. One of the questions asked on that occasion was: How could it be possible, more directly, to evaluate the administrative management, the government, and the leadership generally practiced in the Inter-American Division universities? The Presidents and the Vicepresidents of the institutions present were divided into four groups, which represented three to four institutions each. They discussed the topic extensively and presented their contributions. The answers presented during the Summit, are included in its entirety in this guide.

Then, during the University Presidents` Summit of the IAD Department of Education carried out in the Dominican Republic on March 12-14, 2012, the Guide of Best Practices was presented. In that occasion, the Presidents had the opportunity to read, analyze and make observations and recommendations to the Guide. Again, the observations and recommendations presented during and after the Summit are contemplated and incorporated in this Guide. In particular, we are grateful for the direct contribution of the following Presidents: Dr. Ismael Castillo, President of the Montemorelos University in Mexico; Dr. Juan Díaz, President of the Adventist University of Colombia in Colombia; and Dr. Feliberto Martínez, President of the Dominican Adventist University in Dominican Republic.

Therefore, it pleases us to indicate that this document was produced with the assistance of academic experts, committed to the educational system of the Seventh Day Adventist Church and extremely dedicated to the service of God and the Church. In the same way, we would like to point out that everything that is produced could be improved. Therefore, this document is open to changes, suggestions and improvements. The purpose is to maintain this Guide of Best Practices updated to be used in the evaluation of the administrative management and the government of universities for subsequent years.

As the Guide is implemented, it is expected that the following statement will be the feelings of those who govern and manage the institutions of higher education of the IAD:

*“In support of the Seventh Day Adventist Church and its educational system, the administrative management and the government of the institutions of higher education of the Inter-American Division are based on best practices to achieve excellence by focusing effectively on its services: to students, to the support personnel, to the teaching personnel, and to interested publics; guided by measurable objectives of performance with defined results and appropriate follow-up.”*

**VOTE OF THE BOARD OF DIRECTORS  
OF THE INTER-AMERICAN DIVISION**

**EVALUATION COMMITTEE FOR ADMINISTRATIVE  
EXCELLENCE IN THE UNIVERSITIES  
OF THE INTER-AMERICAN DIVISION**

**WHEREAS**, it is imperative to help the universities to establish and maintain the highest level of excellence in their administrative practices, and

**WHEREAS**, the influence of the universities will impact administrative practices for all other organizations in the Division,

**VOTED:**

1. That “standards of best practices for administrative excellence” in the universities be established and that such standards are followed by all Adventists universities in the Inter-American Division.
2. That the following process of “standards of best practices for administrative excellence” for universities be established:
  - a. The IAD Vicepresident in charge of education matters will survey administrative leaders of all the universities of the Division, with respect to their perception on how the administrative processes in the universities should be done.
  - b. Based on the findings of this survey, the IAD Vicepresident in charge of education and the IAD director of education, will establish the criteria to be followed and instruments to be used.
  - c. Such criteria and instruments shall be submitted to the Board of Higher Education for the Mid-Year Meeting, to be officially adopted.
3. That evaluation committees be formed to evaluate the administrative practices in all the universities of the Division.
  - a. That the committees be composed, in its majority, by peers.
  - b. That the frequency of such evaluations be every three years.
  - c. That the results of the evaluations be submitted to the AAA to form part of their recommendations.
4. That the basic composition of the evaluation committees be the following:
  - Chairperson: IAD Vicepresident
  - Secretary: IAD Education Director
  - Members:
    - President of the Board of Trustees of the university to be visited
    - Two professors of such university, not working in administration
    - President of the student association of the university to be evaluated
    - (The following members should not be from the same sister university)*
      - A president of a sister university
      - A vicepresident for finance of a sister university
      - A vicepresident for academics of a sister university
      - A vicepresident for students affairs of a sister university



# GUIDE OF BEST PRACTICES

*In search of excellence, in the government and administrative management,  
in the institutions of higher education of the Inter-American Division*

## UNIVERSITY LEADERSHIP

### I. INTRODUCTION AND PURPOSE

The Inter-American Division (IAD), ready to achieve the goals proposed by the General Conference Department of Education, has taken very seriously the challenge launched in 2011 by its Director. During the General Conference Annual Council, the Director of Education presented a challenge with regard to the educational leadership of the present quinquennium. She indicated that with God's help and with the cooperation of all the educators, and especially of the presidents and administrators of tertiary institutions, for this quinquennium the General Conference Education Department expects to:

- Strengthen the educational leadership in universities
- Reach an effective administrative and educational government
- Institute robust processes for decision-making
- Establish manuals, procedures and educational guides
- Create training seminars for board members
- Provide educators with church resources

Certainly this challenge is consistent with the vote taken a few months earlier by the IAD Board of Directors where it was established a Committee for the Evaluation of the Administrative Management and the Government of the IAD Tertiary Institutions in the IAD territory. This Committee is established with the aim to attain similar issues to those outlined at the General Conference Annual Council. These are the search of: leadership excellence, academic and administrative effectiveness, decision-making at the different levels, processes used and the government exercised over the institution.

It is understood that tertiary level academic institutions which distinguish themselves by excellence in the areas, both academically and financially, as in student services and infrastructure, are those in which the administrative management and the government practiced are both exceptional and comply with "*best practices*" for the administration and the government of a university. The focus of the *Guide of Best Practices* is based in exhibiting and establishing common and measurable practical situations both of the administrative management and of the government exercised in and on the institution, with the purpose that it be useful for both the President with limited administrative experience as for the President with broad administrative experience.

It is a well-known fact that the Association of Adventist Accreditation (AAA) evaluates the government and the administrative management of the tertiary institutions using the Criterion III as outlined in the *Manual of Accreditation*. But in the same way, it is predicted that every institution of higher education wants to achieve excellence in the government and administrative management so that the exercised leadership is a healthy and effective one for the institution.

Therefore, this *Guide* is one that takes Criterion III of the AAA Manual of Accreditation and breaks it down to the point of transforming it into one, which is broader and more comprehensive. The *Guide* contains practical details to be incorporated into the government and the daily administrative management of the institutions of higher education in the IAD territory.

To achieve “*excellence*”, it is likely that operational areas of the institution need to be transformed, including making changes in the processes and practices exercised. Is for this reason, that the institution in search of “*excellence*” develops fundamental plans to transform those administrative practices and of government, which do not comply with what is stipulated as best practices for educational institutions, in healthy and effective practices. The institution that transforms what needs to be transformed to comply with best practices, demonstrates a commitment to innovation while at the same time keeps in motion the vision and the mission of the institution.

The Board of Directors of the Inter-American Division has established an Evaluation Committee, modified in accordance with the institution, which will be devoted to evaluate the government and the administrative management of the institutions of higher education in its territory. It hopes to achieve excellence in university leadership suggesting norms to follow for the government and the administrative management of the university. Consequently, the findings obtained by the Evaluation Committee will be easy to explain, understand, implement and follow-up in order to achieve an effective leadership that will comply with best practices for universities.

The Inter-American Division saw the need to create an Evaluation Committee and a *Guide of Best Practices* to measure the existing leadership in higher education institutions based on the administrative processes and existing government. It is recognized that the accrediting agencies evaluate mainly the academic, student, financial, and infrastructure of the institution; but on the other hand, it recognizes that it lacks an in-depth evaluation of the administrative management and of government, which is in tune with best practices for the good of a university.

The desire is to establish an environment of optimum administrative management in the IAD institutions which will positively influence future generations of administrators of Adventist institutions, emphasizing but no limited to, administrative ethics, transparency of processes, attention to all employees, and protection of the organization’s finances. In addition, it is desirable to orient the boards of government on the administrator’s evaluation and how to provide an education conducive environment, where the vicissitudes that can distract from the profession of educating be removed.

The present *Guide of Best Practices* establishes basic elements to achieve excellence in the leadership of the IAD institutions of higher education. The result obtained would be directed to transform those unwanted practices, but which exist, in both the government

and in the administrative management of the IAD universities. The results will be used to expand the knowledge and implementations of best practices in the institutions of higher education of the Inter-American Division.

An institution of higher education that strives to exercise administrative best practices is one that accomplishes the stipulations, reports the findings, implements the recommendations, and gives the necessary follow-up taking into account the institution's mission and vision. The life and the success of an institution of higher education depends entirely on the administrative management of the President, the government which is exercised, and the effectiveness of the administrative, faculty, support and service staff team.

For that reason, among the critical functions exercised by the President, who is the main executive administrator of the institution, is the development and the directing of a comprehensive program that would reconcile the operational, financial, administrative, academic, spiritual, and government processes of the institution that he directs. It is recognized, that the performance of the role and responsibilities innate to the position as the main executive, is crucial to the development, progress, and success of the institution. Therefore, the institution's governing board has the primary task of holding the President of the institution accountable as the person responsible for the institution's success or failure. The Board of Directors, who elected the President as the main executive of the institution, reminds him that, the institution's success or failure depends mainly on his leadership and his administrative dexterities, as well as of those of his team of administrators.

The Evaluation Committee plays an important role analyzing, evaluating, and reflecting the current state of the government and of the administrative management of the tertiary educational institutions of the Inter-American Division. The main purpose of the visit is to conduct a transparent process of evaluation and collaboration between the institution and the Evaluation Committee with the purpose of visualizing the presence or absence of excellence in the government and in the administrative management of the visited institution. In addition, the evaluation is carried out in order to improve, if necessary, the administrative management and the government practiced in the educational institutions of the Inter-American Division territory.

As a clarifying note, for the purpose of this *Guide* and for its easy reading, the term *“President”*, whether male or female, is used in this English version, referring to the main executive of the institution elected by the Board of Trustees. *The term “Rector” is used in the Spanish version of the Guide since it is a more common term used in most of the Spanish-speaking countries.*

## **II. EVALUATION PROCESS**

The IAD has established the Evaluation Committee and the *Guide of Best Practices* to measure leadership in reference to the government and administrative management of institutions of higher education in its territory. The evaluation process is established to complement the Criterion III of the Association of Adventist Accreditation Manual of Accreditation, of which reference has been made earlier. This initiative takes place, as a result of the IAD lacking a guide for the evaluation of the administrative management as well as for the government exercised in the institutions of higher education in its territory.

It is recognized that accrediting agencies, whether government or Adventist Church related, meticulously evaluate the academics, the student, and the financial aspects of the institution, but on the same token, it is known that it is not common for them to conduct an intense evaluation of the exercised government nor of the practiced administrative management of the institution. For this reason, this *Guide* is established.

The purpose for the evaluation of the government and administrative management, is to establish an environment of optimum leadership thus positively affecting future generations of Adventist administrators, emphasizing, but not limited to, administrative ethics, transparency of processes, attention to all classes of employees, and the protection of the organization's finances.

The Evaluation Committee will be composed by ex-office members, as vote taken by the Inter-American Division Board of Directors indicated. Visits to the institutions will be every three years in a rotating basis according to the table outlined in Section III. In order to establish an organized frame of reference free of surprises, the visits shall comply with the dates indicated in Section III and will follow the following process:

1. The Evaluation Committee will use the *Guide of Best Practices* and will complete the sections entitled "*Finding and Recommendation of the Evaluation Committee*" in the document entitled *Report of Findings*, after having exercised a judicious and full analysis taking into consideration what is stipulated in:
  - a) the *Guide of Best Practices*,
  - b) the *Report of Findings*,
  - c) what is provided by the institution, and
  - d) the conducted interviews.
2. After completing what is stipulated in the *Report of Findings*, the president and the secretary of the Evaluation Committee will take time to talk privately with the President of the Board of Trustees and with the President of the institution to clarify any doubts that may exist in regard to the recommendations.
3. At the conclusion of the visit, the *Report of Findings* will be presented, specially the section entitled "*Finding and Recommendation of the Evaluation Committee*", to the President, administrators, and the President of the Board of Trustees.
4. Within four months of the day of the visit, the section, "*Reaction of the Institution to the Finding and Recommendation*" is answered by the institution and sent to the IAD Vicepresident who supervises the area of education. The reaction must indicate how the institution has attended, or how and when the institution will attend the Committee's findings and recommendations.
5. Within two months of receiving the institution's *reaction*, the section "*Acceptance and Reaction of the Institution*" will be answered and sent to the President by the IAD Vicepresident who supervises the education area. In the event that the reaction of the institution is not accepted, indications as to what additional management efforts the institution needs to do so the issue can be considered fulfilled will be noted.

6. At the year of the Evaluation Committee's visit, the institution will generate in a clear and complete manner, a *Compliance Report of Findings* which will be sent by the President of the institution to the Inter-American Division Vicepresident who supervises the area of education. The Report, designed on the basis of the findings reported by the Evaluation Committee, will include as the first section a resume about the institution, indicating:
- a) Name of the institution
  - b) Date on which it was established
  - c) Change of names, if any
  - d) Postal address and physical address
  - e) Telephone number and fax number
  - f) President's e-mail address
  - g) Website address of the Institution
  - h) Description of the location of the Institution
  - i) History and significant institutional historical facts
  - j) Academic programs offered at the different levels
  - k) Number of students enrolled at the different levels
  - l) Number of full-time and part time faculty by levels
  - m) Number of support personnel on a full-time and part-time basis
  - n) Total number of students enrolled over the last five years
  - o) Total number of Adventist students over the last five years
  - p) Language of instruction and program offered to learn the language
  - q) Certificates, diplomas, and degrees offered over the last five years
  - r) Granted accreditations and licenses to operate
  - s) Accredited since and by which agency
  - t) Other accreditations
  - u) Affiliations
  - v) Other

The Report of *Compliance of the Findings* will include in the second section and in specific ways, the following:

- a) the findings identified and written by the Evaluation Committee,
- b) how was each finding and recommendation attended by the institution,
- c) what was the obtained result to the finding or recommendation be attended and
- d) what will be the follow-up that will be given to each finding or recommendation

7. The institution's *Report of Compliance of the Findings* will be presented to the IAD Board of Higher Education for its approval. Once approved, a copy of the same and any other significant report will be sent to the General Conference Education Department so that it will be useful in a future visit of the Association of Adventist Accreditation to the said institution.

### III. ITINERARY OF VISITS

Where possible, priority will be given in the itinerary to the institutions that are next to benefit from the accreditation visit by the Association of Adventist Accreditation. The following is the itinerary for the visits to the IAD tertiary institutions:

ITINERARY OF VISITS OF THE EVALUATION COMMITTEE TO INSTITUTIONS		
Date of the Visit	Institution to Visit	Country
May 2012	MU	Montemorelos, Mexico
August 2012	CAU	Colombia
November 2012	DAU	Dominican Republic
February 2013	AAU	Puerto Rico
May 2013	NCU	Jamaica
August 2013	CAAU	Costa Rica
November 2013	LVU	Linda Vista, Mexico
February 2014	HAU	Haiti
May 2014	SCU	Trinidad
August 2014	CAU	Cuba
November 2014	VAU	Venezuela
February 2015	NAU	Navojoa, Mexico
<p><b>NOTE:</b> In May 2015 once again begins the visitation rotation with the visit to the MU, unless by then a Guide similar to this one has been adapted and approved to be used in evaluating IAD non-traditional institutions, in which case IATS and HFU will be added to the itinerary.</p>		

## EVALUATION CRITERIA

### I. THE GOVERNMENT OF THE INSTITUTION

The Board of Trustees has a great responsibility to the institution of higher education, because it is the Board who governs the institution. Consequently, the Board of Trustees shows interest in the success and in the well being of the institution. The members of the Board of Trustees follow what is specified in the *Manual of the Board of Trustees*. The President of the institution gives a copy of this Manual to each Board member after being elected as a Board member.

Although the IAD Working Policy outlines the Board of Trustees responsibilities in one of the Articles of the Constitution to be followed as a model by the IAD universities, it does so in a general way. Therefore, it is expected that each institution develops a manual for its Board of Trustees that will be in harmony with the IAD Working Policy, but that at the same time meets, both with the particularities of the institution as with the educational expectations of the country where the institution is located.

The Board of Trustees Manual must include the most relevant and best practices of government for institutions of higher education. Phyllis Palmiero, who in 2004 was the Director of the *Institute of Effective Government*, indicates that among the "Practices in the Government of Universities" are the following:

#### A. EVALUATION: *Board of Trustees*

The Board of Trustees should evaluate its performance at least once a year and discuss what aspects were done well and what should be improved. It is a good practice because in taking time to evaluate itself, the Board is strengthened. In doing so, operational changes of politics and of procedures are elaborated, for both the Board and for the institution.

It is utterly important than an appropriate instrument for what needs to be evaluated be designed. Under no circumstances, should the members of the Board of Trustees feel alluded to, by yielding to an evaluation. On the contrary, the members of the Board of Trustees should understand that the evaluation is necessary both for the welfare of the Board as for the success of the institution which they govern. The results will produce information about how the administrative management and the government of the institution are handled.

The instrument designed for the evaluation of the Board of Trustees could include aspects such as:

1. Participation of the Board in the strategic planning of the institution
2. Achievements of the institution's goals and objectives according to its mission
3. Monitoring the effectiveness of the academic programs
4. Integrity in the government and administrative processes

5. Orientation and development of new Board members
6. President and vicepresidents performance according to the annual evaluation
7. The image and position of the institution in the community and in the church

**NOTE:** *An unofficial survey indicates that no instrument presently exists for the evaluation of the Board of Trustees of the IAD higher education institutions, therefore it was solicited that the IAD prepare such document. It is expected to have it ready for approval at a future meeting of the IAD Board of Directors.*

## **B. MEETINGS: *Participation and Membership Composition***

Boards are effective when members are present, take part in discussions, and vote after taking into consideration everything referred to in the discussions. Board composition should reflect balance of talents and experiences by filling the positions with members that would add significance to the Board. In other words, that they be professionals who could contribute with their work experience to the success of the institution in the decision making process as a member of the Board of Trustees.

Orientation must exist for new Board members. Also, annual training seminars on relevant topics should be conducted for all members. The Board should be kept informed of all matters of importance about the institution and shall vote on the same after having been fully informed. Sometimes it is necessary to send, before the day of the Board meeting, the documents that will be presented so that the members can fully understand the point and can decide at the moment of voting.

The Board establishes several committees, among them, the Executive Committee, Finance Committee, Audit Committee, Government and Strategic Planning Committee, and Academic Affairs Committee. Board members belonging to these committees should have adequate experience so that their participation is productive. Sometimes is necessary for the Board to establish other permanent committees of the Board due to a peculiarity the institution is experimenting, for example, a Construction Committee should be formed when a significant construction is being carried out in the institution.

## **C. FINANCES: *Fiscal Control and Audits***

The Board of Trustees votes politics and financial controls to ensure the integrity and fiscal responsibility of the institution. In addition, the Board develops and approves the annual budget in accordance with the priorities of the institution's strategic plan. Although the Finance Committee of the Board has the responsibility to understand and monitor the budget, the full Board should be kept informed of the financial status of the institution, since it is the Board of Trustees who approves the institutional budget and is the Board who approves any major changes that occur to the budget once the budget has been voted.

It is essential to have an internal auditor who reports to the Board Audit Committee to examine the works of the institution with regard to the voted politics and procedures whether financial, as well as, academic and operational. The establishment of an audit



plan to be followed would be a good strategy to be implemented which the Board of Trustees should also vote. Unfortunate financial situations could be avoided, with the establishment of an internal auditor in each of the institutions of higher education.

Although it is the Vicepresident for Finances who directly supervises the institution's finances, he must keep the President informed of the financial status of the institution, consulting him when necessary. The Vicepresident for Finance reports to the President, being the President the only one of the institution's administrators who reports directly to the Board of Trustees. Therefore, the Vicepresident for Finances should not, by himself, make decisions of high institutional financial significance unless it has already been consulted with the President and voted by the Board.

#### **D. COMMITMENT: *Conflict of Interest***

The members of the Board of Trustees should obtain, analyze and annually sign an institutional policy on conflict of interest to alert them as to what would be considered a conflict of interest. If any conflict arises, the established policy must indicate the way in which the situation should be managed. For the above-mentioned institutional policy, the model of Conflict of Interest that appears in the Working Policy of the Inter-American Division will be used.

The members of the Board of Trustees must feel a great commitment to the institution, since they have been selected as members of the Board either for their position with the Seventh-day Adventist Church or by their demonstrated commitment to Adventist education. The members of the Board who do not work for the Seventh-day Adventist Church are lay members and represent the constituents of the territory where the institution is located, therefore, they know the academic environment and provide input as to what the competition offers.

In this way the interests of the institution are safeguarded, thus demonstrating a genuine commitment of the members of the Board with the university as well as with the Board of Trustees. It is necessary to maintain Board members updated in regard to their duties toward the Board, participating in training seminars, at least every two years. The President of the institution facilitates the conduction of such seminars and promotes topics in which the Board members might need assistance.

#### **E. CONSTITUTION: Laws and Statutes**

The constitutional laws that control the Board of Trustees must be periodically revised. Sometimes it is necessary that it be updated. These legal documents establish work parameters for the Board of Trustees; therefore, the Board must fully know its content. The constitution establishes the authority and the responsibilities of the Board of Trustees. In addition, the constitution indicates the Board of Trustees membership terms and the responsibilities of the president, vicepresident, secretary, and other members of the Board.

The constitution describes, to some extent, the duties and responsibilities of Board Committees, as it also describes the authority and responsibilities of the President and

the vicepresidents of the Institution. In addition it indicates, the frequency of the Board meetings, the quorum to conduct meetings, and what constitute a Board vote. The procedure to amend constitutional laws is also included in the Constitution. Therefore, the Board must take quite seriously its participation in the meetings and know the constitution to ensure that the stipulated requirements are presented, voted, and fulfilled and that it meets the needs expressed by the Board of Trustees for the success of the institution.

#### **F. PROCESSES: *Transparency and Decisions***

Transparency is a very important issue in the governing of the Board over the institution because it allows seeing how the Board of Trustees makes decisions and uses its resources. It is a vital element in determining trust and establishing relationships. Among the efforts that the Board of Trustees can exercise to establish adequate transparency, are the following:

- a. Maintain the convocations of Board meetings accessible to the interested public
- b. Send invitations to the meetings of the Board to the members with anticipation
- c. Provide to the interested publics, copies of the President's reports to the Board
- d. Facilitate the way of receiving input and comments from interested publics

Through today's available technology, the Board of Trustees can keep interested publics informed about the activities of the Board and of the votes taken. This is possible and very easily done through the web page of the institution. In addition, publics interested in the Board's work could email the President of the Board and ask questions or request any clarification.

There are many ways by which the Board could request feedback from different publics, but the important thing is to consider that the way to request it would be easily available and that the input received is representative. The Board should not take the opinion of a person or of a small group of people as representative of the group as a whole, because many times, this is not representative of the majority's opinion. The Board should consider and discuss the input it receives, but in the end, it is the Board of Trustees who acts and who is responsible for their actions. A successful institution is notable when is well administered and governed. This is measured by the transparency that exists or the nebulous of their processes, both administrative and of government.

#### **G. ELECTION/EVALUATION: President and Vicepresidents**

##### **1. The President**

The Board of Trustees shall appoint a search committee for the election of a new President for the institution. Such committee must include, in its majority, members of the Board of Trustees. The election of an institution President is the most

important function of the Board of Trustees. The Board elects the President and makes him responsible before the Board; therefore, the control and authority of the President's election process should remain a function of the Board. The search committee for the President answers to the Board of Trustees; therefore, will seek guidelines from the Board on how to proceed in the search of the new President.

Once the President has been elected, the Board of Trustees evaluates him in an informal and constant manner, every time the President presents and delivers a report or provides the Board with information. The President is also evaluated by the members of the Board for his accomplishments and his contributions in Board meetings. The President, hence, is constantly in the Board members' sight.

The formal evaluation of the President must be conducted annually based on whether or not he complied with the goals and objectives indicated by the Board. The President's evaluation should not be an activity conducted only when a problem arises with its leadership. Along with the task of choosing the President, the evaluation of the President is one of the most important activities of government conducted by the Board. The President's evaluation is a way for the Board of Trustees to communicate with the President about its strengths and areas that need improvement.

A committee of the Board of Trustees should be established to develop a process for the President's evaluation, to lead the evaluation, and to analyze the results. The committee will present a report of the outcome of the evaluation to the Board of Trustees with recommendations for a development plan, if necessary. It is recommended that every three to four years a complete evaluation of the President be conducted, where the Board of Trustees asks the different publics their opinion of the performance of the President on the achievement of the objectives in the short and long-term according to the institution strategic plan.

For the formal evaluation of the President, which is carried out every three to four years, an official and public evaluation instrument shall be used which has been validated by external agencies, is reliable, and is used for that purpose in other universities of the country. An instrument that is not updated and that does not describe all the areas of work of the President should not be used. The purpose of the evaluation is to discover what he has exceeded, what he has accomplished, and what he has not accomplished, therefore, needing to be improved.

Nonetheless, the instrument should be directed to discover how the President executes the functions of his position and how does it meet with the responsibilities based on his job description and in those things required directly by the Board as perceived by the members of the Board of Trustees. In this way, the obtained results can be well utilized, after being discussed with the President.

This section contains information and processes to be followed for the annual evaluations. Enclosed are, as attachments, evaluation sheets for both the President and vicepresidents, which derive primarily from their job descriptions according to the Working Policy of the Inter-American Division. These evaluations sheets must be utilized each year to evaluate the administrators. As it can be noted, the annual

evaluations of the President and the vicepresidents are filled out by people who respond to them or have frequent direct contact with them.

Caution should be given not to misuse the instrument. One of the ways in which it is misused is when the instrument is given to people who do not respond directly to the person being evaluated. If the intention is to evaluate administrators by all the people who work or study in the institution, then it is necessary to design an appropriate instrument to be used in each case.

This evaluation will be taken into consideration when electing or re-electing the President for the next quinquennium. If re-elected, the President will continue with his duties as usual. If for some reason the President needs to be replaced and a new President elected, the search committee already mentioned will be activated and will complete the search process as established.

It is essential that the Board of Trustees, at the beginning of the quinquennium, asks the President, whether elected or re-elected, that after six months he presents an Entry Report in reference to the state of affairs in which the institution finds itself. The President shall present this report, which must be approved by the Board of Trustees, indicating how is the present state of the institution at the time the President is elected or re-elected.

The Entry Report must serve as the basis of the strategic plan for the administrative management of the President; and at the same time the Board of Trustees will utilize the Entry Report, as presented by the President, as a point of reference or point of departure to evaluate the President. At the end of the elected term of the President, the President will submit a Report of Departure, using as a point of reference, the Entry Report.

## 2. The Vicepresidents

In the same manner, the election and evaluation of the vicepresidents is a function of utmost importance for the Board of Trustees, because it is through them that the President complies with the majority of the assigned responsibilities for the advancement of the institution. This is why at the beginning of the quinquennium, when the Board of Trustees re-elects or elects the President; they consult with the President in regard to the re-election of the vicepresidents. On that occasion it is decided if there must be elections for new vicepresidents.

If they are re-elected, the vicepresidents will continue with their duties as usual. If for some reason any vicepresident needs to be replaced and a new vicepresident elected, a search committee will be formed by people with more or less similar characteristics as those of a President's search committee, which will be dedicated to the election of the new vicepresident. It is important that the above search committee has representatives from the area of the vicepresidency being considered for election.

It is not advisable to have drastic changes in the administration of a university. If for some higher motive, there is a need to replace a vicepresident, every effort shall be made not to replace a second vicepresident. The stability of the administrative team is of utmost importance for the success and the advancement of the institution, so

the Board must take this into consideration when suggesting or accepting changes to the team.

The already started or about to start plans, the strategies used in favor of the institution, and the positive connections that an administrator has achieved, are very difficult to be continued with the same intensity and the same demonstrated success of the previous administration. The impulse and the commitment already made for any particular project is lost when an administrator is prematurely replaced. It is detrimental for the success and the advancement of the institution when an administrator leaves and another takes over a project already started. It is worst yet, when the new administrator takes backward steps and begins the project again.

To help the vicepresidents remain in their positions for a reasonable time in which they could form a team, the vicepresidents must also be evaluated formally each year by people that report to them, as well as being evaluated by the President. The President discusses the evaluation with the vicepresident indicating his strengths and weaknesses. The President must give the appropriate follow-up to the areas in which the vicepresident needs to improve. If necessary, the President will request that the vicepresident attend seminars and workshops for professional training, which will help in the performance of his responsibilities.

For the formal evaluation of the vicepresident every three or four years, a purchased evaluation instrument can be used which has been validated, is trustworthy, and is used for that purpose in the universities of the country. Nonetheless, the instrument must be geared to discover how the vicepresident executes the functions of his position and how he meets with the responsibilities based on his job description, as members of the personnel who report to him perceive him.

This *Guide* has as attachment, examples of evaluation sheets for the vicepresidents based on their job descriptions in accordance with the Working Policy of the Inter-American Division. These must be used every year to evaluate the vicepresidents. This annual evaluation, together with the formal evaluation that is conducted every three or four years, will be taken into consideration when electing or re-electing vicepresidents for the next quinquennium.

### 3. The Evaluation and the Instrument

It is essential to realize the importance of the annual evaluation both to the President and to the vicepresidents. The evaluations are not carried out with the purpose of indicating that everything is fine or on the other hand that “something” is wrong, so there is a need for a replacement. As mentioned earlier, an annual evaluation must be conducted of the President and the vicepresidents according to the description of the responsibility of the position voted by the Board of Directors. In the process, one must:

- Understand that the evaluation is not an event but part of a process
- Guide and inform the administrators who will be evaluated
- Clarify the evaluation purpose and the expectations of the same
- Reach agreements in regard to the instrument to be used

- Perform annual/informal evaluation by the corresponding persons
- Perform a summary evaluation of the obtained results
- Perceive the evaluation as an academic process that takes time
- Understand the importance to incorporate motivation of the evaluated
- Design, if necessary, a professional plan of development that includes:
  - a. Induction
  - b. Implementation
  - c. Reflection to professional practice
  - d. Performance evaluation
  - e. Education in service

The evaluation instruments, in the Attachment, are examples of internal instruments of evaluation designed and adapted according to job descriptions described mostly in the Inter-American Division Working Policy. These instruments could be modified according to the job description of the President and vicepresidents as voted by the respective Board of Trustees of the institutions where they labor. Being that these evaluation instruments are designed in accordance with the job descriptions of the IAD Working Policy, they may very well serve to be used annually by the pertinent groups that evaluate the effectiveness of the work of the President and of the vicepresidents.

It is good to notice that in the marketplace, there are several types of evaluation instruments, so care must be exercised in using the appropriate instrument so it will comply with achieving the desired objective. Several professionally created instruments are divided into sections covering the affective, cognitive, and technical areas in accordance with the competence skills of the person to be evaluated. These instruments, which are usually on sale in the marketplace of professional documents for the evaluation of business administrators, sometimes cannot be entirely applied for the evaluation of presidents and vicepresidents of the IAD Adventist tertiary institutions. Therefore, caution is recommended if the above mentioned professional forms will be used for the evaluation of the presidents and vicepresidents.

But if notice is given to evaluation instruments that are professionally created for purchase in the marketplace, it is also fair to mention that internally “homemade or locally” instruments are created for use in the evaluation of administrators. These instruments must undergo a validation process to ensure their credibility. While it is true that in some institutions there are trained personnel with experience in institutional effectiveness and in the design of instruments that could help at the time of creating the internal instrument, it is also true that not all institutions enjoy this benefit. Therefore, it is preferable not to venture to create or design an evaluation instrument without the proper professional experience in the design of instruments for evaluation purposes.

A practice that is becoming common in recent years is to assign the weighted weight according to the 360 system, in which the evaluation is made utilizing the following components:

- a. The supervisor of the person being evaluated
- b. The counterparts of the person being evaluated
- c. Those supervised by the evaluated person
- d. The self evaluation of the evaluated person

Consideration must be given as to what kind of evaluation instruments would be used by the above-mentioned components. Clearly, every person or group of persons would evaluate the person according to the interaction that they may have had with the person being evaluated. Therefore, the instruments used should have variation, if this would be the case.

Upon completion of the evaluation, tabulation, and summary of the results, it should be ensured that the process does not stop there but that the evaluation results are valued and given the respect and reliability suitable to the results obtained. It is necessary to understand that the results of the evaluation should not be used as a tool to end the services of the evaluated administrator, but it should rather be to tell him which areas he must improve and which areas are his strengths. Once it is determined which areas must be improved, he must be informed what service education will be designed for his execution and what would be the skill desired improvement.

## **II. THE ADMINISTRATIVE MANAGEMENT OF THE INSTITUTION**

The President is the person with the highest authority in the institution and is accountable to the Board of Government who elected him. The Board depends on the President to ensure the success of the institution. Therefore, the President is the one who projects the direction where the institution is headed within the parameters of its mission. The President is the one who provides meaning to the vision of the institution. He is a visionary and tireless leader who is always planning one step ahead of all others.

A true leader knows where he was, where he is and where he is headed. The experiences of the past are used for the good of present and future projects. Therefore, a President with a solid administrative and relevant experience leads the institution to where it should be in a short time, because he knows how to execute his responsibilities, how to plan what is desired, and how to achieve targeted goals. A President with little administrative experience recognizes the need to enlist in appropriate seminars to learn how to effectively execute the functions of his position.

It is of utmost importance to understand that the first 90 days from the election as a President are the most crucial, because these will determine the way in which he will administer and manage. The responsibilities placed on a President are serious. Therefore, the President, in addition to depending on God, will depend on his academic, financial, and administrative knowledge to effectively execute the functions of the position. Success greatly depends on his experience as a leader and the authority of his administrative skills, as well as the effectiveness in which this

is executed. The President is aware that the Institution he directs will succeed or fail depending on his leadership.

The manner in which the President directs the institution, will determine the manner in which the faculty, the service personnel, the students, and the public in general will support the institution. A good indication to determine whether or not such support exists is to compare the enrollment at the beginning of the year with the enrollments of previous years. This simple exercise determines whether the President has fulfilled with his specific function of being the major contributor in the promotion, recruitment, admissions, and enrollment of students.

The following eight basic elements are primary in what constitutes best practices of administrative management in a tertiary institution. Therefore, the President must take into consideration these basic elements to manage the institution that has been entrusted for him to lead.

#### **A. VISION: Specific and Global**

In the academically competitive world of today, the university that stops is left behind. A clear, detailed, and global vision is required for any institution; how much then will it be required for an institution that promotes knowledge and anxiously looks forward to the success of the future! The President of the institution is who articulates, formalizes, and implements the administrative vision by which to achieve the desired transformation seeking to remain at the forefront of the times in which we live.

Administrative operations must be active and continuously updated, focused on the desired results and providing the greatest support to the academic work. The university administrators should focus on the global mission of the institution, but at the same time carry out the tasks specific to the areas of work that are necessary to achieve the global vision of the institution. The achieved goals lead to the fulfillment of the mission and in the same way, as the mission is attained, it manages to achieve the planned and desired vision for the successful development of the institution.

Strategic planners envision complete concepts and then develop, discuss, examine, and execute necessary and specific details to achieve the desired comprehensive concept. First, the “global” to be achieved is established, then the “specific” is defined which determines if the “global” aspect is achieved or not, which is really the desired end. It is a proactive pattern that, when implemented, produces visible and measurable results. The President ensures that this happens.

At the end, the President is on whose shoulders every need and concern about the institution that he directs falls, causing him to be in a constant state of vigilance and concern. But it is presumed that the President should manage, in a daily and irrepachable way, every relevant function to his position of leader and administrator. Trusting in the support team of Adventist professionals committed with the mission and vision of the institution, together with the support of the Board of Trustees willing to devote their time, talents, and resources for the welfare of the institution which they govern, the President establishes an appropriate administrative management front so that the institution he directs will have an attainable vision.



Fundamental to the administrative vision to be achieved, one must understand, accept, implement, evaluate, and update processes, documents, manuals, and institutional politics. The President along with the Vicepresidents shall take this task seriously and incorporate it into the institutional strategic plan and within its frame of reference. Among the most basic within the President's administrative vision, are the following:

1. *Objectives, Mission of the Institution*

The President analyzes and periodically manages to update the objectives, the mission, and the vision of the institution together with the administrators, the departmental and the personnel involved in the decision making process of the institution. If any changes are made to the institutional objectives, mission, and vision they are submitted to the Board of Trustees for approval.

The President executes his responsibilities within a frame of reference in accordance with: the statutes and policies in force, both with the working policy of the institution which he directs, as with the working policies of superior organizations to which he responds and also within the framework of the laws of the country in which the institution is established and operates. He must also establish a clear system of supervision toward all levels to make it possible to follow-up on the strategies and on the complete operation of the institution to fulfill the objectives, mission, and vision.

2. *Selection and Nomination of the Administrators*

The President acknowledges and agrees that the process of selecting and appointing the administrators of the institution for a specified period is a function of the Board of Trustees. Therefore, he supports and promotes what has been established and approved, by the institution that he directs as well as by the Board of Trustees and by superior organizations.

The President can contribute to the selection and appointing of the Vicepresidents if asked, but at no time does or allows to be done campaigns of any kind to re-elect him or to re-elect or remove any of the Vicepresidents. The administrator who gets involved, promotes, or allows any type of campaign to exist, is exposing himself to be disqualified of staying in his position or to be elected to fill the position for which the campaigns or promises have been done.

3. *Evaluation of the President and Administrators*

The President fully knows and facilitates the evaluation process, both for himself as well as for the Vicepresidents, following that which has been established by the institution that he presides and by superior organizations. Such process must be carried out in a cordial and transparent manner. *Appendix A* contains an introductory note and examples of annual evaluation instruments for the President and for the Vicepresidents. These instruments can be modified to comply with what the Board of Trustees determines according to the job descriptions that have been voted in accordance with the IAD Working Policy.

A formal evaluation should be done at least every four years. It should be done using an official evaluation instrument that has validity and reliability on sale in the marketplace. Such an instrument should be one that has been used by other institutions of higher

education, preferably in the country where the university is located. The members of the Board of Trustees evaluate the President. It is recommended that the Vicepresidents also evaluate the President and the members of the Administrative Council and the University Council for being these people who closely know the President. In the same way, the Vicepresidents must be evaluated by the President as well as individually by employees who report directly to them.

The results of the evaluation will be duly discussed with the evaluated person, by the person to whom the evaluated person reports. Commendations will be given for the discovered strengths; but also weaknesses, if any, will be discussed, how to improve them will be analyzed, and what provision will have to be carried out to master them. A reasonable time will be determined to demonstrate mastery over a skill for the effective implementation of the responsibility that needs improving, according to the results of the evaluation.

In the event that the outcome of the evaluation is not acceptable and the necessary skills cannot be achieved, mastered or executed after having been discussed and given reasonable time to master, the case will be presented to the Board of Trustees for discussion and appropriate decision.

#### 4. *Presence of the Administration in the Institution*

The President maintains, communicates, and implements the administrative and institutional vision of the institution in reference to the government and the administrative management of the institution that has been entrusted to him to lead and for which he will be held accountable. As part of the global mission for the institution's administrative management is to maintain the presence of the administrators in the spiritual, academic, and student life of the institution. The President is present in all activities to which he must attend and requests that the Vicepresidents are present at general meetings of the institution as well as to those of their respective areas. In this way the presence of the administrators become visible in the institution.

#### 5. *Documents and Reference*

The university President ensures that the documents, which contain the information by which the institution is lead and in particular its detailed processes, are systematically evaluated. The President is responsible for the administrative and general management of the institution to the Board of Trustees who elected him. Therefore, the President shall compile, collate, and update a series of documents which will serve him as a guide in the effective implementation of the innate functions of the position, among which are:

##### a. *Job Description and Responsibilities*

Every position has a job description and responsibilities to be carried out for its healthy operation; therefore, the President and administrators shall comply faithfully with all the expectations of their positions as outlined in their job descriptions and approved by the Board of Trustees. Job descriptions must be clear and descriptive since the annual performance evaluations will be done from these descriptions. A manual of responsibilities containing the functions of the President, Vicepresidents,

as well as the functions of every employee of the institution, is an essential manual for an effective administrative management.

*b. Institutional Working Policy*

Superior organizations have working policies by which they are ruled, therefore, in a similar way, the President understands and applies denominational policies and maintains the institutional working policies updated and in tune with the working policies of the superior institutions. Every employee should have a copy of the working policies of the institution in their office and refer to it when necessary as it contains the benefits, the policies, and the established rules of the institution for the employee.

*c. Institutional Strategic Plan*

Every institution of higher education must possess and comply with the institutional strategic plan that has been updated and elaborated by the different sectors of the institution, under the direction of the President and approved by the institution's Board of Trustees. The Institutional Strategic Plan is the guide that all sectors of the institution follow to achieve what has been scheduled for the success of their respective areas. Therefore, the plan must be developed and updated with the direct assistance of all sectors of the institution.

*d. Master Plan for Physical-Spatial Development*

Every institution of higher education with a view to grow in number of personnel, students, programs, and services must hold and comply with a master plan for the physical-spatial development which is presently enforced, has been supervised by the President, approved by the Board of Trustees, and which is properly updated. All future construction must be carried out in accordance with the approved physical-spatial development master plan. If a substantial change to the planned is wanted, it must hold a feasibility study and proper justification. If the change to the master plan is meritorious, it must be submitted and approved by the Board of Trustees prior to its implementation.

*e. Spiritual Master Plan*

Every higher education Adventist institution must have and comply with a current spiritual master plan, which has been analyzed by the President, approved by the Board of Trustees, and accepted by the Adventist Accreditation Association of the General Conference. The plan seeks to integrate faith far beyond the classroom and the academic life. The spiritual life of the institution must be visible at all time and place, including the administrative and service life of the institution.

*f. Institutional Budget*

Every institution of higher education must be transparent in the management and control of its operative financial resources. Consequently, the President will understand the institutional budget to clarify any doubt that the Board of Trustees or any other entity might have about the budget. Although the President trusts the financial Vicepresident of the institution for the supervision of the budget, it falls on

the President the great responsibility of keeping the institution operating within the budget approved by the Board of Trustees. The President, together with the financial Vicepresident, shall ensure that excessive and unnecessary expenses, which cannot be justified according to the approved budget and that might put the fiscal health of the institution at risk, do not occur.

*g. Reports of Financial Audits*

The President will pay attention to recommendations indicated by the financial audits as he pays attention to those indicated by license and accreditation agencies. The President assumes his responsibility and delegates to others the follow-up to the recommendations supervising that everything stipulated is accomplished. The financial Vicepresident is responsible for the suggestions and recommendations indicated by financial audit agencies, but at the same way, maintains the President informed of achieved progress. The Board of Trustees approves the financial audit reports after being presented to the institution's administrators.

*h. Reports to the Board of Trustees*

The President presents an annual report and periodically presents other reports to the Board of Trustees to keep its members informed about the academic, student, and spiritual activities of the institution. The report must contemplate the progress up-to-date and the goals to be achieved, the achievements of the faculty and other personnel, gains or losses acquired by the different areas of the institution, and also inform the financial state in which the institution is presently situated.

*i. Manuals: Board of Trustees, Faculty, Employees, Students*

The institutional manuals provide information about the benefits, responsibilities, rights, contributions, and participation of the group represented in such a manual, therefore, the President shall have inherency in the development and updating of such manuals to fully understand the different groups involved with the institution and to know what are their responsibilities to the institution, as well as to know what are the responsibilities of the institution toward them.

*j. Working Policies: Institution, Union, IAD, GC*

The working policies, both of the local institution as well as the working policies of the superior organizations, must be studied, known, and consulted by the President. At the same time, the President must ensure that the working regulations of the institution that he directs, reflects and is in compliance with, the policies and regulations established by the Inter-American Division for the tertiary educational institutions in its territory. At the same time, the General Conference as a superior organization delineates policies and processes that need to be established and followed. The working policies should be disseminated and equitably applied by promoting the transparency of the institution.

*k. Recruitment, Promotion, Marketing and Public Relations*

If something should be of utmost importance for the success of a higher education institution, it should be the recruitment, promotion, marketing, and public relations

because conducting effective campaigns in these areas will result in interested publics and in enrolled students; therefore, the President shall keep visible and audible with regard to these areas to ensure that the vision and mission of the institution are projected and are reached by their means.

*l. Academic Catalog: Admission, Enrolment, Retention, and Graduation*

The President must be fully involved in the academic aspect of the institution and in the well-being of the students that come to study in it, from giving direction and follow-up as to how they are admitted to understand when and how they enroll, as well as to know all the factors that induce students to remain enrolled and finally to graduate and to grant them the diploma of the institution wishing them success in their careers.

*m. Policies: Academic, Financial Assistance, Student Services*

Similarly, the President should be at the forefront knowing in detail the institutional policies that have direct bearing on the students who are truly the reason for the existence of the institution; therefore, the President must ensure that the policies established by the institution to provide assistance to students, either academically, financially or in any of the other areas of services, are fair, clearly written, and faithfully implemented.

*n. Minutes: Board of Trustees, Administrative and University Councils, others*

The importance of writing and storing the minutes of an institution's official meetings is great because it is through these that the history of past actions are known, how these affect the decisions of the present, and also how these shape the goals that the institution wishes to achieve in the immediate or distant future.

For this reason, the President recognizes the care that he has to have in differentiating to which committee, council, board, or meeting he presents the points to be discussed and also understands the responsibilities and the coverage of each of the various committees as to present the appropriate items within the time and place indicated. The President promotes unity within the various bodies that govern and administer the institution.

*o. Legal Documents and Processes to Deal with Legal Cases*

The President is the legal representative of the institution, while he does not delegate it, which means that the President must possess extensive knowledge of labor laws and other laws in relation to institutions of higher education in the country where the institution is located; in such a way that he can defend the institution in litigation and in legal cases or to free it from threats.

The President knows when to delegate the legal representation and when to retain it since at the end he is responsible for any action that is taken against the institution.

*p. Operational Procedures in the Management of Crisis*

Every institution must have a manual for crisis management, whatever the crisis may be, covering areas such as: who will be the official voice, how the information will be communicated to the personnel, students, and interested public and what to do before, during, and after the crisis.

**NOTE:** *Presently, the Inter-American Division is developing a crisis management manual for the IAD territory. It is expected to be ready to be presented and voted at a future IAD Board of Directors meeting.*

**B. PUBLICS: To Know, Serve, and Satisfy**

Higher education institutions depend on several publics that support and contribute to its success. Therefore, the President and the administrators of the institution need to know these publics to meet and satisfy their needs. From the Board of Trustees, who is the most important and one of the most direct and internal publics, to the most indirect and external public, who would be the counterparts of other secular institutions in the country; all are publics that would have to be known, be served, and somehow, satisfy.

Following are several of the publics with whom the President interacts and must serve, and satisfy, especially when such publics contact the institution directly or indirectly, whether it would be daily, monthly, or annual contacts:

1. Board of Trustees

As it is expected, the Board of Trustees represents the most important public, because it is precisely the Board who elected the President to lead the institution according to the statutes voted by the Board. Therefore, the President answers to the Board of Trustees and thus keeps the Chairman of the Board informed and, through him, the members of the Board. The Board of Trustees governs the institution and delegates its administration to the President of the institution. The Board understands that they do not administer the institution; instead they govern the institution through the President who they elected to administer it.

The good relationship and collaboration that exist between the President of the Board of Trustees and the President of the institution makes possible the advancement of the agenda and the fulfillment of the mission of the institution. The members of the Board understand that their authority is possible when they meet as a Board and not outside of it. The President carries out orientations and seminars to help members of the Board of Trustees know their responsibilities. In order to have good institutional government and administrative management, it is necessary to thoroughly know the policies of the IAD Working Policy and those of the institution.

Although it is not the prerogative of the university President to elect the members of the Board of Trustees, he may suggest to the Chairman of the Board of Trustees that the non ex-officio members should be chosen based on their skills, resources, and commitment to Adventist education at all levels, and especially that they are committed

with the university. The most perceptive public of what happens outside the institution that affects the institution is the Board of Trustees for their responsibility is to look after the interests of the institution they govern.

It is the duty of each Board member to inform the president of the Board of any agenda item they want to have addressed in the Board meeting. It is not acceptable for a Board member to present a point to be discussed which has not been previously submitted to the Chairman of the Board and that he has not had the opportunity to discuss it with the university President before presenting it to the Board. It is advisable that the university President gives a copy of the responsibilities and duties of the Board of Trustees to each member of the Board. In this way it is clear what their responsibilities are and which points are covered in the meetings.

## 2. Donors and Sponsors

One of the most productive tasks that the President can do to help the finances of the institution is to undertake and maintain effective sympathizing relationships with present and future donors. Donors committed to the success of the institution usually form part of a special group of friends of the institution which meets sporadically at the request of the university President. Friends of the institution usually identify themselves with a special institutional project and personally donate or help gather the necessary finances to achieve the project.

The institution should have a list of donors and recurring sponsors to be able to appeal to them in case of an urgent need. But to do so, the President must sustain a continuous friendship throughout the year and to be able to contact his friends in case of an extreme need. Donors and sponsors usually resent it when they feel they are being used only because of their financial resources. For this reason, it must be taken into consideration, that when social, academic, spiritual, or other activities in and outside of the institution are conducted, to invite donors and sponsors to participate and enjoy themselves with the university family.

## 3. Fields and Constituents

The Conferences contribute financially to the operation of the institution and in particular the Conference where the institution is located. Therefore, the fields and constituents need and deserve for university administrators to fully understand the challenges, needs, and achievements of the fields. The institution is practically the one that supply the workers that the fields need and that is why the institution needs to have a presence in the field.

Schools as well as field churches are nourished with the graduates of the institution and for this reason representatives from the academic programs of theology and education should sustain proper contact with these publics. Theology professors, as well as the director of theology should be frequent invitees at least to the churches of the fields closest to the university to participate during Sabbath as preachers of the divine worship. It would be ideal if teachers of all disciplines, but specially those form the educational program, could present an academic lesson at the Adventist schools that are closest to the university.

The constituents of the fields would identify themselves more directly with the university causing an unparalleled support of any other activity that the institution might present during the academic year to the field. It is vital for the university President to realize that the university enrollment would benefit and increase when a consistent and proper contact is maintained in the field and with the constituents.

#### 4. Union and Constituents

The administrator of the Union, specially its President, is one of the key people in the success of the institution, as the President of the Union is also the Chairman of the Board of Trustees of the institution. The working relationship between the President of the institution and the President of the Union, who responds to the President, it is characterized as a cordial Christian relationship, professional and of support. It must be so, since it is precisely with the President of the Union with whom the President of the institution consults those important matters that need to be understood and to have the intervention and support of the President of the Board of Trustees for his approval.

The constituents of the territory of the Union where the institution is located are confident that the President has been appointed to the position in a proper manner following the statutes established by the organization. In this way, the constituents support the University and send their children to study in the same. The promotion of the institution among the constituents should be one of collaboration among the pastors of the churches and the young people who attend it. It must be so especially in the churches located more close to the institution.

#### 5. Government Entities

Government organizations and professional agencies who visit and give universities, in one way or another, permits and licenses to operate and offer academic programs in the country where they are located, are an important public and they must be given proper attention and appropriate follow-up to their requests and recommendations. It is of utmost importance that both the President and Vicepresidents fully know the statutes and requirements of the government entities so that the university can be in compliance at any time that a visit happens, even unexpected, of any government entity of the country.

The university President is accountable to these entities as the person that ultimately bears the full responsibility, thus he makes sure that this public, so important to the success of the institution, is well served. There are several government entities that maintain contact with the institution, whether to grant the permit for the use of existing and of future buildings, the fire permit, and the health permit, among others. Usually, in addition to obtaining the license to operate in the country where the institution is located, the government expects that the institution is duly registered in the city where it operates and that it is to date in the payment of taxes.



## 6. Administrators, Faculty and Personnel

The university President manages to fulfill the strategic plans designed to achieve the success of the institution working directly with the Vicepresidents and with all the personnel, both faculty and support staff. Therefore, he must know and satisfy the needs of all levels of employees in order to provide them with the precise tools so that they can effectively implement their respective responsibilities.

The Vicepresidents, in particular, need to feel that they are valued and appreciated, and that they can do their work without constant supervision from the President. They should direct their areas in the same way that the President would. The university President feels satisfaction when all employees work in harmony toward the same goal: the academic, social, religious, student, and the infrastructure success of the institution.

The teaching faculty is the key to the success of the institution. They directly contribute to the retention of students and the good name of the institution. The research and publications published by the faculty and shared with the interested publics generate interest and support from the academic world as well as from the laymen. For this reason, a relationship of support and a commitment on behalf of the faculty toward students make students love the institution, remain enrolled until graduation, and in the future send their children to the institution where they obtained special attention.

## 7. Students and Alumni

The public that is considered most important within the university are its students because they are the reason for the institution's existence. It is therefore indispensable to communicate with truthfulness, the expectations toward them and by them. In other words, what the institution expects from them and what they must expect from the institution. The administrators and, even more, the President must project and practice a proper relationship toward and with the students.

The President is not one to be equal to the students, but must project an image of empathy toward them. His duty is to know, to serve, and to satisfy their academic, social, spiritual and financial needs through the Vicepresidents. As far as possible, the administrators must get involved teaching a class at any time during the academic year contributing in this way for students to feel closer to the administrators and to the President.

Alumni contribute to the success of their alma mater, by recommending both to their own children as well as to other young adults, to enroll at the institution. Every year the alumni return to the institution for a social and spiritual gathering. These meetings are utilized to appeal to alumni to contribute financially with the institution, being their alma mater and they are asked to promote the institution sending their children to study in it. Alumni are recognized, they are appreciated, and they are called upon to continue communication with the institution.

## 8. Equals in Other Institutions

It has been shown and is of common knowledge, that both the President as well as the other administrators of an academic institution often feels lonely having no peers within the same institution. In particular, the position of a university President is a very solitary position and several even distance themselves from the President when he assumes the new position. Therefore, it is very lonely to be a university President.

Equals who occupy similar positions exist at other university campuses. It is therefore important that official relationships with peers or equals at different institutions be maintained. It is highly desirable to attend professional meetings with Presidents and administrators of other universities in the country. These meetings maintain and nurture the sense of commitment and loyalty to the institution that they direct.

## C. **STRUCTURE: *Institutional Organizational Chart***

The organizational structures of higher education institutions are mostly delineated and delimited by the accrediting agencies who give them the license to operate, as well as by the education department of the countries where they are located. A tertiary educational institution has as basis the academic aspect because it is their main objective. A tertiary educational institution has as its foundation the academic aspect, because it is its main objective.

IAD higher education institutions, besides having academics as their base, the main objective and foundation are the Christ-centered educational philosophy of the Seventh Day Adventist Church. To spread the Church message is the primary mission, along with spreading education, teaching and learning as any other educational institution. In other words, IAD institutions must be second to no other institution.

### 1. General Structure of the Institution

The general structure of the institution describes how the administration places and organizes all employees so that they can comply with their responsibilities and achieve the goals of the institution. The institution's structure must facilitate productivity and provide a way for an environment of support to exist, where all the different groups can efficiently work as a team fulfilling the mission and goals of the institution.

### 2. Represents the Chain of Command

The institutional organizational chart indicates, in general who supervises whom and who responds to whom and to some extent, indicates the relationship of the institution with the external environment. If we analyze the academic area we would notice that the chain of command according to the institutional organizational chart is more or less this way: teaching faculty, department, school, academic vice-president, president, board of trustees, and lastly the union who elected the Board of Trustees.

3. Denotes Clarity and Simplicity

An institutional organizational chart must be one that at simple glance all the areas of the institution can be appreciated in a clear and modest manner. Contiguous or dotted lines must be self-explanatory. The President is the head followed by the Vice Presidents, followed by the schools, the departments, the faculty and the support personnel. It should be noted that the Board of Trustees should be over the President and over them the Union to which the institution belongs.

4. Supplementary Organizational Charts

Supplementary organizational charts are those that each area of the institution can develop to explain, in a detailed and extended manner, its area and how it performs within itself and in relation to the institution in general. Additional organizational charts can also be developed to indicate other areas of the institution such as standing committees and how they report to each other and to what other executive committee do they report to in the organization. Other organizational charts can be developed in accordance with the institutional needs.

5. Approved by the Board of Trustees

The structure and organizational chart are presented and approved by the Board of Trustees. Any desired change to be made to the organizational chart once approved, as well as any other substantial change that must be done in the institution after being approved by the Board of Trustees, must be presented, discussed, and voted by the Board of Trustees.

When the Board of Trustees approves the institution's organizational structure, this structure is projected in an easy to understand institutional organizational chart and a copy is distributed to all interested parties. Changes to the organizational structure are not frequently made, since frequent changes to the institution's organizational chart generate a sense of insecurity that is negatively projected onto the President and his administration.

**D. STRATEGIES: *Institutional Strategic Plan***

1. Mission, Vision and Objectives

The mission, vision, and objectives of the institution must be clear, attainable and measurable. The strategies outlined in the institutional plan must be completely based on the objectives set by the institution, which help to achieve the mission and the vision of the institution. These objectives are established with the collaboration of faculty members and support personnel along with the administration.

Once the institutional objectives are developed and approved by the Board of Trustees, they are rarely modified. Institutional objectives form the basis of the academic, financial, administrative, and student institutional program and the profile of the graduate

reflects the achieved objectives. Therefore, everyone, especially students, should know the institutional objectives because students are, through their profile, the “transporters” of the institutional objectives upon graduating from the institution.

The mission should be simple enough to be remembered and recited by the university family without having to be read, but at the same time it must be sufficiently profound to express in an academic and professional manner what the institution wants to achieve. The institutional mission may, from time to time, be studied and modified to fulfill the expectations of the era in which we work taking into account the teaching and the learning that it wants to provide. The mission of the institution is the educational axle designed by the Board of Trustees with direct input from the administration and the faculty. Once studied and approved by the Board of Trustees, the mission governs the university administrative processes.

The vision is the projection into the future and it declares in a synthesized manner where the institution foresees to be in the immediate or distant future. The vision extends from the mission and clearly indicates the global expectation to be achieved. The vision is rarely modified since it is the perspective or position that is envisioned for the institution in a comprehensive manner at a specific time in the future. Nevertheless, the vision should also be studied and approved by the Board of Trustees.

The institutional objectives permeate the syllabi of the academic courses and they are completely incorporated into the teaching and learning. Faculty members ensure that the objectives are incorporated into their courses, being that the alumni profile should reflect the achieved objectives and it is the desire that the institution’s objectives must be achieved because this will only ensure the trustworthiness of the institution’s mission and vision.

The Institutional Strategic Plan, outlines as part of its introduction, the mission, vision and objectives of the institution allowing this to clearly see that they can be directly incorporated through the established strategies for the institution.

## 2. Leadership – Government and Administrative Management

The institution’s leadership is defined by the quality of the implementation of the institutional strategic position, which is what motivates the administrative management and the government of the institution not to compromise its quality in any way. Therefore, the administration establishes an induction and training program for the institutional policies by which the institution is governed.

The institution in search of excellence in the administrative management and government seek to achieve significant changes in the administrative and support services that are embossed in the institutional plan. The goal should be to transform the institution reaching excellence in the operational processes.

The administrative management and the institution’s government understand what is known as higher education leadership. In order for a healthy leadership to exist, both the administrative management as well as the exercised government must comply with university best practices. With that purpose, this guide has been established. It defines,

in a specific way what needs to be achieved with regard to the institution's administrative management and government.

A healthy leadership allows for the administrative management and the government exercised over the institution to work complementing one another. None should dominate, because what is desired is to achieve excellence for the institution and both areas are working together to achieve this purpose. Within the outlined strategies it must be very clear which strategy the university President uses to communicate and to keep the President of the Board of Trustees informed, which is of utmost importance for the success of the institution.

### 3. Areas of the Vice Presidencies

The university President recognizes and also depends on the Vicepresidents to carry out and comply with their respective areas of work and in that way fulfill the institutional mission and vision in accordance with the strategic plan voted by the Board of Trustees. Each Vicepresident proceeds according to what is stipulated in the strategic plan for their specific area and works independently of the other Vicepresidents but always in consultation through the university President.

It is teamwork because what is sought is the success of the institution. Each area of the vicepresidency complements the other vicepresidents working in unison but in their respective areas of work. The common goal is achieved in this way. It is like a jigsaw puzzle, all the pieces are independent but when put together all connect perfectly achieving the global picture of success for the institution. The university President directs the different units that comprise the institutional administrative management with ability and faithfully reports achievements and challenges to the Board of Trustees in the manner that the Vicepresidents keep him informed.

The Vice Presidents direct their respective areas in lieu of the President; therefore, they do not work to fulfill their own goals, but they work to achieve the institution's goals in accordance with the strategic plan presented by the university President and voted by the Board of Trustees. Thus, the Board of Trustees holds the university President accountable, so that what is stipulated in the institutional strategic plan can be reached.

#### a. *Vicepresident for Academics*

The Academic Vicepresident responds directly to the President and oversees the institutional academic objectives, organizing the curriculum or study plans to ensure that students achieve academic and professional competencies within the framework of the educational philosophy of the institution. This implies the collegiate development of the academic offerings and the curriculum design, which is a process in which the input of the internal public consisting of the faculty and students is incorporated and also the external, which are the alumni and the employers. This also implies the strategic formation of all the faculty personnel both in their area of specialty as well as in the didactics; the quality in the construction of the portfolio, and the alumni's grades as well as the faculty's evaluation.

Another area that is directly related and supervised by the Vicepresident for Academics is the institutional research project. Institutional research is definitely one of the most substantive functions of an institution of higher education and the result of an updated faculty, sensitive to community problems and responsible to making contributions from its niche in the university. In this sense, the Academic Vicepresident not only oversees this area but also manages the development of the bibliographic and academic support resources. In this manner, the faculty will have tools for institutional research.

The Academic Vicepresident also makes sure that the entire institutional education project is backed by official documents for both the academic offer as well as the delivery of academic degree titles by the President to the students at the time of graduation. In addition, he ensures the academic and professional competence of all faculty members as this is demonstrated in the manner in which is taught and learned. The Academic Vicepresident is second in command within the institution, but receives and is governed by the guidelines given by the President. At no time can he go separately from the President and direct the institution or even the academic area without being designated by the President.

The academic strategic plan must have full endorsement from the university President before being presented to the Board of Trustees for approval and implementation. It should be an integral part of the institutional strategic plan which the university President oversees and keeps the Board of Trustees informed as to its execution, implementation, and obtained achievements.

b. *Vicepresident for Finances*

The Financial Vicepresident responds directly to the President and oversees the financial institutional strategy. He is who establishes policies through which to ensure the provision of resources and its proper management in order to comply with the operations heading the institution toward success and the achievement of the mission and vision. The financial policies should be communicated to the institution's diverse public, beginning with the parents and guardians who are responsible for the payment of the tuition fees, dormitory fees, and other annual expenses which students incur. It is important that the process of collecting fees become an educational experience, teaching students to meet their financial responsibilities and to avoid debts in the attainment of their educational project.

Internal communication is very important to keep operations within the Board of Trustees approved budget in the priorities framework and in harmony with the curriculum requirements. The university President must watch over the institution's finances, as well as the Financial Vicepresident, not allowing the Board of Trustees approved budget to be wasted in any way. Unnecessary expenditures allowed either by the President or by the Financial Vicepresident makes the Board of Trustees and the institution's personnel loose confidence in the administrative management skills of the President and the Vicepresident, but especially in the Financial Vicepresident who exists to provide financial guidance to the university President.

Once the Board of Trustees approves the budget, it is the administration's duty and especially the President's, to stay within the budget. The institution's

finances not only should be bound by the denominational standards but must also comply with the requirements and act in accordance with the accounting systems and tax laws of the country where the institution is located.

It is important to keep in mind to manage the institution with a business criterion but not to lose sight that it must be based on the Christian principles of the Seventh Day Adventist Church. The management of the institutional assets constitutes an appropriate source to strengthen the heritage and face the development commitment of infrastructure and equipment, as well as to strengthen and endorse the retirement funds.

c. *Vicepresident for Student Life*

The Vicepresident for Student Life maintains institutional sensitivity for the well-being and integral development of students. He offers programs and student life services for students in general and in a special way to students who reside in the student housing within the university campus. One of the most important mechanisms to maintain sensitivity to students' needs is the student-tutoring plan. In this way a rewarding enriching circle between the teacher and the student is ensured to transmit the institutional curriculum message in all teaching and learning experiences whether formal or non-formal.

The Vicepresident for Student Life provides scenarios for student leadership development by establishing diverse associations and student life clubs that contribute to internal and external organisms of communication such as the school calendar, student newspaper, and university yearbook. He also provides scenarios and organization logistics for recreational activities. In addition, he is responsible for the students' safety within the campus as well as in all activities outside of the campus.

The Vicepresident for Student Life assumes the responsibility for the student life legislation and their instances of discipline that flow into a commission that is usually known as the School Government or Discipline Committee. Furthermore, the vicepresidency establishes strategies and services for the security and physical integrity of students providing services for health care and insurance.

The Vicepresident for Student Life must identify himself with the students and be their ally with the administration, but such affiliation must never cross the line of professionalism and become an extreme friendship. Students must feel respect and admiration for the Vicepresident for Student Life and above all, confidence, because students' parents have placed their trust on the President and Vicepresidents, but specially on the Vicepresident for Student Life, because he watches over their children. The legal term for this responsibility is "in-loco-parentis", in other words "in place of parents". This is a mayor responsibility.

d. *Vicepresident for Religious Life*

The religious development, as part of the curriculum in Adventist institutions, is the foundation of its educational project for the integral education offered to enrolled students in the educational institutions of the IAD territory. Therefore, the spiritual environment that is present in the institution touches all activities and

shapes the setting by creating an atmosphere that is appropriate for teaching and learning.

This is a very important area within our Adventist educational philosophy, thus it is necessary to assign a member of the administrative team to oversee the spiritual development of the institution. This is why the religious Vicepresident position is created, which reports directly to the President, and is responsible for overseeing and implementing the institution's Spiritual Master Plan.

It is understood, that for lack of financial resources, a few institutions are not able to assign a full-time person as Vicepresident for Religious Life and that is why the responsibilities of this area are often delegated to the campus church pastor or even to the Vicepresident for Student Life. It is also common that the spiritual leadership of the institution rests on the President, if he cannot directly delegate it to one of the Vicepresidents.

The religious Vicepresident does not work alone because pastors and chaplains who work for the institution usually directly or indirectly assist him. These would be considered part of the working team of the vicepresidency, as well as any other personnel that the institution might assign fulltime or part time. In the same way, all employees who work in the institution, beginning with the President to the person who works opening and closing classrooms, must reflect Christ's character in all their daily chores. The Vicepresident for Religious Life oversees that this is achieved, thus complying with the institution's Spiritual Master Plan.

The Institutional Spiritual Master Plan includes the integration of faith project in all the learning experiences both in the formal and informal curriculum. In addition, the plan includes the spiritual care of the university community, the coordination of all religious activities, and the evaluation of the impact that this activity will have on the student professional development.

*e. Vicepresident for Development*

Institutional development is a responsibility that generally falls on the main executive of the institution, in other words, the President. In large institutions the service of specialized personnel in this area is necessary thus the vicepresidency for development is established. This is why, the Vicepresident for Development works hand in hand with the President because fundamentally the development of the institution is what defines the institution into the future.

Under the supervision of the Vicepresident for Development, the areas of public relations, attention to donors, and the follow-up and attention to alumni, are usually grouped. Furthermore, given the relationship that exists within the areas of promotion, marketing, and student recruitment, these are many times also grouped here. In several institutions, student recruitment becomes strong and of such a priority that a special office is established to attend this need, maybe as an office of a director. In several other institutions that are larger in terms of personnel and student body, it is sometimes necessary to establish an additional vicepresidency called the vicepresidency for enrollment services.



The Vicepresident for Development constitutes a very significant image of the institution for the public it touches and the President's full commitment is required so that he permeates the entire life of the institution, since it has a definite impact on the image and position of the university in the community and in the country where it is located. From this office, fundraising campaigns are planned and conducted asking for financial support for students and for the development of the infrastructure of the institution.

*f. Vicepresident for Administration*

In few substantially large and complex tertiary institutions in reference to the academic offerings, the administrative tasks expand and these tasks are delegated to the existing vice-presidencies'. To relieve the vicepresidents of the administrative responsibilities that now fall on them, in large institutions another vicepresidency is established and named Vicepresident for Administration. The Vicepresident for Administration answers directly to the President and is precisely responsible for many administrative aspects of a university.

Usually the Vicepresident for Administration is responsible for the legal affairs, human resources, risk management, general services, security, and physical plant. This vicepresidency constitutes itself as a very important support because it unloads especially the President and the Vicepresident for Finances, so that they can focus energies toward the financial and administrative management, as it would be the soliciting of alternate financial resources.

The Vice President for Administration is an integral part of the institution administrative team and fulfills his functions to the same level as the other vicepresidents. The organizational chart must reflect this vicepresidency as well as the personnel that answers to him in the same manner the others that directly respond to the President are reflected. It must be recognized that this vicepresidency is as important as the other vice-presidencies because they all fulfill important aspects for the success of the institution.

*4. Institutional Spiritual Environment*

The spiritual environment of the institution is constructed from the importance of the communion with God. "In this communion you find the highest education. It is the method that God himself has to achieve the development of the human being." Education, page 14. The aim should be to establish a spiritual culture in which the entire university community, and in particular the students, are in continuous communion with the Creator and satisfied with the spiritual atmosphere of the institution.

To achieve a healthy institutional spiritual environment it is necessary to break loose from the common thought that the spiritual is one thing and another thing is the secular and that in an institution the academics belong to the secular field. Another common way of thinking is that the spiritual is one thing and that the labor is another thing. This thought of identifying one thing as spiritual and another thing as secular is the basis for the confusion of what should really be integration of faith and learning.

The spiritual environment of an institution must permeate all areas and all relationships. Thus, the institutional organizational chart is regarded, as a structure to meet the spiritual needs of the organization in the first place. In this sense administrators and department heads assume a “pastoral” function toward their colleagues in their areas and the spiritual leadership is shared. Then, the institution integrates all the functions in the fulfillment of its mission within the institutional philosophical framework.

For the enrichment of the spiritual environment, the weekend worships are very important. In this sense, all roads of the institution lead to the temple and all the roads coming out of the temple lead to the institution. Also, morning and evening worships in the dormitories and the development of activities for the spiritual life coexistence within the careers, faculties, and schools are indispensable for the good spiritual atmosphere.

#### 5. Evaluation, Statistics and Projection

An institution needs to establish a permanent culture of self-evaluation processes in such a way that it provides feedback for the continuous progress of the system. In addition, it will establish a permanent system that enables the institution to access schemes and accreditation processes.

The institutional mission and vision is the rudder that gives direction to the institution, but the goals and objectives that derive from them need to be measured. In this way indicators are established and the effectiveness of all institutional programs and activities are constantly evaluated in regard to the fulfillment of its mission and the achievement of its vision.

An institution in search of the corresponding accreditation needs to establish the office for institutional effectiveness to achieve an integrated system of internal control and to provide proper follow-up to these processes. This office works directly for the university President and has the authority to provide guidance to self-study committees in carrying out their tasks. Thus, all self-study committees form part of a standing committee for institutional quality. Centered to this office is the statistics for the analysis and diffusion of the organisms that correspond to the academic and administrative decision making processes.

#### 6. Infrastructure and Technology

The institutional infrastructure provides scenarios for the experiences of teaching and learning. In the institutional philosophical framework, the infrastructure must exhibit the principles of stewardship, functionality, and aesthetics. An institution that assumes this responsibility becomes a leader in sustainability and care for the environment.

The infrastructure must respond to a physical-plant master development plan to assist the office entrusted to defining institutional areas, such as: buildings, streets, gardens, terraces, sports fields, and other active and passive recreational facilities, electrical, hydraulic, sanitary, and computer installations. Consequently, the President ensures the establishment of protocols for the preventive and corrective maintenance of the institution's infrastructure and technology.

Technology has the virtue of accelerating processes. Thus, an institution has to continuously evaluate the use of technology in all of its areas. In the technology framework, the information systems functions, which are of special interest to the processes of education, learning, and administration. The office of information system provides channels for information to flow to all publics of school life. It functions at the highest level for it has the responsibility of organizing three intelligence centers: administrative, teaching and learning resources, and marketing. In this manner, data acquires meaning and the information complies with its task of guiding institutional decisions.

## 7. Safety and Emergencies

Safety is crucial in an educational institution, because it has to do with the protection of the integrity of individuals who comprise the university community. The “proactive prevention” concept should be constantly present, especially with the university President and his administration. Acting proactively in regard to emergencies that could occur within the campus, is a way to prevent situations that should have never occurred.

The primary objective of the administrative team should be the protection of the institution’s heritage such as its land, buildings, and property deeds; the employees’ heritage as it is their social well being; and the students’ heritage, which are their academic documents and qualifications. In this sense, the institution needs to be audited with the safety indicators of external agencies to check, not only the measures taken to protect its heritage, but also to evaluate its risk management system, and its protocols to confront crises and emergencies. In other words: “safety first”.

Emergencies take on various definitions, because among them are the following: fire, floods, earthquakes, hurricanes, tornadoes, bombs, attacks of different natures or any criminal or natural disaster that might endanger the health and safety of the university community. That is why it is extremely important that an institutional safety plan exist. Although it is not easy to be prepared to cope with all kinds of emergencies, at least one can minimize the negative results of such emergencies, if an established institutional safety plan exists. The entire university community must know the plan.

The plan for institutional safety should cover all activities related to the responsibilities of the campus guard and of any other person responsible for the safety of the campus. Also, it should include established policies and procedures to prevent, manage, and follow up on real emergencies, figurative or unique, such as: robberies, fights, attacks, outages, and altercations. To assert the health and safety of the university community, the person assigned to monitor this area, must:

- a. Assure that guides and procedures established for the health and safety of the campus are fully known and can be followed by all institutional personnel
- b. Examine the procedures according to the emergency manual and conduct regular drills to assess that the policies and procedures are updated and usable
- c. Evaluate and revise official inspection reports conducted by government regulatory agencies and ensure full compliance of the recommendations of these agencies

- d. Analyze all possible conditions and eliminate all risks threats to prevent conditions that are detrimental to the health and human safety in the university
- e. Communicate and alert the university community facilitating what is necessary for them to protect themselves in case of confronting an emergency

## 8. Promotion and Admission

The institutional admission and promotion processes of the institution respond to the academic institutional and communication plan to ensure that advantage is taken of all the “mediums”, among them, the written, oral, graphic, audio, and video media to establish an enriching relationship with the public, especially with the public that generates more students for the institution. Special attention should be given to the electronic media to venture into the virtual world, through the portal or web site of the institution and the current social networks such as: “Facebook” and “Twitter”.

Through the relationship with the Adventist educational system at all levels, and the intelligent marketing ability of the office of information systems, the market studies will help to be more precise and use advertising with greater accuracy. The market study regarding the institutional educational programs is extremely important for the proper positioning of the institution in the community and in the country. It has been proven, on more than one occasion, that satisfied alumni are generally the best and most faithful promoters of the institution sending their own children and relatives to study in the institution, which they remember and support with gratitude and joy.

Future students need to be constantly informed, to the point of establishing a permanent communication, of the processes that lead to the admission, enrollment, and eventually in graduation. Internal communication with the enrolled student body results in a process of retention that is strengthened with a consistent induction program for new students at the beginning of each academic school year and with the tutorship plan on the part of the faculty to accompany the entire educational project until graduation. When these processes are carried out with care it is easier to maintain the relationship with enrolled students and create an environment that keeps students in the system.

## 9. Fund Raising

The institution cannot depend solely on tuition fees for institutional development; but it must also depend on the effectiveness of the fund-raising department of the institution. The alternate resources protect a thoughtless rise in the cost of education. It is therefore important that the university President set fundraising goals in relation to the institutional budget.

In this regard, a line or section for the collection of financial funds must exist in the operational budget, as it is the case of the investments. Orientation or direction is given as to the effectiveness in the attainment and collection of financial funds.

The alternate resources may come, among others, in the following four pathways:

- a. business with institutional assets,
- b. investments that emerge from the specialized knowledge oriented to the enterprising spirit and to the transference,
- c. programs of fundraising with alumni and friends of the institution, and
- d. the support of government funds and local foundation for specific projects.

The skills of specialized personnel who are dedicated to the pursuit of institutional financial funds and the effectiveness of these programs will be evident in recurrent funds for the financial support of students, for the development of human resources, for the development and maintenance of the physical plant, and for obtaining the necessary equipment for a successful institutional operation.

#### **E. ACREDITATION: *Government and Church***

The accrediting agencies, whether these are from the government of the country where the university is located or from the Seventh Day Adventist Church, they provide in detail the processes to follow for an accreditation visit. The university President understands that the processes to be carried out before the accreditation visit are of vital importance for the task ahead, and that the same bears the support of the entire personnel, both the executive, administrative and departmental personnel as well as the support and service personnel, including faculty members.

The President, therefore, is in control of the meetings, which take place prior to the accreditation visit, to make sure that all the particulars have been cared for and consequently the visit does not suffer any inconveniences. The accreditation visits concentrate mainly in evaluating the academic, financial, and student service areas. Although it also evaluates the government and the administrative processes, they are often not profound evaluations nor of direction. For this reason this Guide has been developed.

The tertiary educational institutions of the Seventh Day Adventist Church are peculiar in that not only do they have to comply with the government expectations which govern them and comply with the regulations which other academic institutions in the country comply, but they also are governed by the requirements imposed by the Church and in particular by the Department of Education of the General Conference of Seventh Day Adventists.

The Inter-American Division Department of Education coordinates the accreditation visits of the General Conference with the help of the university Presidents of the tertiary institutions located within the Division territory, specifically to set the date of the visit. The President familiarizes himself with the regulations, processes, and statutes that govern the evaluation visits and ensures that the institution complies with what has been established. It is imperative that the institution prepares itself to receive the visit and that it anticipates everything required to be provided, so that the visit is a success.

1. Processes: before, during, and after

In preparation for the visit, the university President conducts several meetings with assigned personnel to provide orientation and to give them instructions about the visit. A Steering Committee is formed and several working committees are established. The working committees usually are established based on the areas that will be evaluated and those who preside over them are members of the Steering Committee. The members of the committees are the ones who analyze the work done by the institution since the last agency accreditation visit. After a complete and meticulous analysis of all the compiled information, the members of the committees submit an answer to the parameters established by the accreditation agency and respond to the formulated recommendations in their last visit.

Before the visit, a comprehensive itinerary of the meetings that will be conducted at the institution must be prepared. Usually, long before the visit, the accreditation agency will inform the President with who or whom the members of the accreditation agency will have to meet and for how long, so that the institution makes the necessary provisions. It is important that the time to consult, interview, and analyze documents would be utilized in an adequate manner.

Usually there is much to cover in a limited period of time, by which the accreditation agencies see with very good eyes when the institution is prepared in advanced and in an appropriate manner to receive them. The table such as the following could be used so that the member of the accreditation agency as well as the personnel member of the institution know the day, the time, the location, with whom the interview will be held, and the matter to be discussed.

ITINERARY OF INTERVIEWS					
<i>Day</i>	<i>Time</i>	<i>Place</i>	<i>Member of the Accreditation Agency</i>	<i>Member of the University Personnel</i>	<i>Matter to be Discussed</i>

From the place where the visitors will be accommodated to the manner in which the documents will be submitted for use during the visit, says a lot about the institution and the manner in which it is administered. It is of great interest to the members of the committee and also to the institution that every document is properly labeled and submitted and that each interview and activity carried out during the visit be conducted professionally and of stature. The attentions toward the visitors continue until the moment they depart from the campus premises.

A special moment for the administration to publicly thank the accreditation agency for its visit is when the exit interview is conducted, where the evaluation committee indicates to the present public the institution's commendations and recommendations. The processes that were established beforehand to handle the activities of the visiting team

members for before, during, and after the visit are essential because everything will run more organized and therefore, more delightful and free of stress.

## 2. Visit: preparation for the visit

The accreditation visit is indeed a precise moment in the verification process of quality standards. It consists of a team of equals appointed by the AAA which possess necessary skills to assess the way in which the performance and the life of the institution are integrally identified with their mission and with the Adventist mission. The team also values the prominence of the institution as a higher education institution in the country where it is located. The capacity of the team of equals derives from their training or experience in an institution of higher education.

Part of the preparation for the visit consists on carrying out a self-study, where the following information is presented:

- a. a report of compliance with the recommendations of the AAA committee previous visit or any other visits made in intermediate visits
- b. the organization by committees to collect information, conduct the analysis, and produce information in reference to the criteria of excellence of the AAA
- c. the results of surveys on the perception that the different publics have on the academic community, in reference to the effectiveness of the institution in fulfilling its mission and objectives. This action correlates with the analysis done by the committees that work with the AAA criteria of excellence.

A straightforward situation is that it will be visible to the visiting team if the institution finished preparing itself to impress the committee or if the institution is constantly working to achieve their goals and complying with their challenges as an institution of higher education. Buildings and corridors with signs indicating, "freshly painted" would indicate to the members of the visiting committee that the institution works "putting out fires" and that the administrative management is not being managed in a "preventive and proactive" manner. The university President must look precisely over matters like this because it directly relates to the administrative and organizational skills of the administrative team.

At least one year prior to the visit, and sometimes with more time in advance, the university President should start preparing the institution for the visit. Meetings should be conducted with the vicepresidents so that their areas of supervision are completely taken care of and on time for the visit. For example, the maintenance team for physical plant and infrastructure must continue doing their work of prevention and maintenance, so that when the visit arrives rushed and last minute repairs are not being done.

Students must be informed of the visit to the institution and the importance of the same because they will also be interviewed. Alumni, faculty, and support personnel must also understand the importance of the visit and what will be their participation. But above all, the university President needs to be certain of the timely and direct support of the vicepresidents and departmental personnel that they supervise since the accreditation visit will involve the entire university community.

### 3. Report: Self-Study

#### a. Final document to be submitted

The final report for the AAA accreditation is the result of the self-evaluation that the institution makes about their performance, facing its institutional strategic planning in compliance with its mission and vision. The self-evaluation is made in light of the standards of excellence defined by the AAA and that serves to ensure that the institution would be able to evaluate its mission, the resources, the results, and the relation between them. It is a valuable contribution to identify the strengths and the weaknesses that would allow revealing to the AAA how well the institution complies with the accreditation criteria. Based on the results and on the recommendations by the AAA, the Institution carries out processes of auto-regulation.

The self-study report must be developed as faithfully as possible in reality with the institution. When writing the report, it must not exaggerate the obtained achievements nor leave out what has not been achieved. The written report must be sincere, without a need to exaggerate or to ignore. The report must be complete, covering those areas that need to be covered in accordance with the established guides. The report must be supervised by the Steering Committee, or at least by the president of the committee. The committee president must share with the university President to clarify details, if there would be any, before submitting it to the AAA.

The report must be presented and voted by the Board of Trustees. In addition, they must have a complete knowledge of the report's content since the members of the AAA Committee will have interviews with the members of the Board of Trustees regarding the report's content and their participation in the government of the institution. Therefore, each member of the Board of Trustees shall receive a copy of the report for their own benefit and reference, and a copy of the report should be kept at the library of the institution and the offices of the university President and vicepresidents.

#### b. Acceptance of the findings

When the evaluation visit program by the AAA has finalized, the institution receives a synthesized report of the document that the evaluation committee will present to the AAA. This synthesized version of the report will be submitted to the administration and also to the institution's personnel that the politics of the AAA determines and in front of the members of the Board of Trustees that may be present. The President of the Board of Trustees, as well as the President of the Institution, will speak accepting the presented report and announces the commitment of it becoming an instrument and a valued means for the development of the institution. The university President will also indicate the commitment of the administration and of the institution in the compliance of the expressed recommendations and gives thanks for the received commendations.

#### c. Follow-up to the final report

The final report received by the institution, will become a substantive element in the work program of the University. The following process will be realized:



- Study of the report by the publics of the university community
- In-depth analysis of the recommendations with the mentioned entities
- Integration of the findings to the development plan of the institution
- Implementation of the recommendations and the appropriate follow-up

The constant follow-up to the received recommendations will make the writing of the compliance report or the writing of the next institutional self-study much easier. This is due to the fact that the recommendations of the last visit will have been attended systematically through the years and are not expected to be attending them shortly before the visit.

The President must maintain the Board of Trustees informed about the activities that the institution does to attend the recommendations of the accreditation agency. It will also conduct frequent meetings with the administrative team to give proper instructions and necessary follow up to the received recommendations.

d. Compliance with the recommendations

After the institution receives the final accreditation report from the visiting committee, it should be reviewed with the institution's accreditation team to make observations that are considered to be appropriate, with the aim of giving clarity to the report and to begin the use of it on self-evaluation processes or improvement plans, and to include them in the planning and in the execution of the same. The Board of Trustees, the University Council, and the members of administration must have a copy of the report and of the reports that are generated from it to be included in their plans of action.

The implementation of the recommendations must respond to:

- Clear politics that would be expressed into the institution's development plan
- Analysis of the same by the institutional entity to whom it was directed
- Elaboration of projects and plans of action that would give direction to the implementation and for its appropriate follow-up.
- A careful follow-up of the implementation process so that the same can be continuously developing and it can be constituted in an integral part of the institutional program.

A qualitative and quantitative analysis of the compliance must be done so the development of the next evaluation visit report can be the result of a strategically finished work and not only be an informative action for a future evaluation visit.

## **F. COMUNICATION: Information and Distribution**

### **1. *Institutional Environment***

The effective communication inside the institutional environment is of vital importance for the success of the institution. The institution members, no matter in what area they work, must receive loyal and worthy information about what happens in the institution. The President often informs the university community the votes that the Board of Trustees takes as well as communicating the votes taken by the administration that

directly affect employees. Probably there are times in which the environment of the institution determines the success or its failure. This is why the university President keeps in touch with the things that might negatively affect the institutional environment to anticipate or minimize any foreseen harm.

To establish an institutional environment that is positive and robust, it is necessary to create politics that allow easy access to the administration and the information generated by the institution. The university President, even though he is the figure with the highest standing in the institution, must be an accessible person to those that need his direct assistance. The “open door” policy should be practiced for employees and whenever possible, for students.

When conducting meetings for the entire student body, in which the university President communicates the most recent events that concern them, it demonstrates a real sense for the benefit of the student body that is appreciated and admired by everyone. In the same manner, the university President allows for any employee, whenever possible, who feels the need to talk with him, could “knock at the office door and enter”. This gesture of availability at the moment of need contributes to the good environment of the institution and the loyalty of the employee toward the administration.

All should see the administrators as a united team that works in a platform of a common understanding. The information shared by one of the administrators must be the same when corroborated with another administrator. In this way a sense of unity is promoted in the institutional environment, which is invigorating, and results in peace and tranquility. This is especially necessary when dealing with a topic or a situation of considerable magnitude that needs to be addressed immediately. The university President together with the Vicepresidents studies the situation thoroughly, a decision is taken and the result is communicated with a united front and administrative solidarity. In this manner the administration overcomes difficult situations and maintains an adequate environment in the institution. In the same way, the administrative and educational levels are respected when dealing with matters with a united front, thus this practice becomes an educational process.

## 2. Administrative and Government Meetings

Periodic meetings should be conducted that would allow for an administrative and effective government exercise and of benefit for the institution. Consultations for government as well as administrative are appropriate in order to maintain a good system of information, approval, and communication in the decision-making process, specially those decisions of a substantial character. To the extent that a consensus is attained in the administrative and government interrelation, it will guarantee an environment of greater effectiveness in the information and execution of plans. This does not mean that it is necessary to carry out a number of meetings to decide each diminutive idea or concept, but rather that it is necessary to carry out administrative and government meetings that are necessary and which are in accordance with what is stipulated in the current regulation.

With regard to the institutional administrative management, the information and communication play an important role, not only between the university President and the administrators, but also between the university President and the personnel in general that work at the institution. The Board of Trustee as well as each employee of the

institution must receive appropriate and precise information of the manner in which the institution operates, by the university President. It is the responsibility of the university President, in addition to keeping the Board of Trustees well informed about the matters relating to the institution, to guarantee that the information that is generated from the Board of Trustees reaches all employees with effectiveness and truthfulness, especially those matters that directly affect them.

### 3. Meetings with the Conference, Union, and Division

The IAD tertiary educational institutions are part of the global ecclesiastic system of the Seventh Day Adventist Church, for which they depend on it. Therefore, the university President and Vicepresidents must make sure to keep an appropriate relationship with the organizations and denominational levels. It is convenient to conduct frequent meetings and maintain an open effective communication.

Usually, the President of the institution is a member of the Board of Directors of the Conference where the institution is located, or at least is an invited member to the meetings. It is of utmost importance that the university President is present at the Conference Board meetings since some points on the agenda are of vital importance to the institution and to the programs that are offered. The Conference usually is the one that employ students, especially the graduates in the areas of theology and education, therefore it is essential that the university President is aware of the profile of what the Conference expects to employ.

The university President is a member of the Board of Directors of the Union where the institution is located and therefore is invited to attend the meetings. It is indispensable that the university President attends all the meetings of the Union Board of Directors since the president of the Union Board of Directors is also the president of the university Board of Trustees. From time to time, some point in the agenda voted by the Board of Trustees of the university is voted to be presented to the Board of Directors of the Union. Therefore, good relations between both Boards must exist.

### 4. Meetings with Academic Associations of the Country

It is healthy, as it is also recommended, that the university President maintains an active professional link with other institutions and academic associations inside and outside the country where the institution he directs resides. The presence of the university President and Vicepresidents in educational meetings that are convened by the government or by associations of the country is of utmost importance for the image and future development of the institution.

The meetings and cooperation agreements between similar tertiary institutions are always of benefit provided that they do not put at risk the philosophy of the Church. Therefore, it is the responsibility of the university President to attend meetings convened by educational institutions and academic associations inside and outside the country and to maintain a sensible and appropriate connection.

It is also advisable to maintain the institution's personnel informed about the agreements and results of the meetings held with academic associations of the country. Every agreement, in some way or another, affects all employees of the institution; therefore, it is preferable that they are informed as soon as possible.

## **G. CULTURE: Notable and Measureable Excellence**

The organizational culture is perhaps the most important factor that affects or influences the type of government that is exercised in an institution. The manner in which the culture of a tertiary educational institution behaves and projects itself often has to do with the manner in which the different publics see the institution. Among the factors that contribute to determining the organizational culture that exists in an institution are the leaders that, in one way or another, put their stamp on the institution, as also the results of the cumulative decisions taken for years by faculty members, giving the institution its actual situation status.

The culture of an institution is notable and measurable when it takes measures for the innovation and does not fear to take risks, when it shows attention to details, and pays attention to the orientation and the evaluation. In other words, the culture of an institution is its personality. It is probable that students who are new arrivals to an institution will immediately notice what is the culture of the institution. It is a sense of belonging; of how did it feel at the time of arrival to the place and how it will continue to feel through the months and years ahead. The culture of the organization is also measured by the care that it gives to the infrastructure, as well as how the people dress and behave.

To obtain excellence in the culture of a university, it is essential to establish and give authority to the office of human resources. A trained professional with regard to the direction of the above office is the key to achieving the organizational culture that it wishes to achieve. The director of human resources is the one who knows the labor laws of the country and generally is who avoids the institution to generate illegal situations of employment. The director of human resources generates, administers, compiles and interprets instruments of evaluation to determine how the culture of the institution behaves and what is needed to align it and to achieve what is desired.

The office of human resources attends, not only the employment applications, but also contributes in the analysis of the security that exists on the campus, the services that are offered, the positions of the personnel at full time or part time, as well as the employment of students, the generated publications and necessary statistics, both by the administration as also by external agencies. Therefore, the responsibilities of the director of human resources should not rest over some of the administrators of the institution.

It is necessary that the Board of Trustees recognizes the importance and appoints a director of human resources so that the institution does not lack such a vital area to the success of the institution's culture. The reports of the President to the Board of Trustees must include aspects directly related with the office of human resources and of its importance.

### **1. Campus Environment and Safety**

It is extremely important that those who reside within the campus, as well as everyone approaching the institution either by day or by night, feel safe from danger. The lighting projected within and around the campus during the night hours indicates if safety is a

priority for the administration and the governance of the institution. The environment of the campus must be the most peaceful, attractive, and safe as possible.

A monthly report must be generated and available indicating, among others, which accidents, thefts, breaches, and incidents happened within the campus. Such a report is generated by the vicepresident for student life, since he is in charge of campus safety, especially the safety of students to whom their parents have delegated the responsibility of their welfare while enrolled at the institution, previously referred to the term as: *in-loco-parentis*.

The ideal is that the institution would be protected by an alarm system and security guards at all times. A wall around the campus must be built since it prevents that people strange to the institution enter without authorization. It is advisable to delimit the entrance to the institution to only people who do business with the institution. Inclusive, countries have laws that prohibit the entrance of strangers to an educational institution, precisely to assure the safety of those that study, work, or live within the institution.

The safety and the environment of an institution are determined by the culture that exists and is promoted by the administration of the institution. The desired changes for the environment and the safety of an institution frequently cannot be achieved because the culture that exists within the institution cannot be fully understood. For that reason, the strategic planning of an institution must include, in addition to what is the mission and the vision, which are the central values of the institution, those values that make up the environment and the safety of the institution.

## 2. Atmospheric and Human Threats

An institution that is located in a zone of disaster or of atmospheric threat in the planet, has the responsibility of maintaining all the interested publics informed of the disaster contingency plan. Due to the fact that no one can predict human or atmospheric threats, the university President establishes a plan that explains the details of the steps to follow in case of such threats. Drills will be conducted with appropriate frequency to educate the people connected with the institution before the threat or a disaster happens.

A Contingency Plan for Disasters must be developed and be put into action in accordance with the laws of the country where the institution is located, since its implementation varies. There are countries in which such plan can be put into action, as long as the government of the country has declared the zone as a zone of danger before the threat or as a disaster zone, after the threat. The Contingency Plan for Disaster must be kept up to date and must be voted by the Board of Trustees of the institution. The plan must be disseminated among the employees so that they would know what they must do when an atmospheric or human threat happens.

## 3. Diversity and Internationalization

The internationalization of the Adventist Church in the world makes it possible for many students preferring to study in one of the institutions of higher education within the Adventist educational system around the world, benefitting in that way the diversity in the enrollment of students. The different cultures, races, ethnicity, and customs that

students from different countries bring to the educational institutions of higher education of the Adventist education system contributes to the richness of the present culture and distinguishes the same from other secular institutions of the countries in which they are located.

The institutions take advantage of this great opportunity organizing cultural programs that reflect the different customs and celebrations of the countries from which students arrived. As far as possible, especially at the institutions with significant enrollment, an office for diversity must be established to attend specific issues that international students demand from the institution, for the fact of studying in that country.

4. *Assemblies and Religious Services*

The assemblies and the religious services conducted at IAD educational institutions of higher education may be what differentiate them from most of the other educational institutions of higher education in the countries where they are located. It is possible to immediately notice and to conclude that the culture and the environment of the Adventist institutions are very different from other secular educational institutions of higher education of the country. Therefore, assembly programs and services of a religious nature that are conducted within the campus must be excellent, representative, worthy, and notable thus complying with the mission of the church and of the institution. Renowned guests in the Adventist world must be the ones who carry out weeks of spiritual emphasis and other activities where neighbors, friends, and families of enrolled students, or about to be enrolled, can be invited to participate.

5. *Neighboring and World Community*

The institution must be a light and a shelter to the surrounding communities and, where it is possible; the closest neighbors must be invited to assist social and religious activities of the institution. The institutions play a very important role as liaison to the evangelistic efforts of the Church and its results are beneficial for increasing the campus Church membership. The institution must feel as a primary part of the effort that it makes as part of the Seventh-day Adventist Church global educational system. The notable and measurable contribution of educating and redeeming, while waiting for the coming of the Lord, is a primary part of the desired excellence.

6. *On-Campus Industries*

The industries located within the campus of an institution must be a blessing to the same providing employment to students and finances to the institution. It is essential that a clear venture exist of the industries with the educational project of the institution. The mutual support is greatest for the desired success, for the industries as well as for the institution. The Board must define whether the budget and the finances of the industry must be supervised by the financial vice-president of the institution or by what other relevant body. The industries shall present reports about their financial status to the Board of Trustees, consequently it is of the utmost importance that the university President attend and participate in the meetings of the Board of Directors of the industry located within the institution's campus.

#### 7. Faculty Research

An institution that supports members of the faculty personnel to conduct research and to publish the results is an institution that is projected to be at the forefront of the present events. The members of the faculty personnel and students that dedicate time to do research develop a sense of unity that results in retention of students. The department benefits by making itself known as one that promotes critical thinking and analysis of results.

#### 8. Publications by the Administration

It is desirable for the academic world and workforce that the university President and the administrators publish professional articles in accordance to their interests in academic magazines, preferably Adventist magazines. The education magazine published by the Department of Education of the General Conference, which is distributed worldwide, entitled *Journal of Adventist Education* and other similar magazines are always in search of relevant articles for publishing. Faculty members will be motivated to publish when they see that the administrators publish according to their areas of interest.

### **H. PLANNING: *Toward a Future of Success***

Planning is the basis for the success of the institution. One of the main functions of the university President is to plan the future of success for the institution that has been assigned to him to administer. The success of an institution is not inherited from the past and is not expected that by chance the future will bring the desired success for the institution, but the university President must continuously plan how to achieve the desired success for the institution that he administers. To plan is equivalent to identify the immediate and long-range objectives of the institution and to formulate the specific strategies to achieve them.

Planning is not left to chance. Planning is to direct, organize, project, execute, and conceive that the mission and the vision of the institution would be put into action toward a future of success. The absence of planning produces chaos. When the success that is desired for the institution is intentionally planned, the feeling of being on a drifting ship is dissipated. Planning is one of the most important responsibilities of the administrative team because it involves personnel, time, and financial resources.

Planning must take into account the many ramifications of the institution and more so if the institution has specific areas that are unique to the institution. In any case, the following are general areas that must be taken into consideration by all institutions to plan for a future of success.

#### 1. Evaluations and Self Evaluations

Surveys usually required by governmental agencies and requested from the institutions of higher education, generate important information with regard to the situation of the institution in comparison to other institutions. The internal evaluations

generated by the department of statistics of the institution generate information that should be taken into consideration when planning for the future of the institution.

Usually, evaluation and self-evaluation instruments are sent to members of the faculty, personnel, and students. The results are analyzed and taken seriously because it is precisely these groups of people who know thoroughly the present situation and they would know the desired situation. The Board of Trustees must be informed about the results of the evaluation and self-evaluations conducted by the institution. The above-mentioned results help the decision making process with regard to the planning for the success of the future of the institution. The Strategic Planning Committee of the Board of Trustees takes those mentioned results into consideration during the development of the strategic plan for the institution.

## 2. SWOT Survey Results

The SWOT (Strength, Weaknesses, Opportunities, and Threats) Analysis is a tool that is utilized in the strategic planning to discover the current condition in which the institution is situated. To obtain and seriously analyze the results gathered from the SWOT survey, the following questions are expected to be answered:

- How to exploit the strengths?
- How to seize opportunities?
- How to stop weaknesses?
- How to defend against threats?

The SWOT analysis must be conducted by individuals who are qualified to obtain correct information and in that way really help in the planning that is taking place at the institution. An institution exists within an environment, therefore it needs to know what would be the opportunities as the threats that the environment could provide in order to understand how to seize the opportunities and how to defend itself against the threats.

In the same way there are internal elements that exist within an institution that allow to identify the strengths and the weaknesses. The SWOT analysis will help to find what they are in order to be able to exploit the strengths and to know how to stop or eliminate weaknesses from the institution. Once you know what the strengths and weaknesses are, as well as the opportunities and the threats, a SWOT Matrix is generated, which clearly shows the panorama of the institution and the success of the future of the institution can be planned effectively.

## 3. Votes of the Board of Trustees

The votes taken by the Board of Trustees delineate the future of the institution; therefore, the university President makes them known to the university community and incorporates them in the strategic planning of the pertinent areas. Such votes are registered in an official manner in the Minutes of the Board of Trustees, which are filled in the university President's office for easy access. The administration of the institution often consults the Minutes of the Board of Trustees to ensure that it is complied with the recorded votes.



Every Minutes of the Board that is generated, is sent to each member of the Board of Trustees with anticipation of the next Board meeting in case any changes or adjustments need to be done. Then, at each meeting of the Board of Trustees, the Minutes of the previous meeting are approved. This practice is healthy because it reiterates the votes taken and gives the base to the university President to execute them with the approval of the Board of Trustees.

The Board of Trustees elects a Committee of Planning and Government that makes sure that the administration of the institution plans for the future success of the institution. The votes taken by the Board of Trustees must be incorporated in the Strategic Plan of the institution. In each meeting of the Board of Trustees, when the university President submits the report of the current situation of the institution, the Board generates votes according to the needs presented by the university President.

The primary purpose of the votes of the Board of Trustees is to make sure that the administration of the institution gives the appropriate follow-up to the votes through the university President. The members of Board are very busy people, therefore, when they meet as a Board, their time is valuable and it should be utilized with wisdom. Therefore, the university President makes sure that the points in the agenda are very important and that the votes will be incorporated in the strategic plan of the institution for its future success.

The university President makes it possible or not for the votes of the Board of Trustees to be fulfilled depending on the follow-up given along with the assistance of the Vicepresidents. The votes must be in harmony with the Board's duties and responsibilities as outlined in the Constitution.

#### 4. Academic Programming

The academic programs offered by the institution must be the ones that are precisely in market demand. The Board of Trustees must be informed about the academic offerings and know the reason why the institution offers the academic programs that it offers and does not offer others that perhaps the market demands. Whatever the reason, the administration, and in particular the Academic Vicepresident, should make it known why the academic programming is offered and why new programs are being offered.

The programs that the institution offers must have sufficient students enrolled for the support of the same. Periodically it is necessary to analyze if the programs offered comply with the expectations of the institution, if they have sufficient enrollment, if they comply with the needs of the market, if the faculty is completely qualified to teach the required courses and if the curriculum is up to date with the desired.

The future success of the institution depends greatly on what the present academic offerings are, which ones are being contemplated to be offered, and what others will be eliminated. The efforts that are carried out for the promotion of the institution and the recruitment of students should reflect updated and correct information in regard to the academic programming offered by the institution. Any false information distributed or fostered can become a source for a suit from the public who feels cheated. This must be avoided at all cost in order to achieve a future of success.

## 5. Student Services

The students are the institution's reason of existence, which is why they are the most important public that must be satisfied and well served by all the personnel who works in the institution and especially by the Vicepresident for Student Life. The Vicepresident ensures that the services offered to the student body are complete and suitable for both the male students as for females and for the in-campus students as well as the off-campus students. The services that must be offered in an institution of higher education include, but are not limited to the services in: dormitories, chapels, counseling, cafeteria, library, laundry, recreation room, passive areas, gymnasium, playground, sports courts, swimming pool, school supplies and other necessities store, safety, medical clinic, and transportation.

Present students are accustomed to certain amenities found in their homes or those amenities that are easy to find in their communities. Therefore, the institution that desires to attract and retain the modern students, must promote and have accessible, in addition to general amenities previously described, free access to cybernetic wireless waves or *internet* 24 hours a day. It is of common knowledge that students depend totally from accessible information in the *Internet* to do their school homework. That is why the first priority must be to have *Internet* within the campus, for the use of both students and faculty.

## 6. Fundraising

Fundraising is of extreme importance for the success of an institution because without sufficient financial funds the programs that need to be offered suffer delays and even cuts. Although raising funds for the institution is an essential part of the responsibilities of the university President, in general the institution employs a fundraiser for the search of funds, which receives direct instructions from the university President. Even if the recruitment of experts for the search of funds is required, the President with a global mission for the future success of the institution plans strategies for the collection of funds, including the hiring of specialized personnel for the search of funds for the institution.

The institution that is in growth and in search of its success, plans with diligence the search of funds to assist and carry out academic and student programs. The seriousness and the commitment of the administration of an institution are demonstrated when year after year funds are obtained from external sources to contribute with the institutional budget. Therefore, an institution that cannot secure external funds is limited to a slow growth, if any. In countries where there is no possibility to obtain financial aid from external sources, must find ways by which internal funds or from higher organizations could be obtained to be utilized to secure a future of success.

## 7. Institutional Image

The image that the institution projects, both for the employees as well as for those who do businesses with it, is of utmost importance. The students are the most important critics of the institution. They are the best recruiters. If they feel comfortable, if the image that the institution projects is of good taste, they will

promote it and will recruit their friends to study in the institution. The popular saying: *“tell me with whom you associate, and I’ll tell you who you are”* the students of today apply it in this manner: *“tell me where you study and I will tell you who you will be”*. No one likes to study or be linked to an institution that is not at the forefront of what it is expected of a modern and well-equipped institution. “The image is everything”, according to modern students.

An institution of higher education that sustains a healthy institutional image for their student body will reap positive results and their success will be assured. Therefore, the planning meetings with regard to the image of the institution that the university President directs together with the administrators, faculty, and its working team must include students committed with the desired success. Students will contribute great recommendations because they are the ones that are precisely aware of what is offered at the other universities that compete with the university where they study. They are the ones that can see things from the client’s point of view and are the most believable critics with regard to the image of the institution.

## CONCLUSION

One of the most demanding jobs in society is to be the President of a university. When the position is looked upon within the context of the Adventist Church, the demands increase considerably. The reason is specific and very valid. The philosophy of Christian Adventist education imposes a very high responsibility to the centers of professional formation. The first responsibility is to let them know about God in an experimental manner. That is, to teach who God is transcending the theoretical field until you reach a personal relationship. Practice and inspiration points out that the best way of teaching who God is, is through modeling.

Therefore, an Adventist College institution should conform to the image of God. This means that God’s communicable attributes must be evident in the institutions. The environment must be one of Christian love. Students must be inspired into Christian service. Excellence will mark all processes, activities, and results of the management training, administrative management, and governance. The joy of salvation will be lived and the peace will be cultivated in the life of students as a result of communion with God. In summary, the institutions will teach how to live the way God wants us to live and is a duty of the Board of Trustees, through the President and the Vicepresidents, to make sure this is happening in the institution.

The second great responsibility of an Adventist university is to train leaders who will give service. Professionals that would feel that the advantages that education gives them constitute in a debt toward the least favored neighbor. Professionals with a sense of transcendent mission knowing that while they serve in this world they are preparing and inspiring others to be prepared in order to partake of the blessings of God’s Kingdom, which has a present dimension and another one in the future. Professionals that would be disciples of Jesus and who would be ready to respond affirmatively to the call of committing to the “Great Commission”. It is within this group that the Seventh-day Adventist Church shall elect the majority of their missionaries, leaders, and officials in general which will continue to fulfill the mission.

The third responsibility of an Adventist university is to comply with the expectations of quality that the society imposes. These expectations of quality are manifested through the professional accrediting agencies or governmental organizations. Similarly, through the fulfillment of the

legal requirements for opening and continuing academic programs designed by the ministries of education of the countries where these universities function and by the international standards promoted by competent agencies and claimed by globalization. The commitment of Adventist education is to provide high quality education that will guarantee the formation of suitable professionals for an efficient performance and devoted service to society. It is therefore extremely necessary to look for excellence in the governance and in the administrative management in the institutions of higher education of the Inter-American Division, which is the main objective of this Guide.

In the preparation of this Guide, as it was explained at the beginning in the section of “acknowledgement” administrators of IAD tertiary institutions participated with their ideas and with the evaluation of the final draft. This allows thinking that it is contextualized to diverse national realities of Inter-America and to the framework of the philosophy of the Adventist Christian education. But, as any academic document, this Guide shall be evaluated, revised, and updated. In advance to receiving and studying the suggestions that will be asked for its enrichment and greater use, the following will be done: an investigation process in regard to the governance and university administration, a permanent dialog with IAD universities as well as suggestions of the AAA and of the Department of Education, together with the administrative guidelines of the IAD Executive Committee.

It is of extreme interest that this *Guide of Best Practices* is precisely used as such and that it will be useful both to the university President with a vast experience, as to the President that begins the ministry of managing an institution created to spread the message and to educate the youth of this time in history. It is anticipated that this *Guide* can be utilized to evaluate the administrative management and the governance of the institutions of higher education located in the Division territory, in accordance with the vote taken by the IAD Executive Committee.

The input that every member of the Board of Trustees expresses in regards to this *Guide* and to the obtained results due to its use, will be taken into consideration. Every recommendation received and approved will be incorporated in future revisions of this *Guide*. The Guide should help the university President and the administrative team who supports him, to develop efficient and effective processes that will take the institution to the fulfillment of its mission. It is expected that it will be a parameter for evaluation on the part of the Board of Trustees and of the commissioners of the Inter-American Division to look over the good administrative march of the institutions.

In addition, with the desire to contribute to the development of the tertiary institutions of the educational system of the world wide Adventist Church, the Inter-American Division shares with the Department of Education of the General Conference this *Guide of Best Practices* as a possible model for the other world Divisions. It is estimated that with a little adjustment and personalization, this *Guide of Best Practices* will assist in the search of excellence in the governance and in the administration management of tertiary Adventist institutions around the world.

## **ATTACHMENT**

### **EVALUATION INSTRUMENTS– PRESIDENT AND VICEPRESIDENTS**

During the IAD 2011 Education Summit held in Costa Rica during March 2-4, the Presidents and Vicepresidents of the IAD universities met. As they participated of the seminar: “Leadership and Governance of Universities” presented by the IAD Vicepresident who supervises the education area, they divided in groups to deal with the issue of “better practices to reach excellence in the administrative management and governance in the IAD institutions”.

One of the groups recommended, and was accepted in a general manner, that the concept of the evaluation of the university President and Vicepresidents of the institutions of higher learning should be incorporated as part of the administrative and governance practices. Therefore, the recommended aspects were incorporated in this *Guide for Best Practices*.

Attached are a few examples of evaluation instruments that were produced as a result of IAD education meetings during the last quinquenium. These could be adapted according to the administrators’ job descriptions and voted by the Board of Trustees in agreement with the IAD Working Policy.

## Evaluation of the Performance of Administrators University \_\_\_\_\_

*Evaluation made by members of the Governing Board and the Administrative Council*

Grading Scale:

**5**    **Excellent**  
**4**    **Very Good**  
**3**    **Good**  
**2**    **Regular**  
**1**    **Deficient**  
**N**    **Not sufficient**  
          **information available for**  
          **evaluation**

Date \_\_\_\_\_

Name: \_\_\_\_\_

Position:            **Rector/President**

Declaration	GRADE					
<i>Part One: (responsibilities in common with the other administrators)</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N</b>
1. Supports and promotes Adventist philosophy and values of the Institution.						
2. Practices open, complete and honest communication.						
3. Demonstrates that everyone contributes to the strength of the Institution.						
4. Shows interest in attending to the needs of the employees and students.						
5. Promotes a working environment that is conducive to cooperation.						
6. Shows respect and friendliness in his treatment of others.						
7. Shows interest in the professional and spiritual lives of the employees.						
8. Contributes to the spiritual and harmonious development of the Institution.						
9. Demonstrates professional knowledge of the issues in his charge.						
10. Gives balanced attention to the different areas of his responsibilities.						
11. Has the necessary skills to manage his position.						
<i>Part Two: (specific responsibilities of the Rector/President)</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N</b>
1. Promotes a clear and constant institutional philosophy.						
2. Promotes administrative participation in decision making.						
3. Maintains open and fluid communication with the Governing Board.						
4. Promotes orderly and adequate institutional planning.						
5. Promotes and defends the Institution among its various publics.						
6. Administers the Institution as a total entity according to the Strategic Plan.						
7. Promotes a wide vision of the objectives, mission y vision.						
8. Supervises the work of the administrators, professors y staff.						
9. Recommends to the Board of Directors the employment of directors and faculty.						
10. Follows up and carries out the votes taken by the Board of Directors.						
11. Submits the annual budget of the Institution to the Board of Directors.						
12. Presents to the Board of Directors a report of all activities and progress.						
13. Exercise legal representation and delegates when necessary.						
14. Supports the plans for the recruiting and retention of students.						
15. Maintains an up-to-date service record of all employees.						
<i>Part Three: (additional comments)</i>						

*Thank you very much for your participation!*

**Evaluation of the Performance of Administrators**  
**University** \_\_\_\_\_  
*General Evaluation made by all employees who report to the Administrator*

**Date** \_\_\_\_\_

**Grading Scale:**

<b>5</b>	<b>Excellent</b>
<b>4</b>	<b>Very Good</b>
<b>3</b>	<b>Good</b>
<b>2</b>	<b>Regular</b>
<b>1</b>	<b>Deficient</b>
<b>N</b>	<b>Not sufficient</b>

**information available for evaluation**

**Name:** \_\_\_\_\_  
**Position:** **Vice Rector/Vice President for Academic Affairs**

Declaration	GRADE					
<i>Part One: (responsibilities in common with the other administrators)</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N</b>
1. Supports and promotes Adventist philosophy and values of the Institution.						
2. Practices open, complete and honest communication.						
3. Demonstrates that everyone contributes to the strength of the Institution.						
4. Shows interest in attending to the needs of the employees and students.						
5. Promotes a working environment that is conducive to cooperation.						
6. Shows respect and friendliness in his treatment of others.						
7. Shows interest in the professional and spiritual lives of the employees.						
8. Contributes to the spiritual and harmonious development of the Institution.						
9. Demonstrates professional knowledge of the issues in his charge.						
10. Gives balanced attention to the different areas of his responsibilities.						
11. Has the necessary skills to manage his position.						
<i>Part Two: (specific responsibilities of the Academic VP)</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N</b>
1. Plans, conducts and coordinates the academic affairs of the Institution.						
2. Supervises and is responsible for the programs offered during cultural events.						
3. Supervises the process of retention, validation and graduation.						
4. Maintains the quality of the academic programs of the Institution.						
5. Supervises and evaluates the faculty, deans, and academic directors.						
6. Promotes curricular upgrades and development of new programs.						
7. Makes sure that the library and related services are functioning properly.						
8. Runs a program of professional development for the faculty.						
9. Develops a progress for the selection and contracting of faculty members.						
10. Is accessible to the faculty, deans and academic directors.						
11. Supervises the work of the registry and the enrollment procedure.						
12. Supervises the work of guidance counselor.						
13. Supervises the deans and academic directors.						
14. Supervises the development and publication of academic catalogs.						
15. Acts in place of the President in his absence or when delegated to do so.						
<i>Part Three: (additional comments)</i>						

*Thank you very much for your participation!*

**Evaluation of the Performance of Administrators**  
**University** \_\_\_\_\_  
*General Evaluation made by all employees who report to the Administrator*

**Date** \_\_\_\_\_

**Grading Scale:**

<b>5</b>	<b>Excellent</b>
<b>4</b>	<b>Very Good</b>
<b>3</b>	<b>Good</b>
<b>2</b>	<b>Regular</b>
<b>1</b>	<b>Deficient</b>
<b>N</b>	<b>Not sufficient</b>

**information available for evaluation**

**Name:** \_\_\_\_\_  
**Position:** **Vice Rector/Vice President for Financial Affairs**

Declaration	GRADE					
<i>Part One: (responsibilities in common with the other administrators)</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N</b>
1. Supports and promotes Adventist philosophy and values of the Institution.						
2. Practices open, complete and honest communication.						
3. Demonstrates that everyone contributes to the strength of the Institution.						
4. Shows interest in attending to the needs of the employees and students.						
5. Promotes a working environment that is conducive to cooperation.						
6. Shows respect and friendliness in his treatment of others.						
7. Shows interest in the professional and spiritual lives of the employees.						
8. Contributes to the spiritual and harmonious development of the Institution.						
9. Demonstrates professional knowledge of the issues in his charge.						
10. Gives balanced attention to the different areas of his responsibilities.						
11. Has the necessary skills to manage his position.						
<i>Part Two: (specific responsibilities of the Financial VP)</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N</b>
1. Plans, conducts and coordinates the financial affairs of the Institution.						
2. Operates with a budget which reflects the reality of the Institution.						
3. Has in place procedures for accounting and financial control.						
4. Exercises leadership in the development and maintenance of the physical plant.						
5. Makes sure the Institution is in a healthy financial condition.						
6. Administers the financial resources according to the approved budget.						
7. Presents monthly financial statements to the various publics.						
8. Supervises and controls an updated functional accounting system.						
9. Secures the property titles and other legal documents.						
10. Prepares the annual budget, soliciting the input of the various entities.						
11. Takes care of purchases and the maintenance and improvements of the Institution.						
12. Makes sure the Institutional properties are adequately insured.						
13. Supervises the work of the accounts, cashier and payroll personnel.						
14. Supervises the area of financial aids to students.						
15. Supervises the work of the industries of the Institution.						
<i>Part Three: (additional comments)</i>						

*Thank you very much for your participation!*



**Evaluation of the Performance of Administrators**  
**University** \_\_\_\_\_  
*General Evaluation made by all employees who report to the Administrator*

**Date** \_\_\_\_\_

**Grading Scale:**

<b>5</b>	<b>Excellent</b>
<b>4</b>	<b>Very Good</b>
<b>3</b>	<b>Good</b>
<b>2</b>	<b>Regular</b>
<b>1</b>	<b>Deficient</b>
<b>N</b>	<b>Not sufficient</b>

**information available for evaluation**

**Name:** \_\_\_\_\_  
**Position:** **Vice Rector/Vice President for Student Affairs**

Declaration	GRADE					
<i>Part One: (responsibilities in common with the other administrators)</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N</b>
1. Supports and promotes Adventist philosophy and values of the Institution.						
2. Practices open, complete and honest communication.						
3. Demonstrates that everyone contributes to the strength of the Institution.						
4. Shows interest in attending to the needs of the employees and students.						
5. Promotes a working environment that is conducive to cooperation.						
6. Shows respect and friendliness in his treatment of others.						
7. Shows interest in the professional and spiritual lives of the employees.						
8. Contributes to the spiritual and harmonious development of the Institution.						
9. Demonstrates professional knowledge of the issues in his charge.						
10. Gives balanced attention to the different areas of his responsibilities.						
11. Has the necessary skills to manage his position.						
<i>Part Two: (specific responsibilities of the VP for Student Affairs)</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N</b>
1. Plans, conducts and coordinates the student affairs of the Institution.						
2. Fosters the physical, spiritual moral and social well-being of the students.						
3. Supervises the activities of the Student Council.						
4. Coordinates and supervises the work of the deans of men and of women.						
5. Promotes social and cultural programs for the students.						
6. Coordinates and supervises the work of the nurse of the Institution.						
7. Supervises the handling for applications and admissions programs.						
8. Executes the disciplinary process according to the Student Manual.						
9. Supervises the preparation of the Yearbook of the University.						
10. Supervises the preparation of the calendar of events of the Institution.						
11. Processes the legal documents for international students.						
12. Supervises married students who live on campus.						
13. Coordinates the rental and use of the recreational facilities.						
14. Supervises the annex to the dormitories.						
15. Offers security to the students who live on Institutional property.						
<i>Part Three: (additional comments)</i>						

*Thank you very much for your participation!*

**Evaluation of the Performance of Administrators**  
**University** \_\_\_\_\_  
*General Evaluation made by all employees who report to the Administrator*

**Date** \_\_\_\_\_

**Grading Scale:**

<b>5</b>	<b>Excellent</b>
<b>4</b>	<b>Very Good</b>
<b>3</b>	<b>Good</b>
<b>2</b>	<b>Regular</b>
<b>1</b>	<b>Deficient</b>
<b>N</b>	<b>Not sufficient</b>

**information available for evaluation**

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

**Position:** **Vice Rector/Vice President for Development**

Declaration	GRADE					
<i>Part One: (responsibilities in common with the other administrators)</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N</b>
1. Supports and promotes Adventist philosophy and values of the Institution.						
2. Practices open, complete and honest communication.						
3. Demonstrates that everyone contributes to the strength of the Institution.						
4. Shows interest in attending to the needs of the employees and students.						
5. Promotes a working environment that is conducive to cooperation.						
6. Shows respect and friendliness in his treatment of others.						
7. Shows interest in the professional and spiritual lives of the employees.						
8. Contributes to the spiritual and harmonious development of the Institution.						
9. Demonstrates professional knowledge of the issues in his charge.						
10. Gives balanced attention to the different areas of his responsibilities.						
11. Has the necessary skills to manage his position.						
<i>Part Two: (specific responsibilities of the VP for Development)</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N</b>
1. Plans, coordinates and conducts developmental affairs of the Institution.						
2. Collects funds and make developmental proposals for the Institution.						
3. Supervises the areas of promotion, departures and recruitments.						
4. Develops strategies to strengthen the image and public relations.						
5. Supports, contributes to the development program of the physical plant.						
6. Serves as liaison with leaders at the local, regional and international levels.						
7. Promotes the financial and development interests of the Institution.						
8. Develops and implements strategies to secure support of philanthropists.						
9. Solicits significant donations and keeps the donors active.						
10. Establishes a solid base of financial support of alumni.						
11. Supervises the evaluation of the Institution through research.						
12. Supervises the services of the guards and watchmen of the Institution.						
13. Supervises landscaping, cleanliness and maintenance of the physical plant.						
14. Supervises the keeping up to date of government permits.						
15. Supervises student transportation and parking areas.						
<i>Part Three: (additional comments)</i>						

*Thank you very much for your participation!*